BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 28, 2009

Annual Organizational Meeting of the Board of School Directors called to order by the Director, Office of Board Governance/Board Clerk at 6:30 PM.

The Director, Office of Board Governance/Board Clerk read into the record the certification of the City Clerk that the following persons, who were elected or re-elected to membership on the Board on April 7, 2009, have taken the oath of office and are duly qualified to serve:

Annie Woodward ..... District 4
Larry Miller ..... District 5
Peter Blewett ..... District 6
David Voeltner ..... District 7

Directors Bonds, Falk, Petersons, Spence and Thompson are continuing members.

The following members responded to roll call:

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

Absent—None.

Director Bonds was elected temporary Chair by unanimous consent.

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 Petersons
Director Spence ..... Director Petersons
Director Thompson ..... Director Petersons
Director Voeltner ..... Director Bonds
Director Woodward ..... Director Bonds
Director Bonds ..... Director Bonds

Director Bonds—6.
Director Petersons—3.

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 Spence
Director Spence	Director Spence
Director Thompson	Director Spence
Director Voeltner	Director Blewett
Director Woodward	Director Blewett
Director Bonds	Director Blewett

Director Blewett—6.
Director Spence—3.

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

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.

* * * * *

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.

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, Janet Meyes and Tina Johnson to serve as members of the MATC Appointment Committee.

Director Blewett moved to approve the nominations.

The nominations were approved on the following vote:

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

Noes—None.

APPOINTMENT OF REPRESENTATIVE TO CESA #1

Director Spence was appointed to serve as the Board's representative to CESA #1 by unanimous consent.

* * * * *

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.

* * * * *

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.

* * * * *

UNFINISHED BUSINESS

A. Disposition of Items Pending Before the Board and Its Committees on April 23, 2009.

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 23, 2009) 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 23, 2009, 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:

Finance/Personnel

Item		Author	Subject	Introduced	Action	
					Committee	Board
1	Resolution 0405R-025	*Balistreri, Hardin*	Review and Audit of the Chargeback/Buyback System	08/26/04		Carried over 4/25/05, 4/27/06, 4/25/07, 5/1/08
2	Resolution 0506R-025	*Balistreri*	Make Martin Luther King, Jr., Day a District-wide Holiday	01/26/06		Carried over 4/27/06, 4/25/07, 5/1/08
3	Resolution 0708R-064	Blewett	Regarding the reporting of employees' out-of-state travel	11/29/07		Carried over 5/1/08
4	Resolution 0708R-068	*Morales*	To continue benefits to dependent stepchildren of MPS employees upon the death of the natural parent	11/29/07		Carried over 5/1/08

Finance/Personnel

Item		Author	Subject	Introduced	Action	
					Committee	Board
5	Resolution 0809R-005	*Hardin*	To develop a plan to ensure that the Milwaukee Health Dept. is scheduled to provide on-site immunization services at each MPS site at least once each school year	05/29/08		
6	Resolution 0809R-006	Falk	To implement a plan for offering telecommuting to staff throughout the District	05/29/08		
7	Resolution 0809R-011	*Hardin*	To explore the feasibility of moving the City of Milwaukee's library operations under MPS	07/31/08		
8	Communication 0809C-007	Steve Chojnacki	Requesting a hearing regarding the principalship at Milwaukee Sign Language School	09/25/08		
9	Resolution 0809R-029	Blewett	Develop and present to the Board a 5-year district facilities master plan in adherence to Administrative Policy 5.01, Facilities.	10/23/08		
10	Communication 0809C-008	James F. Koneazny	Requesting a hearing in regard to the performance of the Superintendent of Schools.	10/23/2008		
11	Resolution 0809R-032	Bonds	Develop a parking-management system for Central Services employees in all MPS-owned lots.	11/20/08		
12	Resolution 0809R-039	Thompson and Petersons	Revise Employee Travel Policies and Procedures.	01/29/09		

Innovation/School Reform

Item		Author	Subject	Introduced	Action	
					Committee	Board
13	Resolution 0607R-014	Spence	Program-management review process	10/30/06	None	Carried over 4/25/07, 5/1/08
14	Resolution 0708R-006	Bonds	Establish a multi-cultural early childhood and Montessori school	05/31/07		Carried over 5/1/08
15	Resolution 0708R-026	Blewett, Bonds	Re-open Washington High School as one comprehensive high school under its former status	06/28/07		Carried over 5/1/08

Innovation/School Reform

Item		Author	Subject	Introduced	Action	
					Committee	Board
16	Resolution 0708R-031	Blewett	To integrate the use of local museums into the curriculum	07/26/07		Carried over 5/1/08
17	Resolution 0708R-034	Blewett	To seek a partnership with the Kettle Moraine School District and the Milwaukee Art Museum to sponsor, promote, and expand the Wisconsin Writes Program	07/26/07		Carried over 5/1/08
18	Resolution 0708R-055	Blewett	To open the 38th Street School building as a Creative Arts Option	09/27/07		Carried over 5/1/08
19	Resolution 0708R-057	Blewett, Bonds	To use the Emanuel Phillips School building for a K-5 IB Elementary School Program	09/27/07		Carried over 5/1/08
20	Resolution 0708R-071	*Hardin*	To provide Title I supplemental grant funds to SIFI schools to determine educational programs and professional development activities in Reading and Math	11/29/07		Carried over 5/1/08
21	Resolution 0708R-079	Bonds	To establish a multi-cultural early childhood and Montessori school in the former Emanuel Phillip Elem. school building	02/28/08		Carried over 5/1/08
22	Resolution 0708R-084	*Hardin*	To explore options for a K-12 Arts Campus	03/19/08		Carried over 5/1/08
23	Resolution 0809R-001	Blewett	To Promote Healthcare Reform	05/29/08		
24	Resolution 0809R-012 (same as 0809R-021	Bonds	To develop and implement an exploratory program to enable students to pursue careers in the field of education	07/31/08		
25	Resolution 0809R-019	Bonds	Convert the District to a Year-round School Calendar.	08/28/08		
26	Resolution 0809R-021 (same as 0809R-012	Bonds	Develop and Implement an Exploratory Program to Enable Students to Pursue Careers in the Field of Education.	08/28/08		
27	Resolution 0809R-023	*Morales*	Develop Social and Emotional Learning Targets for All Grade Levels That Do Not Currently Have Such Targets.	08/28/08		
28	Resolution 0809R-030	Petersons	to Earmark $32,100 for Field Trips to be Sponsored by the Milwaukee Board of School Directors.	11/20/08		
29	Resolution 0809R-033	Bonds	to Develop a Pilot Program in District 3 to Reconfigure K-8 Schools as K-5 Schools.	11/20/08		

Innovation/School Reform

Item		Author	Subject	Introduced	Action	
					Committee	Board
30	Resolution 0809R-035	*Hardin*	MPS begin a college-preparatory program at the middle grades on the north-side	12/16/08		
31	Resolution 0809R-037	Blewett	to Institute Freshmen Seminars	01/29/09		
32	Resolution 0809R-043	Bonds	To Develop a City-Wide Alternative School for Chronically Disruptive Students.	02/26/09		
33	Resolution 0809R-046	Bonds	To Develop an IB Middle-school Program on Milwaukee's North Side.	03/26/09		

Legislation, Rules & Policies Committee

Item		Author	Subject	Introduced	Action	
					Committee	Board
34	Resolution 0405R-002	*Johnson*, Spence	District Travel	05/27/04		Carried over 4/25/05, 4/27/06, 4/25/07, 5/1/08
35	Resolution 0405R-033	Blewett	Analyze the IDEA funding coalition's mandatory funding proposal for the Individuals with Disabilities Education Act	10/28/04		Carried over 4/25/05, 4/27/06, 4/25/07, 5/1/08
36	Resolution 0405R-041	Blewett	Partnership with Private Schools to Lobby for Increased Federal funding for IDEA	11/23/04		Carried over 4/25/05, 4/27/06, 4/25/07, 5/1/08
37	Resolution 0506R-012	Blewett	Federal Funding for IDEA	09/29/05		Carried over 4/27/06, 4/25/07, 5/1/08
38	Resolution 0607R-010	*Hardin*	Amend Administrative Policy 8.10(2) to extend sibling preference in admissions and "grandfathered" transportation services.	09/28/06		Carried over 4/25/07, 5/1/08
39	Resolution 0607R-018	*Morales*	Amend Admin. Policy and Procedure 7.30 to allow senior High class trips	10/31/06		Carried over 4/25/07, 5/1/08

Legislation, Rules & Policies Committee

Item		Author	Subject	Introduced	Action	
					Committee	Board
40	Resolution 0708R-010	Blewett	Oppose any provision of the Patriot Act resulting in the Unwarranted Persecution of any Individual or Group	05/31/07		Carried over 5/1/08
41	Resolution 0708R-011	Thompson, *Goldberg*	Redirect a portion of staff time in the Office of Board Governance to Records-Management Activities	05/31/07		Carried over 5/1/08
42	Resolution 0708R-013	Blewett	Urge Federal and State Legislators to Support H.S. 648, the No Child Left Behind Improvements Act of 2007	06/28/07		Carried over 5/1/08
43	Resolution 0708R-017	Blewett, Bonds	Lobby the State for increased Funding for Drivers Ed Programs	06/28/07		Carried over 5/1/08
44	Resolution 0708R-052	Bonds, Blewett	To establish a centralized civil rights compliance function	09/27/07		Carried over 5/1/08
45	Resolution 0708R-067	Blewett	To approve a resolution proposal regarding enrollment counts for Local Education Agencies for inclusion in the 2008 MPS Legislative Agenda and for submission to the Wisconsin Association of School Boards' Delegate Assembly	11/29/07		Carried over 5/1/08
46	Resolution 0708R-072	*Hardin*	To explore alternative means of generating revenue for the Milwaukee Public Schools	11/29/07		Carried over 5/1/08
47	Resolution 0708R-083	Falk	To ensure that, as long as students are in school buildings, telephone calls are answered by a person, rather than voicemail	03/19/08		Carried over 5/1/08
48	Resolution 0708R-085	Blewett	To lobby to ensure high standards of quality and safety in programs providing food to schools	03/19/08		Carried over 5/1/08
49	Resolution 0809R-010	Thompson	To revise administrative policy 3.03 to reduce the contingent fund to $500,000	06/19/08		
50	Resolution 0809R-022	*Morales*	Ask the State and Federal Governments to Waive the Requirement to Provide Transportation for Voucher and Non-MPS Charter School Students.	08/28/08		

Legislation, Rules & Policies Committee

Item		Author	Subject	Introduced	Action	
					Committee	Board
51	Resolution 0809R-026	Petersons	Authorize Paid Advertisements, Sponsorships, and the Sale of Naming Rights for MPS Sports Venues.	08/28/08		
52	Resolution 0809R-034	*Hardin*	Prohibit the Purchase or Lease of Property from MPS by a Member of the Milwaukee Board of School Directors for a Minimum of Three Years after His/Her Departure from the Board.	12/16/08		
53	Resolution 0809R-042	Spence	Develop a Plan to Move the Board's Election Schedule to the Fall of Even-Numbered Years to Align the Board's Elections with Higher-turnout Elections.	02/26/09		
54	Resolution 0809R-044	Bonds	To Lobby Against Any Effort to Take Over or Charge the Governance Structure of MPS.	02/26/09		
55	Resolution 0809R-045	Blewett	To Endorse the Requiring of Background Checks on All Gun Sales and Transfers in Wisconsin.	03/26/09		

Strategic Planning & Budget

Item		Author	Subject	Introduced	Action	
					Committee	Board
56	Resolution 0102R-004	*Hardin*	Cease further decentralization of the budget pending a study of its effectiveness	May 29/01		Carried over, 4/29/02, 4/29/03, 4/26/04, 4/25/05, 4/27/06, 4/25/07, 5/1/08
57	Resolution 0102R-005	*Hardin*	Align the Strategic Plan, Individual School Educational Plans, and the Budget	May 29/01		Carried over, 4/29/02, 4/29/03, 4/26/04, 4/25/05, 4/27/06, 4/25/07, 5/1/08
58	Resolution 0607R-024	Blewett, *Hardin*	Continued funding for MHSA	12/2006		Carried over 4/25/07, 5/1/08
59	Resolution 0708R-022	Bonds	Recentralize All District Functions and Operations	06/28/07		Carried over 5/1/08

Strategic Planning & Budget

Item		Author	Subject	Introduced	Action	
					Committee	Board
60	Resolution 0708R-025	Blewett	Add the position of Artistic Director to the Budget of the Milwaukee High School of the Arts	06/28/07		Carried over 5/1/08
61	Resolution 0708R-029	Bonds	To develop an annual timeline of budgetary events	07/26/07		Carried over 5/1/08
62	Resolution 0708R-030	Bonds	To create a vocational education division in MPS	07/26/07		Carried over 5/1/08
63	Resolution 0708R-032	Blewett	To develop a relational timeline of District, Local, State, and Federal budgetary deadlines	07/26/07		Carried over 5/1/08
64	Resolution 0708R-039	Bonds	To develop a schedule to provide quarterly financial reviews of schools at risk of developing deficits	07/26/07		Carried over 5/1/08
65	Resolution 0708R-040	*Hardin*, Bonds	To reinstate recently laid-off General Educational Assistants	07/26/07		Carried over 5/1/08
66	Resolution 0708R-047	Bonds	To establish a marketing function with the Department of Communications and Public Affairs	08/30/07		Carried over 5/1/08
67	Resolution 0708R-053	Blewett	To assign a specific budget line to funding provided by MPA to the MPS to support the position of Executive Director	09/27/07		Carried over 5/1/08
68	Resolution 0708R-063	Bonds	To recentralize year-end surpluses	11/29/07		Carried over 5/1/08
69	Resolution 0708R-069	Blewett	To promote, enhance, and expand STEM (Science, Technology, Engineering and Mathematics) and Foreign Language programming	11/29/07		Carried over 5/1/08
70	Resolution 0708R-076	*Hardin*	Regarding the reporting of progress made toward the goals outlined in the Action Plan to Improve Milwaukee Public Schools	01/31/08		Carried over 5/1/08
71	Resolution 0708R-078	Bonds	To establish a fiscal review area within the Office of Board Governance	01/31/08		Carried over 5/1/08
72	Resolution 0708R-080	Blewett	Regarding Board travel to Legislative Conferences	02/28/08		Carried over 5/1/08
73	Resolution 0809R-038	Falk	Replace Court Reporters at Meetings of the Board's Committees with Electronic Recording Systems.	01/29/09		

Special Education Committee

Item		Author	Subject	Introduced	Action	
					Committee	Board
74	Resolution 0405R-047	*Balistreri, Hardin*	Investigate and close the Achievement Gap between Special-Needs and Non-Special–Needs students in MPS	02/24/05		
75	Resolution 0809R-048	Bonds	To Re-allocate Special Education Services Throughout the District to Ensure the Ability to Serve More Cross-Categorical-Needs Students at More Schools.	03/26/09	4/9/09 — Held this item in committee for the Administration to report back in 06/2009	

Safety and Climate Committee

Item		Author	Subject	Introduced	Action	
					Committee	Board
76	Resolution 0708R-058	Spence	To allow the City and other governmental entities use of the Milwaukee Public School's Safety and Security personnel during the summer	09/27/07		Carried over 5/1/08
77	Resolution 0809R-009	*Hardin*	To link all safety initiatives and services to report under one individual	May 29/08		
78	Resolution 0809R-040	*Hardin*	Require Seat Belts on School Buses Contracted by the District.	01/29/09		
79	Resolution 0809R-047	Bonds	To Recentralize the Safety Budget and Function.	03/26/09		

Separate consideration was requested of Items 6, 9, 11, 12, 13 14, 24, 25, 27, 28, 31, 32, 35, 41, 43, 47, 49, 50, 53, 55, 63, 69, 71, 73, 75, 76 and 79.

Director Thompson 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, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

The items set aside were referred as indicated.

* * * * *

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 current level of compensation.

Director Spence moved a substitute, to revert back to the 1999 rates for School Board members ($7800 annually).

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

Ayes—Directors Petersons, Spence and Thompson—3.

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

The question being on the original motion to maintain the current compensation, the motion prevailed, the vote being as follows:

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

Noes— Directors Petersons, Spence and Thompson—3.

* * * * *

NEW BUSINESS

(Item A) Transmittal of tentative 2009-10 Board Calendars

The Director, Office of Board Governance/Board Clerk presented to the Board for its review the tentative calendars of regular Board and committee meetings for 2009-10.

FP=Committee on Finance/Personnel; ISR=Committee on Innovation/School Reform; Special Ed=Committee on Special Education; SPB=Committee on Strategic Planning & Budget

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

Calendar is subject to change; contact the Office of Board Governance at 475-8284 to verify.

BOARD AND COMMITTEE MEETINGS — MAY 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				l	1	2
3	4	5 SPB	6	7 SPB	8 *Board members submit proposed amendments to OBG*	9
10	11	12 ISR SPB	13 *Proposed budget and public hearing notice published in newspaper*	14 Special Ed SPB	15	16
17	18	19 6:30 F/P	20	21 *Statutory public hearing on the FY10 Proposed Budget*	22	23
24	25 HOLIDAY *Memorial Day*	26 *Board members submit proposed amendments to OBG or Finance by Noon*	27	28 6:30 PM Reg. Bd Mtg	29	30/31

BOARD AND COMMITTEE MEETINGS — JUNE 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4 SPB Special mtg. on budget adoption	5	6
7	8	9 6:30 PM ISR	10	11 6:30 PM Special Ed.	12	13 *)*
14 *Father's Day*	15	16 6:30 PM F/P	17	18	19	20
21	22	23	24	25 6:30 PM Reg. Bd. Mg.	26	27
28	29	30				

BOARD AND COMMITTEE MEETINGS — JULY 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4 *Independence Day*
5	6	7	8	9 6:30 PM Special Ed.	10	11
12	13	14 6:30 PM ISR	15	16	17	18
19	20	21 6:30 PM F/P	22	23	24	25
26	27	28	29	30 6:30 PM Regular Board Meeting	31	

BOARD AND COMMITTEE MEETINGS — AUGUST 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11 6:30 PM ISR	12	13 6:30 PM Special Ed	14	15
16	17	18 6:30 PM F/P	19	20	21	22
23/30	24/31	25	26	27 6:30 PM Regular Board	28	29

BOARD AND COMMITTEE MEETINGS — SEPTEMBER 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7 Holiday — Central Services Closed *Labor Day*	8 6:30 PM ISR	9	10 6:30 PM Special Ed	11	12
13	14	15 6:30 PM F/P	16	17	18	19
20	21	22	23	24 6:30 PM Regular Board	25	26
27	28	29	30			

BOARD AND COMMITTEE MEETINGS — OCTOBER 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8 6:30 PM Special Ed	9	10
11	12 *Columbus Day*	13 6:30 PM ISR	14	15	16	17
18	19	20 6:30 PM F/P	21	22 6:30 PM Regular Board	23	24
25	26	27	28	29 Teacher's Convention	30 *Halloween*	31

BOARD AND COMMITTEE MEETINGS — NOVEMBER 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10 6:30 PM ISR	11 *Veteran's Day*	12 6:30 PM Special Ed	13	14
15	16	17 6:30 PM F/P	18	19 6:30 PM Regular Board	20	21
22	23	24	25 .	26 HOLIDAY NON-WORK DAY → *Thanksgiving Day*	27	28
29	30					

BOARD AND COMMITTEE MEETINGS — DECEMBER 2009

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8 6:30 PM ISR	9	10 6:30 PM Sp. Ed.	11	12
13	14	15 6:30 PM F/P	16	17	18	19
20	21	22	23	24	25 *Christmas Day*	26
27	28	29	30	31 6:30 PM Reg Bd		

WINTER BREAK (spans 21–25)

WINTER BREAK (spans 28–31)

BOARD AND COMMITTEE MEETINGS — JANUARY 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 New Year's Day	2
3	4	5	6	7	8	9
10	11	12 6:30 PM ISR	13	14 6:30 PM Special Ed. Mtg.	15	16
17	18	19 6:30 PM F/P *MLK Jr. Day*	20	21	22	23
24/31	25	26	27	28 6:30 PM Regular Board	29	30

WINTER BREAK (spans 1–2)

BOARD AND COMMITTEE MEETINGS — FEBRUARY 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9 6:30 PM ISR	10	11 6:30 PM Special Ed	12	13
14	15 *Presidents' Day*	16 6:30 PM F/P	17	18	19	20
21	22	23	24	25 6:30 PM Regular Board	26	27
28	1					

BOARD AND COMMITTEE MEETINGS — MARCH 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9 6:30 PM ISR	10	11 6:30 PM Special Ed.	12	13
14	15	16 6:30 PM F/P	17 *St. Patrick's Day*	18	19	20
21	22	23	24	25 6:30 PM Regular Board	26	27
28	29	30	31			

BOARD AND COMMITTEE MEETINGS — APRIL 2010

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 SPRING BREAK	3
4 *Easter*	5 SPRING BREAK	6	7	8 6:30 PM Special Ed	9	10
11	12 *r*	13 6:30 PM ISR	14	15	16	17
18	19	20 6:30 PM F/P	21	22 6:30 PM Regular Bd.	23	24
25	26 6:30 PM Annual Organizational Mtg	27	28	29	30	

Director Thompson moved to reschedule to December 2009 Board meeting from December 31 to December 17, 2009.

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 adjourned at 7:23 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 5, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 7:47 PM.

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

Absent and excused—Director Spence—1.

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

May 4, 2009

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, a special emergency meeting of the Board of School Directors will be held at 7:30 p.m. on Tuesday, May 5, 2009, (or immediately following the meeting of the Committee on Strategic Planning and budget scheduled to begin at 6:30 p.m.) in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering issues related to the emergency school closings and issues in which competitive and bargaining considerations require a closed session.

Pursuant to Wisconsin Statutes, Section 19.85(e), the Board may retire to executive session for the purpose of considering issues related to the emergency school closings and issues in which competitive and bargaining considerations require a closed session. The Board may reconvene in open session to take action on matters considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Woodward moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(e), for the purpose of considering issues related to the emergency school closings and issues in which competitive and bargaining considerations require a closed session.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 7:50 PM.

The Board adjourned from executive session at 8:19 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 12, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 5:35 PM.

Present—Directors Blewett (6:00 PM), Falk, Miller, Petersons, 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:

May 8, 2009

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 Tuesday, May 12, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving and considering an overview of the "Toward a Stronger Milwaukee Public Schools" report commissioned by Governor Doyle and Mayor Barrett from the Governor, Mayor, State Superintendent Elizabeth Burmaster, and State Superintendent-elect Tony Evers or their respective representatives.

Public testimony will not be taken at this meeting.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

The Board received an overview of the "Toward a Stronger Milwaukee Public Schools" report commissioned by Governor Doyle and Mayor Barrett from the Mayor and Michael Morgan, Governor Doyle's representative, followed by questions and comments from Board members.

The Board adjourned at 6:48 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 21, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:04 PM.

Present—Directors Falk, Miller, Voeltner, Woodward and President Bonds—5.

Absent and excused—Directors Blewett, Petersons, Spence and Thompson—4.

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

May 20, 2009

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 21, 2009, 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).

With regard to this item, 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.

LYNNE A. SOBCZAK
Board Clerk

The Director, Office of Board Governance/Board Clerk presented 18 reports of the Independent Hearing Officer of the Milwaukee Board of School Directors for the following dates and times for the Board's consideration and determination:

April 22, 2009, at 9:30 a.m. 11:30 a.m. and 2:00 p.m.
April 23, 2009, at 9:30 a.m. 11:30 a.m. and 2:00 p.m.
April 24, 2009, at 9:30 a.m. 11:30 a.m. and 2:00 p.m.
April 27, 2009, at 11:30 a.m. and 2:00 p.m.
April 28, 2009, at 9:30 a.m. 11:30 a.m. and 2:00 p.m.
April 29, 2009, at 9:30 a.m. and 11:30 a.m.
April 30, 2009, at 9:30 a.m. and 11:30 a.m.

These reports will be included in the summaries for May 2009, to be submitted at the Board's regular May meeting.

Director Falk moved to approve the reports of the Independent Hearing Officers.

The motion prevailed, the vote being as follows:

Ayes— Directors Falk, Miller, Voeltner, Woodward and President Bonds—5.

Noes—None.

The Board adjourned at 6:09 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 21, 2009

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

Present—Directors Blewett (7:03 PM), 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:

May 14, 2009

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 21, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on the proposed FY2010 School Operations, Construction, and Extension Fund budgets.

The Board is scheduled to take action on the proposed FY2010 budget at a special meeting on Thursday, June 4, 2009.

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 FY2010 School Operations, Construction, and Extension Fund budgets.

The Board concluded the hearing and adjourned at 7:16 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 28, 2009

Regular meeting of the Board of School Directors called to order by President Bonds at 6:38 PM.

Present—Directors Blewett (6:42 PM), Falk, Miller, Petersons (7:10 PM), Thompson, Voeltner (6:45 PM), Woodward, and President Bonds—8.

Absent and excused—Director Spence—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:

Lloyd Levin
Founder, Make a Difference — Wisconsin

Mr. Lloyd Levin's career of over 40 years in the real estate and mortgage industry was perfect preparation for creating a proposal for a 501(c)3 non-profit corporation to provide financial literacy training to high-school students in Milwaukee — Make A Difference-Wisconsin. He has functioned as both an entrepreneur and a consultant in the areas of real estate and financial education, mortgages, property acquisition, real estate development and construction, and property management. His activities have covered almost the entire range of the industry, including industrial, commercial, and residential real estate and mortgage lending. Mr. Levin is President of Robbins & Lloyd Mortgage and serves on a number of foreclosure-prevention task forces. He is well known for his greatest strength — motivating people.

The beginnings of Make A Difference-Wisconsin started in 2006, when Mr. Levin developed his proposal for a non-profit organization designed to change the lives of our youth by giving them financial knowledge. The compelling force was a letter written by his close friend Marty Stein which posthumously published in the *Milwaukee Journal Sentinel.* Stein wrote that he believed Milwaukee to be in serious trouble and the only solution was to empower our youth to make this a better community.

Mr. Levin finished writing the three-page outline for his plan while he was on an airplane and asked the passenger next to him to review the proposal. The passenger turned out to be Fr. Robert Wild, President of Marquette University. The outcome continues to be a wonderful relationship between Make A Difference-Wisconsin and the Marquette University College of Business Administration.

The mission of Make A Difference-Wisconsin is "to empower students to make sound financial decisions by increasing their financial knowledge and awareness." As Founder and President, Mr. Levin focused on creating a unique opportunity for community members to deliver financial literacy education to high-school students — primarily those in grades eleven and twelve. The programming, which includes a five-hour curriculum, was delivered to over 2,200 students in Milwaukee Public Schools during its first year. By the conclusion of the 2008-09 academic year, more than 550 volunteers will have reached more than 11,000 students. The plan is to implement this programming throughout the state by 2010.

The following quotes by individuals familiar with Mr. Levin's leadership in teaching financial literacy to Milwaukee high-school students further illustrate Mr. Levin's dedication to the district:

> Lloyd Levin exemplifies the district's core belief that community partners add value.
>
> — William Andrekopoulos
> Superintendent of Schools

> His passion and enthusiasm are evident the minute he walks into a room. He is truly dedicated to making a difference for kids.
>
> — Tina Flood
> MPS K-12 Social Studies
> Curriculum Specialist

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

◊ ◊ ◊ ◊ ◊

Presentation of the 2008-09 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	Elvia Rivas	Joel Acosta
Alliance	Julia Williams	Sophia Jones
Assata	Lynda Metcalf	Ebony Maxwell
Bay View	Allison Bernier	Alejandro Andrade
Lynde and Harry Bradley Tech	Diamond Hanson Veronica Holmes	
CITIES Project High School	Courtney Hartzog	Tatiana Justiniano
Community High School	Andrew Kou Xiong Nkaujzouapa Lor	Dominique Strapp
Cornerstone	Jazmynn Fleming	Alana Bentley
Custer High School	Timothy Thao Anita Buck	Sherita Clendenen Yanira Santos
DIAL	Justin Roby	
El Puente High	Miguel Lopez	

Foster & Williams	Yeng Thao	Myra Davis
Genesis High School	Ja Kimbra White	Brittney Taylor
Grandview High School	Maria S. Rodriguez	Jennifer Gerena
Hamilton High School	Jennifer Jacobsen Mukul Chawla	Benjamin Ferenz
HR Academy	Chenequa Byers	DéVonte Griffin
Kilmer High School	Victoria Marrero	
King High School	Elizabeth Mosier Talormarie Rudolph Elizabeth Jazwecki David Chou Nicolaus Caniza	
Lady Pitts High School	Va Xiong	Marquica Woods
Madison High School	Nancy Lee	Fabiola Huerta
Metropolitan High School	Jeremy Jones	Jasmine Holland
Milw Acad./Aviation, Science & Technology	Ebony Neylon	Nicholas Hoffmann
Milw African American Immersion High	Tracy Nelson	Casandra Johnson
Milw County Youth Education Center	Arthur Conner	Justin Anderson
Milw HS of the Arts	Clare Gawronski	Jessica Jackson
Milw Learning Laboratory and Institute	Brittany Givens	Chelsie Lynch
Milw School of Entrepreneurship	Jessica Benson Ogbeifun	Phytiema Onojaife
Milw School of Languages	Tiffany Sanchez Ker Xiong	Brittany Harker
New School for Community Service	Nancy Robinson	Tierra Brinkley-Pickens
Northwest Secondary School	Gloria Miller	Yolonda Claybrooks
NOVA	Julian Glass	John Purdle
Pulaski High School	Alma Rodriguez	Maritza Estevez
Reagan College Prep	Jeffrey Stubler	Joseph Chase
Riverside University High School	Raghda Ahmad Jennifer Donahoe Ia Moua Giselle Remolina	Samuel Loveland
School for Urban Planning & Architecture	Cheyenne Ensor	Carmen Valentine
South Division	Dawn Henn	Cheng Vang
Spotted Eagle HS	Crystal Keeler	Cheyenne Martinez
Transition High School	Ashlee Bishop	Jeremy Scott
Truth Institute	Shalonda Dickerson	Chakaris Craine
Veritas	Cynthia Pajic	Alex Kanastab

Vincent High School	PaDer Lor	Dano Munoz
Washington HS of Expeditionary Learning	Ashley Williams	Eric Hair
Washington HS of Information Technology	Kevin Duer	Jhavontae Jones
Washington HS of Law, Ed & Public Service	Chartia Flowers	Kua Yang
W.E.B. DuBois	Javon Harmon	Mark Kelly
Wings	Ronald Joseph Melanz, Jr.	Sarah Thiesenhusen
Wisconsin Conservatory of Lifelong Learning	Adnan Ahmad	Carey Barnes

◊ ◊ ◊ ◊ ◊

Other Awards and Commendations

Marquette University's College of Education celebrated its first year as Marquette University's newest college with a new awards event held on May 5. The College of Education Mission Recognition Evening honored individuals and groups from within and outside the Marquette community who have made a significant contribution toward advancing their social justice mission. The award categories included Student and Recent Graduate Awards, School and Community Partner Awards, Education Advocacy Awards, Faculty Awards, and Dean's Faculty Excellence Award.

- Dennis Oulahan, MTEA President, received an *Education Advocacy Award* from the College. This award recognizes individuals who make significant or systemic contributions to the local, state, or national education landscape through their work.
- Golda Meir Elementary School received Marquette University College Education's *2009 School Partnership Award*, which recognizes the exemplary ways in which Golda Meier Elementary school has collaborated with Marquette University College of Education.
- The *Elementary Education Cooperating Teacher Award* went to Linda Gaspardo from the Academy of Accelerated Learning.
- The *Secondary Education Cooperating Teacher Award* went to Lou Ann Van Fossen from South Division High School.
- The *Outstanding EDPL Faculty Lecturer Award* went to Steve Vande Zande, an art teacher from Hartford University School.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 21 and 23, 2009, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Negotiated Labor Agreement with the MTEA (Educational Assistants)

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 (Educational Assistants) —
Two-year contract (January 1, 2007, through December 31, 2008)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract as highlighted in the summary below.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Highlights of Contract Resolution between
the Milwaukee Board of School Directors and
the Milwaukee Teachers' Education Association
(Educational Assistants)
January 1, 2007, Through December 31, 2008

1. Two-year contract (January 1, 2007, through December 31, 2008).
2. Reduction in number of contracts printed for Union.
3. Process for transition to posting of vacancies on the Portal.
4. Earlier notice date allowed for retiree health coverage.
5. Alignment of dental insurance provision with other units.
6. Increase in auto vandalism deductible.
7. Modification of tuition reimbursement eligibility.
8. Incorporation of overtime language for school safety assistants assigned to multiplex buildings.
9. Establishment of a joint education committee.
10. Salaries: 1/01/07.....2.00%
1/01/08.....2.25%

A complete package, including all tentative agreements, is available upon request.

Director Falk moved to approve the recommendation of the Superintendent.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Notice of Intent of the Board's President to Initiate the Search for a New Superintendent of Schools

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

As William Andrekopoulos has announced his intention to retire from his position as Superintendent of Schools on June 30, 2010, the Milwaukee Board of School Directors must now turn its attention to

preparations to locate and hire a new person to fill that position upon the current Superintendent's departure. To this end, President Michael Bonds has informed the Office of Board Governance of his intent to call a special meeting of the Board for an as yet to be determined date and time in June 2009 to initiate the process of searching for a new Superintendent of Schools.

The Office of Board Governance will inform both the Board and the public when the date and time for this initial meeting has been determined.

* * * * *

(Item B) Action on a Request by the Board's President to Re-authorize the Milwaukee Public Schools Board Advisory Committee on Arts Education (BACAE) and to Appoint Director Peter Blewett as Chair of BACAE and as the Board's Representative on the Milwaukee Team of the Wisconsin Task Force on Arts and Creativity in Education

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

On October 30, 2007, the Milwaukee Board of School Directors adopted a resolution by Director Peter Blewett to authorize the Board's president to appoint the Milwaukee Public Schools Board Advisory Committee on Arts Education (BACAE), with the charge to bring recommendations to the Board in the following areas:

— to develop community support for arts education in the city of Milwaukee;

— to assess arts education programs within MPS and its Strategic Plan;

— to build capacity for hiring more certificated arts educators;

— to assess MPS's capacity to build and sustain partnerships with community agencies; and

— to examine national and international arts education programs for models that may help the Board meet the goals articulated above and in the MPS Strategic Plan.

When the Board adopted the resolution, it directed the Board's president to approach the philanthropic community to provide staff support for this advisory committee, if needed.

The following people agreed to participate in BACAE: Kimberly Abler, Tim Abler, William Andrekopoulos, Barry Applewhite, Dan Bader (Robin Mayrl, alternate), Peter Blewett, Sue Pezanoski Brown, Faithe Colas, Kim Cosier, Scott Emmons, Michael George, Laura Gembolis, Christine Harris, Neil Hoffman, Eugene Humphrey, Veronica Kamenev-Thompson, Ann Katz, Barbara Lawton (George Tzougros, alternate), Janet Mays, Tom Morgan, Lance Orr, Josie Osborne, Lisa Quinn, Lucille Rosenberg, Lynne Sobczak, Teri Sullivan, David Tojek, Karin Wolf, and Mary Lou Young.

On January 29, 2009, BACAE presented its report to the Milwaukee Board of School Directors.

In a related matter, Wisconsin's Lieutenant Governor, Barbara Lawton, and State Superintendent of Schools, Elizabeth Burmaster, established the Task Force on Arts and Creativity in Education to address the essential role that arts education and the development of all students' creative capacities play in the lives of students, in the quality of life in Wisconsin communities, and in our state's economy. The Task Force on Arts and Creativity in Education was charged to:

- examine the quality and amount of arts education and creativity development that students currently receive in public schools pre-K through 12, and gauge the impact of relevant state level policies and local practices on the scope and access statewide to quality arts education opportunities.
- create and assess an inventory of arts education programs offered both during and after school by the nonprofit arts organizations.

- develop an inventory of model projects and curriculum developing creative capacities in all disciplines that are already being used in the classroom to disseminate broadly.
- develop a "GPS" to guide educators, policymakers, parents and communities in developing strong programs through DPI, state policies and collaborative practices to ensure that every Wisconsin child has the opportunity to develop their competitive edge.
- identify those state and local agencies, organizations and businesses that can collaborate with schools, and provide community leadership and additional resources to support arts education.

In December 12, 2008, Lt. Governor Lawton and State Superintendent Burmaster invited then-President Blewett and Superintendent Andrekopoulos to work, on behalf of MPS, on building a Milwaukee team to implement the recommendations of the Wisconsin Task Force on Arts and Creativity in Education's A Plan for Action. Superintendent Andrekopoulos and then-President Blewett invited Christine Harris, Mary Lou Young, Kimberly Abler, Barry Applewhite, Lauren Baker, and Sue Pezanoski Brown to serve on the Milwaukee team, which was to work with support from the Wisconsin Department of Public Instruction and the Wisconsin Arts Board, along with the other pilot districts in the state.

Board Governance Policy BG 2.10, Board Advisory Committees, section (7), Termination and Dissolution, states:

(a) An advisory committee, upon completion of its specific assignment and action upon the report by the Board, will be considered dissolved…

(b) The progress of all Board-originated advisory committees with indeterminate termination dates will be reviewed by the Board on a yearly basis. Such committees will be subject to termination as of July 1 of each year and reorganization by the Board president.

In light of the provisions of BG 2.10, the current President of the Milwaukee Board of School Directors, Michael Bonds, has notified the Office of Board Governance that he is recommending that the Board:

1. in accordance with Board Rule 2.11, Advisory Committees, and Board Governance Policy BG 2.10, Board Advisory Committees, re-authorize the Milwaukee Public Schools Board Advisory Committee on Arts Education (BACAE) for the 2009-10 Board year, the members of which are to be appointed by the Board President, for the purpose of continuing its work in developing a comprehensive strategic plan for strengthening and enhancing arts education programming in Milwaukee and southeastern Wisconsin;
2. charge BACAE to:
    a. continue to develop recommendations for creating school and district partnerships relating to the arts and art education with other agencies, both governmental and nongovernmental
    b. continue to develop recommendations for promoting greater arts programming opportunities for students and professional development opportunities for arts educators;
    c. continue to develop recommendations for increasing funding sources for arts education; and
    d. formulate and submit to the Board its recommendations no later than February 2010, to allow time for any approved recommendations; and
3. reappoint Director Peter Blewett to be the Chair of, and the Board's delegate to, BACAE for the 2009-10 Board year.

President Bonds further recommends that the Board reappoint Director Peter Blewett as the Board's representative on the Milwaukee Team of the Wisconsin Task Force on Arts and Creativity in Education.

Director Woodward moved to approve the recommendations.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

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

(Item A) Action on May 2009 Reports of Student Expulsions

The 39 reports of the Independent Hearing Officer of the Milwaukee Board of School Directors for the following dates and times have been forwarded under separate cover for the Board's consideration and determination:

May 4 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 5 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 6 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 7 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 8 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 11 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 12 , 2009, at 9:30 a.m. and 11:30 a.m.
May 13 , 2009, at 9:30 a.m. and 2:00 p.m.
May 14 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 15 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 18 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 19 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
May 20 , 2009, at 9:30 a.m. and 2:00 p.m.
May 21 , 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.

The expulsions summaries for May 2009 are included at the end of the attachment.

Director Falk moved to approve the reports of the Independent Hearing Officers.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Finance/Personnel Committee, Item 3, administrative appointments and promotions;
Finance/Personnel Committee, Item 4, approval of prevailing wage rates;
Finance/Personnel Committee, Item 12, a request to relocate the Kilmer North Program to the Marshall Campus;
Finance/Personnel Committee, Item 16, a request for a Contingency Fund transfer for the purpose of conducting a search for a new superintendent;
Strategic Planning and Budget Committee, Report #4, Item 1, proposed amendments to the Superintendent's proposed FY10 Budget; and
Strategic Planning and Budget Committee, Report #4, Item 2, action on the Superintendent's proposed FY10 Budget, including the budgets for the School Operations, Construction, and Extension Funds.

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, Thompson, Voeltner, Woodward and President Bonds—8.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Woodward presented the following report for the Committee on Special Education:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education 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 activities that began on July 1, 2008)

2008-09 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,318	115	67%	11	73%
Sept	17,328	196	65%	15	80%
Oct	16,664	108	61%	65	65%

2008-09 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Nov	16,868	672	65%	371	73%
Dec	17,012	1,168	63%	842	75%
Jan	17,159	1,745	62%	1,278	77%
Feb	17,320	2,325	60%	1,594	77%
Mar	17,534	2,767	59%	1,990	77%
April	17,734	3,331	58%	2,450	77%
May	17,839	3883	57%	2,808	77%

2. Data-management Services — Special Services Information-management System (SSIMS) Project Status Report as of March 31, 2009.

a. Maintenance activities for the MPS production database of the SSIMS/Encore application for the IDEA 2004 changes.

b. Ongoing SSIMS/Encore 2008 trainings for any new special services staff, CIFM software assistance via HELP desk phone support, and drop-in HELP sessions for end-users, as well as administrative technical support.

3. Overview of the Individuals with Disabilities Education Act (IDEA-2004) and Special Education Services

The Administration will present an informational update on the Individuals with Disabilities Education Act 2004 and special education services in the Milwaukee Public Schools.

* * * * *

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 reports:

REPORT #1

(Item 1) Action on a Request to Transfer the SAGE Contract with V.E. Carter to Urban Waldorf School

Background

1. The SAGE (Student Achievement Guarantee in Education) Program, authorized under Wisconsin State Statutes, s.118.43, began in the 1996-1997 school year. The purpose of this program, , which is administered by the Department of Public Instruction (DPI), is to improve academic achievement through the implementation of four school-improvement strategies:

- class sizes with a student-to ratio of no more than 15:1 in grades five- year-old kindergarten through three;
- increased collaboration between schools and their communities;

- implementation of a rigorous curriculum focusing on academic achievement; and
- improved professional development and staff-evaluation practices.

The program was expanded in the 1998-1999 and 2000-2001 school years due to the successes demonstrated by schools that began the program in 1996.

2. Schools in SAGE have renewable 5-year contracts with the state and generate state aid equal to $2,250 for each low-income child in the grades served by the program. Unfortunately, the Wisconsin Department of Public Instruction has provided only $2,237 per low-income child in FY09.

3. Milwaukee Public Schools currently has 83 schools participating in SAGE. In 2009-10, MPS expects to have 83 SAGE schools. A listing of the schools is attached.

4. DPI does not have statutory authority to enter into any additional SAGE contracts at this time; however, DPI does have the ability to transfer current SAGE contracts within a district upon request of the Board of School Directors. For example, when Wisconsin Elementary Avenue School closed in June 2007, the contract was transferred to Milwaukee Academy of Chinese Language.

Administration's Analysis

5. V.E. Carter is a non-instrumentality charter school which has been in the SAGE program since the beginning of the 2006-2007 school year. The SAGE contract is available for transfer due to the fact that V.E. Carter's non-instrumentality charter status was terminated in March of 2009. V.E. Carter School of Excellence will close at the end of the 2008-2009 school year.

6. For the 2009-2010 school year, 83 elementary schools are participating in the SAGE program. Pending Board action, the Waldorf educational concept within Urban Waldorf will be discontinued at the end of the 2008-2009 school year, and the school will convert to a traditional non-specialty school. Upon approval of the conversion, Urban Waldorf will open in the fall of 2009 as a traditional K-8 school. In addition to an educational program's conversion, Urban Waldorf has requested the transfer of the V.E. Carter School of Excellence's SAGE contract for implementation beginning in the 2009-2010 school year.

7. Becoming a SAGE school should benefit Urban Waldorf in the following ways:

a. There will be a positive effect on student achievement overall;

b. teachers can customize instruction based on the needs of students;

c. teachers can know students better and can detect problems earlier;

d. students can receive more individual attention due to more time to tune in to individual student needs, which will build stronger teacher-student relationships build; and

e. there will be fewer distractions due to fewer discipline problems.

8. V.E. Carter's SAGE contract was renewed for a five-year term that began in the 2005-2006 school year. This contract will expire at the close of the 2009-2010 school year.

9. The projected SAGE aid for Urban Waldorf will be $292,500 (based on $2,250 per low-income FTE).

10. The 2009-2010 projected enrollment for Urban Waldorf will be 9 classrooms (kindergarten through third grade) of 15 students each, with 1 teacher providing instruction in each room. The projected low-income (free- and reduced-lunch-eligible students) percentage is 96%.

Strategic Plan Compatibility Statement

11. The recommendation is compatible with and supports Goal 2: School communities work together for improvement in academic achievement and Goal 7: The district's central services departments support student learning, of the district's Working Together, Achieving More Action Plan to improve Milwaukee Public Schools

Statute, Administrative Policy, or Board Rules Statement

12. This item is being presented to the Board pursuant to Wisconsin State Statutes, s. 118.43, achievement guarantee contracts; state aid.

Fiscal Impact Statement

13. This item authorizes expenditures. Milwaukee Public Schools has permission from the Wisconsin Department of Public Instruction to manage SAGE revenue centrally. All SAGE revenue is used to fund classroom teachers. MPS will allocate SAGE-funded teachers to the school upon submission and review of required SAGE compliance documents. The projected SAGE aid of $292,500 (based on $2,250 per low-income FTE) is distributed to school districts three times throughout the school year: one-third in mid-November, one-third in mid-February, and one-third in mid-June.

Implementation and Assessment Plan

14. Upon approval from the Board of this item, a petition will be forwarded to the Wisconsin Department of Public Instruction. Upon authorization of the transfer of the SAGE contract by the Wisconsin Department of Public Instruction, the Division of Early Childhood will provide program-implementation training focusing on best practices and differentiation as well as assistance with developing grade-level program objectives and completing required SAGE reports.

Committee's Recommendation

Your Committee recommends that the Board petition the Department of Public Instruction to approve the transfer of the current SAGE contract with V.E. Carter School of Excellence, which expires at the close of the 2009-2010 school year, to Urban Waldorf.

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

* * * * *

(Item 2) Action on a Request to Petition the Department of Public Instruction to Transfer Carleton Elementary's SAGE Program Contract to La Causa Charter School

Background

1. La Causa Charter School, located at 1643 South 2nd Street, has been operating as a non-instrumentality charter school since the beginning of the 2003-2004 school year and serves grades K5 through 8.

2. The goal of La Causa Charter School is to provide the future metropolitan Milwaukee workforce with a greater number of young professionals who are committed to civic responsibilities, socially aware, proficient in two languages, and dedicated to fostering healthy communities and neighborhoods. The school offers a comprehensive block scheduling initiative guided by extended times for math, reading, and science; an extended school day; and summer school programming.

3. The SAGE (Student Achievement Guarantee in Education) Program, authorized under Wisconsin State Statutes, s.118.43, began in the 1996-1997 school year. The purpose of this program, , which is administered by the Department of Public Instruction (DPI), is to improve academic achievement through the implementation of four school-improvement strategies:

- class sizes with a student-to ratio of no more than 15:1 in grades five- year-old kindergarten through three;
- increased collaboration between schools and their communities;

- implementation of a rigorous curriculum focusing on academic achievement; and
- improved professional development and staff-evaluation practices.

The program was expanded in the 1998-1999 and 2000-2001 school years due to the successes demonstrated by schools that began the program in 1996.

4. Schools in SAGE have renewable 5-year contracts with the state and get state aid equal to $2,250 for each low-income child in the grades served by the program. Presently, approximately 475 schools within Wisconsin participate in SAGE.

5. For the 2008-2009 school year, 83 elementary schools are participating in the SAGE program. Carleton Elementary School is closing at the end of the 2008-2009 school year. The Carleton Elementary School SAGE contract, which was renewed for a five-year term that began in the 2006-2007 school year, will expire at the close of the 2010-2011 school year.

6. At this time, DPI does not have statutory authority to enter into any additional SAGE contracts; however; DPI does have the ability to transfer current SAGE contracts within a district. Milwaukee Public Schools has been given permission to transfer a SAGE contract when a school closes. Two examples are:

a. the Frederick Douglass school, which closed in 2006. The SAGE contract was transferred to Wings Academy, a non-instrumentality charter school, for the 2006-2007 school year, to expire at the close of the 2010-2011 school year; and

b. the transfer of a SAGE contract from Wisconsin Avenue School, which closed in June 2007, to the Milwaukee Academy of Chinese Language, an instrumentality charter school.

Administration's Analysis

7. LaCausa Charter School is proposing to offer the SAGE Program to students in K5 through third grade, beginning with the 2009-2010 school year.

8. The projected 2009-2010 SAGE aid to Milwaukee Public Schools for the continuing 82 schools is $31,500,000. It is anticipated that La Causa Charter School will generate $675,000 in 2009-2010 SAGE aid.

9. The 2009-2010 projected SAGE enrollment for the La Causa Charter School will be:

Grade-level Distribution		
	# of Students	# of Teachers in 15:1 classrooms
K5	60	4
1	90	6
2	60	4
3	90	6
Total	300	20

10. The projected percentage of low-income (free-and reduced-lunch-eligible students) is 87%.

11. To implement the SAGE Program, the school has requested that the Board petition the Department of Public Instruction to approve the transfer of the current SAGE contract, which expires at the close of the school year, from Carleton Elementary School, which will close in June of 2009, to the non-instrumentality charter school La Causa Charter School (1643 South 2nd Street). SAGE implementation will begin the 2009-2010 and remain in effect for the duration of the SAGE contract, contingent upon the continuation of the non-instrumentality charter school contract with Milwaukee Public Schools.

12. SAGE is an intergovernmental agreement entered by MPS on behalf of the charter school. Section I.Y of the non-instrumentality charter school contract states:

Charter School shall adhere to all intergovernmental agreements entered into between the Board and other governmental entities under Wis. Stat. § 66.0301, unless specifically exempted from adherence to such agreement(s) by the Board.

Strategic Plan Compatibility Statement

13. The recommendation is compatible with and supports Goal 2: School communities work together for improvement in academic achievement and Goal 7: The district's central services departments support student learning, of the district's Working Together, Achieving More Action Plan to improve Milwaukee Public Schools.

Statute, Administrative Policy, or Board Rules Statement

14. This item is being presented to the Board pursuant to Wisconsin State Statutes, s. 118.43, achievement guarantee contracts; state aid.

Fiscal Impact Statement

15. Milwaukee Public Schools will distribute anticipated SAGE funds to the non-instrumentality charter school upon submission and review of required SAGE compliance documents. The SAGE aid is distributed three times throughout the school year: one-third in mid-November, one-third in mid-February, and one-third in mid-June. This item does not authorize expenditures beyond the SAGE revenue generated by the non-instrumentality charter school.

Implementation and Assessment Plan

16. Upon approval from the Board of this item, a petition will be forwarded to the Wisconsin Department of Public Instruction. Upon authorization of the transfer of the SAGE contract by the Wisconsin Department of Public Instruction, the Division of Early Childhood will provide assistance with developing grade-level program objectives and completing required SAGE reports.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to petition the Department of Public Instruction to approve the transfer of the SAGE contract from Carleton Elementary School, which will close in June 2009, to non-instrumentality charter school La Causa Charter School (1643 South 2nd Street) for implementation beginning in 2009-2010 and in effect for the duration of the SAGE contract, contingent upon the continuation of the charter school contract with Milwaukee Public Schools.

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

* * * * *

(Item 3) Action on a Request to Amend the Non-Instrumentality Charter School Contract with La Causa Charter School to Increase FTEs (Full-Time-Equivalent Seats)

Background

1. La Causa Charter School, located at 1643 South 2nd Street, has been operating as a non-instrumentality charter school since the beginning of the 2003-2004 school year and serves grades K5 through 8.

2. The goal of La Causa Charter School is to provide the future metropolitan Milwaukee workforce with a greater number of young professionals who are committed to civic responsibilities, socially aware, proficient in two languages, and dedicated to fostering healthy communities and neighborhoods. The school offers a comprehensive block scheduling initiative guided by extended times for math, reading, science; an extended school day; and summer school programming.

Administration's Analysis

3. On December 23, 2008, La Causa submitted a written request to the Acting Director of Diversified Community Schools to increase its charter school contract from 500 to 600 full-time equivalents (FTEs), to start in the 2009-2010 school year and to continue throughout the duration of the current contract. This request comes as a result of an overwhelming demand for La Causa's educational services from the community.

4. La Causa's 2008 September Third-Friday enrollment count was 499 students, including 52 students (10%) with special education needs. The grade-level distribution for the additional 100 seats is included in the table below.

La Causa Charter School		
Grade-Level Distribution		
Grade Level	# of Students	# of Classrooms
K5	75	3
1	100	4
2	50	2
3	75	3
4	50	2
5	75	3
6	75	3
7	50	2
8	50	2
Total	600	24

Strategic Plan Compatibility Statement

5. The recommendation is compatible with and supports Goal 2: School communities work together for improvement in academic achievement and Goal 7: The district's central services departments support student learning, of the district's Working Together, Achieving More Action Plan to improve Milwaukee Public Schools.

Statute, Administrative Policy, or Board Rules Statement

6. This item is also being presented to the Board pursuant to Wisconsin State Statutes, s. 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12; Charter Schools.

Fiscal Impact Statement

7. Funds have been reserved as part of the FY10 budget development process to cover the student FTEs for the 2009-10 school year.

Implementation and Assessment Plan

8. The increase of 100 seats will become effective with the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to amend the La Causa Charter School's contract to reflect an increase of 100 FTEs, from 500 to 600, for the 2009-2010 school year and for the duration of the contract's term.

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

* * * * *

(Item 4) Quarterly Report Regarding District and School Improvement Activities (DIFI Plan and the READ 180 Program)

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

Administration's Report

1. The following differentiated support was provided by DIFI/SIFI supervisors to schools from February through April, 2009:

a. 102 consultations with school administrators; 122 classroom observations, staff feedback and/or consultation visits; and 36 visits to provide technical support specific to READ 180 teachers.

b. Provided technical support at 39 learning team meetings.

c. Offered three presentations regarding the District Identified For Improvement (DIFI) Executive Summary to a learning team and school staff.

d. Facilitated or co-facilitated forty (40) educational plan reviews along with other district personnel.

2. The following professional development was offered to district personnel and school groups during March and April 2009:

a. Provided 39 training sessions for district teachers that matched the professional development to the mathematics series which the teachers use, including 9 SMARTBoard training workshops.

b. Conducted four after-school professional development workshops for experienced READ 180 teachers and one all-day introductory workshop for teachers new to READ 180.

c. Provided seven Project CRISS (Creating Independence through Student-owned Strategies) training workshops for district teachers.

d. Offered a workshop on Differentiated Instruction to district teachers and staff.

e. Provided 16 school teams with an in-depth data-analysis workshop focused on student-intervention planning.

f. Supported collaborative efforts as members of the following district and state committees:

- MPA Learning Team Work Groups
- MPA Literacy Work Group
- School Improvement Plan Committee
- External Review Team

g. Provided principals at SIFI schools with monthly professional development and differentiated technical support.

3. A draft of the progress on the comprehensive literacy plan was submitted, as required by the state Department of Public Instruction, prior to April 1, 2009.

4. Scholastic Educational Services provided a mid-year analysis based on data from the 23 schools using READ 180. Summary findings are as follows:

- 518 students (44%) demonstrated one or more years' gain during the first semester.
- Of those students, 275 students (24%) had gains of two or more years.

- By mid-year, 7 schools — South Division HS, Hamilton HS, Milwaukee Educational Center, Fritsche (LEAP), Bay View HS, Custer HS, and Auer Avenue — had demonstrated an average of at least one year's gain for their READ 180 students.
- Students with a higher number of READ 180 software sessions tended to have greater reading gains.

* * * * *

REPORT #2

(Item 1) Action on a Request To Amend the Instrumentality Charter School Contract with Milwaukee Learning Laboratory and Institute (MLLI)

Background

1. On October 12, 2004, the Milwaukee Board of School Directors held a public hearing to consider the charter school proposal for Milwaukee Learning Laboratory and Institute (MLLI).

2. On February 24, 2005, the Milwaukee Board of School Directors established a five-year contract with MLLI, to begin with the 2005-2006 school year and to end on the last regularly scheduled school day of the 2007-2008 school year.

3. The school has a primary focus to engage students in a rigorous educational program in order to graduate high-school students who can be successful in post-secondary education and meaningful work. MLLI's students exemplify effective participation in the community through the competent practice of continual learning, social justice, and leadership. In addition, the school has a three-tiered learning community that researches and disseminates findings on best practice in secondary schooling framed by participatory democracy. This three-tiered practice includes student pre-service, and in-service teachers.

4. MLLI, a teacher-led charter high school, is located and shares space at the Wedgewood Park Campus, 6505 West Warnimont Avenue.

5. MILLI's charter school contract specifies services for 320 full-time-equivalent students (FTEs) in grades nine through twelve.

6. MILLI's 2008 September state aid enrollment count was 209 students, including 59 students (28%) with special education needs.

7. On October 23, 2008, the Milwaukee Board of School Directors approved the proposed revisions to the MPS Instrumentality Charter School Model contract and authorized the Administration to implement the MPS Instrumentality Model Contract's revisions and to negotiate and implement amendments to the current instrumentality charter school contracts to reflect those modifications during the 2008-2009 school year.

Administration's Analysis

8. On March 30, 2009, representatives from the MLLI, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for MLLI using the Board-approved model.

9. During the negotiations process, MLLI discussed updates to the contract petition (Appendix A) to update current practices.

10. Contingent upon the Board's approval, MLLI accepts the instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Language indicating that mutual agreement of the Board and the Charter School is needed for a new leader to be appointed.

b. Language in the contract under the calendar section that indicates that an MOU (memorandum of understanding) can be brought to the Board for consideration. The additional language aligns with the current MOU language in the contract under section G of the contract.

Strategic Plan Compatibility Statement

11. This item supports the MPS Strategic Plan Goal 1, students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; 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.

Statute, Administrative Policy or Board Rules Statement

12. 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.

13. When appropriate, the Administration will negotiate a memorandum of understanding regarding proposed modifications to the contract related to the staffing, wages, hours, and working conditions of the bargaining union agreements in light of this item.

14. All approved MPS charter schools are paid in accordance with the Administrative Policy 9.12 and the board-adopted budget.

Fiscal Impact Statement

15. This item does not authorize expenditures.

Implementation and Assessment Plan

16. The attached renewed instrumentality charter school contact will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the instrumentality charter school contract with Milwaukee Learning Laboratory and Institute, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

1. Language indicating that mutual agreement of the Board and the Charter School is needed for a new leader to be appointed.

2. Language in the contract under the calendar section that indicates that an MOU can be brought to the Board for consideration. The additional language aligns with the current MOU language in the contract under section G of the contract.

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 Marshall Montessori International Baccalaureate (MMIB) High School

Background

1. The Marshall Montessori International Baccalaureate High School opened as a traditional school in the Fall of 2006.

2. On January 5, 2007, the school submitted a petition to convert to an MPS instrumentality charter school, to begin with the 2007-2008 school year. On January 24, 2007, the MSP charter School Review

Panel met to review the charter school petition and subsequently provided to the Milwaukee Board of School Directors a recommendation for approval of the charter concept.

3. On January 30, 2007, the Milwaukee Board of School Directors held a special board meeting and public hearing to consider the charter school petition for Marshall Montessori International Baccalaureate High School. At that meeting, the Board took action and approved the concept of the charter 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 Marshall Montessori International Baccalaureate High School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-2008 school year.

4. On April 19, 2007, the Board approved a five-year instrumentality contract starting with the 2007-2008 school year.

5. MMIB, a teacher-led charter high school, is currently located and shares space at the Marshall Campus located at 4141 North 64th Street.

6. MMIB's charter school contract specifies services for 250 full-time-equivalent students (FTEs) in grades nine through twelve for the 2008-2009 school year.

7. MMIB's 2008 September state aid enrollment count was 217 students, including 55 students (25%) with special education needs.

8. On October 23, 2008, the Milwaukee Board of School Directors approved the proposed revisions to the MPS Instrumentality Charter School Model contract and authorized the Administration to implement the MPS Instrumentality Model Contract's revisions and to negotiate and implement amendments to the current instrumentality charter school contracts to reflect those modifications during the 2008-2009 school year.

Administration's Analysis

9. On April 6, 2009, and May 19, 2009, representatives from the MMIB, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for MMIB, using the Board-approved model.

10. Contingent upon the Board's approval, MMIB accepts the instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. The name of the school will be "Montessori High School, an IB World School."

b. The school will be located at 6415 West Mount Vernon Street.

c. Language has been added to clarify autonomy over curriculum supporting Montessori and IB.

d. Clarifying language has been added that indicates if an MOU (memorandum of understanding) is obtained, teacher collaborative school governance board can decide to make executive teacher positions a 200-day contracted position.

e. Clarifying language has been added that indicates that, if an MOU is obtained, the charter school can interview year round for open positions.

f. Clarifying language has been added that indicates that, if an MOU is obtained, the charter school can vote on whether to have peer evaluations or administrative teacher evaluations.

g. Clarifying language has been added regarding enrollment and the in-take process.

h. Language has been added that indicates that, in the event a change in location is needed for the school, the teacher collaborative and school governance board will be included in the conversations.

i. Language has been added that states that, when pre-approved grant expenditures are not paid within a reasonable timeframe, the expenditure will be reviewed by the Director of Diversified Community Schools.

j. Enrollment numbers reflect 310 pupils for the 2009-2010 school year, 340 pupils for the 2010-2011 school year, and 335 students for the 2011-2012 school year.

Strategic Plan Compatibility Statement

11. This item supports the MPS Strategic Plan Goal 1, students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; 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.

Statute, Administrative Policy or Board Rules Statement

12. 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.

13. When appropriate, the Administration will negotiate a memorandum of understanding regarding proposed modifications to the contract related to the staffing, wages, hours, and working conditions of the bargaining union agreements in light of this item.

14. All approved MPS charter schools are paid in accordance with the Administrative Policy 9.12 and the Board-adopted budget.

Fiscal Impact Statement

15. This item does not authorize expenditures.

Implementation and Assessment Plan

16. The attached renewed instrumentality charter school contact will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the contract with Marshall Montessori International Baccalaureate, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

1. The name of the school will be "Montessori High School, an IB World School."

2. The school will be located at 6415 West Mount Vernon Street.

3. Language has been added to clarify autonomy over curriculum supporting Montessori and IB.

4. Clarifying language has been added that indicates if an MOU (memorandum of understanding) is obtained, teacher collaborative school governance board can decide to make executive teacher positions a 200-day contracted position.

5. Clarifying language has been added that indicates that, if an MOU is obtained, the charter school can interview year round for open positions.

6. Clarifying language has been added that indicates that, if an MOU is obtained, the charter school can vote on whether to have peer evaluations or administrative teacher evaluations.

7. Clarifying language has been added regarding enrollment and the in-take process.

8. Language has been added that indicates that, in the event a change in location is needed for the school, the teacher collaborative and school governance board will be included in the conversations.

9. Language has been added that states that, when pre-approved grant expenditures are not paid within a reasonable timeframe, the expenditure will be reviewed by the Director of Diversified Community Schools.

10. Enrollment numbers reflect 310 pupils for the 2009-2010 school year, 340 pupils for the 2010-2011 school year, and 335 students for the 2011-2012 school year.

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

* * * * *

(Item 3) Action on a Request To Amend the Non-Instrumentality Charter School Contract with Carmen High School of Science and Technology

Background

1. On February 13, 2007, the Milwaukee Board of School Directors held a public hearing to consider the charter school proposal from the Carmen High School of Science and Technology. On February 22, 2007, the Board took action and approved the concept of the Carmen High School of Science and Technology's proposal 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 the Carmen High School of Science and Technology in anticipation of an MPS non-instrumentality charter school for the 2007-2008 school year.

2. On April 19, 2007, The Board approved a five-year non-instrumentality charter school for Carmen High School of Science and Technology, to start with the 2007-2008 school year.

3. Carmen High School of Science and Technology, is currently located and shares space at the Walker Complex, 1712 South 32nd Street.

4. Carmen High School of Science and Technology's charter school contract specifies services for 140 full-time-equivalent students (FTEs) in grades nine through eleven for the 2008-2009 school year; 175 FTEs in grades nine through twelve in the 2009-2010 school year, and 240 FTEs in grades nine through twelve for the 2010-2011 and 2011-2012 school years.

5. Carmen High School of Science and Technology's 2008 September state aid enrollment count was 141 students, including 1 student (<1%) with special education needs.

6. On October 23, 2008, the Milwaukee Board of School Directors approved the proposed revisions to the MPS Non-Instrumentality Charter School Model contract and authorized the Administration to implement the MPS Non-Instrumentality Model Contract's revisions and to negotiate and implement amendments to the current non-instrumentality charter school contracts to reflect those modifications during the 2008-2009 school year.

Administration's Analysis

7. On March 30, 2009, representatives from the Carmen High School of Science and Technology, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract with Carmen High School of Science and Technology, using the Board-approved model.

8. Contingent upon the Board's approval, Carmen High School of Science and Technology accepts the non-instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Contract language added that indicates specific graduation requirements are defined in Appendix A: Charter School Proposal.

b. Contract revised to indicate that school may submit an amendment rather than a "proposed amendment" to the school's by-laws or articles of incorporation. Both the by-laws and articles of incorporation are approved by the school's governing board. Language was then added that indicates that the Board has the right to terminate the contract under section III.C.2 if there is a change to the by-laws that materially affects the school.

c. Language added to contract outlines charter school's requirements with credit entry, grade, and transcript entry. The new language prescribes that the charter school will provide, along with the school transcript, an additional document that clarifies its contents.

d. Clarifying language regarding the submission and approval of the school's annual budgets.

Strategic Plan Compatibility Statement

9. This item supports the MPS Strategic Plan Goal 1, students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; 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.

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.

11. All approved MPS charter schools are paid in accordance with the Administrative Policy 9.12 and the Board-adopted budget.

Fiscal Impact Statement

12. This item does not authorize expenditures.

Implementation and Assessment Plan

13. The attached renewed instrumentality charter school contact will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract with Carmen High School of Science and Technology, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

1. Contract language added that indicates specific graduation requirements are defined in Appendix A: Charter School Proposal.

2. Contract revised to indicate that school may submit an amendment rather than a "proposed amendment" to the school's by-laws or articles of incorporation. Both the by-laws and articles of incorporation are approved by the school's governing board. Language was then added that indicates that the Board has the right to terminate the contract under section III.C.2 if there is a change to the by-laws that materially affects the school.

3. Language added to contract outlines charter school's requirements with credit entry, grade, and transcript entry. The new language prescribes that the charter school will provide, along with the school transcript, an additional document that clarifies its contents.

4. Clarifying language regarding the submission and approval of the school's annual budgets.

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

* * * * *

(Item 4) Action on a Request To Amend the Non-Instrumentality Charter School Contract with Wings Academy

Background

1. On September 26, 2002, the Milwaukee Board of School Directors approved a three-year charter school contract establishing Wings Academy as a non-instrumentality charter school, to begin with the 2002-2003 school year and to end with the last regularly scheduled school day of the 2004-2005 school year. June 29, 2006, the Board granted a five-year renewed contract to Wings Academy to continue as a non-instrumentality charter school, to begin with the 2006-2007 school year and to end with the last regularly scheduled school day of the 2010-2011 school year.

2. Wings Academy serves students with special educational needs and students that are at risk. Wings is designed to meet the needs of all students, but in particular, those who have not learned to read, spell, write, or perform mathematical operations. Wings is an alternative for students whose educational needs have not been met through traditional methods.

3. Wings Academy is currently located at the 1501 South Layton Boulevard.

4. Wings Academy's charter school contract specifies services for 153 full-time-equivalent students (FTEs) in grades one through twelve.

5. Wings Academy's 2008 September state aid enrollment count was 150 students, including 89 students (59%) with special education needs.

6. On October 23, 2008, the Milwaukee Board of School Directors approved the proposed revisions to the MPS Non-Instrumentality Charter School Model contract and authorized the Administration to implement the MPS Non-Instrumentality Model Contract's revisions and to negotiate and implement amendments to the current non-instrumentality charter school contracts to reflect those modifications during the 2008-2008 school year.

Administration's Analysis

7. On March 30, 2009, representatives from the Wings Academy, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for Wings Academy, using the Board-approved model.

8. Contingent upon the Board's approval, Wings Academy accepts the non-instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. Language added in the performance section of the contract that describes Wings Academy's distinct population.

b. The performance criteria in the contract are amended to compare student performance of non-special-education students with non-special-education students and special education students with special education students.

Strategic Plan Compatibility Statement

9. This item supports the MPS Strategic Plan Goal 1, students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; 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.

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.

11. All approved MPS charter schools are paid in accordance with the Administrative Policy 9.12 and the board-adopted budget.

Fiscal Impact Statement

12. This item does not authorize expenditures.

Implementation and Assessment Plan

13. The attached renewed instrumentality charter school contact will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the non-instrumentality charter school contract with Wings Academy, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

1. Language added in the performance section of the contract that describes Wings Academy's distinct population.

2. The performance criteria in the contract are amended to compare student performance of non-special-education students with non-special-education students and special education students with special education students.

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

* * * * *

(Item 5) Informational Report Regarding the Early Childhood and Partnership Contract Review Process and Its Results

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

Administration's Report

1. 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.

2. 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. The contracts provide for renewal, subject to an annual performance evaluation, the

availability of funds, and the needs of MPS. Garden Homes Montessori participated in the contract review process during the 2008-09 school year. Garden Homes Montessori School provides an educational program using methods developed by Dr. Maria Montessori.

3. 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 according to 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. The schools reviewed this year that educate this population of students are:

- Cornerstone Achievement Academy
- Silver Spring Neighborhood Academy
- Sixth Street Academy
- St. Charles Behavioral Reassignment
- St. Charles Intensive Day Treatment
- St. Charles Education Center

4. In addition to contracting with schools for at-risk students, Diversified Community Schools (DCS) also contracts with schools to service behaviorally reassigned students. The students in 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. The behavioral reassignment school reviewed this year is St. Charles Behavioral Reassignment.

5. DCS also contracts with schools to service adjudicated youth assigned by the Milwaukee Children's Court. MPS funds the academic program, while Milwaukee County Department of Human Services funds the treatment program. Students are court-ordered up to one year. Students are provided educational services, individual and family counseling, and community support services. St. Charles Intensive Day Treatment is the school being reviewed this year.

6. Another contracted program fosters holistic development for special education students. There is an emphasis on individualized academic learning and appropriate social-skills development, which prepares them to live independently in the community. This program is open to MPS students, grades 3-12, who meet special education requirements. Their special education supervisors refer students when they are on a pre-expulsion track or have had severe school problems. St. Charles Education Center provides these services and is being reviewed this year.

7. DCS also contracts with schools to provide Creative Option Seats (COS). COS is a program in which seats are set aside in an alternative school setting to support students in traditional schools who have significant unproductive educational patterns. These seats provide traditional high schools with an additional resource to service struggling students. Silver Spring Neighborhood Academy is contracted for 30 Creative Option Seats (COS) in addition to 50 at-risk seats.

8. On June 19, 2008, the Milwaukee Board of School Directors approved one-year contracts for educational services with the following reviewed schools:

- **Garden Homes Montessori School**, located at 2450 W. Roosevelt Drive. The current contract with Garden Homes Montessori specifies services for 174 FTEs (full-time-equivalent seats) in grades K3 through six. Garden Homes Montessori's September 2008 State Aid Enrollment Count was 192, and its January 2009 State Aid Enrollment Count was 192.
- **Cornerstone Achievement Academy,** located at 3040 W. Capitol Drive. The current contract with Cornerstone specifies services for 100 FTEs in grades nine through twelve.

The Cornerstone September 2008 State Aid Enrollment Count was 105, and the January 2009 State Aid Enrollment Count was 109. Based on Diversified Community Schools' enrollment-monitoring process, consisting of seven random enrollment dates, Cornerstone has averaged 105 FTEs to date for the 2008-2009 school year.

- **Silver Spring Neighborhood Academy,** located at 5460 N. Silver Spring Drive. The current contract with Silver Spring specifies services for 50 at-risk FTEs and 30 COS FTEs in grades six through eight. The Silver Spring Neighborhood Academy's September 2008 State Aid Enrollment Count was 50, and the January 2009 State Aid Enrollment Count was 51. Based on Diversified Community Schools' enrollment-monitoring process, consisting of seven random enrollment dates, Silver Spring Neighborhood Academy has averaged 48 FTEs to date for the 2008-2009 school year, which include students enrolled via the COS program. As of April 27, 2009, Silver Spring Neighborhood Academy has enrolled 7 COS seats.

- **Sixth Street Academy,** located at 615 Washington Street. The current contract with Sixth Street Academy specifies services for 90 FTEs in grades six through eight. The Sixth Street Academy's September 2008 State Aid Enrollment Count was 91, and the January 2009 State Aid Enrollment Count was 88. Based on Diversified Community Schools' enrollment-monitoring process, consisting of seven random enrollment dates, Sixth Street Academy has averaged 88 FTEs to date for the 2008-2009 school year.

- **St. Charles Behavioral Reassignment,** located at 151 S. 84th Street. The current contract with St. Charles specifies services for 60 Behavioral Reassignment FTEs in grades six through eight. The St. Charles BR's September 2008 State Aid Enrollment Count was 28, and the January 2009 State Aid Enrollment Count was 41, which is normal due to the assignment process for this program. Based on Diversified Community Schools' enrollment-monitoring process, consisting of seven random enrollment dates, St. Charles BR has averaged 42 FTEs to date for the 2008-2009 school year.

- **St. Charles Intensive Day Treatment,** located at 151 S. 84th Street. The current contract with St. Charles IDT specifies services for 30 FTEs. The St. Charles IDT's September 2008 State Aid Enrollment Count was 10, and the January 2009 State Aid Enrollment Count was 11, which is normal due to the assignment process for this program. Based on Diversified Community Schools' enrollment-monitoring process, consisting of seven random enrollment dates, St. Charles IDT has averaged 15 FTEs to date for the 2008-2009 school year.

- **St. Charles Education Center,** located at 151 S. 84th St. The current contract with St. Charles Education Center specifies services for 40 FTEs in grades four through seven, and 95 FTEs in grades eight through twelve. The St. Charles Education Center's September 2008 State Aid Enrollment Count was 24, and the January 2009 State Aid Enrollment Count was 94, which is normal due to the assignment process for this program. Based on Diversified Community Schools' enrollment-monitoring process, consisting of seven random enrollment dates, St. Charles Education Center has averaged 99 FTEs to date for the 2008-2009 school year.

9. Section (8)(b) of the 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 Milwaukee Public Schools charter school petitions and proposals. In August 2005, the Milwaukee Board of School Directors established a review panel for partnership and other contracted, non-charter educational programs (see Attachment 1, August 2005 Board Item, to the minutes of your Committee's meeting). 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.

10. The Administration has developed a process to provide review and evaluation of contracted educational programs. The Charter School Review and research from North Carolina were used as a basis for developing the process. As knowledge base, monitoring, and support of the schools are increasing, the DCS review process continues to become more rigorous. 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; the 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, State Statutes, to the minutes of your Committee's meeting).

11. The Division of Diversified Community Schools has developed a checklist based on the schools' contractual requirements (see Attachments 4-7, Contract alignments, to the minutes of your Committee's). Information has been gathered from the Divisions of Diversified Community Schools and Early Childhood Education, as well as from various district offices to determine if the schools were compliant, partially-compliant, or non-compliant based on the following criteria:

- academic performance;
- contract compliance;
- financial audit findings;
- site visit observations;
- educational plan;
- special education compliance;
- school climate survey;
- monthly meetings;
- immunizations;
- unresolved parent 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.

12. The Contract Review Team met on March 9 and 23, 2009, to review the Contract Review Checklists for each contracted site (see Attachment 8, Timeline, to the minutes of your Committee's meeting). The Review Team consisted of community and business members, school representatives, and district administrators who were recommended by the Superintendent. The Contract Review Team 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 March 23, 2009, and forwarded the recommendations to the Superintendent on April 27, 2009. 13. The MPS Contract Review Team findings and recommendation relative to each reviewed school are attached (See the Attachments 9-15, Contract Review Checklists, to the minutes of your Committee's meeting).

a. The Contract Review Team recommends a one-year contract renewal with Cornerstone Achievement Academy.

b. The Contract Review Team recommends one-year contract renewals — accompanied by action plans that address the areas of partial and non-compliance on the respective Contract Review Checklists — with Garden Homes Montessori School, Silver Spring Neighborhood Academy, Sixth Street Academy, St. Charles BR, St. Charles IDT, and St. Charles Education Center.

(1) The action plans should address the areas of partial compliance and non-compliance indicated on each school's Contract Review Checklist (see the attachments 10-15, Contract Review Checklists).

(2) Each required action plan must be submitted to, and approved by, the Director of Diversified Community Schools or the Director of Early Childhood Education before the corresponding FY10 contract is signed.

13 The following documents are provided as attachments to this item in 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..... Pupils with Special Education Needs Contract Alignment

Attachment #8..... Timeline

Attachment #9..... Cornerstone Achievement Academy Contract Review Checklist

Attachment #10..... Garden Homes Montessori School Contract Review Checklist

Attachment #11..... Silver Spring Neighborhood Academy Contract Review Checklist

Attachment #12..... Sixth Street Academy Contract Review Checklist

Attachment #13..... St. Charles Behavioral Reassignment Contract Review Checklist

Attachment #14..... St. Charles Intensive Day Treatment Contract Review Checklist

Attachment #15..... St. Charles Special Education Center Contract Review Checklist

* * * * *

(Item 6) Action on a Request to Eliminate the Urban Waldorf Educational Program at Urban Waldorf Elementary School

Background

1. The Milwaukee Board of School Directors voted to open Urban Waldorf Elementary School in September 1991. Though the model was over 70 years old at that time, it had never before been implemented in an urban school setting. The school opened with two half-day sessions of four-year-old kindergarten, two full-day five-year-old kindergartens, and two classes each of grades one through five. The school ultimately became and remains a K-8 school.

2. The broad curriculum and innovative methodology of the Urban Waldorf model is designed to recognize that children of different ages learn in different ways, that intellectual learning is only part of the full human experience, and that the arts are central to the learning process. The Waldorf methods and curriculum speak directly to the child's changing consciousness as it unfolds. Waldorf education cultivates imagination and creativity as well as cognitive growth.

3. The Urban Waldorf curriculum is designed with the growing child in mind. Grade by grade, following the developmental stages of childhood, the curriculum mirrors the inner development of the

child, making the educational experience relevant and satisfying. Teachers lay the groundwork in each subject and integrate it with different aspects of knowledge.

Administration's Analysis

4. In October 2008, the principal of Urban Waldorf Elementary School expressed a desire to cease functioning under the Waldorf program philosophy and institute a new instructional focus because of a lack of fidelity in the implementation of the Waldorf philosophy.

5. During the 2008-2009 school year, the Systems of Support (SOS) team members of the Washington Cluster conducted learning walks, team meetings, and school visits on a regular basis. During the visits, the SOS Team found a number of concerns that must be addressed in order to effectively educate all students at Urban Waldorf School:

a. The school, on paper, is using the Waldorf philosophy; however, only one staff member is trained to use the Waldorf philosophy.

b. The school's test data have remained low over a number of years. According to WKCE-CRT assessment results, less than one-half of the students are proficient in reading, and less than one third of the students are proficient in mathematics

(1) In the area of reading, 35.9% of the students were proficient on the 2006-2007 WKCE-CRT assessment, 42.4% were proficient on the 2007-2008 assessment, and 33.1% of the students were proficient on the 2008-2009 assessment. Scores in reading on the 2008-2009 WKCE-CRT ranged from 22% proficient at the fifth-grade level to 48.6% of the students proficient at the seventh-grade level.

(2) In the area of mathematics, 16.2% of the students were proficient on the 2006-2007 WKCE-CRT assessment, 17.2% of the students were proficient on 2007-2008 assessment, and 22.1% of the students were proficient on the 2008-2009 assessment. Scores in mathematics on the 2008-2009 WKCE-CRT ranged from 9.3% proficient at the sixth-grade level to 28.1% of the students proficient at the eighth-grade level.

c. The greatest concerns on recent special education continuous-improvement-focused-monitoring (CIFM) assessments are discipline, attendance, and some procedural issues. The school is in intensive monitoring for all discipline issues but one. As of April 8, 2009, the school had 13 special education students that had been suspended for more than ten days. Discipline is a concern for both special education and non-special education students. As of May 4, the school had 1,004 suspensions recorded, with 49% of students having at least one suspension. 44.5% of non-special-education and 67% of special education students had at least one suspension recorded.

d. The school is currently SIFI, level two, in reading and math and most likely will move to level three this year.

6. Members of the SOS Team from the Washington Cluster met on April 1, 2009, to discuss the above concerns. Present at the meeting, in addition to the SOS Team members, were the Director of Educational Services and Director of Administrative Accountability. The SOS Team members at this meeting were directed to draft a letter to the Superintendent outlining findings and recommendations. Following the Washington Cluster SOS Team members' recommendation, because the current Urban Waldorf K-8 School is no longer implementing the Urban Waldorf educational model and philosophy, the Administration is proposing that the Waldorf educational model be eliminated from the school at the end of the 2008-2009 school year and have the name revert to "27th Street School" (for the 2009-10 school year).

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS Strategic Plan Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and

citizenship; 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; Goal 6, The is district is accountable for measurable results; Goal 7, The district's central services departments support student learning.

Statute, Administrative Policy, or Board Rules Statement

8. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

9. This item does not authorize expenditures. Any additional costs incurred by reverting to a traditional school will be absorbed by the school community.

Implementation and Assessment Plan

10. Upon approval of the Board, the Administration will work with the school to develop a new K-8 program philosophy at the 27th Street School site, so that students currently in the school can remain in their assignment.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the elimination of the Urban Waldorf Educational Program at Urban Waldorf Elementary School, effective with the 2009-10 school year;

2. allow the name of the school to revert to its previous name, "27th Street School," effective with the 2010-2011 school year, and direct the Administration to develop a new name for the 2010-2011 school year; and

3. direct that the SOS team help support the development of the school's school-improvement plan and provide support and oversight with the school community on school improvement for the 2009-2010 school year.

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

* * * * *

(Item 7) Action on a Recommendation for the Selection of Social Studies Textbooks for Grades K-5

Administration's Analysis

1. In accordance with the textbook adoption rules of the Milwaukee Board of School Directors — Administrative Policy 7.26, Textbook Adoption — textbook-evaluation committees were formed as a result of the Board's action on December 13, 2007, which opened subject areas for selection studies. The committees have made the necessary studies with respect to textbook selections and have reported their findings and recommendations to the Superintendent of Schools. The recommendations of the textbook 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.

2. 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 applied:

a. The textbook or online program reflects the MPS Learning Targets and the Wisconsin Model Academic Standards.

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, guided and independent practice, enrichment, reading strategies, balanced literacy, and a variety of assessments.

d. The textbook or online program incorporates primary sources and multiple perspectives.

e. The textbook or online program promotes critical and creative thinking and the development of high-order thinking skills.

f. The program provides opportunities to integrate instruction.

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 presentation of culture, race, ethnic, challenged, age, religious, and gender 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 textbook is sufficiently durable for student use.

m. Software is available and supports content and critical-thinking strategies.

n. Software is user-friendly and grade-level appropriate.

o. The cost of replacement books will not be prohibitive.

p. The copyright date is recent, and updates are available.

q. Supplemental materials or online resources are clearly connected to the core curriculum.

r. Textbook or online publishers are very much aware of national standards for various curricular areas and are giving increased attention to instructional practices that are reshaping education, such as cooperative learning, portfolio assessment, and reading and writing across the content.

3. Each textbook-evaluation committee further develops its own specific criteria applicable to the subject area under consideration. The textbook committee members apply the MPS K-12 Learning Targets, standards of professional organizations such as the National Council of Teachers of Social Studies, the Wisconsin Department of Public Instruction's guides, and the Wisconsin State Standards in evaluating texts.

4. The textbook/online-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.

5. Other elements of the textbook-selection procedure:

a. The textbook/online-evaluation committees obtain reactions and assistance in reviewing the textbook materials from other staff members, such as other teachers, department chairpersons, etc.

b. All parents of students in the district are invited to serve on the Parent Advisory Textbook-evaluation Committee. Parents are in-serviced on the process and provided evaluation instruments through the process.

c. The following number of individuals served on the various textbook-evaluation committees

Parent Advisory Committee for Textbook Evaluation..... 8 parents

Social Studies (K-8).....35 teachers

d. Textbook and online publishers were invited to submit materials to each member of the teachers' evaluation committee for study. Textbook/online-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 textbook-evaluation committees submit their recommendations to the Administration, in effect concluding their efforts in the evaluation process.

f. When selected materials do not suit the needs of a school, proposals to select alternate materials must be submitted to the Superintendent's designee for approval. The Superintendent's appointed review panel will review proposals and recommend approval or disapproval to the Superintendent.

6. The evaluation committees for K-8 social studies submitted their confidential reports to the Administration in April 2008, which concluded their efforts in the evaluation process. The Superintendent submitted his recommendation to the Board in May 2008. At this time, concerns were brought forward by members of the community as to the appropriateness of the adoption relative to multiculturalism, multiple perspectives, and issues of race. To fully address these concerns, the Superintendent retracted his recommendation to the Board.

7. The Superintendent requested the Administration to engage in a study of the textbook proposal for social studies beyond the usual cycle in order to research, study, and allow for diligent consideration of input from the MPS community. During this time, there were questions, concerns, lively discussion in the media, and feedback from parents, teachers, and other stakeholders. Many of these issues raised centered on whether the proposed materials sufficiently addressed the inclusion of multiple perspectives, an adequate discussion of racism, balanced representations, and historical accuracy.

8. The Administration was involved in a number of meetings with groups such as the Social Studies Task Force, a group of community members and teachers who are concerned about social studies education in Milwaukee Public Schools; publishers of the social studies materials; and district staff. These meetings were to ensure that the Superintendent was fully aware of stakeholders' concerns regarding appropriate instruction in social studies, use of engaging materials, and the creation of high-quality learning opportunities for students.

9. Consistent with the evaluation committee's initial recommendation, the Superintendent submitted his recommendation to the Board for the Grades 6-8 social studies adoption in October 2008, which was then adopted by the Board on October 23, 2008. The recommendation for grade-4 social studies supplemental materials was submitted in December 2008 and adopted by the Board on December 16, 2008.

10. The Administration continued its work with the identified key stakeholders to ensure an adoption with an adequate discussion of racism, balanced representations, and historical accuracy from December of 2008 until April of 2009. Having directed the comprehensive examination of available materials, having sought extensive input from key stakeholders, and considering the committee's recommendation and additional information provided by the Administration, the Superintendent now brings forward the following recommendation

Social Studies, Grades K-5

— *Kindergarten: Social Studies Alive! Me and My World* © 2010

This full-year program includes:

- Flip Book
- Lesson Guide
- Lesson Masters
- Transparencies
- Poster Placards
- *Solutions for Effective Instruction: Grades K-2*
- *Sounds of Social Studies* CD
- *TeachTCI*

— *Grade One: Social Studies Alive! My School and Family* © 2010
Grade Two: Social Studies Alive! My Community © 2010

These full-year programs include:

- Student Editions
- Lesson Guide
- Lesson Masters
- Transparencies
- Placards
- Big Books 1, 2, and 3
- Interactive Student Notebooks
- Interactive Desk Maps
- *Solutions for Effective Instruction: Grades K-2*
- *Sounds of Social Studies* CD
- *TeachTCI*

— *Grade 3: Social Studies Alive! Our Community and Beyond* © 2010
Grade 4: Social Studies Alive! Regions of Our Country © 2010
Grade 5: Social Studies Alive! America's Past © 2010

These full-year programs include:

- Student Editions
- Lesson Guide
- Lesson Masters
- Transparencies
- Placards
- Interactive Student Notebooks
- Interactive Desk Maps
- *Solutions for Effective Instruction: Grades 3-5*
- *Sounds of Social Studies* CD
- *TeachTCI*

— Electronic Subscription Services Grades for the life of the adoption:

- *Rand McNally Classroom*
- *Knowledge Unlimited NewsCurrents* and *Read to Know*

11. In addition to the work and materials discussed in this item, the Administration has been working closely with groups of teachers and the district's Library Media Specialist to identify materials to be purchased for the libraries that will support the social studies adoption.

Strategic Plan Compatibility Statement

12. The recommendations support the MPS Strategic Plan, Goal 1, Student Achievement, and Goal 2, student success in further education and employment.

Statute, Administrative Policy, or Board Rule Implication Statement

13. The above procedure follows Administrative Policy 7.26 and Administrative Procedure 7.26, Textbook Adoption.

Fiscal Impact Statement

14. Approval of this item authorizes expenditures. The estimated cost for selection of the recommended textbooks is $2,101,950. Funding is included in the Superintendent's FY09 budget, budget code GEN-0-0-INV-DW-ETXB (Textbooks).

Implementation and Assessment

15. Textbooks and supplementary materials and on-line tools for social studies, grades K-5, will be purchased with funds that have been allocated in FY09 and implemented during the first semester of the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board select and approve the textbooks and implementation process as specified — including related supplementary materials such as teacher manuals, resource guides, and online resources.

Purchase of the Recommended Textbooks/Online Tools for Selection:

Social Studies, Grades K-5

— *Kindergarten: Social Studies Alive! Me and My World* © 2010

This full-year program includes:

- Flip Book
- Lesson Guide
- Lesson Masters
- Transparencies
- Poster Placards
- *Solutions for Effective Instruction: Grades K-2*
- *Sounds of Social Studies* CD
- *TeachTCI*

— *Grade One: Social Studies Alive! My School and Family* © 2010
Grade Two: Social Studies Alive! My Community © 2010

These full-year programs include:

- Student Editions
- Lesson Guide
- Lesson Masters
- Transparencies
- Placards
- Big Books 1, 2, and 3
- Interactive Student Notebooks
- Interactive Desk Maps
- *Solutions for Effective Instruction: Grades K-2*
- *Sounds of Social Studies* CD
- *TeachTCI*

— *Grade 3: Social Studies Alive! Our Community and Beyond* © 2010
Grade 4: Social Studies Alive! Regions of Our Country © 2010
Grade 5: Social Studies Alive! America's Past © 2010

These full-year programs include:

- Student Editions
- Lesson Guide
- Lesson Masters
- Transparencies
- Placards
- Interactive Student Notebooks
- Interactive Desk Maps
- *Solutions for Effective Instruction: Grades 3-5*
- *Sounds of Social Studies* CD
- *TeachTCI*

— Electronic Subscription Services Grades for the life of the adoption:

- *Rand McNally Classroom*
- *Knowledge Unlimited NewsCurrents* and *Read to Know*

2008-2009 Textbook Adoption Data Collection Grid

Curricular Area participating in the 2008 Textbook Adoption Process: Social Studies: Grades K-8 Social Studies

Curricular Area for Adoption	Subject	Enrollment	Estimated cost per student	Estimated Cost
Social Studies	K-5	28,026	$75	$2,101,950
			Estimated Total	$2,101,950

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

* * * * * *

(Item 8) Action on a Mutual Request for Termination of the Non-instrumentality Charter School Contract with Milwaukee Leadership Training Center (MLTC)

Background

1. On January 25, 2000, a public hearing was held to consider the charter school proposal from Homeboyz Interactive to establish the Milwaukee Leadership Training Center (MLTC) charter school. On January 25, 2000, the Board approved the concept of MLTC's charter school proposal 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 Homeboyz Interactive in anticipation of the establishment of an MPS non-instrumentality charter school for the 2001-02 school year. The Board specified no contingencies at the time of its approval of the concept.

2. On October 31, 2000, the Board approved a four-and-one-half-year charter school contract with Milwaukee Leadership Training Center (MLTC) as a non-instrumentality charter school, to begin with the 2001-2002 school year and to end on the last regularly scheduled school day of the 2004-2005 school year. On June 23, 2005, the Board approved a one-year contract extension. The school shares space at Milwaukee French Immersion School, located at 2360 North 52nd Street.

3. On February 23, 2004, the Board revised MPS administrative Policy and Procedure 9.12, Charter Schools, to include the charter school contract-renewal process. The MPS Charter School Contract Review Team was established to review, to evaluate, and to make recommendations to the Board, to the Superintendent, and to the charter school regarding contract renewal.

4. On March 30, 2006, the Board adopted the recommendation of the Committee on Innovation/School Reform to approve the renewal of MLTC's contract for five years under the following conditions:

a. The school would attend to the areas in which it was found to be non-compliant or partially compliant , including staff licensure; and

b. because the school includes a high concentration of at-risk and special needs students, the school would work with Assessment and Accountability to develop an academic growth-measurement plan prior to the beginning of the school year, collect data during the school year, and report the results in the annual pupil academic achievement report.

5. In March of 2009, the Charter School Contract Review Process was initiated. On May 21, 2009, the MPS Charter School Contract Review Team convened to conduct the review of MLTC. The MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

6. 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 status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data, as well as other items. The Charter School Contract Review Team met with representatives from MLTC and reviewed additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance.

7. On May 21, 2009, the Charter School Contract Review Team recommended termination of the non-instrumentality charter contract with MLTC charter school due to low student achievement and failure to make consistent, significant academic progress.

8. Following a review of the report from the MPS Charter School Contract Review Team, the Superintendent concurred with the recommendation to terminate the non-instrumentality charter school contract with MLTC. The findings concluded that the school had violated its contract because pupils enrolled at MLTC had 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.

Administration's Analysis

9. On May 22, 2009, MLTC sent a letter to the Superintendent, requesting mutual termination of MLTC's non-instrumentality charter school contract, effective on June 30, 2009.

10. The charter school contract for MLTC 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 se. 118.40, Stats., or
>
> 6. Board determines that Charter School does not agree to modifications and/or amendments required by the Board to this Contract.
>
> If this 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, at the minimum, the end of the semester in which notice of termination is given, unless, in the discretion of the Board, termination should become effective sooner.

Strategic Plan Compatibility Statement

11. The recommendation supports the Strategic Plan Goal 1, Student Achievement, and Goal 2, Student success in further education and employment.

Statute, Administrative Policy or Board Rules Statement

12. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12, Charter Schools, and Wisconsin State Statute 118.40, relative to charter schools.

Fiscal Impact Statement

13. This item does not authorize expenditures.

Implementation and Assessment Plan

14. Upon the Board's approval of this item, the Milwaukee Leadership Training Center's charter school non-instrumentality charter contract will terminate on the last regularly scheduled school day of the 2008-2009 school year.

15. Upon the Board's approval of this item, the Administration will work with the Office of the City Attorney o prepare the mutual termination agreement to become effective on June 30, 2009.

16. MPS Department of Parent and Student Services will work with parents, students, and the school leader to enroll MLTC's students in MPS regular, instrumentality charter, non-instrumentality charter, or partnership schools.

Committee's Recommendation

Your Committee recommends that the Board agree to the mutual termination of the non-instrumentality charter school contract with Milwaukee Leadership Training Center (MLTC), effective June 30, 2009.

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

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(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

Award of Contracts

Below is a contract award recommendation for May 2009. Adequate funding is available in the accounts as noted below.

TENNIS COURT RECONSTRUCTION

Rufus King High School

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

Low Bidder, Base Bid of.....$222,482.00

Prime Contractor Info				HUB			COIN	Required Student Hrs.	
	# of Employees								
Certified	Total	Minorities	Women	Req.	Submitted	Value	Req. Pct.	Paid Employmt	Ed'l Experience
No	53	3	2	15%	18.5%	$41,274.00	25%	300	10

Funds are budgeted for the Rufus King High School's tennis court reconstruction project from FY09 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2RK ECNCGND9, (W.O. #2-763021/6). Project is to begin on June 17, 2009, and is scheduled for completion on August 21, 2009.

COAL BIN DEMOLITION

Longfellow School

Prime Contractor
Wm. Sackerson Construction Co., Inc.
4749 South Whitnall Avenue
Cudahy, WI 53110

Low Bidder, Base Bid of $57,870.00, plus $720.00 for Mandatory Alternate Bid #1, to provide an 8'-0" x 4'-0" access through existing concrete coal bin deck for MPS equipment, for a total cost of $58,590.00

Prime Contractor Info				HUB			COIN	Required Student Hrs.	
	# of Employees								
Certified	Total	Minorities	Women	Req.	Submitted	Value	Req. Pct.	Paid Employmt	Ed'l Experience
No	8	1	0	10%	10%	$5,800.00	25%	300	10

Funds are budgeted for the Longfellow School's coal bin demolition project from FY07 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2LO ECNCGND7, (W.O. #2-719017/1). Project is to begin on June 17, 2009, and is scheduled for completion on August 21, 2009.

INTERIOR RENOVATIONS

Allen-Field School

Prime Contractor
Rupel Construction, Inc.
W224 S8428 Industrial Avenue, Unit B
Big Bend, WI 53103

Low Bidder, Base Bid of $86,000.00, plus $10,000.00 for Mandatory Alternate Bid #1, to provide all work shown in Room #205A & required schedule new items 71 & 72; all work shown in Room #205A on Drawing Sheet K1-2; all work shown in Details #1 & #4 related to Room #205A on Drawing Sheet P; all work shown in Details #1 & #2 related to Room #205A on Drawing Sheet E, for a total cost of $96,000.00

Prime Contractor Info				HUB			COIN	Required Student Hrs.	
	# of Employees								
Certified	Total	Minorities	Women	Req.	Submitted	Value	Req. Pct.	Paid Employmt	Ed'l Experience
No	4	1	0	15%	17.2%	$16,500.00	25%	300	10

Funds are budgeted for the Allen-Field School's interior renovations project from FY09 School Funds, contracted services for building modifications, account code MBM0ABDEAF EMMB, (W.O. #2-764894/1). Project is to begin on June 17, 2009, and is scheduled for completion on August 28, 2009.

Metropolitan High School

Prime Contractor
Wm. Sackerson Construction Co., Inc.
4749 South Whitnall Avenue
Cudahy, WI 53110

Low Bidder, Base Bid of.....$135,330.00

Prime Contractor Info				HUB			COIN	Required Student Hrs.	
	# of Employees								
Certified	Total	Minorities	Women	Req.	Submitted	Value	Req. Pct.	Paid Employmt	Ed'l Experience
No	8	1	0	15%	20.3%	$27,500.00	25%	300	10

Funds are budgeted for the Metropolitan High School's interior renovations project from FY09 Major Remodeling Construction Fund, contracted services for remodeling, account code FAR00MRPMO ECNCMIS9, (W.O. #020323/1). Project is to begin on June 1, 2009, and is scheduled for completion on July 24, 2009.

Construction Contracts

Total construction contract dollars awarded.....$512,402.00
Total dollars HUB participation $91,074.00
% of HUB participation.....18.15%
% Minority employees within company.....11.89%
% Women employees within company 1.65%

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, 2009, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 934,154,167	$ 25,918,519	$ 960,072,686	$ 154,535,883	$ 670,082,409	$ 289,990,277	70%
Categorically Aided	225,301,475	20,074,100	245,375,575	19,827,637	130,573,435	114,802,140	53%
School Nutrition	34,598,457	184,085	34,782,542	3,822,081	19,368,992	15,413,550	56%
Construction	23,025,832	27,837,780	50,863,612	4,222,320	22,084,811	28,778,801	43%
Extension	14,071,832	2,637,840	16,709,672	283,993	12,651,824	4,057,848	76%
Total All Funds	$ 1,231,151,763	$ 76,652,324	$ 1,307,804,087	$ 182,691,914	$ 854,761,471	$ 453,042,616	65%

Below is a summary of expenditures, encumbrances, and commitments as of March 31, 2009, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Commitments, Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 934,154,167	$ 25,918,519	$ 960,072,686	$ 80,653,393	$ 664,715,502	$ 295,357,184	69%
Categorically Aided	225,301,475	20,074,100	245,375,575	20,155,026	168,669,564	76,706,011	69%
School Nutrition	34,598,457	184,085	34,782,542	3,728,465	24,178,843	10,603,699	70%
Construction	23,025,832	27,837,780	50,863,612	877,086	50,863,612	0	100%
Extension	14,071,832	2,637,840	16,709,672	785,068	10,701,408	6,008,264	64%
Total All Funds	$ 1,231,151,763	$ 76,652,324	$ 1,307,804,087	$ 106,199,038	$ 919,128,929	$ 388,675,158	70%

[1]Represents Board-approved transfers during fiscal year 2009 and appropriations for purchases encumbered in fiscal year 2008.

Respectfully submitted,

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, 2008, through March 31, 2009.

SCHOOL OPERATIONS FUND

Expenditures, encumbrances, and commitments through March totaled $664,715,502, or 69% of the revised budget.

DISTRICT CONTINGENT FUND

The balance at March 31, 2009, was $500,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2008	$ 500,000
Approved Transfers:	
None	– 0
Balance — March 31, 2009	$ 500,000

CONSTRUCTION FUND

Expenditures, encumbrances, and commitments through March totaled $50,863,612, or 100% of the revised budget.

EXTENSION FUND

Expenditures, encumbrances, and commitments through March totaled $10,701,408, or 64% of the revised budget.

Revenues and Expenditures Current-Year Versus Three-Year Average As of March 31, 2009				
	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	70%	66%	69%	68%
Categorically Aided	53%	49%	69%	64%
School Nutrition	56%	58%	70%	74%
Construction	43%	34%	100%	99%
Extension	76%	80%	64%	67%

Report on Administrative and School Fund Transfers

3. 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
Allen-Field	Sarah Graffenberger Trust	$10,000.00	Unspecified
Audubon	General Mills	$71.l9	Box Tops for Education
Emerson	General Mills	$308.00	Box Tops for Education
Fairview	West Allis Knights of Columbus Charities	$250.00	Educational activities — supplementary support for students with special needs
Fernwood Montessori	David Schultz	$225.00	3 Art displays for classes
Fernwood Montessori	General Mills	$286.80	Box Tops for Education
Garden Homes	Doral Dental	$500.00	Student supplies, Student oral hygiene products
Garden Homes	New Hope Baptist Church	$400.00	Coats, Hats, Scarves, Gloves
Garland	Lifetouch	$594.00	For school yearbook
Garland	Anonymous	$500.00	Student incentives
Greenfield	AT & T	$400.00	Backpacks, Teacher supplies
Greenfield	Costco	$200.00	Backpacks
Hawthorne	Wendy's	$100.00	100 $1 Gift Cards for homeless and needy children
Hawthorne	McDonald's	$100.00	100 $1 Meal certificates for homeless and needy children
Hawthorne	Bon-Ton Stores	$250.00	Gift card for homeless and needy children
Hawthorne	Sam's Club / Wal-Mart	$75.00	Gift card for homeless and needy children
Hawthorne	Wal-Mart	$75.00	Gift card for homeless and needy children
Hawthorne	KB Toys	Undetermined	Toys for homeless and needy children
Hawthorne	Pizza Hut	Undetermined	20 coupons for free pizza w/breadsticks for homeless and needy children
Hawthorne	Second Harvest	Undetermined	10 Meal boxes for homeless and needy children

School	Donor	Amount	Gift or Purpose
Hawthorne	Burger King	Undetermined	20 Meal coupons for homeless and needy children
Hawthorne	Kohl's	$500.00	Kohl's Cares for Kids program
Humboldt Park	Sarah Graffenberger Trust	$2,500.00	Educational Opportunity Learning Materials — 2nd distribution
Lancaster	Target	$72.12	Take Charge of Education school fundraising program
Lincoln Avenue	Sarah Graffenberger Trust	$2,500.00	Unspecified — 2nd distribution
Lowell	Stein Gardens & Gifts	Undetermined	Maple Tree for Arbor Day
Maple Tree	W. Granville Presbyterian Church	$45.25	Earth Day Activities
Milwaukee Academy of Chinese Language	Roundy's Supermarkets, Inc.	$69.20	We Care Program
Milwaukee Board of School Directors	Sarah Graffenberger Trust	$100,000	Bilingual Education Programs — 2 Checks — January and April of 2009
MPS – Recreation	John Milton	$2,000.00	Devin Harris Playground League
MPS – Recreation	34 Ways to Assist	$5,000.00	Devin Harris Playground League
Pulaski	Milwaukee Brewers Baseball	$144.00	4 Brewers tickets
Riverside	Sammy L. Jackson	$200.00	HBCU Tour
Riverside	Ruth N. Allen	$6.00	HBCU Tour
School to Work	The Bon-Ton Stores, Inc.	$156.00	Community Days Sales
Twenty-first Street	U'SAgain, LLC	$36.00	Undetermined
Twenty-first Street	Old World Wisconsin	$245.00	Subsidize field trip to Old World Wisconsin
Twenty-first Street	Delta Chapter of Delta Kappa Gamma Society	$150.00	Chapter grant to support 4th-grade field trip
WHS of Expeditionary Learning	Kellner Foundation	$1,000.00	Donation to benefit school and students
WHS of Information Technology	Goodwill/Ability Connection	$250.00	iFair support
WHS of Information Technology	Metavante Corp	$500.00	iFair support
WE Indians	Sarah Graffenberger Trust	$2,500.00	Support of the WE Indians Program and Initiatives — 2nd distribution

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; Reappointment of Probationary Personnel; and Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		APPOINTMENTS	
2	Frieda Currie Kluge	School Secretary I $20,683.56/yr.	04-20-09
5	Mary DeBuhr Rufus King	School Secretary I $20,683.56/yr.	04-20-09
2	Jeffery Hardy, Sr. Audubon	Boiler Attendant Trainee $30,660.95/yr.	04-20-09
5	Kenneth Wylie South	Boiler Attendant Trainee $30,660.95/yr.	04-20-09
		PROMOTIONS	
	Anthony Mosley Milw. Acad. of Chinese Lang.	Boiler Attendant Trainee $30,660.95/yr.	04-20-09
		REINSTATEMENTS	
	Jason Friske School Safety	School Safety Assistant $24,639.12/yr.	04-27-09
	Althea Thompson Special Services Center	School Secretary I $33,522.18/yr.	04-06-09
		CHANGES IN STATUS	
	Tion Brashear[1] Building Operations	Boiler Attendant Trainee $36,136.23/yr.	04-20-09
	Rebecca Castaneda[2] Parent & Student Svcs./Homeless	School Secretary I $20,683.56/yr.	04-06-09
	Lauro Espino[3] Building Operations	Boiler Attendant Trainee $38,179.57/yr.	04-20-09
	LeCrystal Griffin[4] Westside Academy I	Food Service Asst. In -Charge $14,955.30/yr.	04-06-09
	Clarence Thomas[3] Building Operations	Boiler Attendant Trainee $34,747.41/yr.	04-20-09

[1]Voluntary demotion from School Engineer I
[2]From a 12-month to a 10-month position
[3]Demotion from School Engineer I; does not meet job requirements
[4]Voluntary demotion from Food Service Manager I

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave Extension, June 2010:		
Hayes, Inger	Leave	August 2009
Personal Leave, June 2009:		
Woods, Craig	Day-To-Day Teacher	April 2009
Personal Leave, June 2010:		
Haeuser, Sarah	Hayes	August 2009

Personal Leave Extension, June 2010:

Elko, Jennifer	Leave	August 2009
Parkinson, Karen	Leave	August 2009

Sabbatical Leave, June 2010:

Zachowski, Connie	Clemens	August 2009

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Alfredo Blondet	Teacher	05/08/09
Delorse Cole-Stewart	Generalist	06/17/09
Deborah Double	Teacher	06/17/09
Megan Flood	Teacher	06/17/09
Havala Gilane	Teacher	06/17/09
Bridget Hartney	Principal	07/01/09
Mary Holton	Teacher	06/17/09
Kristi Knoedler	Teacher	06/17/09
Dana Lehner	Teacher	06/17/09
Natalie Levanetz	Teacher	06/17/09
Amy Martin	Teacher	06/17/09
Mark Mentch	Teacher	07/12/09
Jessica Plemons	Teacher	06/17/09
Marcia Reiter	Teacher	06/17/09
Jamie Schedler	Teacher	06/17/09
Jennifer Schierl	Teacher	05/29/09
Robert Schmidt	Supervisor	07/06/09
Lakesha Simmons	Teacher	04/21/09
Clifford Techout	Teacher	04/17/09
John Valdes	Principal	07/01/09
Mary Zimmerman	Principal	07/01/09

Correction from April 2009 Board Report

Stacy Abraham	Teacher	06/12/09

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
Mary Henderson	Food Service Assistant	04-23-09
Thompson Love	School Engineer II	04-12-09
Carol Roepke	Food Service Assistant	04-10-09
Mary Scovell	Para Educational Asst.	04-01-09

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Algiers, Karen
Amaya, Victor E.
Anderson, Natalie A.
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.
Buckley, Darren M.
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.
Engum, Justin D.
Ford, Raphael E.
Freitag, Darci
Goetz, Lindsay J.
Goggins, Erika J.
Golon, Celia
Goodman, Trina K.
Green, Chelsey
Greenmeier, Catherine J.
Hall, Rebecca M.
Heinen, Lindsay M.
Heritsch, Jennifer L.
Hernandez-Ayala, Angelica
Hill Campbell, Rolanda S.
Hobson, Latrice
Hodnett, Aleina A.
Jablonski, Kate M.
Johnikin, Quianna D.
Johnson, Lori Y.
Johnston, Danielle M.
Jones, Morgan E.
Kaur, Inderjeet
Kooping, Justine M.
Lee, Christopher D.
Lienau, Claudine M.
Lor, Mai Yia
Lucas, Emily B.
Marx, Lindsey A.
Matabele, Trace C.
Matthews, Heather L.
Mayo, Tiffanie E.
McNicholas, Meghan E,
Melger, Therese M.
Michalski, Mandy J.
Monson, Katie J.
Morgan, Janelle
Nabawanda, Margaret
Nesemann, Christopher
Perez Ortiz, Maria M.
Pletzer, Ashley E.
Poehler, Jennifer M.
Pook, Carol J.
Popovich, Jennifer M.
Riley, Zitoria L.
Roulette, Chad M.
Ruel, Susan
Rusch, Natalie
Rutkowski, Shelley L.
Sbraggia, Tracey L.
Schenk, Amanda O.
Schmitz, Timothy A.
Sewalish, Christopher C.
Shirley, Tierra S.
Sojkowski, Mark J.
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 Two Semester)

Albrecht, Roger D.
Allemang, Erica A.
Altmann, Jasmin
Alvarado, Lucien X.
Amu, Ewaohi I.
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
Bajaj, Neelam A.
Baker, Samantha A.
Balzer, Jennifer J
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
Brady, Thomas F.
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.
Clark, Jeffrey S.

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.
Donegan, Colleen M.
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
Erickson, Lynn M.
Estremera, Jose R.
Fain, Nicole M.
Feldmann, Jamie L.
Fennelly, Stephen D.
Fenton, Patricia A.
Ferkovich, Daniel R.
Feyen, Anne T.
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.
Gooding, Legenda C
Goodreau, Stacy J.
Gramarossa, Daniel M.
Grant, Jessica L
Gray, Martha J.
Green, Dontanian
Greenwell, David W.
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.
Hardgrove, Jaime L
Harrison, Catherine E.
Harrison, Jennifer L.
Hartke, Danielle
Hartlep, Nicholas D.
Harvill, William P.
Hazelwood, Thance A.
Helms, Jessica L.
Henze, Autumn F.
Herka, Catherine
Hernandez, Vicente.
Hernsheim, Melissa L
Herro, Dan
Hockers, Sara M.
Hoehnen, Paul J.
Holloway, Corey D
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
Jumes, Michael
Kania, Michael
Kaphaem, Emily J
Kelly, Tamika L.
Keto, Daniel S.
Key, Jason D
Kielpikowski, Dawn M.
Killoran, Robin A.
Kirkendoll, Dartanyan
Kittelson, Christine A.
Kittelson, John M.
Kitzinger, Sara B.
Klein, Jenniefr
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.
Lehner, Dana L.
Levanetz, Natalie R
Lienau,Claudine M
Ligocki, Brian T.
Limberger, Lisa A.
Lippert Goodwin, Jason
.Loeser, Brian J.
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.
Marinan, John J.
Martinez, Michael R.
Marx, Christopher J.
Masek, Joan
Mathys, Lindsey A.
May, Karen E.
McCubbin, Tracy B.
McGilligan Bentin, Kyle
McKenna, Eamon S.
McLaughlin, Katie

McRoberts, Jill S.
Mears, Sarah E.
Mess, Raymond J.
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.
Novak, Kim A.
Nuernberg, Kathryn A.
Nunez, Blanca .E
O Connor, Stephanie S.
Oaks, David S.
Ortega, Patricia D.
Palmer, Betty J.
Panos, Tanya M.
Pedersen, Laura E
Perez, Jose I.
Perry, Tamera S.
Peterson, Abby A.
Peterson Karen L.
Petri, Megan
Pierce, Moriah T.
Piering, Paul F.
Pietrzak, Deanne
Piontek, Kyle R.
Platow Dena A
Plemons, Jessica L
Pluta, Breanne
Podoll,Tyler C.
Poethig, Nicholas W.
Polki, Kim M.
Pordon, Stacy L.
Poytinger, Matthew
Prosen, Stephanie C.
Przybylski, Sara
Purdy, Melisa M.
Race, Christopher 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, James E.
Robinson, Krishana D.
Rochon, Andrew S.
Rodriguez Strock, Andrea
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
Scharnweber, Rudolph P.
Schedler, Jamie L.
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.
Sorlie Theis, Cody A.
Spinks, Jessica L.
Stadler ,Jaime L.
Staufiger, Monica L.
Steffes, Zachary A.
Steinseifer, Melissa
Stewart, Keith
Stewart, Mary E.
Stoecker, Anthony W
Stovall, Jeffrey L.
Strachota, Margaret M.
Straub, Kathryn M.
Sumner, Jessica L.
Swallow, Katherine A.
Swanson, Christina
Sweda, Jill A.
Tafoya, Adam C.
Tao, Patrick K.
Taylor, Larresa D.
Teachout, Clifford M.
Tellefsen, Dena H.
Thompson, Mark V
Torres-Ilk, Kristina M.
Tovar Juarez, Milagros
Trejo, Jessica M.
Trejo, Rocio
Treptow, Andrea J.
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
Walsh, Timothy L
Washington, Curtina
Wasileski, Kate E.
Weber, Steven J.
Weingrod, Moriah
Wenger, Melissa J
Weyenberg, Jessie C.
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
Xiong, Thai
Young, Jessica
Young, Sidney A.
Zavodski, Natalie
Ziegler, Rachel A.
Zolltheis, Kenneth K.
Zorn, Anna M.
Zorro, Milton G

Albrecht, Renee N.
Anderson, Justin M.
Bartel, Brett A.
Becker, Diana A.
Cerar, Sarah I.
Chapman, Delbert C.
Clark, Cory S.
Coleman,.Troy D.
Delaney, Mark A.
Flynn, Kathryn L.
Goodwine, Jeffrey
Horowitz, Donna R.
Jackson, Kelly D.
Johnson, Leon
Kalmer, Janet
Kania, Michael
Liimatta, Susan G.
Lynhiavu, Mailunhia
Metz, Joel R.
Rodriguez, Fidel
Sanders, Lori A.
Scherer, Jennifer L.
Simmons, Lakesha A.
Strube, Karin L.
Wollenhaupt, Ross
Young, Brad K.
Zavodski, Natalie K

TEACHERS AND TEACHER LIBRARIANS
(Completing Four 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.
Bell, Rashele A.
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.
Bruce, Nina J.
Butz, Joan M
Cabreza, Amanda F.
Calarco III, Frank A.
Callan, Cara E.
Camilli, Laura E.
Carlson, Sara J.
Carrigan, Maureen A.
Cash, Chareese S.
Caskey, Angela L.
Catalano, Kristin E.
Chapman, Donald
Cheriyalanthot, Janardhanan
Chiarelli, Stephannie K.
Chirafisi, Loli L.
Christensen, Ann M.
Church, Monica J.
Cockerham, Jerome
Corrao, Paul A.
Coultas, Benjamin
Crebbin, Cindy A.
Cruz, Sandra L.
Culver, Karen C.
Daining, Paul A.
Dashev, Sava S.
De Valk, Maggie M.
DeMaster, Nicole M.
Dietrich, Lisa E.
Ding, Wen
Ditzman, David M.
Dohm, Emily E.
Dragan, Scot P.
Drake, Sommer D.
Dring, Jill A.
Druck, Shayna R.
Dueling, Wendy T.
Dufek, Amy M.
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.
Hale, Daryl A.
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
Horn, Karen D.
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.
Kubes, Michael E.
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.
Marien, Daniel B.
Martell, Alexandra S.
McEwen, Amanda L.
McEwen, Cory J.
Mcglothian, Abeni
Mckenzie, Christine M.
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.
Obando, Alvaro J.
O'Brien, Erinn K.
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.
Powell, Jennifer E.
Prahl, Regina J.
Prichard, Paige K.
Pulliam, Dornicho S.
Queeney, Candace L.
Ramirez, Antonio D.
Ranzen, Kelly E.
Reyes, Mary T.
Rheams, Amy J.
Rich, Augustus D.
Revis Castillo, Josephine
Robel, Amy B.
Robinson, Anita L.
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.
Scharer, Christine M.
Schettl, Ashley D.
Schulz, Sarah B.
Sershon, Andrew P.
Shaw, Diane
Shultz, Tamara T.
Silha, Katie M.
Smith, Ian E.
Smith, Machella L.
Snapp, Kristina M.
Soleymani-Alizadeh, Sara
Spiering, Aaron C.
Sprecher, Joanne R.
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.
Wyler, Mollie J.
Wyskochil III, Charles
Xiong, Kathy M.
Yang, Trudy M.
Zelinski, Sheila A.
Zerovec, Paul M.
Ziebert, Darcia L.
Zizzo, Elizabeth M.

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semesters)

Adams, David
Bass Wilson, Marchell L.
Berry, Nicole
Breitrick, Thomas R.
Brusky, Joseph
Carson, Loucricia M.
Comaris, Shawn
Cortes, Yamilka
Damico, Michelle
Dargiewicz, Anthony
Diaz, Marilyn
Drum, Charlene
Fellers, Rachael M.
Garcia, Hilda M.
Golon, Ronald
Gonzalez, Joshua
Hanke, Jennifer A.
Hartmann, Shanen J.
Hayon, Sarah N.
Hernandez, Luz M.
Hernandez Suarez, Miguel
Hickey, Scott
Hilliard, Thaddeaus
Hoffmann, Matthew J.
James, Stephanie N.
Jonas, James C.
Kachache, Vicki
Kellogg, Rebecca L.
Krull, Heidi L.
Lang, Robert C.
Lelinski, Andrew C.
Little, Tasha N.
Madeska, Sarah

Makula, Laura L.
Mallegni, Elizabeth
Mayer, Megan M.
Megahed, Sarah
McNulty, Erin A.
Nitz, Brenda L.
O'Brien, Dennis
Oldson, Ruth
Pazurek, David
Perez Beltran, Adriana
Petersen, Nicholas P.
Pfaffenroth, Marbeth I.
Pochinski, Daniel
Polebitski, Scott R.
Pompos, Jeffrey G.
Principe, Julie E.
Rasmussen, Stephanie M.
Rebholz, Kristin J.
Riley, Freddie L.
Rostermundt, Kelly
Schneider, Paul L.
Schultz, Jennifer
Sellers, Chris R
Stuller, Amy D.
Tholl, Sharon L.
Torres, Kali B.
Ward, Earnesteen
Wilcox, Tammy J.
Wise, Asima
Ziebell-Schmidt, Anne E.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Akert, Paul G.
Alexander, Jennette L.
Anderson, Erin M.
Anderson, Tanya M.
Anderson, Whitney N.
Audette, Jane A.
Barden, Sue
Bealin, Niya
Bergmann, Andrea M.
Binkelman, Mary J.
Black, Justin
Bogart, Daniel W.
Boudreau, Allison
Brickler, Marla J.
Brown, Jody M.
Bruss, Deborah
Bruss, James
Bugni, Kate L.
Buss, Teresa R.
Cain, Nicole
Campbell, Edmund
Campbell, Kristi L.
Captain, Amy S.
Carson, Deminica
Chapa, Dora
Charles Jr., James
Childress, Lauren C.
Coleman, Lauren M.
Collin, Katherine B.
Colon, Elizabeth M.
Cook, Rachel S.
Cooper, Latrina M.
Counce, Ryann N.
Cox, Laura L.
Crider, Mia H.
Cvengros, Kathryn L.
Del Mundo, Emelita E.
Demoss, Jenessa
Dewees, Megan L.
Dieringer, Cynthia K.
Dlugolecki, Katherine
Doi, Stephanie
Dominic, Joseph A.
Drews, Jennifer M.
Driessen, Aaron
Duffy, Jeanette
Dunst, Karen S.
Dupont, Kristin
Elliott, Scott L.
Ellis, Thomas J.
Ellmaker, Jyl
Engel, Jill L.
Eskridge, Wendell C.
Fernandez, Christina
Finne, Dana
Flesch, Stephanie
Flood, Megan F.
Flores, Guadalupe N.
Fontell Diarrassouba, Rita
Franklin, Jason M.
Frederick, Gayle
Gale, Sara A.
Gasparri, Daniela A.
Ghere, Jamie L.
Giese, Nicole K.
Gilane, Havala
Gille, Cady J.
Glass, Toknoka A.
Goldsmith, Pattie L.
Goldstein, Andrea
Gosseck, Julie D.
Grabner, Jason
Gravley, Vanessa
Gross, Sarah
Guthery, Kelly A.
Hale, Karen J.
Hantke, Amalia M.
Harris, Robin
Harris, Sarah
Hart, Cris M.
Hartlaub, Deborah A.
Haubert, Lindi S.
Haug, Emily
Hebert, Patricia
Heller De Messer, Claudia
Helmer, Melissa J.
Henze, Amber F.
Herman, John D.
Hernandez, Erica A.
Hood, Jason E.
Hooper, Julia C.
Horn, Lindsey M.
Hufschmidt, Jennifer
Hummel Dosmann, Katie
Hunt, Kimberly B.
Jackson, Karissa N.
Jadolon, Manisone
Jagemann, Jonathan
Janik, Susan
Javins, Paul E.
Jensen, Joanne L.
Johnson, Christopher W.
Johnson, Ericka S.
Johnson, Nicholas
Jones, Matthew P.
Joseph, Joshua
Kaale, Melissa J.
Kahn, Tina
Kasten, Mary
Kazel, Melanie R.
Kitts Lewinski, Tanya L.
Knopp, Jordan
Koch, Amy L.
Koconis, Andrew
Koenig, Anita A.
Kopecky, Katie J.
Krebsbach, Tara L.
Kremer, Raymond
Kukowski, Ann
La Fleur, Ann
Lara, Naomi
Larson, John
Lawrence, Justina A.
Leibold, Donald W.
Lioen, Anna C.
Loewen, John C.

Luna, Mari L.
Magner, Timothy G.
Makovec, Helen
Maldonado, Rebecca
Manning, Peter J.
Manzano, Indalecio
Manzke, Rebecca L.
Marschke, Kathryn G.
Mathews, Cathleen A.
Mattmiller, Susan
McLure, Julie B.
McRoberts, Jill S.
Meier, Ryan
Morgan, Dianthe
Morgese, Joseph M.
Napoli, Matthew S.
Nass, Amber F.
Naus, Jill
Neuenschwander, Jennifer
Nickols, Alexander
O Brien II, John M.
O Meara, Marylee G.
Olson, Jeannine
Paredes, Melinda C.
Paske, Stephen M.
Passley, Sharon G.
Patterson, Melissa
Perez, Solmarie
Platt, Maxine M.
Porter, Stefanie T.
Powell, Romelia Y.
Priewe, Marlene K.
Primakow, Jessica
Quirk, Justin
Ratatori, Christina M.
Raymond IV, Edwin
Rec, Nicole K.
Reed, Shannon L.
Reedy, Nora A.
Reinhardt, Lisa
Relich, Ryan
Reyes Clement, Rebecca
Robles Rivera, Bernardo
Rogers, Jesse T.
Roix, Rachel L.
Rosenfelt, Amanda C.
Roth, Amy M.
Rothstein, Lucy
Runge, Lesley
Russell, Betty D.
Rymer, Jennifer
Sanchez, Anya
Sanford, Lisa A.
Santos Amador, Miriam J.
Scherbert, Daniel P.
Schuldt, Amy M.
Sierocuk, Lauren
Sorlie, Leah
Sprenger, Sarah M.
Stadler, Michael E.
Starks, N'Shea R.
Stehura, Emily
Steiner, Andrea L.
Steinhorst, Joan Y.
Stezala, Gena L.
Stokes, Tyra
Strnad, Kris A.
Strutz, Rachel
Stuppan, Kristina
Sturdevant, Allyn L.
Tarr, Kirsten L.
Taylor, Lashaun D.
Turner, Cynthia R.
Vaughn, Holly B.
Vine, Lindsay A.
Wells, Kristine M.
Wember, Catherine
Whyte, Kristin L.
Williams, Tiffany M.
Willis, Kristina
Wolter, Analisa L.
Wooten, Kristina L.
Wroblewski, Sara
Wunsch, Nicole L.
Xiong, Linda
Zaza, Elizabeth F
Zheng, Tao

PRINCIPALS
(Completing One Semester)

Toni M. Dinkins
Jennifer L. Doucette
Cynthia A. Grant
Christine B. Maxwell
John A. Sanchez
Donna F. Walker

PRINCIPALS
(Completing Two Semesters)

Helen Z. Bugni
Eduardo M. Galvan
Sharon D. McDade
Ava F. Morris
Sharon L. Traylor

PRINCIPALS
(Completing Three Semesters)

Patrick D. Chatman
Jacqueline K. Richardson
Glen R. Stavens
Susan M. Stoner
Eugene T. Vlies

PRINCIPALS
(Completing Four Semesters)

Amita M. Antao
Alvin K. Baldwin
James A. Dawson
Kathelyne Dye
Michelle A. Hagen
Bridgette E. Hood
Cheryl D. Hunter
Edward M. Kupka
Mark A. Kuxhause
Ellease Mayo
Marie W. Newby Randle

PRINCIPALS
(Completing Five Semesters)

Matthew Boswell
Gitanjali Chawla
Zannetta R. Cistrunk

Eric Gallien	Marybell Nieves Harris	Rita M. Tenorio
Stanley W. McWilliams	Taimi L. Parey	
Michelle D. Morris	Shiron Posley	

PRINCIPALS
(Completing Six Semesters)

Karen M. Bradley	Gregory Y. Ogunbowale	
Portia D. Ewing-Lipsey	David N. Nevaranta	

ASSISTANT PRINCIPALS
(Completing One Semester)

Teresa M. Adams	Mary L. Colla	Lolita A. Patrick
Ahmed Ahmed Yahia	Leah E. Gilliam	Mike B. Roemer
Paulette K. Chambers	Rose M. Martin	Adalberto Salas Barreto

ASSISTANT PRINCIPALS
(Completing Two Semesters)

Brian Babbitts	Shandowlyon L. Hendricks-Williams	Miguel M. Sanchez
Tanzanique C. Carrington	Deborah L. Jolitz	Dominique Q. Smith
Margaret B. Collin	Rhoda F. Jones-Goodwin	Manuela Soto
Cherise R. Easley	Karen E. Nastulski	Roberta L. Wilson
Tamera L. Ellis	Derrick D. Rogers	
Christine M. Grudnowski		

ASSISTANT PRINCIPALS
(Completing Three Semesters)

Jeri E. Agee	Daryl D. Burns	Lena M. Crawford
Marcus L. Arrington	Jody L. Bloyer	Marny K. Donalson Gamble

ASSISTANT PRINCIPALS
(Completing Four Semesters)

Jane Behr	Anesia L. Hayes	Phyllis D. Smith
Tayotis L. Caldwell	Ahmed D. Hollowell	Wanda I. Varela Katz
Katrina F. Fisher	Sandra C. Hudson	
Suzanne M. Gahan	Debra A. Mosley Magee	

ASSISTANT PRINCIPALS
(Completing Five Semesters)

Virginia Clark	Lorena C. Gueny	Eric Z. Rian
Cynthia M. Dismuke	Christopher J. Hauser	Eric T. Sullivan
Larry D. Farris	Eddie Jones Jr.	Rosa M. Torres
Leon R. Groce	Carol A. McKay	

ASSISTANT PRINCIPALS
(Completing Six Semesters)

Juan A. Baez	Arletta M. Browning	Kimberly M. Means
Kelvin B. Brown	Jon J. Dzurak	Doncella R. Washington

SUPPORT STAFF
(Completing One Semester)

Brian Litzey	Kathy O'Bryant	

SUPPORT STAFF
(Completing Two Semesters)

Georgia A. Becker	Marie McClain*	Kalpana Rao
Richard J. Bukosky	Nicole C. McDowell	Sally J. Schumacher
Keona S. Jones	Lori J. Moore	Rae Ellen Sena

** Correction to the March 26, 2009 Board Item. Marie McClain completed one semester of Support Staff.*

SUPPORT STAFF
(Completing Three Semesters)

Helen L. Hamilton

SUPPORT STAFF
(Completing Four Semesters)

Percy E. Eddie

SUPPORT STAFF
(Completing Six Semesters)

Barbara A. Barnes

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for April 2009 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 leaves of absence as listed and reappoint the probationary teachers, teacher-librarians, principals, assistant principals, and members of the support staff listed, contingent upon proper Wisconsin certification.

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

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Superintendent's Recommendation

The Superintendent recommended that the following individuals be promoted or appointed to the classifications indicated, effective upon assignment following approval by the Board:

2(r)	Donald L. Bennett	Recreation Supervisor — After-School Programs Division of Recreation and Community Services	Schedule III, Range 07A $85,903
5(r)	Andrea Corona	Curriculum Generalist Craig Montessori	Schedule III, Range 06C $54,719
5(nr)	Ashley J. Adsit	Assistant Recreation Supervisor — After-School Wellness Division of Recreation and Community Services	Schedule III, Range 04A $46,562

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

Codes:

2	African American
5	White
r	Resident who must remain resident
nr	Non-resident who must become resident

Committee's Recommendation

Your Committee is reporting this item to the Board without recommendation.

Because of recent budget developments, the Superintendent requested that no action be taken on the Recreation Supervisor and Assistant Recreation Supervisor positions.

Director Falk moved to approve the Superintendent's recommendation for the curriculum generalist position at Craig Montessori.

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) Action on Prevailing Wage Rates

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). 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 minutes.

3. Board Rule 1.14(3) mandates a "recorded affirmative vote of two-thirds of the Board membership" to amend or repeal prevailing wage rates.

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as presented in the attachments to the minutes of your Committee's meeting.

Director Blewett 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 Recommended Professional Services Contracts

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

Committee's Recommendation

Your Committee recommends that the Board approve the professional service contracts below and waive the three-year maximum award established in Administrative Policy 3.09 in order to authorize the contract with Office Depot, below, for the provision of office and school supplies to MPS schools and departments to not exceed five years.

Contract With CESA (Cooperative Educational Service Agency) for Contracted Services

The Administration requests authorization to enter into a contract with CESA for the provision of contracted services for FY10. Services to be provided by CESA include those of a Health Services Coordinator and an ombudsperson. Contract charges also include CESA membership fees and a fee for membership in the Southeastern Wisconsin In-School Telecommunications (SEWIST). Contract costs are to be charged to the following FY10 budget codes:

Basic membership: SCF00CTGDW-ECTS (Special & Contingent — Contracted Services) ..... $ 13,400

Membership Southeastern Wisconsin Telecommunication: TSV00TECTC-ECTS (Technology — Contracted Services) ..... $ 5,000

Health Services Coordinator: GEN0SHT0SO-ECNS (Special Services — Consulting Services) ..... $ 151,200

Ombudsperson: SCF00CTGDW-ECTS (Special & Contingent — Contracted Services) ..... $ 7,736

Budget Amount ..... $ 177,336

HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

CESA

Prime Price Quote	Prime Employee Information			HUB Participation					
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value	Type of Business	Type of Purchase
$177,336	NA	NA	NA	No	NA	NA	NA	NA	NA

RFP 537 Contract with Rehab Solutions for Psychological Services for Special Education Students

The Administration requests authorization to increase the amount of the contract with Rehab Solutions to provide psychological services to special education students. The Board authorized the Administration to enter into a contract with Rehab Solutions for $66,000 in November 2008. This contract extends through June 30. 2009.

Because the District was unable to hire sufficient psychologists to fill vacant positions resulting from mid-year retirements, the Board authorized another contract with Rehab Solutions for $333,000 in December 2008.

The extension currently being requested is for $35,000, which will allow Rehab Solutions to provide additional services necessitated by an unanticipated staffing vacancy. Rehab Solutions previously responded to Request For Proposal 537 for the provision of temporary services and has been approved to provide the services requested.

The contract period remains through June 30, 2009. Expenditures would initially be charged to the central account listed below, but are subsequently charged to schools using the services.

Budget Code: PYI00SESDE-ECTS (Special Education — Contracted Services) .....$ 35,000

HUB % set.....10%
HUB % proposed 100%
Total HUB $.....$35,000

Rehab Solutions LLC

Prime Price Quote	Prime Employee Information			HUB Participation					
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value	Type of Business	Type of Purchase
$35,000	10	0	10	In Process	10%	100%	$35,000	NA	NA

RFP 563 Increase a Contract with Rehab Solutions for Speech and Language Services for Schools

The Administration requests authorization to increase the amount of the contract with Rehab Solutions to provide speech pathologists to MPS schools. The Board authorized the Administration to enter into a contract with Rehab Solutions in June 2007 to provide speech pathologists over a three-year period for an amount not to exceed $570,000.

The District has been unable to hire sufficient speech pathologists to fill vacant MPS positions. As a result, a contract extension of $297,560 is being requested to allow Rehab Solutions to provide the additional speech pathologists necessary to compensate for staffing vacancies.

Rehab Solutions previously responded to Request for Proposal (RFP) 563 for the provision of speech and language eservices and was one of the vendors selected to provide these services. The services to be provided include:

- 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 is through June 30, 2010. Expenditures are initially charged to the central account listed below, but are subsequently charged to the schools using the services.

Budget Code: SSU0AIF9DW-ECTS (IDEA — Contracted Services) ..... $ 297,560

HUB % set 30%
HUB % proposed 100%
Total HUB $..... $297,560

Rehab Solutions LLC

Prime Price Quote	Prime Employee Information			HUB Participation					
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value	Type of Business	Type of Purchase
$297,560	10	0	10	In Process	10%	100%	$297,560	NA	NA

RFP 576 Contract with Class.com for Online Curriculum and Support Services

The Administration requests authorization to enter into a contract with Class.com for the purpose of providing online high-school curricula and support services. MPS issued RFP 576 to request online high-school curriculum for Transition High School, a school serving students returning to high school after a period of incarceration or expulsion. Class.com was selected as the recommended vendor through Request for Proposal (RFP) 576.

The Class.com curriculum includes a total of 56 courses and covers the areas of mathematics, science, language, social studies, skills development, business, and technology. The courses offered will depend upon student needs and the availability of online instructors. Class.com courses will also be made available to students at Bradley Tech, Madison, South, and Vincent through a transition classroom model. In addition to curriculum, Class.com will provide installation support and technical assistance.

The contract period will be June 1, 2009, through July 1, 2010, with a cost not to exceed $100,719.

Budget Code: ORCHSTRNTZ-ECTS (Transition School — Contracted Services)..... $ 100,719

HUB % set 5%
HUB % proposed 5%
Total HUB $..... $5,036

Class.com

Prime Price Quote	Prime Employee Information			HUB Participation					
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value	Type of Business	Type of Purchase
$100,719	29	4	7	No	5%	5% WBE	$5,036	NA	NA

RFP 501 Contract with Susan E. Lunsford for Coaching and Mentoring Services for Project Lead the Way

The Administration requests authorization to enter into a contract with Susan E. Lunsford to provide coaching and mentoring services to 20 MPS Project Lead The Way schools. Ms. Lunsford previously responded to Request for Proposal (RFP) 501 for the provision of instructional coaching services and has been approved to provide these services.

Ms. Lunsford will assist the 50 teachers in the Project Lead The Way program in the areas of technology and engineering curriculum, equipment and software procurement, and career pathways. The contract period is July 1, 2009, through June 30, 2010, with the option to extend for two additional one-year periods. The annual cost is $80,000, with a cost not to exceed of $240,000 over the maximum three-year period.

Budget Codes: SD10SLW9TE-ECNS (Project Lead The Way — Consulting Services) ..... $ 90,000

SD10STL0TE-ECNS (Title IID — Consulting Services) ..... $ 150,000

Budget Amount ..... $ 240,000

HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

Susan E. Lunsford

Prime Price Quote	Prime Employee Information			HUB Participation					
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value	Type of Business	Type of Purchase
$240,000	NA	NA	NA	No	0%	0%	$0	NA	NA

RFP 560 Increase a Contract with TraceRoute Inc. for Technology Planning Services

The Administration requests authorization to increase the amount of the contract with TraceRoute Inc. for technology security planning and related services. TraceRoute was previously selected as the recommended vendor for these services through Request for Proposal (RFP) 560. In June 2007, the Board authorized the Administration to enter into a two-year contract with TraceRoute for an amount not to exceed $192,000.

In November 2008, the Board authorized a two-year extension of the TraceRoute contract for an amount not to exceed $236,000. The extension was needed to accommodate the acquisition and installation of new firewalls, intrusion-protection hardware and software, and an upgraded security system.

The Administration is requesting an increase of $118,000 over the remaining life of the contract. The additional funding is needed to cover the cost of an increased workload for TraceRoute, which includes assisting the Technology Division with planning a replacement telephone network and creating the virtualization of mission-critical servers in the MPS data center. Knowledge gained while working on the MPS network affords TraceRoute the ability to offer valuable assistance with these projects.

Budget Code: TSV00TECTC-ECTS (Technology — Contracted Services) ..... $ 118,000

HUB % set 50%
HUB % proposed 100%
Total HUB $ $118,000

TraceRoute Inc

Prime Price Quote	Prime Employee Information			HUB Participation					
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $118,000	NA	NA	NA	Yes — MBE	50%	100% MBE	NTE $118,000	NA	NA

RFP 559 Increase a Contract with AE Business Solutions for Network Engineering Services

The Administration requests authorization to increase the amount of a contract with AE Business Solutions for network engineering services. AE Business Solutions was previously selected as the recommended vendor for these services through Request for Proposal (RFP) 559. In June 2007, the Board authorized the Administration to enter into a three-year contract with AE Business Solutions for an amount not to exceed $960,000.

This request to increase the amount of the contract results from a higher-than-anticipated demand for engineering resources during the first two years of the contract. The additional engineering resources were used to implement a new District-wide voicemail system and to program and install new network switches in MPS classrooms.

The Administration requests an increase of $205,000 over the remaining life of the contract.

Budget Code: TSV00TECTC-ECTS (Technology — Contract Services) ..... $ 205,000

HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

AE Business Solutions

Prime Price Quote	Prime Employee Information			HUB Participation					
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $205,000	97	7%	25%	No	0%	0%	$0	NA	NA

RFP 525 Increase a Contract with Futuristics Computer and Consulting Services for Technology Equipment Disposal Services

The Administration requests authorization to increase the amount of the contract with Futuristics Computer and Consulting Services to configure and certify donated desktop computers and to provide technology disposal services for schools. Furturistics was previously selected as the recommended vendor for theses services through Request For Proposal (RFP) 525.

In September 2006, the Board authorized the Administration to enter into a three-year contract with Futuristics for an amount not to exceed $375,000. The current request to increase the amount of the contract is the result of a rise in the demand for donated computer equipment and for the disposal of obsolete equipment. The Administration is requesting an increase of $63,000 over the remaining life of the contract.

Budget Code: TSV00TECTC-ECTS (Technology — Contract Services)
Budget Amount ..... $ 63,000

HUB % set 50%
HUB % proposed 100%
Total HUB $ $63,000

Futuristics Computer and Consulting Services

Prime Price Quote	Prime Employee Information			HUB Participation					
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $63,000	NA	NA	NA	Yes — MBE*	50%	100% MBE	NTE $63,000	NA	NA

RFP 601 Contract with Office Depot for the Provision of Office and School Supplies to MPS Schools and Departments

The Administration requests authorization to enter into a contract with Office Depot to serve as the primary vendor of office and school supplies to MPS schools and departments.

Request for Proposal (RFP) 601 was issued to solicit responses from qualified providers of office and school supplies. The District received four RFP responses. Office Depot was the only respondent meeting the RFP requirement for HUB participation and, as a result, was the only vendor eligible for a contract award. Furthermore, Office Depot's pricing on the 100 core office and school supply items listed in the RFP was substantially below that of the other three respondents.

Use of Office Depot for office and school supplies will be mandatory for schools and departments. The Administration is requesting the Board waive the three-year maximum award established in Administrative Policy 3.09 and authorize a contract not to exceed five years. This request is being made to minimize the disruption to schools caused by changing primary vendors. The Administration will perform annual contract reviews to ensure that Office Depot's pricing remains competitive and service levels remain satisfactory throughout the contract period.

The value of the contract will depend upon the level of purchases made by schools and departments. Purchases of office and school supplies over the last two fiscal years have averaged $3,810,224. Over the next five years, purchases are projected to average $4,000,000 annually, or an amount not to exceed $20,000,000 over the maximum five-year contract period. The budget codes charged will be those of the schools and departments making purchases.

Budget Code: Various ..... $ 20,000,000

HUB % set 25%
HUB % proposed 25%
Total HUB $.....$5,000,000

Office Depot

Prime Price Quote	Prime Employee Information			HUB Participation			
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value
$20,000,000	134,000	5,000	3,000	No	25%	25%	$5,000,000

Purchasing Request Summary — May 2009

Total contract dollars to be awarded.....$21,236,615
Total dollars eligible for HUB participation.....$21,236,615
Total HUB dollars $5,518,596
% of MBE participation.....26.0%
% of WBE participation 0%
Total HUB Participation.....26.0%

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

* * * * *

(Item 6) Report on the Results from the MPS Central Office Job Satisfaction and Morale Study

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

Administration's Report

1. At its meeting on October 28, 2007, the Board referred Resolution 0708R-059 by Director Bonds to the Committee on Safety and Climate. This resolution called for the Administration to contract

with a Board-approved independent consultant to conduct a "climate study of Central Office and a staffing needs assessment." At the February 28, 2008, meeting of the Board of School Directors, the Administration responded to the Resolution, agreeing to bring the results back from the climate study and staffing needs assessment when the projects were completed. At its meeting on March 26, 2009, the Board referred this item to the Committee on Finance and Personnel.

2. In May 2008, the Administration let a Request for Proposals (RFP 600) to conduct the climate study. The Center for Urban Initiatives and Research (CUIR) at UW-Milwaukee was selected to complete the study, and work commenced on survey development in July. Survey items were developed to cover topics such as overall job satisfaction, morale, communication, and hiring and promotion practices.

3. The survey was deployed on-line in September. All non-school personnel were invited to participate.

4. Results from the survey, including the response rate, will be presented by the lead researcher from CUIR.

* * * * *

(Item 7) Action on a Resolution Approving Investment Providers for the Milwaukee Public Schools' 403(B) Plan

Background

1. New Internal Revenue Service (IRS) regulations for 403(b) tax-sheltered annuity plans which took effect January 1, 2009, impose greater responsibilities on employers who sponsor 403(b) plans. These include greater IRS oversight of employers to ensure compliance with the requirement that plan sponsors have information-sharing agreements with all investment providers delineating responsibilities for administration and record keeping of plan transactions in accordance with IRS limitations on loans, hardship withdrawals, contributions, and other transactions. Self-certification of eligibility by the employee of such transactions is no longer permissible. The regulations also address increased employer responsibility to provide participant education, including information about how to access and use the 403(b) plan.

2. In early 2008, the Administration organized a joint labor-management committee approach with leaders from all MPS collective bargaining units to review and discuss the impact of the IRS regulations. During this process, the parties agreed that it was time to seek proposals for the improvement in the terms, conditions, and offerings of existing investment providers for the MPS 403(b) Plan ("Plan").

3. The Plan is funded by employee contributions. Total assets on deposit with various investment providers as of September 30, 2008, were in excess of $406 million. In 2007, 5,551 employees (a 40% participation rate) contributed $27 million to the Plan. This represents roughly a 9% average contribution rate per participating employee.

4. The following is the list of the approved investment providers for the Plan for 2008/2009:

   a. ING (formerly Aetna)

   b. Department of Employee Trust Funds (Wisconsin Retirement System) (closed as of 1/1/09)

   c. MetLife (formerly CitiStreet)

   d. Prudential Financial (now closed to new enrollments from MTEA-represented employees effective 2/1/2000)

5. The Administration secured the services of PRM Consulting Group (PRM) in September 2008 to seek and evaluate competitive proposals from qualified investment providers. PRM worked with the

Administration and the committee to establish priorities identifying opportunities for improvement in services/offerings and to develop specifications consistent with best practices.

6. RFP # 627 was released in December 2008, and six firms submitted proposals that were evaluated by PRM and the committee. Criteria developed in concert with PRM were used to evaluate services, fees, investment offerings, operations, organizational structure, financial strength, education services, and local representation.

7. Of the six firms, the following vendors were selected by the review committee to be finalists: ING, MetLife, TIAA-CREF and WEA TSA Trust.

Committee's Analysis

8. The review committee and PRM conducted interviews with vendor finalists in March 2009. These vendors were interviewed in great depth to evaluate their service capacities and offerings, based on the following priorities established by the committee:

a. high level of service;

b. low fees;

c. local representatives;

d. diverse investment lineup;

e. compliance with the district's third-party administrator requirements for data aggregation and participant transactions (e.g., hardships, loans, withdrawals); and

f. ability to pay an administrative fee to defray the system's administration costs.

9. Following the vendor interviews and review of the proposals, the committee unanimously agreed it was inadvisable to proceed with only one investment provider for the Plan, given the current market and economic conditions and disruption to employees/participants. The committee agreed, however, that a single-investment-provider platform may be an appropriate long-term objective that can be a part of the committee's ongoing annual review of investment provider performance and service.

10. The attached report provides more detailed information on each investment provider, including the type of funds offered (e.g., 403(b)1 annuity products and 403(b)7 mutual fund products), background, and summary of each proposal. The following are brief highlights of each vendor, including their differentiating products or service features.

ING (current vendor)

Products

Existing 403(b)1 funds to current ING participants
403(b)7 Mutual Funds (expanded offerings)
New — ING Retirement Choice

Service

Local office/representatives to provide service by phone/in person

Fees

Existing 403(b)1 funds.....2%
403(b)7 funds.....1.7%
New ING Retirement Choice.....1.37%

Withdrawal Charge

Existing 403(b)1.....changed from 10 years to 7 years
Existing 403(b)7.....no withdrawal charge
New ING Retirement Choice.....no withdrawal charge

Differentiating Product Feature
New TD Ameritrade self-directed brokerage option
Fixed Income Product Yield: 3%

MetLife (current vendor)

Products
Existing 403(b)1 non-proprietary funds will be closed
Existing 403(b)1 MetLife Financial Freedom Select funds
New — ExpertSelect 403(b)7

Service
Local office/representatives to provide service by phone/in person

Fees
MetLife Financial Freedom Select ..... 2% to 3.5%
New ExpertSelect 403(b)7 funds 0.25%

Withdrawal Charge
MetLife Financial Freedom Select ..... declining over 7 to 12 years
New ExpertSelect 403(b)7 ..... no withdrawal charge

Differentiating Product Feature

- MetLife Financial Freedom Select includes 3% bonus for new participants during the first contract year
- Fixed Income Product Yield: 3%

TIAA-CREF (new vendor)

Products
Offers 403(b)1 and 403(b)7 products under:
Lifecycle funds
Brokerage Window

Service
Telephone support, online enrollment and includes limited/defined service approach for representatives to provide in-person service

Fees
0.59%

Withdrawal Charge
None

Differentiating Product Feature
Will provide 3% gross up which will be credited to all qualified assets
Fixed Income Product Yield: 3%

WEA TSA Trust (new vendor)

Products
Offers 403(b)7 products

Service
Telephone support, online enrollment, and commitment to open Milwaukee office and visit MPS locations for representatives to provide in-person service

Fees
0.32%, with a cap of $225 per year

Withdrawal Charge

Has contingent deferred charges, which vary by fund product

Differentiating Product Feature

Not-for-profit trust and salaried (non-commissioned) employees
No loans permitted
Fixed Income Product Yield: 5.25%

(It should be noted that each finalist has made a commitment to provide greater and more focused participant education that the district, with the assistance of PRM, will oversee and coordinate to ensure effective delivery to all MPS employees.)

11. The committee's evaluation of the four finalists resulted in the recommendation that all four finalists be the approved investment providers under the MPS 403(b) Plan for a three-year period to be effective with the 2009/2010 school year. This final stage of evaluation was based upon five categories — fees, service, plan features, significance of participant disruption, and technology — based on vendor responses to the RFP, vendor interviews, follow-up questions and discussions during the interviews, assessment of each vendor's ability to meet the needs of the district and plan participants, and the feedback and guidance of the PRM consultants.

Strategic Plan Compatibility Statement

12. The recommendation supports MPS Strategic Plan, Goal 4, School staffs are achievement and fiscal responsibility; and Goal 7, the District's central services departments support student learning.

Statute, Administrative Policy or Board Rules Statement

13. The recommendation is consistent with administrative polices and procedures.

14. The recommendation is consistent with ensuring that the Milwaukee Public Schools' 403(b) Plan is operated in compliance with Internal Revenue Code 403(b) to maintain tax-sheltered status.

fiscal impact statement

15. This item does not authorize expenditures of district funds. The Plan is funded with employee contributions.

Implementation and Assessment plan

16. Upon the Board's approval, the Administration shall require investment providers to sign the district's investment provider contract, including insurance and service requirements. This contract was reviewed by the Office of the City Attorney.

17. Upon the Board's approval, investment providers shall also be required to comply with the district's common remitter and data-aggregator third-party-administration reporting requirements.

18. Implementation is estimated to take 90 days.

19. A joint labor-management committee approach will be implemented by the Administration for the ongoing review of investment provider services and performance.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLUTION APPROVING INVESTMENT PROVIDERS FOR THE MILWAUKEE PUBLIC SCHOOLS 403(B) PLAN

WHEREAS, The Milwaukee Board of School Directors has received recommendations from the Administration and the joint labor management committee with respect to investment providers to be included in the Milwaukee Public Schools Section 403(b) Plan; and

WHEREAS, The Board has reviewed those recommendations and wishes to implement them; now, therefore, be it

RESOLVED, By the Milwaukee Board of School Directors, that ING, MetLife, TIAA-CREF, and the WEA TSA Trust are hereby approved as the only authorized investment providers for the MPS 403(b) Plan for a three-year period effective with the 2009/2010 school year; and be it

FURTHER RESOLVED, That the Superintendent and/or other appropriate employees in the MPS Department of Human Resources are authorized and directed to sign and implement contracts and update the Plan document with the aforementioned approved investment providers for the Milwaukee Public Schools 403(b) Plan.

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

* * * * *

(Item 8) Action on a Request to Rename John Marshall High School to Samuel Morse ● John Marshall School for the Gifted and Talented

Background

1. In March 2008, the Board approved the reconfiguration of the current Samuel Morse Middle School for the Gifted and Talented as 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 6-12 and approved the Marshall High school Campus at 4141 North 64th Street as the location for the Samuel Morse ● John Marshall School for the Gifted & Talented, with relocation to be complete for the opening of the 2010-2011 school year.

3. The process of developing the implementation plan included community engagement to consider a new name for the reconfigured and relocated school. The planning session to consider a new name was held on January 26, 2009. This meeting was a collaborative conversation that included Morse school leaders, a district representative, and members of the Marshall Alumni Association. The Morse school leaders presented several proposed names that resulted from recommendations developed by the Morse school governance council. Because both the Morse and Marshall names are associated with high-quality experiences and have community recognition, the group agreed with the Morse school governance council's recommendation that a shared name which references both traditions be pursued. The proposed new name for the school and the facility at 4141 North 64th St. is *the Samuel Morse ● John Marshall School for the Gifted & Talented.* The preferred short reference for the reconfigured school will be *Morse ● Marshall.*

4. In December 2008, the Administration committed to bring back to the Board for separate consideration, pursuant to Administrative Policy 5.01(6), Facilities Development, a request to change the name of the John Marshall High School facility at 4141 North 64th St. A letter from Samuel Morse Middle School signed by the participants in the process to develop the new name is included as an attachment to the minutes of your Committee's meeting.

Committee's Analysis

5. This item seeks the Board's approval to change the names of the John Marshall High school facility at 4141 North 64th St.

6. The process of naming schools has a long and evolving history in the district. Early references to the manner in which facilities have been named was found in MPS archive materials in a volume titled *Our Roots Grow Deep* by William M. Lamers, which was published by Milwaukee Public Schools in 1974. The information below is distilled from this book:

a. At a 1912 meeting, the Board took action to name schools "according to the streets upon which they are located, the Superintendent and Secretary to select the names most desirable."

b. Since then, some elementary schools have been named for the streets on which they are located, while others have been named for American artists, statesmen, politicians, writers, a military hero, a composer, and a nurse; local notables or school administrators, the subdivisions in which they are located, or the scenery or some other neighborhood feature.

c. The first high schools were named East Side HS, West Side HS, North Side HS, and South Side HS. After the four points of the compass were exhausted, most of the subsequent high schools were named after famous Americans. One was named after the founder of Milwaukee, and two were given descriptive names.

d. Most of the junior high schools were named after American naturalists and inventors. One was named after a president, another after a military hero, and one after a local high-school principal.

7. John Marshall High School was opened in 1961. It was named after the American statesman and jurist John Marshall, who was Chief Justice of the United States, serving from February 4, 1801, until his death in 1835. The longest-serving Chief Justice in the Supreme Court's history, Marshall played a significant role in the development of the American legal system. Most notably, he established that the courts are entitled to exercise judicial review, the power to strike down laws that violate the Constitution.

8. Samuel Morse Junior High School was opened in 1963. It was named after the American inventor of the single-wire telegraph system and portrait painter. Samuel Morse is best remembered for the development of Morse Code, which is still in use today.

9. Given the history of naming schools and the community's desire to honor the traditions of both former schools, the Administration is seeking the Board's approval to rename the facility at 4141 North 64th St. to the Samuel Morse ● John Marshall School for the Gifted & Talented with the preferred short reference for the reconfigured school to be Morse ● Marshall. The name of Samuel Morse Middle School at 4601 North 84th St. will remain until a future use for the facility is identified. The Marshall name change will take effect with the beginning of the 2010-2011 school year.

Strategic Plan Compatibility Statement

10. The Administration's recommendation supports the MPS Strategic Plan Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 2, School communities work together for improvement in academic achievement; Goal 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

11. The recommendation is consistent with Administrative Policy 5.01(6), Facilities Development.

Fiscal Impact Statement

12. This item does not authorize expenditures in FY09. Funds to support building-modification costs as a result of the relocation and renaming will be included in the FY10 and FY11 proposed budgets, as appropriate.

Committee's Recommendation

Your Committee recommends that the Board approve the name change of the facility located at 4141 North 64th St. from John Marshall High School to Samuel Morse ● John Marshall School for the Gifted & Talented with the beginning of the 2010-2011 school year.

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

* * * * *

(Item 9) Action on a Request to Enter into an Interest-Free Agreement with Dell Financial Services to Purchase Computer Equipment for Schools and for Authorization to Establish a Fund Using the Clearwire Lease (WIMAX) Funds to Pay for Future Technology Needs

Background

1. A majority of schools within the Milwaukee Public Schools system ("MPS") have a pressing need for computers or laptops to successfully allow the integration of technology into their core curriculum. Many of the computers that are in the schools are obsolete, having insufficient processor speed and memory to run the instructional software available today. The combination of these two factors is significantly handicapping MPS in its ability to integrate technology into its core curriculum, meet mandated 8th-grade proficiency in technology, and use technology to effectively offer differential instruction for all of its populations, including special education students and English-language learners.

2. The Administration sought to address the need by beginning to refresh technology in the District's most needy schools in the summer of 2008. At that time, the District was aware that it was scheduled to benefit by receiving vouchers to purchase technology as a result of a class-action lawsuit brought against Microsoft for alleged violations of Wisconsin antitrust laws, but was uncertain as to the timing of the receipt of the benefits.

3. To leverage Microsoft's future vouchers to meet the District's current technology needs, the Milwaukee Board of School Directors in May 2008 approved the Administration's request to negotiate interest-free leases with Dell for $5 million for 5,892 PCs and with Apple for $1.6 million for 1,338 Macs. Because this amount was insufficient to meet the District's most pressing needs, the Division of Technology executed an additional lease purchase with Koch Financial Corporation for $1,327,148.22 to place approximately 1,925 additional computers into the schools during the summer of 2008.

4. The Dell and Apple leases began to come due in December 2008, before the vouchers from the Microsoft Corp. settlement were issued. The Dell quarterly lease payments were $178,547, and the Apple yearly lease payments were $567,567.

5. On January 29, 2009, the Board granted authorization to use payments received from the District's leasing of its television bandwidth to Clearwire to keep current on the Dell and Apple leases. The Clearwire royalty payments are $55,000 per month, in addition to an initial $4.2 million payment.

6. The Microsoft vouchers still have yet to be issued, and MPS schools are still facing crippling shortages in technology, lacking computers and laptops necessary for teaching and learning.

Committee's Analysis

7. This item seeks authorization to attempt to comprehensively address the District's technology needs by seeking the Board's permission to:

a. negotiate and enter into a second zero-interest loan with Dell Financial Services to purchase $6 million of computers (approximately 1,000 desktops and 6,000 laptop) to refresh the technology of schools during the summer of 2009 for those schools who did not benefit from the 2008 refresh;

b. repay the $1,327,148.22 Koch Financial Corporation lease purchase from the summer of 2008 with the Clearwire royalty payments;

c. use $1,479,500 of the remaining $2,277,909.55 in Clearwire royalty payments to purchase 700 printers, 700 digital projectors, and 533 laptop carts for the schools, and to use the remaining $798,409,55 to keep current on the Dell and Apple leases per previous Board authority; and

d. designate future Clearwire royalty payments to a reserve fund to be used exclusively to refresh future technology needs.

8. When the Board of School Directors approved leasing of the District's television bandwidth to Clearwire in 2008, the Board specifically designated the proceeds for the purpose of providing broadband service to district students. In the meantime, Clearwire has slowed down its build-out of the WiMAX network, leaving Milwaukee's build-out as yet unscheduled. The District still continues to receive payments under the lease.

9. The District's most pressing technology needs are to tackle the obsolete technology in the schools. This item not only allows the lease proceeds to be used to meet the schools' most urgent technology needs, but also allows the District to leverage the future benefits of the Microsoft lawsuit against the current needs of the schools by structuring a zero-interest lease with Dell to purchase computer and make the most of the District's limited resources.

10. Consistent with the Technology Plan approved by the Board, this will assist the District in achieving the ratio of desktops/laptops to students of 1:3.

11. Although the precise allocation for each school is not yet available, the allocation will be based upon a comprehensive inventory done by the Division of Technology in conjunction with each of the schools. The Division of Technology has identified all models numbers to be declared obsolete in every school. This purchase will replace those models in each school that has obsolete equipment. Each school will receive its allocation during the summer months, to be in place for the 2000-2010 school year.

12. By equipping MPS schools with the new computers and laptops, the Dell lease will also allow the District to more effectively provide professional development related to integrating technologies into the District's core curriculum, including use of computers in differential instruction for district students, including special education students and English-language learners.

13. The technology purchased by this item will also allow MPS to progress significantly in meeting the mandate that all eighth-grade students be proficient in technology. The technology will also allow MPS to more widely implement programs such as Read 180.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS Strategic Plan, Area I: Student Success Through Academic Achievement; Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship and Area III: District and Community Support; Goal 8: The District builds partnerships to support student achievement.

Statute, Administrative Policy of Board Rules Implication Statement

15. The item is consistent administrative policies and procedures and applicable law.

Fiscal Impact Statement

16. This item authorizes expenditures of up to $3.6 million, of which $1,327,148.22 will be paid to Koch Financial Corporation; $1,479,500 will be used to purchase additional printers, digital projectors, and laptop carts for the schools; and $798,409.55 will be used to keep current with Dell and Apple lease payments. The item also authorizes expenditures from future Clearwire royalty payments to be used to make Dell lease payments if Microsoft vouchers are not received by the time the payments are due. The item anticipates that future vouchers which the district will receive through Microsoft anti-trust settlement will be used to retire the outstanding Dell leases. The account code to be charged will be EQM-0-0-TEC-TC-ETLP.

Implementation and Assessment Plan

17. Upon the Board's approval of this item, the Administration will negotiate and execute the Dell zero-interest lease and begin ordering student desktops and laptops for schools in need of the same to be installed in the summer for use in the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board grant permission to the Administration to:

1. negotiate and enter into a second zero-interest loan with Dell Financial Services to purchase $6 million of computers (approximately 1,000 desktops and 6,000 laptop) to refresh the technology of schools during the summer 2009 for those schools who did not benefit from the 2008 refresh;

2. repay the $1,327,148.22 Koch Financial Corporation lease purchase from the summer of 2008 with the Clearwire royalty payments;

3. use $1,479,500 of the remaining $2,277,909.55 in Clearwire royalty payments to purchase 700 printers, 700 digital projectors, and 533 laptop carts for the schools and to use the remaining $798,409.55 to keep current on the Dell and Apple Leases per previous Board authority; and

4. designate future Clearwire royalty payments to a reserve fund to be used exclusively to refresh future technology needs.

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

* * * * *

(Item 10) Action on a Request for Authorization to Enter into an Agreement with the University of Wisconsin-Milwaukee's Children's Center to Provide Kindergarten Classes in Conjunction with Hartford University School

Committee's Analysis

1. In FY02, the Board approved a two-year agreement between Hartford University School and UW-M Children's Center (UW-M) to provide kindergarten services for 30 FTE (full-time-equivalent) K4 and K5 students. The program was subsequently approved by the Board from FY04 through FY09. The Administration is requesting authorization to continue the contract for up to 35 FTE K4/K5 kindergarten seats for FY10. The students are included in the Hartford membership count. UW-M will provide kindergarten services to the children at $5,000 per FTE. Hartford will assure the students of a seat at Hartford at K5 or first grade. Hartford University School will administer the contract and fund the contract through the per-pupil allocation. An MPS teacher will be assigned to the UW-M Children Center. The maximum annual cost of the contract, including the cost of an MPS teacher, is $175,000 for 35 children.

2. This collaboration develops a feeder pattern into MPS and increases the number of students choosing the Milwaukee Public Schools who would otherwise be enrolled in private schools or programs. It draws in parents who live or work in the Hartford neighborhood, the great majority of whom will likely transport their children themselves. It provides MPS children with high-quality early childhood education that is expected to fuel future academic success and strengthens the relationship between UWM and MPS. For example, UWM staff and Hartford early childhood staff engage in dialogue, co-planning, and staff development about the teaching of young children. The Hartford-UWM Children's Center program has been lauded by the Governor, legislators, and educators as representing a model school/daycare collaboration of the sort which Wisconsin policymakers have worked to promote.

3. The admission procedures for participation are aligned with current administrative policy and have been reviewed by the City Attorney's Office.

4. The Administration is requesting authorization to enter into a one-year contract. The program is an ongoing part of the Hartford University School's program.

Strategic Plan Compatibility Statement

5. The recommendation supports MPS Strategic Plan Goal #1 — Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship and MPS Strategic Plan Goal #8 — The district builds partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

6. The recommendation complies with existing administrative policies.

Fiscal Impact Statement

7. Hartford University School's per-pupil allocation will fund the contract. School accounts to be charged are teacher salary and benefits accounts and the contracted services account.

Implementation and Assessment Plan

8. Hartford University School will administer the contract, provide support, and ensure that pupils are engaged in an outstanding early childhood program.

Committee's Recommendation

Your Committee recommends that the Board authorize Hartford University School to enter into the contract, as provided in the attachment to the minutes of your Committee's meeting, with University of Wisconsin-Milwaukee Children's Center for a K4-K5 kindergarten program for up to 35 FTEs at an annual cost not to exceed $175,000.

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

* * * * *

(Item 11) Action on a Recommendation to Approve the Inter-District Chapter 220 Contracts for 2009-2010

Administration's Analysis

1. Section 121.85(3) of the Wisconsin Statutes allows the Board to enter into annual written interdistrict student-transfer agreements with school districts for the purpose of reducing racial imbalance.

2. In September 2008, the Administration mailed to each suburban district the 2009-2010 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 attachments to the minutes of your Committee's meeting.

3. Beginning with the 2002-2003 school year, a new provision was added to the Interdistrict 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 April 2009, the 23 participating suburban districts have returned the 2008-2009 Interdistrict Student Transfer Agreement signed by their board presidents.

5. The chart below highlights the number of contracted seats for the 2009-2010 school year, the actual enrollment for 2008-2009, and the number of contracted seats for the 2008-2009 school year for all 23 suburban school districts.

Chapter 220 District	2009-2010 Contracted Seats	2008-2009 Actual Enrollment	2008-2009 Contracted Seats
Brown Deer	26	26	32
Cudahy	30	38	35
Elmbrook	304	297	304
Fox Point/Bayside	91	87	92
Franklin	158	157	209
Germantown	31	32	34
Glendale/River Hills	4	10	10
Greendale	69	60	63
Greenfield	131	95	100
Hamilton/Sussex	110	111	110
Maple Dale/Indian Hills	36	24	35
Menomonee Falls	225	238	241
Mequon/Thiensville	87	89	92
New Berlin	38	37	37
Nicolet	102	98	107
Oak Creek/Franklin	135	135	131
St. Francis	75	80	85
Shorewood	142	140	141
South Milwaukee	80	96	109
Wauwatosa	288	314	328
West Allis/West Milwaukee	76	80	75
Whitefish Bay	232	229	238
Whitnall	52	52	52
TOTAL	2,522	2,525	2,660

6. The Brown Deer, Glendale/River Hills, and Nicolet School Districts achieved 30% or more minority population. Under State Statute 121.85(2)(a)(1), these districts have chosen not to accept new Milwaukee minority resident students via the Interdistrict Student Transfer Program (Chapter 220) for the 2009-2010 school year. Milwaukee-resident students attending these districts have a right to remain in the districts to complete their education at the elementary, middle, or high school, per State Statute 121.85(8)(3)(a).

7. MPS is responsible for providing transportation services for students participating in Chapter 220. Services are provided either by MPS or through a contract with the suburban school district. This year, seven (7) districts scheduled their own transportation. For those suburban districts that contract for their own transportation services, MPS initially pays the district 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).

8. The chart below details the districts that plan to provide their own transportation services for the 2009-2010 school year and the projected contract amounts. Actual costs are based on September third-Friday enrollments. Annually, the Administration reviews the contracts to ensure that these suburban contracts cost the district less than 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 Interdistrict Student Transfer Program (Chapter 220).

Chapter 220 District	2009-2010 Contracted Seats	2008-2009 Per-Pupil Cost	2008-2009 Contract Amount
Fox Point/Bayside	91	$2,378.43	$216,437.13
Germantown	31	$5,010.34	$155,320.54
Glendale/River Hills	4	$2,378.43	$9,513.72
Maple Dale/Indian Hills	36	$2,378.43	$85,623.48
Menomonee Falls	225	$2,891.29	$650,540.25
Nicolet	102	$2,378.43	$242,599.86
Oak Creek/Franklin	135	$4,011.57	$541,561.95
TOTAL	624		$1,901,596.80

Statute, Administrative Policy or Board Rules Statement

9. The resolution regarding Chapter 220 Interdistrict Student Transfer Agreement is in compliance with Wisconsin State Statute 121.85.

Fiscal Impact Statement

10. The Administration is requesting authorization to enter into contracts with the following suburban districts to provide transportation services for students participating in the Interdistrict Student Transfer Program (Chapter 220).

Chapter 220 District	2009-2010 Contract Amount
Fox Point/Bayside	$216,437.13
Germantown	$155,320.54
Glendale/River Hills	$9,513.72
Maple Dale/Indian Hills	$85,623.48
Menomonee Falls	$650,540.25
Nicolet	$242,599.86
Oak Creek/Franklin	$541,561.95
TOTAL	$1,901,595.80

11. This item does not authorize expenditure of funds for other suburban districts.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the 2009-2010 Inter-district Student Transfer Agreement and authorize the Board President to execute the 2009-2010 transfer agreements for the following school districts:

Brown Deer	Greenfield	St. Francis
Cudahy	Hamilton Sussex	Shorewood
Elmbrook	Maple Dale/Indian Hills	South Milwaukee
Fox Point/Bayside	Menomonee Falls	Wauwatosa
Franklin	Mequon/Thiensville	West Allis/West Milwaukee
Germantown	New Berlin	Whitefish Bay
Glendale/River Hills	Nicolet	Whitnall
Greendale	Oak Creek/Franklin	

2. authorize the Administration to enter into contracts to provide transportation services with the following school districts for the following amounts for the 2009-2010 school year.

Chapter 220 District	2009-2010 Contract Amount
Fox Point/Bayside	$216,437.13
Germantown	$155,320.54
Glendale/River Hills	$9,513.72
Maple Dale/Indian Hills	$85,623.48
Menomonee Falls	$650,540.25
Nicolet	$242,599.86
Oak Creek/Franklin	$541,561.95
TOTAL	$1,901,595.80

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

* * * * *

(Item 12) Action on a Request to Relocate the Kilmer North Program to the Marshall Campus

Background

1. In the fall of 2008, the Superintendent's Office received a letter from Dominique Smith, APIC of the Kilmer Programs, requesting that the Administration investigate available space for the relocation of both the Kilmer North and Kilmer South programs.

2. The Kilmer North program currently shares a leased facility with Transition High School at 2342 N. 27th St. Transition High School is expanding from 75 on-site students to 150 on-site students and needs additional space to accommodate its program.

3. Any savings realized by re-locating the Kilmer North program into an MPS building will remain in Kilmer's budget and will be used for staffing and educational services to support the program.

4. In order to identify suitable sites for the Kilmer North program, the Administration evaluated occupied MPS buildings that have excess space.

5. The Administration focused its evaluation, based on Kilmer's needs and the desired student environment, on buildings that house kindergarten through eighth grade. Siefert Elementary School, 1547 N. 14th St., was identified as a suitable location.

6. Meetings about the proposed relocation were held with both Siefert school staff and the community. Based on the concerns of both the parents and staff, the proposed relocation to Siefert Elementary was re-evaluated and eventually withdrawn.

7. Because all the other possible sites were also elementary schools, the same concerns that were raised at the Siefert building would most likely be raised at any school that was chosen. Because of this, the Administration re-evaluated its approach.

8. The Administration has identified the Marshall Campus at 4141 N. 64th St. as a temporary location for the school.

9. This item seeks the Board's approval to temporarily relocate Kilmer North from its current location to the Marshall Campus.

Committee's Analysis

10. The Marshall Campus will be able to accommodate the Kilmer North program.

11. The cost of moving Kilmer North to the Marshall Campus will be approximately $45,300, which includes the cost to move the program as well as minor building modifications at the Marshall Campus.

12. Lease proceeds in the amount of $150,000 for the Kilmer North lease will remain in the school's budget.

Strategic Plan Compatibility Statement

13. The recommendation is consistent with the District's Strategic Plan, Section III, District and Community Support, Goal 6: The District is accountable for measurable results.

Statute, Administrative Policy or Board Rules Statement

14. The Administration's recommendation meets the requirements of administrative policy and rules.

Fiscal Impact Statement

15. This item would require an expenditure of $45,300 from the Program Relocation Fund, FAR-0-0-MRP-SF-ECNC-MIS-9, for building modifications at Marshall and moving the Kilmer North program.

Implementation and Assessment Plan

16. Upon approval of the recommendation by the Board, formal plans for the relocation of the Kilmer North program will be finalized.

Administration's Recommendation

The Administration recommends that the Board approve the relocation of the Kilmer North program from its current location to the Marshall Campus.

Committee's Report

Your Committee reports that a motion to approve the Administration's recommendation failed on a majority vote.

Director Blewett moved that the Board relocate the Kilmer South/North program to the French Immersion facility.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 13) Action on a Request for the Approval of an Amendment To Extend the Lease Agreement for Kilmer South for Three Years

Background

1. In the fall of 2008, the Superintendent's Office received a letter from Dominique Smith, APIC of the Kilmer Programs, requesting that the Administration investigate available space for the relocation of both the Kilmer North and Kilmer South Programs.

2. The Kilmer South program is currently leasing approximately 38,430 square feet of space at 4807 S. 2nd St. The lease expires in August 2009.

3. In order to identify suitable sites for Kilmer South, the Administration evaluated occupied MPS buildings that have excess space.

4. The current leased facility was determined to be the most suitable location for Kilmer South.

5. This item seeks the Board's approval to extend the lease between the District and First Property, LLC,. until Aug. 14, 2012.

Committee's Analysis

6. There are no MPS facilities on the south side with enough space to accommodate Kilmer South.

7. The cost of extending the lease for the Kilmer South program would be $396,431 and will be paid for from the school's budget.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the District's Strategic Plan, Section III, District and Community Support, Goal 6: The District is accountable for measurable results.

Statute, Administrative Policy or Board Rules Statement

9. Board Governance Policy BG 4.08, Lease Agreements, requires the Board's approval of any lease that is longer than three years or exceeds $100,000 annually.

Fiscal Impact Statement

10. This item requires expenditures of $396,431 for annual lease costs for the Kilmer South program included in the FY10 budget. The final approval of the expenditures is contingent upon the Board's approval of the FY10 budget.

Implementation and Assessment Plan

11. Upon approval by the Board, the amendment will be executed and made part of the current lease agreement. All provisions of the amendment are effective August 15, 2009, and are contingent upon the Board's approval of the District's FY10 budget.

Committee's Recommendations

Your Committee recommends that the Board approve the three-year extension of the Lease Agreement with First Property, LLC. for space at 4807 S. 2nd St. to house the Kilmer South Program. The lease extension will cost $396,431 annually.

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

* * * * *

(Item 14) Action on a Request to Sell a Portion of the Clairmont Site Located at 2977 S. 20th Street

Background

1. The District owns approximately 18 million square feet of building space. Some MPS facilities are vacant or under-used.

2. In recent years, the Board has declared under-used or vacant properties to be surplus on a case-by-case basis.

3. One of the sites declared surplus in March 2006 was a two-acre portion of the four-acre Clairmont site at 2977 S. 20th St.

4. In December 2006, the Board authorized the hiring of The Boerke Company to assist the District in the marketing, leasing, and sale of district real estate. The Clairmont site is one of the properties initially included in the firm's contract.

5. On January 29, 2009, the MPS Board of School Directors authorized the Administration to negotiate a purchase agreement with Mercy Housing for a portion of the Clairmont site. On February 12, 2009, the District and Mercy Housing entered into a final purchase agreement allowing Mercy Housing (or its assignee) to purchase a portion of the Clairmont property for $410,000, on the following terms, and on such other consistent terms and conditions as the Administration should find in the best interest of the District:

a. Mercy Housing would submit $25,000 in refundable earnest money within three days of the District's execution of the agreement.

b. Mercy Housing would submit to the Wisconsin Housing and Economic Development Authority an application seeking low-income-housing tax credits with respect to a related development and would forfeit $10,000 of earnest money if it failed to file the application.

c. The District would divide the land to meet Mercy Housing's requirements.

d. Mercy Housing would have until April 30, 2009, to complete due diligence on the property and until May 31, 2009, to arrange financing.

e. A deed restriction would prohibit the property from being used for certain purposes that would diminish the District's enrollment.

f. If Mercy Housing or its successor sought to obtain an exemption from real estate taxes based on exempt use of the property, it would first enter into a PILOT (payment in lieu of taxes) agreement in a form negotiated with and acceptable to the District.

6. On January 29, 2009, the Board also authorized the payment of six percent (6%) commission to The Boerke Company, based on the final sale price of the property, and authorized the City Attorney and other appropriate officials to execute the sale documents.

Committee's Analysis

7. On March 23, 2009, the MPS Administration received communication from The Boerke Company indicating that Mercy Housing had requested a reduction in the purchase price based on an inspection conducted as part of the buyer's due diligence. The price reduction was related specifically to the condition of the roof.

8. The Boerke Company undertook negotiations with Mercy Housing and recently presented the MPS Administration with a proposed contract amendment that would modify the existing purchase contract as follows:

a. reduce the sale price from $410,000 to $307,000;

b. revise the contingency date for land division from April 30, 2009, to June 16, 2009;

c. revise the closing date from June 12 to June 30, 2009; and

d. waive all contingencies to closing except the contingency for the anticipated land division, which expires on June 16, 2009.

9. On April 14, 2009, the Common Council approved the sale of the Clairmont site on terms consistent with the proposed amendment to the existing purchase contract.

10. A sale price of $307,000 remains the best offer received by the District. Based on data available to MPS Administration, a sale price of $307,000 represents fair value for the Clairmont site.

11. Both the original purchase-and-sale agreement and the proposed amendment to the same contemplated by this resolution have been reviewed and approved by the City Attorney's Office.

Strategic Plan Compatibility Statement

12. The recommendation is consistent with the District's Strategic Plan, Section III, District and Community Support, Goal 6: The District is accountable for measurable results.

Statute, Administrative Policy or Board Rules Statement

13. In accordance with Administrative Policy 5.01, Facilities, the Board authorization's is required to sell a property.

Fiscal Impact Statement

14. This item does not authorize expenditures. When the sale is finalized, The Boerke Company will receive $18,420, which is six percent (6%) commission on the purchase price of $307,000. The contract with The Boerke Company allows for MPS to pay for base contract services with reimbursement to MPS at the time that the property is sold. The commission and any other fees or costs associated with the sale of the property would come from the sale price. The remaining funds will be used for deferred capital maintenance projects or for debt reduction.

Implementation and Assessment Plan

15. Upon approval, the Superintendent and President of the Board will execute the proposed amendment to the purchase agreement for the Clairmont property.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the Superintendent and President of the Board to execute the purchase agreement for the Clairmont property; and

2. authorize the Administration to pay The Boerke Company the amount of $18,420 upon the District's successful closing of the sale of the Clairmont property to Mercy Housing (or its assignee).

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

* * * * * *

(Item 15) Action on a Request to Amend the FY09 Budget to Allow Expenditures on Technology Upgrades from the Proceeds of Two Reimbursements

Background

1. In January 2009, the Administration received a rebate check from Corporate Express in the amount of $86,618.15. This amount represents 3.5% of the total dollars spent by schools and departments to Corporate Express during calendar year 2008. An annual rebate is a required condition of a contract between Corporate Express and V.A.L.U.E., a purchasing cooperative in southeastern Wisconsin of which MPS is a member.

2. In February 2009, MPS received a check for $25,000 from Ricoh Americas Corporation as payment for MPS's assistance in correcting billing errors for copiers installed in MPS schools and departments. Ricoh bills were corrected prior to being paid.

3. The Administration is requesting approval to use the total of these receipts, $111,618.15, to upgrade technology in MPS schools and sites. Uses would include upgrading computers and printers in the classroom, networking school copiers to workstations to lower printing costs, and installing scanners to enable electronic document storage of vendor invoices.

4. Neither of the above receipts was included in the FY09 budget. The Administration requests that the Board receive these revenues and allow the FY09 budget to be amended to add $111,618.15 to revenue code DWC00NPJNL-RMSE (Miscellaneous Revenue) and the same amount to expenditure code EQM00TECTC-EEQP (Technology — Equipment).

Statute, Administrative Policy or Board Rules Statement

5. This action is consistent with administrative policies and procedures.

Fiscal Impact Statement

6. This item authorizes the receipt and expenditure of $111,618.15.

Implementation and Assessment Plan

7. Upon approval of this item, the Administration will add $111,618.15 to revenue code DWC00NPJNL-RMSE (Miscellaneous Revenue) and the same amount to expenditure code EQM00TECTC-EEQP (Technology — Equipment).

8. Expenditures will be made from this account throughout the remainder of FY09.

Committee's Recommendation

Your Committee recommends that the Board amend the FY09 budget to add $111,618.15 to revenue code DWC00NPJNL-RMSE (Miscellaneous Revenue), and the same amount to expenditure code EQM00TECTC-EEQP (Technology — Equipment) to allow equipment expenditures from these accounts.

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

* * * * *

(Item 16) Action on a Request for a Contingency Fund Transfer for the Purpose of Conducting a Search for a New Superintendent

Background

1. The Contingent Fund is set aside annually to provide money for unanticipated but necessary expenses. Appropriate uses for the Contingent Fund are primarily one-time expenses. Recurring expenses should be anticipated in the annual budgeting process. Transfers from the Contingent Fund require an affirmative vote of two-thirds of the Board present.

2. No Contingent Fund transfers have been made in FY09.

Committee's Analysis

3. The Administration is requesting that $250,000 of the Contingent Fund be transferred to the Office of Board Governance to allow the Board to initiate a search for a new Superintendent.

4. Superintendent Andrekopoulos will retire effective June 30, 2010. No funds were allocated in the FY09 budget for a superintendent search since the retirement was not known at the time the budget was developed.

Statute, Administrative Policy or Board Rules Statement

5. The recommendation supports MPS Strategic Plan Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship.

6. This item is in accordance with Administrative Policy 3.04(7), Fund Transfer Authority — Contingent Fund.

7. Board Rule 1.14(4), Voting Methods, 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

8. This item authorizes the transfer of $250,000 from account SCF00CTGDW-ECTG (School Operations — Contingent Fund) to SPS00BSDB1-ECTS (Superintendent Search — Contracted Services).

Implementation and Assessment Plan

9. Upon the Board's approval, $250,000 will be transferred to the Office of Board Governance for the purpose of conducting a superintendent search.

Committee's Recommendation

Your Committee recommends that the Board approve the transfer of $500,000 from account SCF00CTGDW-ECTG (School Operations — Contingent Fund) to SPS00BSDB1-ECTS (Superintendent Search — Contracted Services) to fund the cost of conducting a superintendent search.

Director Blewett moved to approve the transfer of $250,000 from the School Operations Contingent Fund to the Superintendent Search-Contracted Services Fund.

Vice President Blewett in the Chair.

Director Bonds moved a substitute, to approve the transfer of $125,000 from the School Operations Contingent Fund to the Superintendent Search-Contracted Services Fund.

The substitute motion failed of adoption on a tie vote:

Ayes—Directors Bonds, Thompson, Voeltner and Woodward—4.

Noes—Directors Falk, Miller, Petersons and Vice President Blewett—4.

President Bonds resumed the Chair.

Director Falk moved a substitute, to approve the transfer of $200,000 from the School Operations Contingent Fund to the Superintendent Search-Contracted Services Fund

The substitute motion was adopted, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson and Woodward—6.

Noes—Director Voeltner and President Bonds—2.

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Falk presented the following reports 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:

REPORT # 1

(Item 1) Informational Item Regarding an Overview of the "Toward a Stronger Milwaukee Public Schools" Report Commissioned by Governor Doyle and Mayor Barrett

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

Administration's Report

1. In a letter dated April 17, 2009, Director Terrence Falk, Chair of the Milwaukee Board of School Directors' Committee on Strategic Planning and Budget, invited Governor Doyle, Mayor Barrett, and State Superintendent Burmaster to attend the Committee's meeting on May 5, 2009, to present an overview of the "Toward a Stronger Milwaukee Public Schools" report, which the Governor and Mayor had commissioned. The intent of the invitation was to allow an opportunity for these individuals to communicate directly with Board members relative to the report.

* * * * *

REPORT # 2

(Item 1) Informational Item Regarding an Overview of the Proposed FY10 Budget

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

Administration's Report

1. The Administration presented an overview of the proposed FY10 budget and provided an opportunity for Board members and the public to review the proposed budget.

* * * * *

REPORT # 3

(Item 1) Report of a Discussion of Issues Common to Both the Superintendent's Proposed FY10 Budget and the "Toward a Stronger Milwaukee Public Schools" Report Commissioned by Governor Doyle and Mayor Barrett

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

Discussion of items addressed in the Superintendent's proposed FY10 budget that relate to issues subsequently brought up in the "Toward a Stronger Milwaukee Public Schools" Report Commissioned by Governor Doyle and Mayor Barrett, including, but not necessarily limited to, the following:

- Transportation
- Human resources
- Facilities

- Purchasing
- Food services.

* * * * *

(Item 2) Report of an Overview and of a Public Hearing on the Superintendent's Proposed FY10 Budget

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

The Superintendent presented an overview of his proposed FY10 budget, after which the Committee discussed and gave public hearing on the proposed budget.

* * * * *

REPORT # 4

(Item 1) Action on Proposed Amendments to the Superintendent's Proposed FY10 Budget

1. Your Committee reports having reviewed the Superintendent's proposed FY2010 budget for the School Operations, Extension, and Construction Funds, dated April 21, 2009.

2. Your Committee held worksessions and gave public hearing on the budget on May 7 and 12, 2009.

3. In accordance with statutory provisions, the budget, along with notice of the statutory hearing scheduled for May 21, 2009, was published in the *Milwaukee Journal Sentinel* on May 13, 2009.

4. Pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes, the Milwaukee Board of School Directors held its public hearing on the proposed FY2010 School Operations, Construction, and Extension Fund budgets on May 21, 2009.

Committee's Recommendation

Your Committee:

1. recommends that the Board adopt the following proposed amendments to the Superintendent's proposed FY2010 budget:

Amendment and Author	**Intent**
a. Director Falk	Eliminate court-reporting services from committee meetings, with services to be provided only for regular monthly Board meetings and special Board meetings. The decrease in service will save approximately $20,000, but should be made with the understanding of the Board and Administration that no transcription will be made of the audio recordings of committee meetings.
b. Director Bonds	Allocate $60,000 of the Title I dollars to establish a family literacy program.
c. Director Falk	Recentralize the Schedule E Interscholastic competition funds to increase academic competition opportunities for student in areas such as chess, debate, forensics, etc. The amount to be centralized for academic competition is approximately $150,000.

Amendment and Author	Intent
d. Director Bonds	Establish an Office of Accountability under the Office of Board Governance. The Board authorizes the Board President to convene a committee of a least five members to establish the description and organizational structure of the Office of Accountability. The Office of Accountability is to become effective on January 1, 2010. Allocate $150,000 for start-up of the Office of Accountability.
e. Director Bonds	Ensure that there are defibrillators in all Milwaukee Public schools. Funding is to come from the sale of an MPS property.
f. Director Bonds	All travel authority be centralized and that all travel be authorized centrally, considering: • cost • purpose • source of funding Administration is to provide a quarterly report, which is to be posted on the Web.
g. Director Bonds	Move $1 million from the Central Services tax-levied funds to the Contingency fund.
h. Director Bonds	Freeze all Central Service hiring for all positions that have been vacant for six months or more with the exception of critical-need positions, as determined by the Administration, and use the savings to expand nursing services in the district.
i. Director Blewett	Institute an arts-focused earn-to-learn program allowing students an entrepreneurial experience in the visual, literary, and performing arts. MPS would provide funding for student mentors, and arts organizations would provide administrative support. Student contracts would be tied to MPS learning targets and overseen by the MPS arts ambassador.

2. is forwarding the following proposed amendment to the Board without recommendation:

Amendment and Author	Intent
j. Director Bonds	Fund the superintendent search by the prepayment of debt.

Director Falk moved to hold the item for consideration and action at the June 4, 2009, Special Board Meeting.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 2) Action on the Superintendent's Proposed FY10 Budget, 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:

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 **$972,579,946** 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 2010 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 2010, pursuant to the provisions of Section 65.07(1)(e), Wisconsin Statutes, said amount to be raised by tax levy being in addition to 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 *$20,135,163* will be required for the 2010 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, **$18,135,163** by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2010, 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 **$13,731,832** will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2010 Fiscal Year, and that **$10,802,826** 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 2010, 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 the item for consideration and action at the June 4, 2009, Special Board Meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Thompson, 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 an Extension of an Intergovernmental Service Agreement with Milwaukee County Behavioral Health Division's Wraparound Milwaukee for Three Dedicated Mobile Urgent Treatment Teams (MUTT) 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 decision to enter in to the original agreement was based on important data that reflects 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 twelve months. The Center for Disease Control, National Center for Health, Statistics Report (2006) reports that 16% of US children ages 4 to17 years had parents who talked with healthcare providers about concerns regarding their children's behavioral and emotional health and well being. 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.

3. 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 term of the original agreement was subject to two extensions upon mutual agreement

Administration's Analysis

4. As a result of ongoing discussions relative to issues of behavioral needs and supports for students with and without disabilities, the District has implemented a number of prevention, early intervention, and focused intervention strategies. The partnership with the Milwaukee county Behavioral Unit and the dedicated MUTT teams has introduced an important intervention option for schools and families.

5. Specific services provided 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 a.m. to 4:30 p.m. MUTT responds 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 on-going 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).

6. 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 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 well-being and that of others and their ability to remain in the classroom. 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.

7. As a direct result of the partnership with Milwaukee County Wraparound MUTT Team, MPS youth have priority eligibility for participation in the REACH Program. (Reaching Engaging and Assisting Children and Families). This makes approximately 18 million dollars in additional services available to MPS students and their families. 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:

- Youth has a condition of severe emotional disturbance as defined in DSM-IV

- Youth is involved in two or more service systems such as mental health, education, child welfare or juvenile justice.
- The youth's ability to function at home, at school or in the community is affected by his or her mental health condition
- Youth is at risk of placement in a psychiatric hospital, residential treatment center or correctional facility.

8. 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 provide training and support to school staff and MPS parents regarding mental health issues.

9. Comprehensive Outcomes data, including 07-08 and 08-09 (through Mid-February) can be found in attachment # 1 to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

10. This recommendation supports the Board's Mission and Vision Statement that "children learn and achieve more when they are cared for when they are safe, and when they have a healthy well-being." This item continues to create a "strong and true partnership" with the community support network. In addition, it supports the goals of the Milwaukee Public Schools Strategic Plan:

Goal 5 School Staffs are supportive and responsive to students and families.

Goal 8 The district builds partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

11. 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

12. This item authorizes expenditures. The total cost of the dedicated Mobile Urgent Treatment Team program is $606,458. Funding for the recommended extension of the Intergovernmental Agreement between MPS and Wraparound Milwaukee in the amount of $426,458 is available within the Crisis Response Initiative, budget, account code DTI 00 CRR DW ELPC. The remainder of the cost ($180,000) will be supported by Wraparound Milwaukee. This extended Intergovernmental Agreement runs from January 2009 through January 2010. The costs will be split between FY09 and FY10.

Implementation and Assessment Plan

13. 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:

1. 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 (MUTT) to serve MPS schools from February 1, 2009, through January 31, 2010;

2. direct that, prior to the contract's being approved for the 2010-2011 school year, the Administration explore the feasibility of a having a more centrally located facility; and

3. direct that, prior to the contract's being approved for the 2010-2011 school year, the Administration provide more information, including data on types of services and usage of wraparound and REACH services.

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

* * * * *

(Item 2) Action on Resolution 0708R-083 By Director Falk Regarding Telephone Coverage In Schools When Students Are in the Building

Background

At its meeting on March 19, 2008, the Board referred Resolution 0708R-083 by Director Falk to the Committee on Legislation, Rules and Policies:

WHEREAS, The Milwaukee Public Schools is in the business of public education, and our primary customers are students and their families, taxpayers of the City of Milwaukee, as well as our business community; and

WHEREAS, To be a good customer-service agent, the district is obligated to be responsive to concerns and requests through effective communication with our customers; and

WHEREAS, The current telephone system in place throughout the district includes a voicemail system which allows students, parents, and other customers the opportunity to leave messages for school staff that are not available to answer their calls; and

WHEREAS, Although voicemail can be extremely useful to members of the public when school buildings are empty, allowing them to leave messages for school staff, members of the public expect to talk to a live human being when they call during regular school hours; and

WHEREAS, When there are children in our school buildings, parents need to be able to access someone in cases of an emergency; and

WHEREAS, Call forwarding is available for use in those few cases where small schools may be temporarily understaffed; and

WHEREAS, The use of call forwarding allows the phone to transfer from line to line until the call reaches an individual; and

WHEREAS, With the current system, school staff may utilize voicemail when they are physically present, and some may use voice-mail to avoid responding to requests from members of the public, thus creating considerable ill-will and frustration; and

WHEREAS, The Superintendent, in his introduction to the current Parent/Student Handbook on Rights, Responsibilities and Discipline, states, "When parents, students and district personnel are clear on responsibilities, and know policies and procedures, we can proceed with trust and respect"; and

WHEREAS, To be effective, communication cannot be a one-way process — both communication directed toward the customer and communication coming from the customer are important; now, therefore, be it

RESOLVED, That, the Board instruct the Administration to develop a policy and/or procedure that ensures that, as long as students are in school buildings, telephone calls are answered by a person, rather than voicemail; and be it

FURTHER RESOLVED, That the Administration bring back to the Board for approval this policy and/or procedure and its plan for implementation no later than the June 2008 Board Cycle.

Administration's Analysis

1. The Administration concurs with the intent of the resolution that it is important that systems are in place to allow parents/guardians a mechanism to make contact with their child's school at all times when there are students in the school buildings. In addition to the regular school day, this would include Community Learning Center (CLC) activities and special events such as concerts or at athletic competitions.

2. During the school day, individual schools have a phone message system that directs callers to the main office, attendance office, etc. Once the caller makes a selection, they are connected to school staff that are able to provide them with assistance or direct them accordingly. After the school day has concluded, school phones are typically forwarded to voicemail.

3. While it would not be economically feasible to require an individual to answer phones after school hours, there are some approaches that could be explored via after school voicemail messages to address the need for parents to have the ability to contact their child's school in the event of an emergency after the school day has concluded but while after school or evening activities are taking place in the school.

4. Each school has the ability to personalize their after school voicemail messages and could include options for contacting the CLC office, the engineer's office, school safety or the main office depending on each school's plan for increasing the ability for parents to contact the school in emergency situations after the school day has ended, but when students are in the building for other activities. Another message possibility would be directing parents to call 911 in serious emergency situations. The Department of Technology was consulted and confirmed that each school has the ability to create specialized voicemail messages

5. The Administration will work with principals to assure school-specific voicemail messages to assist parents in making contact with schools after the regular school day has ended but when after school and evening student activities take place in the school building.

Strategic Plan Compatibility Statement

6. 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 Statement

7. This item is consistent with administrative policy and procedure.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

9. Upon adoption of the recommendation by the Board, the Administration will work with principals to assure school-specific voicemail messages to assist parents in making contact with schools after the regular school day has ended but when after school and evening student activities take place in the school building.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution with the following amendment:

FURTHER RESOLVED, That the Administration bring back to the Board for approval this policy and/or procedure and its plan for implementation no later than the June ~~2008~~ 2009 Board Cycle.

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

* * * * *

(Item 3) Action on a Resolution Designating the Greendale School District as the Provider of Fiscal Management, Accounting, and Reporting Services for a Learn and Serve America Project Grant from the Wisconsin Department of Public Instruction

Background

1. Milwaukee Public Schools has been successful in providing students with service-learning opportunities through curricular offerings for faculty and to provide ongoing support from the District's service-learning coordinator. To further enhance service-learning opportunities in Milwaukee Public Schools, the District joined other districts with a similar commitment to service learning to form the Southeastern Wisconsin Service Learning Consortium. The consortium has proven to be a valuable connection in obtaining additional resources and resources for service learning. For example, the consortium applied for and received a $57,587 Learn and Serve America Project grant from the Wisconsin Department of Public Instruction, to be shared by the seven member districts.

Administration's Analysis

2. Nineteen MPS faculty have participated this year in a year-long cohort training in conjunction with the Southeastern Wisconsin Service Learning Consortium. MPS received $6,000 from the Consortium's grant to support staff involvement in service learning.

3. This item is requesting adoption by the Milwaukee Board of School Directors of the Southeastern Wisconsin Service Learning Consortium's School Board resolution. This will allow approval of the attached intergovernmental cooperative agreement, which provides for the Greendale School District to serve as the provider of fiscal management, accounting, and reporting services on behalf of the member school districts for the $57,587 Learn and Serve America Project grant from the Wisconsin Department of Public Instruction.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS Strategic Plan Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 7, The district's central services departments support student learning; Goal 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

5. This item is consistent with section 66.0301 of the Wisconsin Statutes.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Implementation and Assessment Plan

7. Upon approval by the Board, the Administration will continue to work with the Southeastern Wisconsin Service Learning Consortium to further enhance service-learning opportunities for students in Milwaukee Public Schools

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt the following resolution by the Southeastern Wisconsin Service Learning Consortium; and

2. approve the corresponding Intergovernmental Cooperative Contract, as provided in the attachment to the minutes of your Committee's meeting.

SOUTHEASTERN WISCONSIN SERVICE LEARNING CONSORTIUM

School Board Resolution to the Section 66.0301 Agreement

Whereas members of the Greendale. Kenosha, Milwaukee, Oak Creek-Franklin, Whitefish Bay, West Allis-West Milwaukee and Raymond School Districts have established the Southeastern Wisconsin Service learning Consortium ("SEWSLC"), have agreed to maintain a cooperative agreement pursuant to Section 66.0301 of the Wisconsin Statutes, and have been awarded funding of $57,587 for a 2008-09 Learn and Serve America project

Be It, and it is hereby resolved that the school boards of Greendale, Kenosha, Milwaukee, Oak Creek-Franklin, Whitefish Bay, West Allis-West Milwaukee and Raymond School Districts agree to the establishment and maintenance of such cooperative agreement pursuant to Section 66.0301 of the Wisconsin Statutes.

Dated this _____ day of _____, 2009, by:

Cooperative District Member: _____
(District Name)

School Board President: _____
(Name and Signature)

School Board Clerk: _____
(Name and Signature)

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

- The Implementation Team met with a group of six MPS high-school students to hear their voices concerning their education. The Skunkworks Work Group, UWM, UW System Institute for Urban Education, volunteer staff from the Washington High School campus, and MPA staff all worked together to make this wonderful and informative event possible.

- Family Literacy & Tutoring Work Group Update:
    - Work has begun on promoting participation in the Million Father March Back to School in the Fall.
    - The Family Literacy & Tutoring Coordinator has been participating in the ESEA Consolidated Plan meetings in the district and has taken part in the DPI monitoring process.
    - Attempt is being made to provide support for the Family Literacy & Tutoring Coordinator position through June 2009 and to identify support for next year.
- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:
    - Several MMP and MPA members attended and presented mathematics sessions relating to assessment, descriptive feedback, leadership, and other areas of teaching and learning at the NCTM (National Council of Teachers of Mathematics) Annual Meeting and the NCSM Annual Conference in Washington, DC, at the end of April.
    - A session was conducted on April 28 at the Annual Parent Leadership Conference in Madison on ways to help every child succeed in and enjoy math. The goal was to engage in mathematics activities to promote communication, reasoning, and mathematical sense-making. The session included linking literature to mathematics and exploration of estimation activities and their connection to mental math.
    - A number of math teacher leaders presented at the Wisconsin Math Conference held in Green Lake on May 6-8, 2009.
    - The monthly K-7, grades 8-9, and high- school math teacher leader meetings were held.
    - School administrators were invited to a spring breakfast meeting held on May 5. Information was shared concerning expectations of the released math teacher leaders and trends in the WKCE math scores, and there was celebration over the rising scores. Discussion and activities centered on the released MTL position, what is happening in schools to move math achievement forward, and the change process.
    - For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the attached March 2009 issue of the *MMP Messenger* and the April 2009 issue of the *MMP Math Minutes*.
- The Teacher & Principal Quality Work Group is continuing its work, which is largely focused at this time on the:
    - Mentor Survey
    - Cooperating Teachers Program (informational documents, requirements, roles, supports)
    - Professional Development Plans (how-to, reviewer training)
- The Comprehensive Literacy Work Group welcomed a new member — Debbie Smith from Carroll University — and is discussing and working on:
    - Literacy Coach Initiative (job description, qualifications, and alignment with math teacher leaders)
    - Literacy Audit
    - Literacy Action Plan and its alignment to the DIFI, strategic, and functional plans and the Literacy Audit
    - Reading licensure and professional development
    - Models of collaboration between literacy and content areas (universities)

- The MPS Department of Teaching and Learning presented the District's Comprehensive Literacy Plan to parents, and information about the Milwaukee Public Library's Summer Reading Program was made available at this event.
- NEA Foundation Grant Update:
    - Teacher leaders from various groups across the District and others involved with teacher leadership had conversation with Barnett Berry and Melissa Rasberry of the Center for Teaching Quality on May 6 concerning teacher leadership and development of the virtual community to support the efforts of the work in closing the achievement gaps. A webinar will be scheduled to continue the conversation about the ideas brought forward and any new ones, as well as to further develop the agenda for the NEA Foundation cross-site convening in the Fall.
    - The SEWAC training project for Pulaski High School staff continues to go well. The Kolb Learning Style Inventory was administered to participants, and discussions have included exploration of the implications of learning styles for the teaching and learning process. For self-assessment, participants reflected on their own preferred learning style and how it would be evident to a classroom visitor.
    - The Milwaukee Action Research Conference was held on May 16 at the UWM Student Union. There were 60 in attendance. Dr. Janet Hesch, Associate Professor of Education at Sacramento State University and a founding member of the League of Teacher Researchers, gave the keynote address on teacher leadership. The conference also included a panel discussion on developing teacher leaders through action research, as well as break-out work sessions and café conversations on action research.
    - The MMABSE Teacher of the Year Recognition Gala was held at the Midwest Airlines Center on May 2 and was attended by more than 1,000 people. It was a very nice event, at which over 200 outstanding teachers in the District received special recognition.
    - The NEA Foundation has launched a five-year evaluation of its Closing the Achievement Gaps Initiative to be conducted by Policy Studies Associates, Inc. The evaluation will address important questions about the Initiative's implementation and its progress toward eliminating the racial and economic gaps in student success. Phase 1 entails evaluation design. Phase 2 involves data collection and reporting, which will take place from Spring 2009 through the 2012-13 school year and will rely heavily on structured interviews with teacher leaders, community partners and officials of the union and the district.

      Planning is in progress for a site visit from the external evaluator on June 1-2, 2009. The evaluation will deliver interim reports and briefings annually. A final report will summarize activities, accomplishments, and lessons learned in the Initiative.
    - A retreat was held on May 11 for the Sherman School principal, curriculum generalist and building representatives. Tony Kubicki (Accountability Works Inc.) and Richard Runkel (Alverno) will be providing professional development for the entire staff in working to build on their Instructional Plan.
    - Plans are set for the Assurant Health Foundation Sharing Session on May 30.

The date of the next MPA Partners Meeting is June 19, 2009.

[Attachments provided under separate cover]

* * * * *

(Item 2) Report of the Board's Delegate to the Head Start Program

Submitted by Director Spence

Major Activities

1. The Head Start Coordinator participated in a Division of Early Childhood Staff Meeting on May 1. This meeting focused on updates and planning for the Division of Early Childhood.

2. Management Meetings were held on May 1, 8, 15, 22, and 29. The meetings focused on the program updates and changes, Policy Council, the Federal Review, health compliance, and staff meetings.

3. The Head Start Coordinator and the Interim Health, Mental Health and Disabilities Manager participated in a planning meeting on May 4 and May 26 for the Gwen T. Jackson Early Childhood & Elementary School.

4. The Health, Mental Health and Disabilities Manager, a family partnership associate as well as the Interim Health, Mental Health and Disabilities Manager, participated in the Penfield Resource Fair for recruitment on May 5.

5. The Health Coordinator attended a meeting on May 5 with Children's Health Alliance of Wisconsin to plan Head Start dental exams for the 2009/2010 school year.

6. Head Start teachers and education assistants participated in a professional development training session on May 5. The training focused on the vocabulary and the use of word walls in the Head Start classrooms.

7. A staff meeting was held May 5 and 22. The meetings focused on program updates, enrollment, and health compliance.

8. The Head Start Coordinator participated in an Elementary and Secondary Education Act (ESEA) 2009-2010 Consolidated Improvement Plan meeting on May 6. The focus of the meeting was to plan and prepare for the 2009-2010 Department of Public Instruction's visit.

9. Health Team meetings were held May 6 and May 26. The meetings focused on screenings at the school sites, mental health, disabilities, and educational programming.

10. ERSEA meetings were held on May 6, 13, 20, and 27. The meetings focused on enrollment and student attendance and family partnership agreements.

11. The Health, Mental Health and Disabilities Manager participated in a meeting at Penfield on May 7. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

12. The Health Team and the Head Start Coordinator participated in the Health Services Advisory/Community Partners meeting on May 8. The meeting focused on the current status of the MPS Head Start Program as it pertains to health. The meeting also allowed for the participants to identify collaboration opportunities with MPS Head Start as well as amongst participants.

13. The Head Start Policy Council Meeting was held on Saturday, May 9, 2009, at Discovery World at 12:00 noon. The meeting focused on program service area activities and updates, special education, the 2008-09 Head Start Self-Assessment, and the Head Start State Grant.

14. The Interim Health, Mental Health and Disabilities Manager participated in a meeting with the Nutrition and Wellness Committee held on May 13. The meeting was held to discuss nutrition and wellness services.

15. The Head Start Coordinator participated in an Elementary and Secondary Education Act (ESEA) 2009-2010 Consolidated interview with the Department of Public Instruction on May 13.

16. The Curriculum Generalist participated in Title I Parent Orientation & Training Committee meeting. The meeting was held on May 14 to plan for the 2009 Title I Parent Orientation and Training event.

17. The Head Start Coordinator participated in an early childhood curriculum and assessment meeting on May 15 and May 22. The meeting was held to identify the use of curriculum and assessment in early childhood classrooms.

18. The Enrollment Manager participated in an Enrollment Meeting on May 15. The meeting focused on the planning of the MPS Enrollment Marathon.

19. The Health, Mental Health and Disabilities Managers participated in a meeting with Easter Seals on May 16. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

20. The Head Start Program hosted a "Transition for Life Resource Fair" on May 16 at 10:00 a.m. at Central Services. The resource fair connected families with local resources in education, health, and everyday life circumstances.

21. A Head Start Federal Review was conducted May 18, 19, 20, and 21. Thanks to all who participated.

22. The Health, Mental Health and Disabilities Manager participated in a MAPP Community Health meeting on May 27. The meeting was held to discuss possible collaborations to improve the quality of health for the Head Start families.

23. The Head Start Coordinator participated in a Core Health Services meeting held on May 27. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the District as it pertains to health.

24. The Head Start Coordinator attended a Data Retreat on May 28 to present materials regarding transitions.

25. The next Policy Council Meeting will be Saturday, June 13, 2009, at Central Services in room 206/208 at 12:00 noon.

Services Provided

26. Blood tests were conducted at Auer Avenue and Dover.

27. The Health Coordinator conducted CPR training for ten (10) Head Start parents on May 19.

28. The Education Manager conducted formal site visits at Auer, Fletcher, Kilbourn, Sherman, Siefert, Silver Spring, Thirty-Fifth, Thurston Woods, and Twenty-First. The purpose of the site visits was to analyze and address classroom needs.

Enrollment

29. There were 1,027 students enrolled in the Milwaukee Public Schools Head Start Program as of May 18 for the 2008-2009 school year.

30. There were 671 students enrolled in the Milwaukee Public Schools Head Start Program as of May 15 for the 2009-2010 school year.

* * * * *

(Item 3) Report of the Board's Delegate to the Wisconsin Association of School Boards (WASB)

Submitted by Director Falk

Wisconsin Association of School Boards (WASB) Directors Meeting
April 24-25, 2009
Crowne Plaza Hotel, Madison

Communications: School boards face challenges in these tough economic times. Additional requests for support will be made to WASB by school boards across the state. The key question facing this organization will be its ability to provide additional services without raising dues or charges for services. To that end, an analysis is being made in how WASB delivers information to its membership. More information will be put on the web and less material will be printed. Forms of teleconferencing are being examined. Not only is the cost of travel being examined, but distances in parts of rural Wisconsin can eat up time for both WASB staff and school board members. Smaller groups linked together for teleconferencing may be more cost effective than a single site meeting.

Convention: The state convention was held in January at Milwaukee's Midwest Center. Positive feedback was received from all parties: speakers, vendors, and school board members. The registration numbers were down from the previous year. Tight school budgets were given as the most likely reason for a decline in attendance. More consideration should be given to repeating popular sessions. Too often conventioneers have to pick from two equally important sessions. If a popular session was given more than once, more people could attend all the sessions at the top of their lists. Vendors want more traffic through the exhibit hall but shorter hours. Conventioneers want longer hours for the exhibits. Convention programmers will try to place more convention activities into the exhibit hall in an attempt to accommodate everyone. (This convention is right here in Milwaukee. I would encourage all MPS board members to attend next year.)

Dues: Executive Director John Ashley recommended a no-dues increase for the coming year, given the economic situation. The staff would figure out how to make do with the existing budget. A number of directors felt that, given the harsh times we face, WASB services are needed more than ever and voted for a 1½% raise in dues. For MPS that means its 2008-09 dues of $7,340 will be raised in 2009-10 to $7,450, a difference of $110.

Regions: Bowler School District requested a change in regions. Chequamegon School District is a new district combining two previous northern Wisconsin districts and was given its district assignment. WASB is made up of 15 districts. MPS is its own district, district 14.

Vision Statement: WASB has been developing and refining its vision and mission statements. School Board members are encouraged to visit the WASB website: **www.wasb.org.**

Support for MPS: Directors were concerned about recent attacks by Governor Doyle and Mayor Barrett on MPS suggesting that MPS should not raise taxes but instead use federal stimulus money to fill budget deficits. Federal money should not be used in this way and creates further budget problems down the road. Directors understood that Milwaukee was being attacked today; their districts might be next. The directors votes to authorize the Executive Director to write a letter to the governor expressing WASB's concerns. All MPS school board members have received a copy of that letter.

Next directors' meeting will be held June 19-20,2009

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

(Item A) Communication 0910C-001 from David J. Guran Requesting a Hearing Regarding Increasing the Public's Involvement in Meetings of the Milwaukee Board of School Directors and Its Committees

3521 N. 54th Blvd.
Milwaukee, WI 53216

April 27, 2009

The Office of Board Governance
P.O. Box 2181
Milwaukee, WI 53201-2181

Dear Directors of the Board Governance,

I would like to propose the three following requests to expand public involvement with the Board's regular meeting and committee meetings.

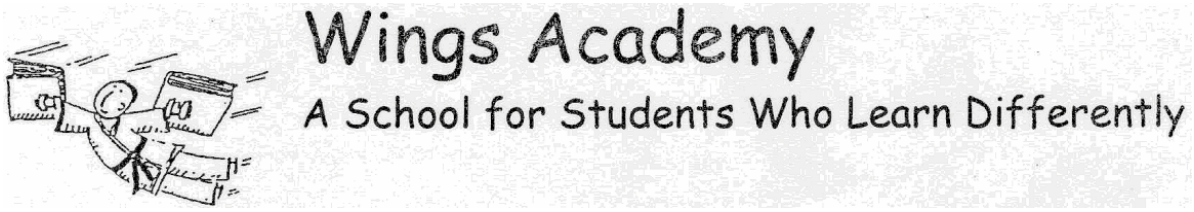
1. To every regularly scheduled Board meeting, a public comment segment ought to be included at the beginning of such meeting. As examples of other government bodies that have minimally restricted public comment segments, I would like to point the Racine Unified School District (RUSD), the Racine City Council, and the Racine County Board. In particular, RUSD allows for comments "on any topic related to school board work". A speaker is limited to five minutes, and the public comment segment is limit to one hour. Also, RUSD states an estimated period of time that each agenda item is likely to require. A copy of an example agenda for RUSD, City of Racine Common Council, and Racine County Board is attached. *[Attachments follow.]*
2. On the MPS website, the transcripts and the audio recordings of all meetings ought to be posted.
3. For committee meetings, each speaker ought be allotted five minutes, and speaker ought to be allowed to make a minute follow up comment, if desired by the speaker.

Sincerely,

David J. Guran

Referred to the Committee on Legislation, Rules and Policies.

(Item B) Communication 0910C-002 from Steve Taylor and Nicola Ciurro Requesting a Hearing Regarding the Future Hope Project Two Program to Enhance Student Achievement



May 21, 2009

To: Milwaukee School Board President, Michael Bonds c/o Lynn Sobczak

Re: Request to present program to achieve school performance to appropriate committee

Dear School Board President Bonds,

The Future Hope Project Two is an after school, student and school improvement program that uses a form of neuro-feedback called audio visual entrainment (AVE) to improve the academic performance, social behaviors through reduced impulsivity and improved focus, and improved sleep patterns of at risk K-12 learners. The research goal of the grant is to identify strategies to improve the performance of those students who have been labeled as chronically disruptive and poor academic performers. The physical manifestations of these behavior patterns will be identified using a form of functional MR1 called Spect Analysis as the assessment protocol. AVE will be used to address the behavioral manifestations of ADD/ADHD, autism and other behavioral problems demonstrated by students identified as chronically disruptive.

A research grant is being completed for submission in June 2009 that will provide multi-year funding for this project beginning in September 2010. We would like to invite up to three MPS middle schools to participate in the grant at no cost to the school or district. No financial investment is expected of schools to participate. The services of the project are fully portable and can be implemented at any school. Wings Academy is eager to participate.

We believe that the intervention protocols of the Future Hope Project Two could help all MPS SIFI schools improve the academic and social outcomes of at risk students and as a result, improve school climate. This outcome will enhance the efforts of all SIFI schools as they strive to meet the needs of at risk students as identified by NCLB.

Over the past ten years, the AVE intervention has been used at schools in Minneapolis, Yonkers New York, Sioux City, South Dakota and Milwaukee. The Minneapolis longitudinal study, managed by psychologist Dr. Michael Joyce, was the largest longitudinal study of its kind with over 200 students participating in seven schools. The study outcomes included improved reading and math scores on benchmark tests after a regimen of audio visual entrainment. Research conducted by Dr. Joyce prior to the longitudinal study showed at risk students experienced reductions in impulsivity, inattentive behaviors and improved focus after using the audio visual entrainment protocol for 30 to 40 sessions. Each session lasted approximately 25 minutes. The sessions were administered on a weekly basis, three to four times per week.

Last year Mr. Taylor and local psychologist Dr. Rayymond Lueck launched the Future Hope Project One at Wings Academy in Milwaukee with all of the appropriate parental consents. The results showed 33% of student participants improved their academic scores on benchmark tests, 100% improved social interaction skills based on parental and teacher observations and 100% improved their sleep patterns based on parent feedback. Video testimonials were conducted to support these conclusions.

For 2009, any K-12 school is able to duplicate the intervention process of the Future Hope Project One using Title One and Title Two funding and staff training from Mr. Taylor.

Both Future Hope projects were designed by Mr. Taylor. After the success of Future Hope Project One additional research assistance from Dr. Rebecca Bardwell of Marquette University was sought for a more comprehensive intervention in Future Hope Project Two. Dr. Bardwell agreed to be the P.I. for the Future Hope Project Two, and Marquette University agreed to facilitate the grant process. In an effort to strengthen the research model Dr. Dan Pavel of the University of Illinois-Chicago agreed to serve as a project mentor and service provider. Dr. Pavel specializes in providing the Spect analysis in all populations.

Please contact me for further information and next steps via email at: stevet1621@gmail.com or at Wings Academy 414-431-1356.

Sincerely,

Steve Taylor
Project Manager, Future Hope Project One and Two
www.ourlifedesigns.com

Nicola Ciurro
Co-Founder/Co-Principal — Wings Academy

Referred to the Committee on Innovation/School Reform.

RESOLUTIONS

Resolution 0910R-001

by Director Bonds

WHEREAS, The Milwaukee Public Schools is one of the major employers in the City of Milwaukee; and

WHEREAS, The District must be adequately staffed by competent personnel to achieve the objectives established for Milwaukee Public Schools; and

WHEREAS, It is imperative that Milwaukee Public Schools have a pool of qualified candidates to choose from; and

WHEREAS, A mixed background among employees of Milwaukee Public Schools contributes to a variety of ideas, techniques, and personalities within the system; and

WHEREAS, Administrative Policy 6.01 states that the Milwaukee Board of School Directors is committed to employing the most effective staff possible for all schools and departments; and

WHEREAS, There is currently no consistent procedure in place for those who are seeking to fill vacancies to follow; and

WHEREAS, Currently, the individual department directors determine if the posting for an opening will be posted internally only or both internally and externally; and

WHEREAS, All of the openings throughout the district are not posted in one central location, which makes it difficult to access information about openings; and

WHEREAS, Although some openings are posted on the MPS portal and the Wisconsin jobs.gov website, individuals without Internet access may not have equal access to information about MPS job openings; and

WHEREAS, Milwaukee Public Schools seeks to consider all qualified applicants from our diverse community; now, therefore, be it

RESOLVED, That all vacant or newly created positions, including promotional or transfer opportunities, be posted to create equal opportunity employment for applicants both outside and inside Milwaukee Public Schools; and be it

FURTHER RESOLVED, That the selection of the Superintendent's cabinet members be exempt from this requirement; and be it

FURTHER RESOLVED, That a plan with standardized procedure for posting all vacant, newly created, or promotional opportunities in a consistent manner be brought back to the Board for approval by the beginning of the 2009-2010 school year.

Referred to the Committee on Finance/Personnel.

Resolution 0910R-002

by Director Bonds

WHEREAS, In this time of economic uncertainty, Milwaukee Public Schools must continue to ensure that every dollar counts; and

WHEREAS, Milwaukee Public Schools is serious about addressing its current financial situation; and

WHEREAS, The public needs to be confident that the District is handling its finances responsibly; and

WHEREAS, Currently MPS Policy 3.09 requires the Board's approval of professional service and contracts of $50,000 or more; now, therefore, be it

RESOLVED, That Administrative Policy 3.09 be amended so that professional service and consulting contracts of $20,000 or more most be presented to the Board, with the recommendations of the Superintendent, for approval.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 8:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 4, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:36 PM.

Present—Directors Blewett (6:46 PM), Falk, Miller, Petersons (6:40 PM), Spence, Thompson (6:42 PM), Voeltner, Woodward and President Bonds—9.

Absent—None.

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

June 3, 2009
R E V I S E D

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 4, 2009, 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 ~~from the Board's Committee on Strategic Planning and Budget~~:

I. Communication from the Board Clerk/Director, Office of Board Governance — Action Item

A. Action on a Technical Amendment to Previous Action Taken by the Board Regarding a Request to Eliminate the Urban Waldorf Educational Program at Urban Waldorf Elementary School

II. Reports of the Committee on Strategic Planning and Budget — Action Items, Unless Otherwise Noted

A. Report #1

(This report was held over by the Board at its regular monthly meeting on May 28, 2009.)

1. Action on Proposed Amendments to the Superintendent's Proposed FY10 Budget (Including Additional Amendments Which May Be Submitted by the Members of the Board)

2. Action on the Superintendent's Proposed FY10 Budget, Including the Budgets for the School Operations, Construction, and Extension Funds

B. Report #2

(This report was formulated from the Committee's meeting of June 2, 2009.)

1. Overview of the American Recovery and Reinvestment Act (ARRA) Budgets

~~3~~ 2. Action on the Superintendent's proposed budget for the American Recovery and Reinvestment Act (ARRA), Title 1-A and Individuals with Disabilities Education Improvement Act (IDEA) Funds.

~~4~~ 3. Action on the Superintendent's proposed budget for the American Recovery and Reinvestment Act (ARRA), Qualified School Construction Bond (QSCB) Funds.

LYNNE A. SOBCZAK
Board Clerk

COMMUNICATION FROM THE BOARD CLERK/DIRECTOR, OFFICE OF BOARD GOVERNANCE

(Item A) Action on a Technical Amendment to Previous Action Taken by the Board Regarding a Request to Eliminate the Urban Waldorf Educational Program at Urban Waldorf Elementary School

At its regular meeting on May 28, 2009, the Board took action to adopt the recommendation of the Committee on Innovation/School Reform, as printed in the Board's agenda, to:

1. authorize the elimination of the Urban Waldorf Educational Program at Urban Waldorf Elementary School, effective with the 2009-10 school year;

2. allow the name of the school to revert to its previous name, "27th Street School," effective with the ***2010-2011*** *[emphasis added]* school year, and direct the Administration to develop a new name for the 2010-2011 school year; and

3. direct that the SOS team help support the development of the school's school-improvement plan and provide support and oversight with the school community on school improvement for the 2009-2010 school year.

Subsequent to the Board's meeting, it was discovered that, in the process of preparing the agenda for the Board's meeting, the second item in the Committee's recommendation had been erroneously changed. The second recommendation should have read as follows:

> 2. allow the name of the school to revert to its previous name, "27th Street School," effective with the ***2009-2010*** *[emphasis added]* school year, and direct the Administration to develop a new name for the 2010-2011 school year…

The Administration and the Office of Board Governance are requesting that the Board amend its action to reflect accurately the recommendation of the Committee and to allow the Administration to institute the change in the school's name for the 2009-2010 school year. Because this item has been noticed prior to this special meeting of the Board, a simple majority affirmative vote is needed for approval of the recommendation.

Recommendation

That the Board amend its action on the Administration's request to eliminate the Urban Waldorf Educational Program at Urban Waldorf Elementary School as follows:

1. authorize the elimination of the Urban Waldorf Educational Program at Urban Waldorf Elementary School, effective with the 2009-10 school year;

2. allow the name of the school to revert to its previous name, "27th Street School," effective with the ~~2010-2011~~ 2009-2010 school year, and direct the Administration to develop a new name for the 2010-2011 school year; and

3. direct that the SOS team help support the development of the school's school-improvement plan and provide support and oversight with the school community on school improvement for the 2009-2010 school year.

Director Thompson moved to approve the recommendation for the technical amendment.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

REPORTS OF THE COMMITTEE ON STRATEGIC PLANNING AND BUDGET

The Board first took up Report #2 of the Committee on Strategic Planning and Budget:

REPORT # 2

Note: This report was formulated from the Committee's meeting of June 2, 2009.

(Item 1) Overview of the American Recovery and Reinvestment Act (ARRA) Budgets

Your Committee reports having received from the Administration an overview of the Superintendent's Proposed Budget for the American Recovery and Reinvestment Act (ARRA) and the Superintendent's Proposed Budget for the American Recovery and Reinvestment Act (ARRA), Qualified School Construction Bonds (QSCB).

The corresponding documents have been forwarded under separate cover for your information.

The report was accepted by consensus.

* * * * *

(Item 2) Action on the Superintendent's Proposed Budget for the American Recovery and Reinvestment Act (ARRA), Title 1-A and Individuals with Disabilities Education Improvement Act (IDEA) Funds

Background

1. Over the next two years, the Milwaukee Public Schools will receive approximately $64.5 million of additional Title I-A funding and $31.2 million of additional IDEA funding.

2. The FY10 allocations are $32,056,298 for Title I-A and $15,587,125 for IDEA.

3. Title I-A funds provided under this act present the district with an unprecedented opportunity to engage in large-scale, targeted intervention strategies to improve educational opportunities for all Milwaukee students, while IDEA funds provide an unprecedented opportunity for the district to implement innovative strategies to improve outcomes for children and youth with disabilities.

Administration's Analysis

4. The Superintendent's proposed budget for the ARRA Title I-A and IDEA funds has been provided to the Board under separate cover.

5. The schedule below provides a summary of the Administration's proposals for using FY10 ARRA funds.

Title I-A initiatives, strategies, and funding.

Title I-A initiatives, strategies, and funding.

Initiative	FY10	Description
Increase Parental Involvement	$2,550,000	Increase the active engagement of MPS parents in the education of their children by implementing parent-engagement and parent-training strategies at 40 low-performing K-8 schools and by developing parent-engagement strategies for the middle- and high-school years.
Expand Early Childhood Education	$1,569,236	Increase the number of children prepared for kindergarten by adding 12 early childhood classrooms and implementing curriculum for preschool and K4 grades that is aligned to the K5 curriculum.
Improve Student Achievement	$8,930,979	Provide extended learning time for targeted reading and mathematics interventions through after-school and Saturday-academy strategies. Expand career and technical education opportunities in all grade spans. Adopt rigorous curriculum through implementation of the Comprehensive Literacy Plan and align middle-school curriculum with high-school Advanced Placement curriculum. Improve graduation rates by adopting a longer calendar for nine instrumentality charter schools; provide expanded credit recovery and general education diploma (GED) options; target post-secondary support beginning in seventh grade; and, also beginning in seventh grade, provide high-school readiness programming that involves students and parents.
Improve Teacher Effectiveness	$10,151,729	Increase effectiveness within school communities by adding funds for 36 hours of learning-team time in each school, creating master teachers and New Leaders for New Schools placements to support low-achieving schools. Provide focused professional development aligned to district curriculum through implementation of Saturday academies, cultural sensitivity training, and other district initiative teacher training. Reduce suspensions through implementation of positive behavior interventions and support training.

Initiative	FY10	Description
Improve Data-Driven Decision Making and Accountability	$4,769,964	Accelerate the development of district data tools to assist in the early identification of children at risk.
		Implement an integrated resource information system to link disparate automated databases and provide real-time management reporting.
		Create capacity to meet ARRA financial and reporting requirements.
Private Schools	$4,080,390	Funds the non-public share of the grant.
Title I-A Amount	$32,052,298	

IDEA initiatives, strategies, and funding.

Initiative	FT10	Description
Staff Development	$4,479,990	Develop staff skills in identifying and implementing proven special education strategies and techniques. Focus areas include literacy, math, positive behavioral supports, and parent training.
Language!	$1,678,208	Purchase textbooks and materials and train staff on using computer program and intervention to support special education children in learning reading and literacy.
Unique! Alternate Curriculum for Students with Significant Cognitive Disabilities	$1,495,225	Fund the cost of district's access license and staff training for the implementation of a web-based computer program and intervention to support the alternate curriculum needs of students with significant disabilities.
Individual Education Program Enhancement	$1,124,142	Fund supplies, equipment, and training for those staff who implement individual education programs for special education students. Includes specialized materials and training that support specific disability needs within the general curriculum at all levels from early childhood to high school.
Classroom Supports	$5,869,014	Provide Saturday and after-school reading and math enrichment for students. Programs include credit-recovery program at partnership schools, math support in the classroom. Also provide materials for new teachers in special education classrooms, communication boards for students, assistive technology and equipment for students, supplies for special education extended-school-year classes. Also provide amplification systems in 200 special education classrooms for hearing-impaired students.
Parent Training	$235,189	Fund training for parents of students with disabilities.
Private Schools	$705,357	Fund the non-public share of the grant.
IDEA Total	$15,587,125	

Administration's Recommendation

The Administration recommends that the Board adopt:

1. the FY10 Title I-A Budget, as detailed on pages 43 through 51 of the Superintendent's proposed budget for the American Recovery and Reinvestment Act (ARRA); and
2. the FY10 IDEA Budget, as detailed on pages 53 through 56 of the Superintendent's proposed budget for the American Recovery and Reinvestment Act (ARRA).

Committee's Recommendation

Your Committee is forwarding this item to the Board without recommendation.

Director Spence moved to approve the Administration's recommendation as amended.

The Board proceeded to act on the following amendments introduced by Board members subsequent to the meeting of the Committee on Strategic Planning and Budget.:

THE AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA),
TITLE 1-A AND INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEA) FUNDS

1. Allocate $700,000 from stimulus funding to expand the bio-medical program offering in seven MPS high schools, using the one-time funding to purchase equipment and training and to make lab modifications. (by Director Bonds)
2. Allocate $400,000 to expand construction program offerings in 4 additional MPS high schools through use of stimulus dollars for the one-time purchase of equipment and training for the program. (by Director Bonds)
3. *See Item 3 below.*
4. Create an agricultural pilot program that would involve students working with either local organic farmers or community-sponsored agricultural organizations to teach children about where foods come from, to promote healthful eating habits, and to establish partnerships for getting more healthful foods back into district meals for students. (by Director Blewett)
5. Allocate $790,492 from stimulus funding to expand Project Lead the Way offerings and equipment in 10-12 MPS K-8 and middle schools or a three-year cycle at $500,000 per year. (by Director Bonds)
6. Allocate $15,000 to expand robotics program offerings to include all MPS high schools through use of stimulus dollars for the one-time purchase of curricular materials at a cost of $1,500 each for up to 10 schools currently without the program offering. (by Director Bonds)
7. Create a first-year one-semester class targeting at-risk youth and focusing on study-skills building, decision making, problem solving, community-service involvement, and service learning. Any school that offers the seminar and does not meet the requirements for guidance counselors as set forth in Administrative Procedure 6.27(3)(h) shall have as its first priority the hiring of guidance counselors to meet those requirements.. (by Director Blewett)

8. To implement the Community Organized for Parental Engagement (COPE) program in our schools, which develops and organizes activities to increase parental involvement in our schools through contracting with local community-based organizations. The organizations would work with a cluster of schools to develop activities and to assist existing staff in the schools in getting parents involved. Our partners for the project will be established through the RFP process, with any contracts not to exceed $45,000. (by Director Bonds)

9. Create a first-year high-school student seminar, through a one-semester class targeting all 9th-grade students and focusing on study-skills building, financial literacy, decision making, problem solving, community-service involvement, and service learning. The intent is to provide a class in all MPS high schools that will enable student to attain these skills and then demonstrate their abilities in these areas through mentoring in the semester following their completion of the class. The class would also help students create electronic student portfolios to prepare them for the workforce or continued education. (by Director Blewett)

10. Use $50,000 from Data-Driven Decision Making to develop a website to give the public access to information about the fiscal accountability of the district that details grants, revenues, major expenditures, etc. (by Director Bonds)

11. *See Item 3 below.*

12. *See Item 3 below.*

13. Use $400,000 from Parental Involvement initiative to establish the COPE program to increase parental involvement in high schools. Through RFPs, eight (8) grants of $50,000 each will be awarded to a CBO (community-based organization) in each Board district, which will partner with high schools. (by Director Bonds)

14. Use $2,000,000 from Curriculum Enhancement to expand the greening curriculum and career exposure within greening for marketing through grades 6-12. (by Director Bonds)

15. Use $200,000 from Conservation/Energy to develop a curriculum on greening and energy conservation for grades 6-8 to be done with local education institutions such as MATC, MSOE, Marquette University, or UWM. (by Director Bonds)

16. Use $50,000 from Conservation/Energy to establish several conferences and a task force on "greening" opportunities to be done via RFP with local universities. (by Director Bonds)

17. Use $600,000 from stimulus funds to expand services for homeless students by issuing eight (8) $75,000 RFPs to community-based organizations from throughout the City who can provide students after-school and weekend access to showers, computers, mail service, meals, and social or recreational activities. (by Director Bonds)

18. *See Item 3 below.*

19. Use $250,000 from Staff Development to expand services for refugee students in such areas as language instruction, assessment, and cultural transition support. (by Director Bonds)

20. Create a pilot preventive health & dental program for students to increase student attendance. Request proposals for 4-8 health & dental initiatives throughout the city to serve MPS students for preventative health & dental services and curriculum development on the importance of preventative health & dental care. (by Director Bonds)

21. Develop the capacity for portable electronic portfolios for all ninth-grade students. Portfolios will have the ability to expend during the high school student's career. The intent is to make sure all of our ninth graders are ready for the world of work and/or higher education. (by Director Blewett)

Vice President Blewett in the Chair.

Amendment #1 was withdrawn.

Amendment #2 was withdrawn.

President Bonds in the Chair.

Amendment #4 was withdrawn.

Vice President Blewett in the Chair.

Amendment #5 was withdrawn.

President Bonds in the Chair.

Amendment #6 was withdrawn.

Amendments #7 and #9 were considered together.

With respect to amendments #7 and #9, Director Blewett moved approval of amendment #9, deleting the requirement for guidance counselors hiring priority.

Director Falk moved a substitute, to combine the intent of amendments #7 and #9 into one, eliminating the requirement for guidance counselors, using the funding in amendment #7 to target two comprehensive high schools, including one schools's seminars focusing on at-risk students and one school's seminars for the regular student population.

The substitute motion was adopted, the vote being as follows:

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

Noes—None.

Vice President Blewett in the Chair.

Director Bonds moved to approve amendment #8.

Director Spence in the chair.

The amendment was approved, the vote being as follows:

Ayes—Directors Blewett, Bonds, Miller, Petersons and Woodward—5.

Noes—Directors Falk, Thompson, Voeltner and Chair pro tem Spence.—4.

Vice President Blewett in the Chair.

Amendment #10 was withdrawn.

Amendment #13 was withdrawn.

Director Bonds moved to approve amendment #14, changing the funding source and amount to $1.4 million to come from the Saturday Academy.

The amendment failed of adoption, the vote being as follows:

Ayes—Directors Bonds, Woodward and Vice President Blewett—3.

Noes—Directors Falk, Miller, Petersons, Spence and Thompson—5.

Abstaining from voting—Director Voeltner—1.

Director Bonds moved to approve amendment #15, changing the funding source to have the funds come from the Saturday Academy funding, and to include a service-learning component.

The amendment failed of adoption, the vote being as follows:

Ayes—Directors Bonds, Woodward and Miller—3.

Noes—Directors Falk, Petersons, Spence, Thompson and Voeltner—5.

Voting “present”—Vice President Blewett—1.

Amendment #16 was withdrawn.

Amendment #17 was withdrawn.

Director Bonds moved to approve amendment #19, moving the funding source to come from the Student-Achievement Saturday Academy funds and to reduce the funding to $50,000.

The amendment was adopted, the vote being as follows:

Ayes—Directors Bonds, Miller, Voeltner, Woodward, and Vice President Blewett—5.

Noes—Directors Falk, Petersons, Spence and Thompson—4.

Amendment #20 was withdrawn.

President Bonds in the Chair.

Director Blewett moved to approve amendment #21, to develop its capacity with no budget allocation in FY 10, for implementation in FY 11.

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.

The question being on Director Spence's motion to approve the Administration's recommendation regarding the FY 10 Title 1-A budget as detailed on pages 43 through 51 of the Superintendent's proposed budget for the American Recovery and Investment Act and the FY 10 IDEA budget, as detailed on pages 53 through 56 of the Superintendent's proposed budget for the American Recovery and Reinvestment Act, as amended, it was adopted, 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 the Superintendent's Proposed Budget for the American Recovery and Reinvestment Act (ARRA), Qualified School Construction Bond (QSCB) funds

Background

1. The American Recovery and Reinvestment Act gives Milwaukee Public Schools the ability to issue approximately $144 million in interest-free bonds over the next two years.

2. The FY10 maximum allocation has been set at $72.1 million. Bond revenue can be used for construction, modernization, renovation, and repair of district facilities. The bonds must be repaid from construction and/or school operation funds over the next 15 years.

3. The number of projects which the district undertakes is contingent upon the amount of bonds which the City will issue on behalf of MPS. It is unlikely that the entire $144 million in authority will be used. The Administration is working with the City to determine the amount of bonds that can be issued and hopes to have an amount identified by the evening of the Committee's meeting.

Administration's Analysis

4. The costs of QSCB-eligible projects are summarized below. Projects and cost detail are presented on pages 8 through 19 of the Superintendent's proposed budget for the American Recovery and Reinvestment Act, QSCB funds, which has been provided to the Board under separate cover.

5. Immediately following the Superintendent's proposed FY10 budget is a summary of each project being proposed by schools, the community, or partnerships. These projects are not included in the Administration's proposed budget, but are eligible projects under QSCB and may be considered by the Board.

QSCB-eligible projects costs are below.

Initiative	FY10 (millions)	Description
Deferred Maintenance	$30.1	Address the current backlog of deferred maintenance. The district's infrastructure will be improved, and equipment will be replaced before repair costs become extensive.
FY10 Maintenance Projects	$16.9	Use QSCB funds as an alternate source for paying FY10 major maintenance costs that otherwise would be funded through the Construction Fund levy. The FY10 levy authority can then be used for other school operations purposes.
Conservation/Energy	$2.0	Install and demonstrate "green" projects for reduction in educational and utility costs.
Performance Contracting	$5.8	Give vendors the opportunity to propose projects that would be funded through savings in utility costs.
Curriculum Enhancement	$7.2	These enhancement projects, most often lab space, are critical to the continued success of programs in science, technology, engineering, and math. Other proposed projects include facility improvements that will allow early childhood programs to qualify for certification, and minor building modifications for several high-school technology programs.
Proposed School and Community Projects		Projects proposed by schools, the community, or partnership agencies.
Total	$62.0	

Administration's Recommendation

The Administration recommends that the Board determine the amount of funds to be borrowed and authorize the Administration to use these QSCB funds to complete the FY10 projects as prioritized on pages 8 through 19 of the Superintendent's Proposed Budget for the American Recovery and Reinvestment Act (ARRA), Qualified School Construction Bond (QSCB) Funds.

Committee's Recommendation

Your Committee is forwarding this item to the Board without recommendation.

* * * * *

Vice President Blewett in the chair.

Director Bonds moved to adopt the deferred maintenance of $30,133,084, the FY 10 maintenance for $16,936,103, and $6,000,000 of the curriculum enhancement monies.

The Board proceeded to consider on the following amendments introduced by Board members subsequent to the meeting of the Committee on Strategic Planning and Budget:

THE AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA), QUALIFIED SCHOOL CONSTRUCTION BOND (QSCB) FUNDS

3. Allocate funds to create a central account to update equipment (soap dispensers, etc.) in school restrooms. (by Director Blewett)

11. Use $5,000,000 from Deferred Maintenance to upgrade or install air conditioning at high schools, each project not to exceed $500,000. (by Director Bonds)

12. Use $1,500,000 from Deferred Maintenance to upgrade Central Office technology to allow for teleconferencing and onsite training with satellite site schools. (by Director Bonds)

18. Use $2.5 million from Deferred Maintenance to raze vacant school buildings for which the market prices are less than the cost of demolition and replace with "green" projects. (by Director Bonds)

Amendments #3, #11, #12 and #18 were withdrawn.

The question being on Director Bonds motion to adopt the deferred maintenance of $30,133,084, the FY 10 maintenance for $16,936,103, and $6,000,000 of the curriculum enhancement monies, it was adopted, the vote being as follows:

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

Noes—None.

President Bonds in the Chair.

The Board proceeded to consider Report #1 of the Strategic Planning and Budget Committee:

REPORT # 1

Note: The Board held this report over for action from its regular monthly meeting on May 28, 2009.

(Item 1) Action on Proposed Amendments to the Superintendent's Proposed FY10 Budget

1. The Committee on Strategic Planning and Budget reports having reviewed the Superintendent's proposed FY2010 budget for the School Operations, Extension, and Construction Funds, dated April 21, 2009.

2. Your Committee held worksessions and gave public hearing on the budget on May 7 and 12, 2009.

3. In accordance with statutory provisions, the budget, along with notice of the statutory hearing scheduled for May 21, 2009, was published in the *Milwaukee Journal Sentinel* on May 13, 2009.

4. Pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes, the Milwaukee Board of School Directors held its public hearing on the proposed FY2010 School Operations, Construction, and Extension Fund budgets on May 21, 2009.

Committee's Recommendation

Your Committee:

1. recommends that the Board adopt the following proposed amendments to the Superintendent's proposed FY2010 budget (numbers in first column refer to the original numbering of the amendments when they were submitted to your Committee):

#	Intent
4	Eliminate court-reporting services from committee meetings, with services to be provided only for regular monthly Board meetings and special Board meetings. The decrease in service will save approximately $20,000, but should be made with the understanding of the Board and Administration that no transcription will be made of the audio recordings of committee meetings.
13	Allocate $60,000 of the Title I dollars to establish a family literacy program.
17	Recentralize the Schedule E Interscholastic competition funds to increase academic competition opportunities for student in areas such as chess, debate, forensics, etc. The amount to be centralized for academic competition is approximately $150,000.
19	Establish an Office of Accountability under the Office of Board Governance. The Board authorizes the Board President to convene a committee of a least five members to establish the description and organizational structure of the Office of Accountability. The Office of Accountability is to become effective on January 1, 2010. Allocate $150,000 for start-up of the Office of Accountability.
20	Ensure that there are defibrillators in all Milwaukee Public schools. Funding is to come from the sale of an MPS property.
26	All travel authority be centralized and that all travel be authorized centrally, considering: • cost • purpose • source of funding Administration is to provide a quarterly report, which is to be posted on the Web.
28	Move $1 million from the Central Services tax-levied funds to the Contingency fund.

#	Intent
29	Freeze all Central Service hiring for all positions that have been vacant for six months or more with the exception of critical-need positions, as determined by the Administration, and use the savings to expand nursing services in the district.
30	Institute an arts-focused earn-to-learn program allowing students an entrepreneurial experience in the visual, literary, and performing arts. MPS would provide funding for student mentors, and arts organizations would provide administrative support. Student contracts would be tied to MPS learning targets and overseen by the MPS arts ambassador.

2. is forwarding the following proposed amendment to the Board without recommendation:

#	**Intent**
12	Fund the superintendent search by the prepayment of debt.

(Above amendments are available under separate cover.)

Director Falk moved to approve the proposed budget as amended.

Director Blewett moved to place amendment #12 on file.

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 proceeded to consider and act on the following amendments introduced by Board members subsequent to the meeting of the Committee on Strategic Planning and Budget:

Numbering of amendments continues from those acted upon by the Committee on Strategic Planning and Budget on May 14, 2009.

Revisions are indicated below and in the respective amendments. Deletions are indicated by struck-through text; insertions are indicated by underlined text.

31. Fund the Department of Accountability using funds saved from eliminating vacant positions and/or hiring freezes. (by Director Bonds)

32. Implement a freeze on hiring of tax-levy-supported Central Office staff, with the exception of critical-need positions and with the exception of the Asst. Rec. Supervisor — Arts Partnership Program, who will also oversee the Arts Project Lead the Way pilot program, with savings to be transferred to the Contingent Fund. (by Director Bonds)

33. Cut funding for school-operations-funded professional development by $1 million and transfer the savings to the Contingent Fund. (by Director Bonds)

34. Eliminate all school-operations-funded travel under the control of the Superintendent and transfer the savings for the departments and programs to the Contingent Fund. The travel budgets at school level would be redirected and used for other school educational priorities. Administration should also review and revise the district's travel policies to provide further savings. (by Director Bonds)

35. Cut school operations funds for consulting services and transfer the savings to the Contingent Fund. This does not include contracts for services where unique factors such as market shortages, specialized skill requirements, or funding limits make them a cost-effective solution. (by Director Bonds)

36. Reduce school operation funding for professional service contracts throughout the District by $1,500,000 and add the savings to the Contingent Fund. (by Director Bonds)

37. Reduce special education leadership liaisons (SELLS) from nine to five. Savings are to be applied to schools to be used for the K-8 reading program for special needs students. (by Director Miller)

38. Reduce special education information specialists by two positions and apply savings to the K-8 reading program for special needs students. (by Director Miller)

39. To freeze management (non-represented and ASC) wages and to require ASC and non-represented staff members to pay 7.5% of health-plan contribution and cabinet members to pay 12.5% of health-plan contribution. Saving would be transferred to Contingent Fund. (by Director Bonds)

40. Cut partnership programs for a net savings to the district of $1 million; savings to be transferred to the Contingent Fund. (by Director Bonds)

41. Cut transportation funding by $2 million and transfer the savings to the Contingent Fund. (by Director Bonds)

42. Reduce school allocations by $3.06 million, with reductions to be made to non-personnel accounts and savings to be transferred to the Contingent Fund. (by Director Bonds)

43. Earmark $30,000 for field trips to be sponsored by the Milwaukee Board of School Directors. These funds shall be used for MPS K3-8th-grades for trips to Oak Ridge Farm, Hawthorn Glen, and Palmyra Camp. (by Director Petersons)

44. Restore the Talent Development Fund to provide additional opportunities for MPS and other students, through the Community Learning Centers (CLCs) in the areas of art, music, and career technical education. Carryover any unspent FY09 funds from the driver's education budget to replenish the funds taken from that account. The carryover for driver's education budget is expected to be over $500,000. (by Director Petersons)

45. Cut one human resources assistant and transfer the savings to the Contingent Fund. (by Director Miller)

46. Require all payroll to be through the direct-deposit process and all payroll advices to be obtained by employees via the employee self-service program. This would eliminate the site delivery and mailing of payroll checks and advices. The savings will be added to the Contingent Fund. The Administration shall report back to the Milwaukee Board of School Directors the status of this program. (by Director Bonds)

47. Restore court reporting services for meetings of the Board's Committees. (by Director Bonds)

48. To develop an alternative school for the chronically disruptive, with a student-faculty ratio of 6:1 to serve 100 middle-school and 100 high-school students. In accordance with the MPS *Action Plan to Improve Milwaukee Public Schools*, under Goal #1, an effective strategy identified to increase student achievement is to provide a variety of alternative learning environments, including non-traditional settings staffed by MPS employees, to meet the diverse educational and behavioral needs of students, especially students with chronically disruptive behavior encompassing a parental education and involvement component. (by Director Blewett)

49. To develop a pilot program to establish creativity teams in ten schools, including arts-based campus schools and five high-poverty schools. (by Director Blewett)

50. Move the part-time certificated STEM staff position from science to the career and technology education division. (by Director Blewett)

51. To reinstate the central purchasing department. (by Director Blewett)

Vice President Blewett in the Chair.

Director Bonds moved to approve amendment #31.

The amendment was adopted, the vote being as follows:

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

Noes—None.

Director Bonds moved to approve amendment #32.

The amendment was adopted, the vote being as follows:

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

Noes—None.

Director Bonds moved to approve amendment #33.

The amendment was adopted, the vote being as follows:

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

Noes—None.

Director Bonds moved to approve amendment #34.

The amendment was adopted, the vote being as follows:

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

Noes—None.

Director Bonds moved to approve amendment #35, with the reduced amount of $409,062.

The amendment was adopted, the vote being as follows:

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

Noes—None.

Director Bonds moved to approve amendment #36, with the funding amount reduced to $1,494,000.

The amendment was adopted, the vote being as follows:

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

Noes—None.

Amendment #37 was withdrawn.

Amendment #38 was withdrawn.

Director Falk in the Chair.

With respect to amendment #39, Director Blewett moved to allow MPS staff to take voluntary unpaid furloughs with savings to be applied in Board designated areas within the parameters to be set by the administration and brought back to the Board for consideration.

Director Miller moved a substitute, to enter into negotiations with ASC for pay and benefits, the spirit of the negotiations to consider the current fiscal crisis and the $209,496 for ASC raises to be placed in the contingent fund. This would include cabinet-level and ASC-exempt positions.

The substitute amendment was adopted, the vote being as follows:

Ayes—Directors Blewett, Miller, Petersons, Spence, Thompson and Woodward—6.

Noes—Directors Director Voeltner and Chair pro tem Falk—2.

Abstaining from voting—Director Bonds—1.

Vice President Blewett in the Chair.

Director Bonds moved to approve amendment #40.

President Bonds in the Chair.

The amendment was approved, 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.

Vice President Blewett in the Chair.

Director Bonds moved to approve amendment #41.

The amendment was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Petersons, Spence, Thompson and Woodward—7.

Noes—None.

Voting “present”—Vice President Blewett—1.

Abstaining from voting—Director Voeltner—1.

Director Bonds moved to approve amendment #42.

The amendment was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Thompson, Voeltner, Woodward and Vice President Blewett—7.

Noes—Directors Petersons and Spence—2.

President Bonds in the Chair.

Director Petersons moved to approve a substitute to amendment #43, to earmark the $30,000 for field trip funds to be sponsored by the Milwaukee Board of School Directors. These funds shall be used for MPS K-3 through eighth grade trips to Oak Ridge Farm, Hawthorne Glen and Palmyra Camp. They are also to be used by traditional, instrumentality and non-instrumentality schools, and the funds would be administered by the Recreation Department.

Substitute amendment #43 was approved, the vote being as follows:

Ayes—Directors Blewett, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—7.

Noes—Director Falk—1.

Abstaining from voting—Director Thompson—1.

Amendment #44 was withdrawn.

Amendment #45 was withdrawn.

Vice President Blewett in the Chair.

Director Bonds moved to approve amendment #46, with the following language added: ”or negotiated if required by the bargaining unit” and if approved, MPS would go to a two day internal delivery system to schools.

The amendment was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Thompson, Voeltner, Woodward and Vice President Blewett—7.

Noes—Directors Petersons and Spence—2.

Director Bonds moved to approve amendment #47.

The amendment failed of adoption, the vote being as follows:

Ayes—Directors Bonds, Miller and Vice President Blewett—3.

Noes—Directors Falk, Petersons, Spence, Thompson, Voeltner and Woodward—6.

President Bonds in the Chair.

Amendment #48 was withdrawn.

Amendment #49 was withdrawn.

Director Blewett moved to approve amendment #50.

The amendment failed of adoption, the vote being as follows:

Ayes—Director Blewett and President Bonds—2.

Noes—Directors Spence, Thompson, Voeltner and Woodward—4.

Voting "present"—Directors Falk, Miller and Petersons—3.

Director Blewett moved to approve amendment #51.

The amendment failed of adoption, the vote being as follows:

Ayes—Director Blewett—1.

Noes—Directors Falk, Petersons, Spence, Thompson, Voeltner and Woodward—6.

Abstaining from voting—Director Miller and President Bonds—2.

The question being on Director Falk's motion to approve the proposed FY 10 budget as amended, it was approved, the vote being as follows:

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

Noes—Director Blewett—1.

* * * * *

(Item 2) Action on the Superintendent's Proposed FY10 Budget, 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:

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 **$972,579,946** 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 2010 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 2010, pursuant to the provisions of Section 65.07(1)(e), Wisconsin Statutes, said amount to be raised by tax levy being in addition to 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 *$20,135,163* will be required for the 2010 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, **$18,135,163** by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2010, 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 **$13,731,832** will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2010 Fiscal Year, and that **$10,802,826** 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 2010, 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 separate the question.

The question was separated on the following vote:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward and President Bonds—7.

Noes—Director Blewett—1.

Voting “present”—Director Voeltner—1.

Director Falk moved to adopt the School Operations Fund Budget, corrected to reflect the above amendments:

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 ~~$972,579,946~~ **$988,067,995** 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 2010 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 2010, pursuant to the provisions of Section 65.07(1)(e), Wisconsin Statutes, said amount to be raised by tax levy being in addition to the money to be received from state aids, shared taxes, and from other miscellaneous sources.

The resolution was adopted, the vote being as follows:

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

Noes—Director Blewett—1.

Director Woodward moved adoption of the Construction Fund resolution, corrected to reflect the above amendments:

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 ~~$20,135,163~~ **$58,716,301** will be required for the 2010 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, ~~$18,135,163~~ **$3,055,000** by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2010, said amount to be in addition to the money received from other miscellaneous sources.

The resolution was adopted, the vote being as follows:

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

Noes—Director Blewett—1.

Director Petersons moved adoption of the Extension Fund resolution as printed:

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 **$13,731,832** will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2010 Fiscal Year, and that **$10,802,826** 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 2010, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

The resolution was adopted, 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 8:58 to 9:15 PM, 11:25 to 11:37 PM, 2:21 to 2:36 AM and 3:53 to 4:01 AM.

The Board adjourned at 4:10 AM, June 5, 2009.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 11, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 7:50 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:

June 8, 2009

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 adjournment of the meeting of the Committee on Special Education scheduled to begin at 6:30 p.m.) on Thursday, June 11, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a worksession to hold preliminary discussions regarding the process for searching for a new Superintendent of Schools.

While meeting is open to the public, no public testimony will be taken.

LYNNE A. SOBCZAK
Board Clerk

The Board proceeded to conduct a worksession regarding the process for searching for a new Superintendent of Schools

The Board adjourned at 8:55 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 16, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 5:55 PM.

Present—Directors Blewett (6:19 PM), Falk, Miller, Spence, Thompson, Voeltner (6:18 PM) and President Bonds—7.

Absent and excused—Directors Petersons and Woodward—2.

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

June 11, 2009

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 Tuesday, June 16, 2009, 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 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, and Local 1616;

2. to consider and possibly take action on the 2009-2010 School Calendar; and

3. to deliberate and possibly take action on the potential sale of real estate.

With regard to Items 1 and 2, 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.

With regard to Item 3, 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.

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

LYNNE A. SOBCZAK
Board Clerk

(Item 2) Consideration of and Possible Action on the Proposed 2009-2010 School Calendar

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 2009-2010 school calendar as contained in the attachment to this communication.

(Please note that this calendar does not include banking-time days.)

Respectfully Submitted,

William G. Andrekopoulos
Superintendent of Schools

Milwaukee Public Schools
2009-2010 SCHOOL CALENDAR

AUGUST

MON	TUE	WED	THUR	FRI
24	25	26	27	28
31				

28 Organization day — no student attendance
31 Banking day — no student attendance

SEPTEMBER

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

1 First day of school for all students
7 Labor day — no student attendance

OCTOBER

			1	2
5	6	7	8	9
12	13	14	15	EMHC 16
19	20	21	22	23
26	27	28L	29	30

16 Elementary, middle, and high school conference day — no student attendance
29 & 30 Convention days — no student attendance

NOVEMBER

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

26 & 27 Thanksgiving recess — no student attendance

JANUARY

MON	TUE	WED	THUR	FRI
25	26	27	28	29

FEBRUARY

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

15 Mid-semester break — no student attendance

MARCH

1	2	3	4	5
8	9	10	11	EMHC 12
15	16	17	18	19
22	23	24	25	26
29	30	31		

12 Elementary, middle, and high school conference day — no student attendance

APRIL

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2-9 Spring recess — no student attendance
12 Classes resume

DECEMBER

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

23 through 31 Winter recess — no student attendance

JANUARY

				1
4	5	6	7	8
11	12	13	14	15
18	F19	F20	F21	22

1 Winter recess — no student attendance
4 Classes resume
18 M.L.King day — no student attendance
19,20,21 High-school final exams
22 Record day/Staff planning day — no student attendance

MAY

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

31 Memorial day — no student attendance

JUNE

	1	2	3	4
7	8	F9	F10	F11
14	15	16	17	18
21	22	23	24	25

9, 10, 11 High-school final exams
11 Last day of student attendance
14 Record day — no student attendance
15 Emergency make-up day

Shaded days have no student attendance. Individual schools may have additional non-attendance days which do not appear on this calendar. Also, methods and dates for distributing report cards may vary from school to school.

Director Spence moved that the Board retire to executive session to consider Items 1 and 2, regarding bargaining negotiations strategies and the 2009-2010 calendar, under the provisions of Wisconsin Statutes, Section 19.85(1)(e); and to consider the potential sale of real estate, under the provisions of Wisconsin Statutes, Section 19.85(1)(e).

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson and President Bonds—5.

Noes—None.

The Board retired to executive session at 5:59 PM.

The Board reconvened in open session at 7:15 PM.

Director Thompson moved that the Board approve the revised MPS 2009-2010 School Calendar.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Blewett—1.

The Board adjourned at 7:18 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 18, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:02 PM.

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

Absent and excused—Director Woodward—1.

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

June 11, 2009

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, June 18, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to confer with State Superintendent Elizabeth Burmaster and State Superintendent-Elect Anthony Evers, who will be delivering to the Board the 2009-2010 Corrective Action Plan regarding the District's DIFI (District Identified for Improvement) status under the No Child Left Behind Act; and

2. to receive an update concerning strategy with respect to litigation in which it is or is likely to become involved.

With 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.

Although this meeting will be open to the public, no public testimony will be taken.

LYNNE A. SOBCZAK
Board Clerk

State Superintendent Elizabeth Burmaster and State Superintendent-Elect Anthony Evers presented the 2009-2010 Corrective Action Plan regarding the District's DIFI (District Identified for Improvement) status under the No Child Left Behind Act.

Upon conclusion of the presentation, Director Falk 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 Blewett, Falk, Miller, Petersons, Spence, Thompson, Voeltner and President Bonds—8.

Noes—None.

The Board retired to executive session at 7:30 PM.

The Board adjourned from executive session at 8:19 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 25, 2009

Regular meeting of the Board of School Directors called to order by President Bonds at 6:38 PM.

Present—Directors Blewett, Falk, Miller, Petersons (7:25 PM), Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Absent—None.

AWARDS AND COMMENDATIONS

Special Presentation to the Milwaukee Board of School Directors

Dr. Steven Baruch has asked to be allowed to present to the Milwaukee Board of School Directors a copy of the recently published history of the Milwaukee Public Schools, *The Milwaukee Public Schools: A Chronological History, 1836-1986.* Dr. Baruch, who worked for Milwaukee Public Schools from 1967 until 1999 as a middle- and high-school teacher, Human Relations Curriculum Developer, Multicultural Curriculum Developer, and Coordinator of the MPS Leadership Academy, completed the work begun by the late Rolland Callaway, a professor of education at the University of Milwaukee-Milwaukee.

While Dr. Callaway's previous scholarly work had focused on curriculum-related topics, over the years he had become a student of educational history and had developed a special fascination with the history of the Milwaukee Public Schools. Although he had published a historical account of MPS curriculum — a book titled *Seeds of Crisis*, which he had co-authored with Steven Baruch, one of his doctoral students — Dr. Callaway was aware that there was no comprehensive historical account of the Milwaukee Public Schools. He began the research that would correct this deficiency and, by the time of his death in 1993, had completed a draft manuscript covering the first 150 years of MPS's history.

After Dr. Callaway's death, Dr. Baruch — who had been surprised to learn of the work when Professor Callaway's widow, Joan, showed him her husband's manuscript — knew he had to finish what his mentor and co-author had begun . Fifteen years later, Dr. Baruch produced a document that he feels is true to Callaway's plans and wishes. Primarily based on the Proceedings of the Milwaukee Board of School Directors, the book presents a factual account of the history of the Milwaukee Public Schools, with the author's commentary and clarifications separated from the narrative by brackets. Each decade is introduced by an overview of the national and international historical events, along with an account of developments in the world of education, that occurred during that period.

The history comprises four volumes:

> VOLUME I, *Formative Years (1836-1915)*, presents an overview of the early history of public education in Milwaukee. By the end of this period. the basic organization of the modern district was in place.

VOLUME II, *Stability and Growth (1916-1945),* was significantly influenced by Superintendent Milton Potter, during whose 29-year tenure there was extensive school construction and ongoing debate regarding the extent to which progressive philosophy and approaches should influence teaching and learning.

VOLUME III, *Building Boom and Winds of Change (1946-1975),* documents the extensive construction that followed World War II and the altered decision-making atmosphere that, beginning in 1964, arose out of demands for equal educational opportunity. Also chronicled in this volume is an unprecedented period of reform and innovation.

VOLUME IV, *Challenge and Searching (1976-1986),* is dominated by the pursuit of educational equity and enhanced academic achievement. In the early part of this period, the major emphasis is on efforts to desegregate in response to a federal court order. The late 1970s and 1980s also saw the district explore numerous approaches to enhanced academic achievement.

While the work serves as an extensive, in-depth review of school-board decision making, the basic goal of the study is to provide a chronological outline of the first 150 years of public education in Milwaukee. It provides a comprehensive historical framework which future researchers may wish to flesh out with interpretive analyses.

Dr. Baruch is currently Executive Director of the Coalition for Jewish Learning, the Education Program of the Milwaukee Jewish Federation.

* * * * *

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 SCHOOL-BASED ADAPTIVE ATHLETICS
MPS COMMUNITY-BASED SPECIAL OLYMPICS — TEAM MILWAUKEE

MPS School-Based Adaptive Athletics is a cross-categorical, competition-based athletics program for students with disabilities who attend Milwaukee Public Schools. The program was founded in 1972 as the MPS Special Olympics program in order to provide competitive athletics opportunities for MPS students with primary cognitive disabilities. The program started in three MPS schools and eventually expanded, as the population of students grew, to numerous other schools. By 1988, MPS had a total of 277 registered Special Olympics athletes with cognitive disabilities and was an accredited Special Olympics agency.

The program continued to grow over the next several years as athletes competed in both school-day events sponsored by MPS and weekend events hosted by Special Olympics. In 2005, the program was changed from primarily serving students with cognitive disabilities and orthopedic impairments. The program now coincides with the special education direction of the district, serving a cross-categorical population that incorporates students of varying disabilities ranging in age from 6-21 years.

During the 2008-09 school year, nearly 2,000 MPS students with disabilities from 63 MPS schools participated in at least one of the 25 different events offered. Participating athletes have the opportunity to compete in bowling, volleyball, team basketball, basketball skills, bocce, track and field, and Sports Challenge Day for students with multiple and significant disabilities. MPS also has 325 athletes registered to compete at

weekend events with Special Olympics Wisconsin. The program utilizes approximately 800 MPS high-school student volunteers each year to help run events and hosts several of the tournaments in MPS high-school field houses.

The MPS School-Based Adaptive Athletics program is currently placing an emphasis on the idea of inclusive programming through a unified summer program which consists of two components:

1. The first is an afternoon enrichment program for students with and without disabilities. The primary focus is on nutrition and physical fitness as a means of combating summer boredom, juvenile violence/arrest, childhood obesity, and discrimination against students with disabilities. Additionally, there will be a volunteering element to emphasize the importance of youth investing in their communities.

2. The second component is a unified basketball league that plays four evenings a week. The league will comprise up to 12 teams, including athletes with and without disabilities, that will practice and compete together. The program, which is geared towards males between the ages of 15 and 21, will promote further participation in sports via inter-scholastics, MPS Adaptive Athletics, and Team Milwaukee.

When MPS Adaptive Athletics athletes graduate, they are encouraged to continue on with the MPS community-based Special Olympics program called Team Milwaukee, which is an accredited Special Olympics agency and serves approximately 260 athletes in 11 different sports. Athletes participating in Team Milwaukee currently range in age from 8 to 65. School-aged athletes with primary cognitive disabilities who attend schoosl that do not have an MPS Adaptive Athletics program component are eligible to practice and compete with Team Milwaukee alongside other MPS graduates and adult athletes.

The Milwaukee Board of School Directors recognizes and honors MPS School-Based Adaptive Athletics and MPS Community-Based Special Olympics — Team Milwaukee for their dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

◊ ◊ ◊ ◊ ◊

Special commendation — Lynde and Harry Bradley Technology and Trade High School

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 5 and 6 at the University of Wisconsin-La Crosse campus. The young women distinguished themselves in the following events: the 100-meter hurdles, the 100-, 200-, and 400-meter dash, and the 100-, 200-, and 400-meter relay events.

The Head Coach of the Bradley Tech Girls Track Team is Ken Williams. The Assistant Coach is Tracy McCubbin. The following athletes are members of the team:

Dezerea Bryant
Elexis Fuller-Stewart
Symona Gregory
Angelina Howard
Jasmyn Hudgins
Tiffany Matthews
Asharae Saahir
Dinah Watts

Derricka Wesley
Tahje Whittley,
Sharhonda York.

Bradley Tech State Qualifiers and Places

100m Hurdles
Sharhonda York — 8th Place

100m Dash
Symona Gregory — 3rd Place
Dezerea Bryant — 2nd Place

200m Dash
Dezerea Bryant — 2nd Place
Elexis Fuller-Stewart — 5th Place

400m Dash
Tahje Whittley — 7th Place

4x100m Relay — 2nd Place
Symona Gregory
Jasmyn Hudgins
Derricka Wesley
Elexis Fuller-Stewart
Sharhonda York*
Angelina Howard*

4x200m Relay — 2nd Place
Symona Gregory
Jasmyn Hudgins
Sharhonda York
Dezerea Bryant
Derricka Wesley*
Elexis Fuller-Stewart*

4x400m Relay — 1st Pace
Jasmyn Hudgins
Tiffany Matthews
Tahje Whittley
Elexis Fuller-Stewart
Dinah Watts*
Asharae Saahir*

*Alternates

Other Awards and Commendations

STUDENTS

Students from Rufus King International Baccalaureate High School recently earned a third-place ranking in the state in the Wisconsin Math League (WML). The WML is a series of six math contests that students participate in throughout the year. Rufus King tied for third with Brookfield East.

The top five high-scoring schools were:

Whitefish Bay H.S. — 168
Marquette University H.S. — 160

Brookfield East H.S. — 155
Rufus King International Baccalaureate High School — 155
and Madison West H.S. — 153.

Alexander Hoyer, a senior student at Rufus King, placed first in the state, achieving a perfect score. Nathaniel Sullivan, another Rufus King senior, had the third-highest score.

◊ ◊ ◊ ◊ ◊

Audrey Nowakowski, a student at Milwaukee High School of the Arts (MHSA), placed second in the Gilder-Lehrman Institute of American History (GLI) Civil War Essay Contest. Her essay, titled "Preachers of Disunion: Southern Commissioners and the Causes of the Civil War," competed with thousands of other essays from across the country. The essay focuses on how the South justified its secession from the United States and how the Southern Secession was one of the main antecedents of the Civil War.

The GLI promotes the study of and passion for American history and provides resources for teachers, students, scholars, and the general public. The organization, which is a long-standing partner with Milwaukee Public Schools, supports MHSA, a school with a history of first- and second-place essay contest winners.

Audrey flew to New York with her family on June 10 to accept her award.

"We are so proud another one of our students has received national recognition for her outstanding writing skills," said Barry Applewhite, principal of MHSA. "We all expect great things from Audrey in the future."

◊ ◊ ◊ ◊ ◊

Several students from Rufus King International Baccalaureate High School have been named *National Merit Scholars, National Achievement Scholars*: Six students scored in top 1% of groups who took qualifying test. Six students at Rufus King International Baccalaureate High School recently enhanced their opportunities in post-secondary education. The students scored very well on the Preliminary Scholastic Aptitude Test/National Merit Qualifying Test (PSAT). Four King students — Alexander Hoyer, Elizabeth Jazwiecki, Elizabeth Mosier, and Nathaniel Sullivan — were named National Merit Scholars by scoring in the top 1% of high-school students taking the PSAT. Two other King students — Amanda Meyers and Jacob Spence — were named National Achievement Scholars by scoring in the top 1% of African American high-school students taking the PSAT.

◊ ◊ ◊ ◊ ◊

A number of Milwaukee Public Schools students have been awarded scholarships to help them pursue post-secondary education. Local foundations and corporations awarding the scholarships include Briggs and Stratton, Harley-Davidson Foundation, The Marcus Corporation, and the Innovative Schools Scholarship Program. The scholarships are in amounts from $1,000 to $20,000.

Briggs & Stratton Corporation "Higher Horizons" Student Scholarship: The "Higher Horizons" Student Scholarship is made possible by the Briggs & Stratton Corporation. Briggs & Stratton is a long-standing committed business partner that has provided countless scholarships to deserving youth in our community. The $1,000 scholarships will be given 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. Those students are Aliyya Terry, Rufus King; Samuel Fitten, Rufus King; and Brittany Walker, Northwest Secondary.

Harley-Davidson Foundation Minority Scholarship Program: The Harley-Davidson Foundation Scholarship Program offers two $20,000 scholarships ($5,000 will be awarded annually during the four years of schooling) to two minority students attending a Milwaukee public high school who will pursue degrees in Engineering or IT. In addition,

these students will be provided with mentors that will work with them throughout the academic school year. A summer job with Harley-Davidson also provides substantial exposure and support that is invaluable in preparing for such a challenging field. Those students are Cecelia Cruz, Bradley Tech; and Chee Her, Riverside.

Innovative Schools Scholarship: The Innovative Schools Scholarship is a tribute to Jane and Charles Engman, who were graduates of South Division High School. The Innovative Schools Scholarship offers scholarships to seniors graduating from the innovative schools in the Milwaukee Public Schools. This includes Metropolitan High School, Milwaukee School of Entrepreneurship, Milwaukee School of Languages, New School for Community Service, and Wisconsin Conservatory of Lifelong Learning. The *2009 Innovative Schools Scholarship* includes two scholarships in the amount of $2,500 each for graduating seniors from each of the five schools listed above. Those students are Amber McGlothian, Entrepreneurship; Aaron Walker, New School for Community Service; Adnan Ahmad, Wisconsin Conservatory of Lifelong Learning; Chong Cha, Milwaukee School of Languages; Natalie Hendrix, Milwaukee School of Languages; Jasmine Holland, Metropolitan; and Jeremy Jones, Metropolitan.

Marcus Corporation "Turn Around Student" Scholarship: Again this year, the Marcus Corporation has made it possible for two MPS students to receive $1,000 scholarships. The scholarships will be awarded to the students who have made the biggest turn-around in high school and who plan to attend a college, technical, or vocational program or school within the school year 2009-2010. The scholarship must be redeemed within one year. Those students are Raven Eggson-Washington, Rufus King; and Phetsarath Saengphachanh, Pulaski High school.

Seven Milwaukee Public Schools students are among the 25 2009 recipients of the Willie D. Davis Scholarship. Founded in 1992, the Willie D. Davis Scholarship Fund, Inc., has assisted many students in continuing their post-secondary education. Having begun with an emphasis on Milwaukee high schools only, the Fund now serves as a benefactor to students in the entire Milwaukee area. Each year, 25 high-school seniors share in $40,000 to enroll at colleges and universities in the United States. The Fund has 501(c)3 status, so all donations are tax-deductible. The Board of Directors announced this year that $900,000 in scholarship dollars have been awarded since inception.

The MPS 2009 student winners are Ryan E. Butts — Milwaukee H.S. of the Arts; Quapre T. Golden — Rufus King High School; Kenneth J. Green, II — Rufus King High School; Megan L. Harmon — Rufus King High School; Ardyce M. Jackson — Riverside University High School; Vincent K. Knox — Riverside University High School; and Montrell Williams — Rufus King High School.

◊ ◊ ◊ ◊ ◊

SCHOOLS

Newsweek has included three Milwaukee public schools on its list of the top 1,500 public high schools in the United States in 2009. The list is in an online article dated June 8, 2009. The schools and their respective rankings are Rufus King International Baccalaureate — 271; Milwaukee School of Languages — 507; and Riverside University — 1,302.

Public schools are ranked by *Newsweek* according to a ratio of the number of Advanced Placement, International Baccalaureate, and/or Cambridge tests taken by all students at a school in 2008, divided by the number of graduating seniors. All of the schools on the list have an index of at least 1.000; they are in the top 6 percent of public schools measured this way.

In 2008 Rufus King was listed at 214. In 2005 Milwaukee School of Languages had been listed at 941, and in 2007 it was at 633. Riverside was listed at 729 in 2003, 938 in 2005, and 1,229 in 2008. Rufus King is the highest ranked of the 26 public high schools in Wisconsin on the 2009 *Newsweek* list.

◊ ◊ ◊ ◊ ◊

As part of the 2009 “Calling All Teachers” grassroots campaign, U.S. Cellular® funded 57 classroom projects submitted by teachers throughout Milwaukee, bringing more than $30,219 dollars into Milwaukee classrooms. The Calling All Teachers campaign helped alleviate budget worries for teachers across the country, who reportedly spend an average of $1,200 out of their own pockets each year on basic classroom supplies. U.S. Cellular funded more than 2,000 projects nationwide, including everything from textbooks and pencils to projectors and easels, through DonorsChoose.org, a non-profit Web site that links donors with educators. Associates from the company began visiting schools during Teacher Appreciation Week, May 4-8, to recognize public school teachers who received a share of the company’s $1.1 million donation. Earlier this year, the company awarded $1 million to 10 schools across the country through its Calling All Communities campaign.

School	Classroom Project
Academy of Accelerated Learning	Having A Ball While Learning
Allen-Field Elementary School	Games Make Learning Fun
Allen-Field Elementary School	The Kitchen of Champions/*La Cocina de Campeones*
Allen-Field Elementary School	Stinky Feet Literature Unit
Allen-Field Elementary School	Zoom In For a Closer Look
Bryant Elem School	The Sound Of Silence
Bryant Elementary School	Reading Opens Doors and Takes You Places!!
Bryant Elementary School	We Work Hard for the Money
Browning Elementary School	Team Building Through Old School Games
Clarke Elementary Street School	Drama In The Classroom
Cooper Elementary School	Take a Seat-Chairs for Children
Cooper Elementary School	Technology Learning on Demand
Cooper Elementary School	The Write Stuff
Curtin Elementary School	Mrs. K’s Critic’s Corner
Curtin Elementary School	Legends, Poetry, and Space, Oh My!
Eighty-First Street Elem School	Are You Serious???
Elm Creative Arts School	Write On!
Emerson Elementary School	Relating & Remembering Our Right-Brained learners
Forest Home Ave School	Scientist of Tomorrow
Franklin Elementary School	Hands on Fun!
Franklin Elementary School	1,2,3 Count With Me
Franklin Elementary School	Our Space, Our Place
Fritsche Middle School	Spring Engineering Fling — Our First Annual Regatta
Goodrich Elementary School	Let’s Go Green! Make it and Bag it.
Green Bay Avenue School	21st Century Learners Still Love to go to the Board!
Humboldt Park K-8 School	Make Rainy Days Bright!
Keefe Avenue School	Math Can Be Fun
Keefe Avenue School	Special Needs: Special Language Help
Kilmer South High School	Inner City Kids Farming!
Kilmer South High School	Picture This: Options for Fine Arts Credits Part One
Kluge School	It’s So Easy...Being Green!
Kluge School	Lights Camera Action
Lincoln Center of the Arts	Multicultural Books Every Teen Should Know
Lincoln Center of the Arts	Great Middle School Reads
Lincoln Center of the Arts	U.S. History Through A Social Justice Lens
Lincoln Center of the Arts	U.S. History Through A Social Justice Lens Part II
Lincoln Center of the Arts	Integrating Art Into Writing, Reading and Social Studies
Lincoln Center of the Arts	The Art of Altered Books
Milwaukee German Immersion School	Imagination Has a Whole New Wardrobe
Milwaukee German Immersion School	Coming Soon! Kindergarten, the Soundtrack

School	Classroom Project
Milwaukee Spanish Immersion	Immersed in Language
Morgandale Elementary School	Appropriate Tables and Chairs for Tots
Professional Learning Institute	Cooking for our Futures
Pulaski High School	Art Through Words!
Roosevelt MS of Arts	Smile... Gotcha!
Sherman Multicultural Arts School	Multi-Media Access, Please!
Sherman Multicultural Arts School	Classroom Centers
Sherman Multicultural Arts School	A Place to Play!
South Division High School	Designing a new school website..."The Class Project"
Starms Discovery Learning Ctr	Singing Literacy
Starms Discovery Learning Ctr	Sisters of Destiny
Tippecanoe Arts & Humanities	LCD Projector
Tippecanoe Arts & Humanities	Current Science Magazines
Vincent High School	Powerpoint Your Way to the Top — Professional Communication
Wedgewood Park	Growing up Green
Zablocki Elementary School	Oh. The Places We'll Go!

◊ ◊ ◊ ◊ ◊

At a recent ceremony at the Governor's Residence, Wisconsin First Lady Jessica Doyle and State Superintendent Elizabeth Burmaster announced the 2009 winners of the *Governor's School Health Awards*. Cooper Elementary School is among the 34 in the state receiving the award this year. Cooper won a Gold-level award for the third consecutive year and for its fourth time overall. Thoreau Elementary School, was also a winner this year at the Silver level.

Governor Jim Doyle and Burmaster created the Governor's School Health Award program to encourage and inspire schools to strengthen their efforts to create healthful school environments that combat childhood obesity and contribute to increased student achievement and to closing the achievement gap. The awards are given to schools in recognition of their efforts to develop programs, policies, and resources that support students' academic achievement and long-term physical health.

"We know that healthier students support healthier communities, which in turn support a healthier Wisconsin," said Mrs. Doyle. "The schools that are being recognized with a Governor's School Health Award are doing a great job of creating opportunities for everyone in the school to become healthier and more physically fit."

"These awards recognize schools for developing and maintaining quality school health programs, and for involving parents and the community in efforts to improve the long-term health of all their students," said Burmaster.

Many schools have been taking steps in various nutritional and physical activity areas to improve the school setting; however, many of those steps have been isolated or independent of a school-wide initiative. The Governor's School Health Award program packages key policies and programs to help schools deliver more coordinated school health programs with an emphasis on nutrition and physical activity.

To earn a Governor's School Health Award, the school assembles a team to review the school's health, nutritional, and physical activity programs and policies and to complete and submit the online award application. Applications were reviewed by a panel from the departments of Health Services and Public Instruction, the Wisconsin Partnership for Activity and Nutrition, and the Governor's Council on Physical Fitness and Health.

◊ ◊ ◊ ◊ ◊

STAFF

Takisha Weatherall-Jones, MPS Professional Development Specialist, has been accepted into the National Staff Development Council (NSDC) Academy for Staff Developers, a prestigious learning experience aimed at improving the quality of teaching and learning in all schools.

Weatherall-Jones is now among 1,400 other educators who have participated in the extended 2½–year learning experience and have gone on to become recognized leaders of professional learning in their states and provinces.

She joins 70 educators who have been selected as members of NSDC's 23rd academy class. These educators will begin their work immediately when they convene for the first time in July 2009 at NSDC's Summer Conference in Boston. The Class of 2011 is slated to graduate in December 2011 at NSDC's Annual Conference in Anaheim, California.

Weatherall-Jones also is one of two Childley Academy Scholarship recipients. The Childley Academy provides two fully paid tuition scholarships annually. Both scholarships are for educators working with large populations of under-served students. One scholarship is for a school-based teacher leader/coach who aspires to a role of leadership in the arena of professional learning; the second scholarship is for a district leader.

"The NSDC Academy focuses on developing deep understanding of professional learning with the intention of impacting how Academy graduates influence professional learning within their own organizations for of the Academy graduates. Academy graduates gain knowledge and skills to transform the professional learning within their own organizations with the goal of improving student learning,'' said Joellen Killion, NSDC's deputy executive director and leader of the NSDC Academy.

This extended learning experience models NSDC's vision for professional learning and teamwork in schools. Academy members work collaboratively to learn about and solve significant student-learning problems within their schools, districts, or organizations. Participants are immersed in inquiry-based and problem-based learning in order to identify solutions to the problems that they and others bring; experience a model of professional learning that exemplifies NSDC's Standards for staff development; and construct knowledge and develop skills necessary to transform their learning, their work, and their organizations.

NSDC Academy members include district administrators, principals, teachers, and personnel from local, state, and national educational agencies, as well as university faculty, independent staff-development providers, and leaders from nonprofit educational organizations from throughout the U.S. and Canada.

The National Staff Development Council is a Dallas-based, professional membership association with 12,500 members primarily in North America. It is the only education association dedicated solely to improving teaching quality through professional learning. NSDC's purpose is to ensure that every educator engages in effective professional learning every day so every student achieves.

* * * * *

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 15, 2009, the Office of Board Governance received the following communication from W. Martin Morics, Comptroller of the City of Milwaukee:

Ms. Lynne A Sobczak
Director, Office of Board Goverance *[sic]*/Board Clerk
Milwaukee Public Schools
P.O. Drawer 2181 (Room 273)
Milwaukee, WI 53201

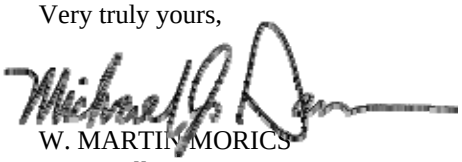
Dear Ms. Sobczak:

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 $230,000,000 to meet the immediate expenses of operating and maintaining the public instruction in MPS during the 2009-2010 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.l2(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 $230,000,000; 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 recommended resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily Absent—Director Blewett—1.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Request for the Approval of Additional Allocations for Private School Placement of Students with Special Education Needs and of Allocations To Milwaukee County for Day-Treatment Programs for Adjudicated Youth

Office of the
Superintendent of Schools

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

When Administration submitted its recommendations to the Committee on Innovation/School Reform for its consideration at its meeting on June 9, 2009, relative to allocations for partnership school alternative education and to approve a contract with MATC to serve at-risk students, two related items were inadvertently omitted. These items are being submitted to the Board for consideration at this time:

1. Authorization for Approval of Allocations for Private School Placement of Students with Special Education Needs
2. Authorization for Approval of MPS/Milwaukee County Collaborative Day-Treatment Programs for Adjudicated Youth

Analysis and Recommendations for each of these items follows.

Authorization for Approval of Allocations for Private School Placement of Students with Special Education Needs

1. 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. At its meeting on June 26, 1996, the Board authorized the Administration to request a waiver from the provision of PI 11.06 (1)(d)(2) of the Wisconsin Administrative Code that requires the State Superintendent of Public Instruction to individually approve each individual placement of students with disabilities in private agencies. 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 serve 135 students with severe behavioral problems.

2. The Milwaukee Public Schools continues to have a need for programs serving special education students who are experiencing difficulty with their behavior. The Administration is recommending that the District continue to contract with St. Charles for 135 seats, comprising 40 elementary seats (grades 4-7) and 95 secondary seats (grades 8-12). An additional 42 seats will be undesignated to allow for flexibility in matching students' needs with a larger variety of placements. Also, for the 2009-2010 school year, there have been 40 seats designated as new severe seats. The total FTEs (full-time-equivalent) will be 217.

3. Approval of allocations for the placement of students with special education needs will authorize expenditures totaling $3,394,447 for FY10. This amount will be adjusted if necessary to align with the FY10 Board-approved budget. The seats in grades 4-7 will be funded at $12,338 per FTE. Grade 8-12 seats will be funded at $10,753 per FTE. The 40 severe seats will be funded at $30,000 per FTE. The 42 To-Be-Assigned seats will be funded at $16,176 per FTE. The difference in the rates is due to the additional services required for students in the elementary grades and for the severe student placements. Funding to cover the cost of the seats is included in the FY10 budget in account ARC-0-1-AGN-1S-ECTV.

4. 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 has complied with performance standards specified in its contract. All students will have functional behavioral assessments and behavior-intervention plans 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. The school shall achieve a percentage of pupils in grades 4-12 meeting at least 80% of their IEP goals. All students shall participate in district 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. The successful bidders, in collaboration with the Division of Special Services, will develop appropriate transition plans for all students. The requirements of the "No Child Left Behind" (NCLB) Act include provisions to raise academic achievement for all children. This includes students enrolled in MPS Diversified Community Schools.

5. Access to a seat in a given agency will be based on the individual needs of the specific student within his or her IEP process. Contracts with specific agencies or schools will depend upon the identified needs and services required by the individually assigned students, as determined by their IEP processes.

Authorization for Approval of MPS/Milwaukee County Collaborative Day-Treatment Programs for Adjudicated Youth

4. The Milwaukee County Children's Court Center and Milwaukee Public Schools (MPS) have agreed to collaborate in providing intensive day-treatment programs to 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.

5. 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 exhibiting socially unacceptable behavior, having academic problems, and experiencing 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.

6. 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 referred to the court system. In January of 2003, the Milwaukee Children's Court Center approved proposals to provide day-treatment services from three community-based organizations: Lad Lake Ultra, Project Excel, and St. Charles, Inc. The Administration is recommending that the District continue to provide educational services for these community-based organizations for 2009-2010, as outlined under the Administration's Recommendations.

7. Approval of the recommendation for the educational program for adjudicated students will authorize expenditures totaling $530,378 for FY10, which will be adjusted if necessary to align with the FY10 Board-approved budget. The amount for St. Charles and Project Excel includes the cost of the MPS teacher, which is $91,982. Funds (accounts: ORC-0-0-MCO-XX-ESTC; DWC-0-0-MCO-XX-EEBN; ORC-0-0-MCO-XX-ECTS) sufficient to support educational services to adjudicated students are subject to change, pending approval of the FY10 budget.

8. 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. 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 MPS Diversified Community Schools.

9. The recommendations support the MPS Strategic Plan Goal 2, school communities work together for improvement in academic achievement; and Goal 8, the district builds partnerships to support student achievement. The recommendations adhere to the provisions established by Wisconsin Statute 115.85 and the Wisconsin Administrative Code regarding the granting of waiver requests. The recommendations are consistent with Administrative Policy 7.16, Alternative School Programs, which authorizes the Board of School Directors to approve alternatives to regular school programs in response to the wide range of student needs.

Recommendation

The Administration recommends that the Board:

1. Authorize the Administration to renew the contract with St. Charles for FY10 for 135 special education seats, 40 new severe seats, and for 42 seats to be determined, based on need, and authorize expenditures as listed below, which will be adjusted if necessary to align with the FY10 Board-approved budget.

FTEs				
Agency	FY07	FY08	FY09	FY10
St. Charles	135	135	135	135
New Severe Seats	---	50	25	40
To Be Determined	23	23	48	42
Total	158	208	208	217

Grades 4-7	40	40	40	40
Grades 8-12	95	95	95	95
New Severe Seats	---	50	25	40
To Be Determined	23	23	48	42
Total	158	208	208	217

	FY07	FY08	FY09	FY10
Grades 4-7	$463,720	$478,560	$488,120	$493,520
Grades 8-12	$959,785	$990,565	$1,010,420	$1,021,535
New Severe Seats	---	$1,500,000	$750,000	$1,200,000
To Be Assigned (budgeted)	$445,055	$445,055	$768,000	$679,392
Grand Total	$1,868,560	$3,414,180	$3,016,540	$3,394,447

2. Authorize the pre-approval of the use of the "to-be-assigned seats" from the following list of agencies/schools with whom we have previously contracted in the past:

   - Willowglen Academy (Phoenix Care Systems)
   - St. Aemilian Lakeside
   - Banner Learning Corporation
   - Kradwell
   - St. Rose
   - St. Charles, Inc.

3. Authorize the Administration to provide an educational program for adjudicated students in FY10 and authorize expenditures as listed below, which will be adjusted if necessary to align with the FY10 Board-approved budget.

	Seats			
Day Treatment Site	FY08	FY09	FY10	Cost
Lad Lake Ultra	30	15	15	$97,640
Project Excel	30	30	30	$242,882
St. Charles Intensive Day	30	30	30	$189,856
Totals	90	75	75	$ 530,378

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Thompson moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily Absent—Director Blewett—1.

* * * * *

(Item B) Action on a Request To Approve the Submission of the State and Federal Applications To Support Continued Funding for 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 13, 2009, the MPS Head Start Policy Council reviewed and voted to approve the submission of applications to support and re-fund the MPS Head Start Program as follows:

- the state Head Start supplemental application, which will be submitted in the amount of $339,900 for continuation of the MPS Head Start Program, and
- the federal application, which will be submitted in the amount of $5,881,177 for continuation of the MPS Head Start Program.

These applications for funding represent continuation of services for 1,026 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 Wisconsin State Budget grants $339,900 to the MPS Head Start Program for the funding year July 1, 2009, through June 30, 2010.

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 in the third-year of the cycle. The total funding allotted to MPS Head Start is $5,881,177. 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.

Recommendation

The Administration recommends that the Board approve the submission of the state and federal applications to support continued funding for the MPS Head Start Program.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Woodward moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily Absent—Director Blewett—1.

* * * * *

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

(Item A) June 2009 Reports of Student Expulsions

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:

May 26, 2009, at 11:30 a.m. and 2:00 p.m.
May 27, 2009, at 9:30 a.m. and 11:30 a.m.
May 28, 2009, at 9:30 a.m. and 2:00 p.m.
June 2, 2009, at 9:30 a.m.
June 3, 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
June 4, 2009, at 11:30 a.m. and 2:00 p.m.
June 8, 2009, at 9:30 a.m.
June 11, 2009, at 9:30 a.m. and 11:30 a.m.
June 12, 2009, at 2:00 p.m.
June 15, 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
June 16, 2009, at 9:30 a.m.
June 17, 2009, at 9:30 a.m. and 2:00 p.m.
June 22, 2009, at 9:30 a.m.
June 23, 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.

The expulsions summaries for June 2009 are also included in the attachment.

Director Thompson moved to accept the recommendations of the Independent Hearing Officers.

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 3, a recommendation for the selection of textbooks for high-school social studies, high-school mathematics, elementary-school science, English composition, advanced placement, foreign language, business education, and bilingual education;

Innovation/School Reform Committee, Item 8, a request to open a middle-years program, beginning with grade 6, in the fall of 2010, to be associated with Rufus King International Baccalaureate High School at McNair School;

Finance/Personnel Committee, Item 3, recommended administrative appointments and promotions;
Finance/Personnel Committee, Item 4, approval of prevailing wage rates; and
Legislation, Rules and Policies Committee, Item 5, a resolution to endorse the requiring of background checks on all gun sales and transfers in Wisconsin.

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, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Woodward presented the following report for the Committee on Special Education:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Monthly Report on Special Education Compliance and on the *Language!* Literacy Curriculum

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

Administration's Report

1. SERVICE INFORMATION (Data collected annually reflects activities that began on July 1, 2008)

Month	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,318	115	67%	11	73%
Sept	17,328	196	65%	15	80%
Oct	16,664	108	61%	65	65%
Nov	16,868	672	65%	371	73%
Dec	17,012	1,168	63%	842	75%
Jan	17,159	1,745	62%	1,278	77%
Feb	17,320	2,325	60%	1,594	77%
Mar	17,534	2,767	59%	1,990	77%
April	17,734	3,331	58%	2,450	77%
May	17,839	3,883	57%	2,808	77%
June	18,028	4,644	56%	3,553	77%

Three-Year Comparison Data

Date	Total MPS IEP Students	Initial Evaluations Completed	% Special Ed	Re-evaluations Completed	% Special Ed Needs Identified
6/1/2007	17,612	4,166	60%	3,905	81%
6/1/2008	17,808	4,409	56%	3,437	80%
6/1/2009	18,028	4,644	56%	3,553	77%

2. DATA-MANAGEMENT SERVICES — Special Services Information-Management System (SSIMS) Project Activity Report As of June 1, 2009.

- Provided assistance to callers, processed Data Extract Forms, and worked on district data-quality projects.
- Provided SSIMS/Encore trainings as needed. including "hands-on" sessions and drop-in HELP sessions.
- Posted individual schools' reports for the Continuous Improvement Focused Monitoring (CIFM) March Assessment.
- Conducted planning sessions with Spectrum K12 School Solutions regarding WI state form updates and changes.
- Continued project planning for the transfer of the SSIMS reporting software (Crystal) to the Data Warehouse.

3. SPECIAL EDUCATION READING CURRICULUM — LANGUAGE!

a. During the fall of 2007, MPS was directed to develop a District Improvement Plan as a part of the No Child Left Behind corrective action requirements. The plan included the development of a district-wide strategy to increase reading proficiency for students with disabilities. The goal was to identify and implement a reading curriculum that was research-based and highly prescriptive in its delivery, was designed to accelerate learning in the area of literacy, and would serve as a replacement curriculum for identified students with disabilities. The goal was to identify a program that provided very prescriptive directions to teachers to assist in achieving district-wide fidelity of administration and increase district-wide student achievement in reading.

b. *Language!* was adopted through the RFP process in March 2008 as the comprehensive replacement literacy curriculum for students with disabilities.

c. The following information is provided to the Milwaukee Board of School Directors' Committee on Special Education as a progress and informational report. MPS staff will provide additional information at the June 11, 2009, meeting of the Committee.

4. INTRODUCTION TO *LANGUAGE!*

a. *Language!* is designed to accelerate literacy development for students in grades 3 through 12 through a mastery-based approach.

b. The *Language!* program provides explicit and systematic instruction. Each unit is cumulative, sequential, and integrated, thus providing the scaffolding that is needed to ensure literacy development through each of the curriculum strands. The program is implemented during 90 minutes of daily instruction through a comprehensive six-step daily lesson:

Step 1 — Phonemic Awareness and Phonics

Step 2 — Word Recognition and Spelling

Step 3 — Vocabulary and Morphology

Step 4 — Grammar and Usage

Step 5 — Listening and Reading Comprehension

Step 6 — Speaking and Writing

c. There are a total of six levels/books (A through F) of instruction included in the program. Teachers administer a screening tool that assists with decisions regarding the point at which a student enters the curriculum.

d. There are two entry points into the curriculum for students.

Level (Book) A: Student is reading at a pre-primer level through 2.5 grade-equivalent and is in need of basic phonological skill development and basic decoding skills.

Level (Book) C: Student is showing proficiency with beginning sound-symbol correspondences, but demonstrates deficiencies at higher levels of word analysis, reading at a grade-equivalent of 3-5.

A screening tool assists in the determination of the entry point.

e. Students exit the program based on their age and grade within the series of six levels/books. Based on cumulative data and post-test results, students exit the *Language!* program and access the general reading curriculum.

f. In order to access the *Language!* curriculum, students need to meet the following prerequisites:

(1) student is identified as a student with a disability under the Individuals with Disabilities Education Act (IDEA-2004);

(2) student is in grades 3 through 12;

(3) student has achieved a score of minimal or basic on the WKCE (Wisconsin Knowledge and Concepts Examination);

(4) student is not enrolled in another reading program (example: Read 180) and is not making progress, even with modifications and interventions, in the general curriculum;

(5) the IEP team reviewed the student's progress in reading, including the current reading curriculum and learning environment. The team identified needs and identified that the least restrictive environment for the student in the area of literacy includes a replacement curriculum in a pull-out program environment;

(6) completion of a screening/placement assessment to ensure that the WKCE score appropriately reflected the student's functional reading levels and to determine where the student should be initially placed in the curriculum; and

(7) the student is not a student identified by the IEP team to take the Wisconsin Alternate Assessment (WAA) and to participate in a curriculum based on the Extended Grade Band Standards.

5. IMPLEMENTATION OF *LANGUAGE!*

a. During the spring of 2008, schools were asked to identify special education teachers who would be implementing the *Language!* curriculum and therefore required training. The first schools to receive training were the schools identified for improvement (SIFI) and schools that failed to make adequate yearly progress (AYP) under No Child Left Behind.

b. Selected special education teachers for the first set of schools were provided three-day training sessions in either May or August of 2008. The three-day trainings training provided the background knowledge needed to implement the program with fidelity and prepared staff for implementation of the program in their schools in the Fall of 2008. Three-day training sessions provided information in the following areas:

- method and rationale to deliver research-based reading instruction in a very specific manner
- six-step lesson planning and delivery
- practice-lesson delivery opportunities
- administration of initial and progress assessments (placement, content mastery, summative testing)
- measurement of progress and progress indicators
- essentials of instruction in reading and writing.

c. Principals, teacher leaders, special education leadership liaisons, special education supervisors, literacy coaches, curriculum generalists, and other district administrators and support staff received targeted training. Theses trainings were designed to provide practical guidance to support the fidelity of implementation of the program at the school level. Trainings focused on what to look for in the *Language!* Classroom, including signs of strong implementation and correct use of materials. Observation tools, including checklists and pacing guides, were also provided to support oversight of the program in schools.

d. The remainder of the identified special education teachers received the three-day *Language!* training during the first semester of 2008-09 school year.

e. Upon receipt of the training, schools identified the names of special education students who met the prerequisites for the program and conducted the initial screening assessments. Staff then held building-level planning sessions regarding room location, technology needs, classroom environment, scheduling, and measurement of student progress etc.

f. Schools that were fully trained began implementation of the program in September of 2008. The majority of the schools began to implement the program in January 2009.

g. Additional training was made available through the Spring semester for principals/school leaders, special education leadership liaisons, special education supervisors, literacy coaches, curriculum generalists, diagnostic teachers, speech pathologists, and bilingual staff. Fiteen after-school cohort groups focused on such topics as lesson delivery, pacing, assessments, differentiation of instruction, daily scheduling, and collaboration on best practices and lessons learned.

h. A district-level *Language!* symposium is scheduled for June 23, 2009, to provide additional support, skills training, and collaboration around *Language!* best practices and experiences, for teachers and administrators who are current users of the program.

i. .An important feature of the *Language! c*urriculum is the online system, entitled Cambium Learning Assessment System (CLAS), that allows teachers to chart ongoing data, map progress, and identify needs for implementing corrections and additions on an ongoing basis. Assessment data are entered every two to three days, and the results direct differentiated instruction for each student. Progress-monitoring data are completed at the end of each book.

j. As of the date of this report, a number of schools had not yet completed the levels and data entry, as there are two-and-a-half weeks of daily instruction remaining in the school year.

k. The following data represents initial data and should be viewed as early outcome data. Data collected as of the last week in May, 2009, is as follows:

Language! Participation Data
(Includes additional students from schools that did not participate this year, additional students eligible due to newly identified special education status, IEP team decision-making WKCE test results, adding bilingual populations, additional students from former Reading First schools, and new 3rd-graders)

Spring 2008-09
Students with disabilities 4,594
Participating Classrooms 503
Participating Schools 144

Fall 2009-10 (Projection):
Students with Disabilities 5,350
Participating Classrooms 600
Participating Schools 160

Language! Progress Data — Based on 132 students (after four months of instruction)

Word Fluency, based on grade equivalent

LEVEL/BOOK	Pre-test Grade Equivalent	Post-Test Grade Equivalent
Word Fluency Book A	3.7 grade equivalent	4.4 grade equivalent
Word fluency Book C	6.0 grade equivalent	6.7 grade equivalent

Spelling Inventory, based on number of correct words

LEVEL/BOOK	Pre-Test Number of Correct Words	Post-Test Number of Correct Words
Level A	12.0	17.0
Level C	19.0	21.0

Degrees of Reading Power (DRP): Reading comprehension based on grade equivalents

LEVEL/BOOK	Grade equivalent	Grade equivalent
Level A	3.2	3.5
Level C	4.9	4.8*

*This area is expected initially to show the least amount of growth, as the first-semester focus is on phonemic awareness, phonics, and fluency. The initial semester did not focus instruction on comprehension.

l. The Department is currently involved in a joint project with Sopris West (authoring company of *Language!)* to standardize the *Language!* program with the deaf and hard-of-hearing (DHH) population. A pilot program is being implemented to adapt and standardize the *Language!* program with both the oral/aural and the total communication DHH populations.

m. Funds have been built into the FY10 budget to support additional training and *Language!* materials, as well as additional support staff and staff-development opportunities to support the *Language!* Program's implementation.

* * * * *

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 To Endorse a Proposal for Milwaukee Public Schools To Serve As a Core Site for City Year's "Whole School, Whole Child" Initiative

Background

1. City Year was founded in 1988 and is one of the largest youth service corps in America. City Year operates in 19 locations across the United States and in South Africa with approximately 1,500 young leaders who provide more than 1.8 million hours of service annually in schools and neighborhoods. City Year recruits young people of all backgrounds to serve full-time for 10 months, providing 1,700 hours of service.

2. Since it was established 21 years ago, City Year has had more than 11,400 youth service corps members. These members completed 18 million hours of service and served more than 1 million children. City Year has partnered with more than 1,000 corporations and 3,100 service organizations, engaging over 1 million citizens in service.

3. City Year's Purpose is stated as follows: By giving corps members the skills and opportunities to serve in schools and neighborhoods across the country, City Year seeks to:

- Help children succeed
- Build stronger communities
- Break down social barriers
- Develop young leaders
- Foster active citizenship

City Year's vision is that one day the most commonly asked question of a young person will be, "Where are you going to do your service year?"

4. City Year is currently operating in the following locations: Boston, Chicago, Cleveland, Columbia, Columbus, Detroit, Little Rock/North Little Rock, Los Angeles, Louisiana, Miami, New Hampshire, New York, Philadelphia, Rhode Island, San Antonio, San Jose/Silicon Valley, Seattle/King County, South Africa, and Washington, DC.

Administration's Analysis

5. City Year focuses on school-based services using a *Whole School, Whole Child* approach. Teams of 8-10 City Year corps members 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.

6. City Year establishes partnership relationships with school districts and/or communities to operate this service program. The Administration has been in conversation with City Year representatives

about Milwaukee's becoming one of City Year's expansion sites. For MPS to be considered as an expansion site, the Milwaukee Board of School Directors is requested to endorse the program and make a financial commitment over a period of four years, beginning with the 2010-2011 school year.

Strategic Plan Compatibility Statement

7. The recommendation supports MPS Strategic Plan Goal 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

8. The recommendation is consistent with administrative policies and procedures.

Fiscal Impact Statement

9. Approval of this item does not authorize expenditures; however, if Milwaukee is selected as one of the expansion sites for City Year, the district's financial commitment to support the program is estimated to be a minimum of $500,000 per year, beginning with a three-year commitment that commences with the FY11 budget. School operations funds will not be used to support this program. The Administration will identify categorical and/or private grant funds to meet the district's financial commitment. 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

10. Upon the Board's approval, the Administration will submit a formal request to City Year for Milwaukee Public Schools to be considered an expansion site for the City Year service corps program.

11. If Milwaukee is selected by City Year, the Administration will develop the appropriate service-contract documents to implement the program.

12. The Administration will then work with City Year relative to the assignment of corps members in identified priority schools.

Committee's Recommendation

Your Committee recommends that the Board endorse the City Year program and direct the Administration to submit a formal request for Milwaukee Public Schools to be considered an expansion site for the program, under the following terms:

1. the district's financial commitment to support the program is estimated to be a minimum of $500,000 per year, beginning with a three-year commitment that commences with the FY11 budget;

2. school operations funds will not be used to support this program. The Administration will identify categorical and/or private grant funds to meet the district's financial commitment; and

3. specific recommendations related to any budget expenditures and contracts shall be submitted to the Board, in accordance with Administrative Policy 3.09, for separate consideration in the future.

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

* * * * *

(Item 2) Informational Report on the Comprehensive Literacy Plan

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

Administration's Report

1. A June 2006 review from the Council of Great City Schools around "Raising Achievement in the Milwaukee Public Schools" encouraged the district to identify a single district philosophy around the teaching of reading. The Strategic Plan, Working Together Achieving More, which the Milwaukee Board of School Directors adopted in July 2007, increased the urgency around reading achievement.

2. At the district's request, the Wisconsin Department of Public Instruction directed MPS to compose and submit a Comprehensive Literacy Plan as a required element of DIFI (District Identified for Improvement). This plan outlines the targeted components and procedures which MPS will institute in order to enhance student performance in literacy in all classrooms and schools across the district. Schools that meet established criteria will be exempted. The plan was submitted on June 1, 2009. MPS expects to receive feedback within the month and begin implementation of the plan in fall of 2009.

3. Major Components of the Literacy Plan are:

a. Background

b. Review of MPS Literacy Initiatives

c. Definition of Comprehensive Literacy

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the Twenty-First Century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies — from reading online newspapers to participating in virtual classrooms — are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories and groups (adopted by National Council of Teachers of English in February 2008).

d. PK-High School Plan in grade-level bands

e. Reading

f. Writing

g. Content-area literacy

h. English-language learners

i. Special education students

j. Three tiers

k. Technology

l. Exemption Criteria for District Literacy Adoption

In order to request an exemption, schools must meet the following criteria:

- Performance data on WKCE-Reading: 72% of students proficient in applicable grade bands (3-5; 6-8; 10) with the expectation of moving to 80% by 2011-12, as stated in *Working Together Achieving More*.
- Value-added: Tier rating of 3.0 or better in two of the last three (3) years.
- Mobility rate: 9% or less in two of the last three years.
- Charter schools: Charter schools are exempt from adoption requirement unless they become Schools Identified for Improvement (SIFI).

3. Timeline (See PowerPoint slides included in the attachment to the minutes of your Committee's meeting.)

   a. July 2008 — set up literacy self-study group

   b. September-October 2008 — external review members conducted site visits and interviews to gather data related to current literacy status

   c. December 2008 — received external review; requested extension from WI DPI

   d. January-May 2009 — held meetings of literacy work group

   e. January and February — conducted listening sessions

   f. March — held focus group sessions

   g. March 31 — submitted draft to WI DPI

   h. April 24 — received feedback from WI DPI

   i. May — revised based on feedback; sent draft to critical friends

   j. June — revised version of MPS Comprehensive Literacy Plan sent to WI DPI

4. Included in the attachments to the minutes of your Committee's meeting is a Question/Answer sheet regarding the Comprehensive Literacy Plan.

* * * * *

(Item 3) Action on a Recommendation for the Selection of Textbooks for High-School Social Studies, High-School Mathematics, Elementary-School Science, English Composition, Advanced Placement, Foreign Language, Business Education, and Bilingual Education

Administration's Analysis

1. In accordance with the textbook adoption rules of the Board of School Directors Policy 7.26, Textbook Adoption, textbook-evaluation committees were formed as a result of the Board's action on February 26, 2009, which opened subject areas for selection studies. The committees have made the necessary studies with respect to textbook selections and have reported their findings and recommendations to the Superintendent of Schools.

2. The recommendations of the textbook 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. 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 used:

   a. The textbook or online program reflects the MPS Learning Targets and the Wisconsin Model Academic Standards.

   b. There is adequate coverage of standard course units and program adheres to current course guidelines.

   c. The organization and teaching aids include stated objectives, frequent checks for understanding, guided and independent practice, enrichment, reading strategies, balanced literacy and a variety of assessments.

   d. Textbook or online publishers are very much aware of national standards for various curricular areas and are giving increased attention to instructional practices that are reshaping education, such as cooperative learning, portfolio assessment, and reading and writing across the content.

e. The textbook or online program incorporates primary sources and multiple perspectives.

f. The textbook or online program promotes critical and creative thinking and the development of high order thinking skills.

g The program provides opportunities to integrate instruction.

h. Supplemental materials or online resources are clearly connected to the core curriculum.

i. Recent research findings are integrated into the content coverage.

j. Teacher resources are extensive and varied.

k. The textbook or online program projects a multi-ethnic culturally diverse approach. There is a balanced presentation of culture, race, ethnic, age, religious, gender and special needs groups. It presents different groups in relation to each other rather than as isolated and separate.

l. The textbook or online program projects anti-racist, anti-biased, non-sexist, non-stereotyping attitudes.

m. The reading level is appropriate.

n. Software is available and supports content and critical thinking strategies

o. Software is user friendly and grade level appropriate.

p. The copyright date is recent and updates are available.

q. The textbook is sufficiently durable for student use.

r. The cost of replacement books will not be prohibitive.

4. Each textbook or online evaluation committee further develops its own specific criteria applicable to the subject area under consideration. The textbook committee members apply the MPS K-12 Learning Targets, standards of professional organizations such as the National Council of Teachers of Social Studies, the Wisconsin Department of Public Instruction's guides, and the Wisconsin State Standards in evaluating texts.

5. The textbook/online 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.

6. Other elements of the textbook selection procedure:

a. The textbook/online evaluation committees obtain reactions and assistance in reviewing the textbook materials from other staff members such as other teachers, department chairpersons, etc.

b. All parents of students in the district are invited to provide input on the Textbook Evaluation Process.

c. The following number of individuals served on the various textbook-evaluation committees:

Advanced Placement (Gr.10-12).....10 teachers

Bilingual Spanish Reading (K-8).....15 teachers

Business Education (Gr. 9-12).....7 teachers

English Composition (Gr. 11-12).....14 teachers

Foreign Language: German, Latin, French (Gr.9-12), & Spanish (Gr. K-5).....32 teachers

Mathematics (Gr. 9-12).....21 teachers

Science (K-8).....27 teachers

Social Studies (Gr. 9-12)).....17 teachers

d. Textbook and online publishers were invited to submit materials to each member of the teacher evaluation committee for study. Textbook/online 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 textbook-evaluation committees submit their recommendations to the Administration, which, in effect, concludes their efforts in the evaluation process.

f. When selected materials do not suit the needs of a school or program proposals to select alternate materials must be submitted to the Superintendent's designee for approval; whereas, the superintendent's appointed review panel will review proposals, apply criteria, and recommend approval/disapproval to the Superintendent.

7. Based on the review of the textbook-evaluation committees, the Administration is recommending that the Board select and purchase the elementary, middle-, and high-school textbooks for courses in Advanced Placement, American Government, English, US History, grades 9-12; Bilingual Education, Spanish Reading, grades K-8; Business Education, Software Application, Skills for Success, grades 9-12; English Composition, grades 11-12; Foreign Language, German, French and Latin, grades 9-12, Spanish grades K-5; Mathematics, Algebra 2/Trigonometry, grades 9-12; Science Life, Earth & Physical Science, grades K-8; Social Studies, American Government, US History, Sociology, grades 9-12.

Strategic Plan Compatibility Statement

8. The recommendations support the MPS Strategic Plan, Goal 1, Student Achievement, and Goal 2, Student Success In Further Education And Employment.

Statute, MPS Policy, or Board Rule Implication Statement

9. The above procedure follows Administrative Policy 7.26 and Administrative Procedure 7.26, Textbook Adoption.

Fiscal Impact Statement

10. Approval of this item authorizes expenditures. The estimated cost for selection of the recommended textbooks is $6.1 million. Purchases will not be made until the FY10 budget is approved. Funding is included in the Superintendent's proposed FY10 budget, budget code Textbooks — GEN-0-0-INV-DW-ETXB.

Implementation and Assessment

11. Textbooks and supplementary materials and on-line tools for Advanced Placement, American Government, English, US History, grades 9-12; Bilingual Education, Spanish Reading, grades K-8; Business Education, Software Application, Skills for Success, grades 9-12; English Composition, grades 11-12; Foreign Language, German, French and Latin, grades 9-12 and Spanish, grades K-5; Mathematics, Algebra 2/Trigonometry, grades 9-12; Science Life, Earth and Physical Science, grades K-8; Social Studies, American Government, US History, Sociology, grades 9-12 will be purchased with funds that have been allocated in FY10 and implemented during the first semester of the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board select the textbooks and implementation process as specified — including related supplementary materials such as teacher manuals, resource guides, and online resources — as recommended by the textbook-evaluation committees.

Purchase of the Recommended Textbooks/Online Tool for Selection

Social Studies High School

Class: American Government
Magruder's American Government, Pearson, 2009

Class: Sociology
Social Problems: A Down-to-Earth Approach (8th Ed.), Pearson, 2008
Supplemental
Sociology and You, Glencoe, 2008

Class: U.S. History
United States History, Pearson, 2010

Mathematics High School

Class: Algebra II/Trigonometry
Discovering Advanced Algebra, (2nd Ed.), Key Curriculum Press, 2010

Science, Elementary School

Scot Foresman Science, Scot Foresman, (grades K-5) ,2008
Prentice Hall Science Explorer, Prentice Hall, (grades 6-8), 2010

English Composition

Class: Composition
Evergreen, Heinle Cengage Learning

Class: Advanced Composition
The College Writer, Heinle Cengage Learning
Models for Writers, Bedford St. Martin

Class: Journalism
Journalism Today, Glencoe
The Newspaper Reader, Pearson

Class: Advanced Journalism Workshop
Inside Reporting, McGraw Hill
The Newspaper's Designer's Handbook, McGraw Hill
America's Best News Writing, Bedford St. Martin

Class: Language Skills Lab
Write Source, Grade 11, Great Source

Class: Writing Lab
Write Source, Grade 12, Great Source

Class: Communications Media
Beyond Words: Reading and Writing in a Visual Age, Wadsworth Engage Learning
Media/Impact, Wadsworth Cengage

Class: Writers in the Environment
American Earth, The Library of America
Bamboo Among the Oaks, MHS Press

Class: The English Language
Language Awareness: Readings for College Writings, Bedford/St. Martin

Class: Creative Writing
Crossroads: Creative Writing in Four Genres, Pearson

Class: Poetry
Poetry: an Introduction, Bedford St. Martin

MY Access! — Seven-year license for 11,000 students; professional development and implementation support

Turn It In — Seven-year license for 11,000 students; professional development and implementation support

Advanced Placement

Class: U.S. History
America's History, Bedford/St. Martin's

Class: American Government
Government By the People, Longman, Pearson

Class: English Language and Composition
The Essay Connection, 9th Edition, , Wadsworth CENTAGE Learning, 2007
Hodge's Harbrace Handbook, 16th Edition, , Wadsworth CENTAGE Learning, 2007
AP English Language & Composition: Analysis, Argument, and Synthesis, People's Education, 2008
Advanced Composition: 20 Lessons for AP Success, People's Education, 2009
College Workbook: The Harbrace Handbooks, Thompson-Wadsworth, 2007
Think About Editing: An ELS Guide for The Harbrace Handbooks, Thompson-Wadsworth, 2004
Diagnostic Test Package: The Harbrace Handbooks, Thompson-Wadsworth, 2007

Foreign Language: German, Latin, French (Gr. 9-12) & Spanish (Gr. K-5)

Class: German
Deutsch Aktuell Levels 1, 2, & 3 (6th Ed.), EMC Publishing, 2010
*Aspekte, Levels 1 & 2 (*1st Ed.), Langensheidt Publishing, 2007-08
German In Review: Lehrbuch der Deutschen Grammatik (4th Ed), Wiley, 2008
Andorra, Continental Book Company, 1995
Romeo und Julia auf dem Dorfe, Continental Book Company, 1995

Class: Latin
Ecce Romani (4th Ed.) Levels l, ll, & lll, Prentice Hall, 2009
Ovid's Metamorphoses, W.W. Norton & Co. Ltd., 2005
S*elections from Julius Caesar's* DeBello Gallico, Pearson Publ.

Class: French
Discovering French, Nouveau! Levels 1, 2, & 3, Holt McDougal, 2007
Tresors du temps, Glenco, 2005
Quant a moi: Temoignages des Francais dt des Francophones, (4th Ed.), Heinle, 2010
Grammaire Progressive du Francais, European Book Company, , 2004 & 2003

Civilsation Progressive du Francais, European Book Company, 2004
Civilsation Progressive de la Francophonie, European Book Company, 2004
French Four Years: Advanced French with AP Component, AMSCO School Publications, Inc.
Advanced Placement French: Preparing for the Language Examinations (2nd Ed.) Pearson

Class: K-5 Spanish
Nuevo Bravo, Bravo!, Santillana Publishers, 2005

Business Education

Class: Software Applications
Office 2007 — Introductory, Cengage/Thomson Learning, 2010

Class: Skills for Success
Preparing for Career Success, EMC Publishing — Jist Works, 2009

Bilingual Education: Gr. K-8 Spanish Reading

Class: K-7
Tesoros de Lectura(Lectura/Artes del Lenguaje), McMillan McGraw Hill, 2009

Class: Grade 8
Santillana innova 3ro Sec., Santilla,

2009-2010 Textbook Adoption Data

Curricular areas participating in the 2009 Textbook Adoption Process:
Advanced Placement: Gr. 9-12, AP American Government, English, US History
Bilingual Education: Gr. K-8 Spanish Reading
Business Education: Gr. 9-12 Software Appl. & Skills for Success
English Composition Gr.11-12
Foreign Language: Gr. 9-12 German, French & Latin and K-5 Spanish
Mathematics: Gr. 9-12 Algebra 2/Trigonometry
Science: Gr. K-8 Life, Earth and Physical, Science
Social Studies Gr. 9-12, American Government, US History, Sociology

Curricular Area for Adoption	Subject	Enrollment	Estimated Cost	
			Per Student	Total
Advanced Placement	AP — American Government	221	$85	$18,785
Advanced Placement	AP — US History	341	$85	$28,985
Advance Placement	AP-English	294	$85	$24,990
Bilingual Education	K-8 Spanish Reading	5,470	$90	$92,300
Business Education	Software Applications.	1,300	$85	$110,500
Business Education	Skills for Success	1,197	$85	$101,745
English	Gr. 11 Composition	6,296	$90	$566,640
English	Gr. 12 Composition	5,000	$90	$450,000
Foreign Language	German	269	$85	$22,865
Foreign Language	French	1,450	$85	$123,250
Foreign Language	Latin	160	$85	$13,600
Foreign Language	Spanish K-5	2,000	$85	$170,000
Mathematics	Algebra 2 & Trigonometry	3,260	$85	$277,100
Science	K-5 (Life, Earth , Phys. Science)	25,260	$95	$2,399,700
Science	6-8 (Life, Earth, Phys. Science)	7,070	$95	$671,650
Social Studies	American Government	1,263	$85	$107,355
Social Studies	Sociology	872	$85	$74,120

Curricular Area for Adoption	Subject	Enrollment	Estimated Cost	
			Per Student	Total
Social Studies	U.S. History	5,055	$85	$429,675
Review Committees				$72,090
Estimated Total				$6,155,350

NOTES:

1. Due to the significant number of students with print disabilities, MPS needs to ensure that alternative formats (audio, large print, Braille. Digital, accessible web-based, site license for electronic access) are available at the time of adopting new textbooks. Publishers are requested to provide information about availability of the abovementioned formats.
2. In FY09, MPS paid no shipping and handling for textbooks orders.
3. No additional funds have been set aside for grade-level expansions. These costs are the school's responsibility.
4. Enrollments include students projected to be enrolled in instrumentality charter schools with monies on reserve for textbooks.

Director Miller moved to approve the textbook adoption recommendations, with the addition of the following AP and English Composition text:

McCuen-Metherell, Jo Ray & Anthony C. Winkler, Readings for Writers, 13th Edition, Wadsworth CENTAGE Learning, Copyright 2010, 2007.

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 4) Informational Report on the Review Process of the MPS Sixth--through-Eighth-Grade and High-School Human-Growth-and-Development Curriculum

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

Administration's Report

1. In April 2002, with funding and support from the Wisconsin Department of Public Instruction, a Community Advisory Board was formed to oversee the rewrite of the Milwaukee Public Schools' human growth and development curriculum. Membership of the Advisory Board included health professionals, community-based organization staff, religious leaders, parent leaders, and school district staff. The curriculum guide was written with the help of a work team of teachers and community experts. The curriculum was then reviewed by more 200 parents, community members, staff from the Wisconsin Department of Public Instruction and health professionals before it was implemented in January 2003. The curriculum was considered best practices by the Wisconsin Department of Public Instruction and the Community Advisory Board.

2. Milwaukee has been in the top ten cities for teen pregnancy for the last ten years. Milwaukee ranks number one in the nation in Chlamydia infections among males and females and number two and four in gonorrhea for females and males, respectively. In May 2008, the City of Milwaukee Health Department announced a goal to reduce teen pregnancy in Milwaukee by 46% by the year 2015 and named Milwaukee Public Schools as an important partner in achieving this goal. The Administration has followed past practice in the organization and revision of the MPS human growth curriculum.

3. In May 2008, with funding and support from the Wisconsin Department of Public Instruction, MPS staff were in-serviced on updated standards and methods of instruction with the purpose of revising the current Milwaukee Public Schools human growth and development curriculum. In June 2008, with continued funding and support from the Wisconsin Department of Public Instruction and additional support from the United Way of Greater Milwaukee, a Review Committee was formed and met to review the Milwaukee Public Schools' kindergarten-through-eighth-grade and high-school human growth and development curriculum. The Committee consisted of an MPS nurse, staff from the City of Milwaukee Health Department, health educators from community-based organizations, and MPS staff members, including teachers and administrative staff. The committee was charged with four tasks in the review of the curriculum:

a. require a reasonable number (12-15) of human-growth-and-development lessons per grade level.

- The 2002 curriculum is arranged by grade ranges (e.g., grades 6-8), not by individual grade levels.
- The high-school curriculum currently has 38 lessons;

b. ensure that all lessons are aligned to MPS Learning Targets and National Health Standards;

c. ensure that lessons emphasize skills, such as finding accurate health information and refusal skills; and

d. ensure that lessons emphasize curriculum-linked strategies to involve parents.

4. Through this process, many steps were taken to engage the community. In April 2009, the sixth-through-eighth-grade and high-school human-growth-and-development curriculum was placed on the MPS portal for a community review. A survey was developed for the community to give feedback on the curriculum. The curriculum and survey were available for six weeks. Principals, community-based organizations, the Milwaukee Parent Teacher Association, and the Wisconsin Department of Public Instruction were notified of the community review. The *Milwaukee Journal Sentinel* published information on the community review. Hard copies of the curriculum and survey were mailed to community members to review. Parents, members of the clergy, community members, health professionals, and MPS staff downloaded the curriculum and completed the survey for feedback.

5. The Review Committee met and reviewed all the feedback and made adjustments to the sixth-through-eighth-grade and high-school human-growth-and-development curriculum based on that feedback.

6. Once the sixth-through-eighth-grade and high-school human-growth-and-development curriculum is finalized, the United Way of Greater Milwaukee will work with MPS to provide training to teachers in the new curriculum. The Wellness and Prevention Office is also developing trainings to be placed on the MPS media site.

* * * * *

(Item 5) Action on Recommendations for FY10 Renewal of Contracts for Early Childhood through Sixth-Grade Educational Programs

Background

1. From 1988 until July 2003, the Milwaukee Public Schools had the authority under Section 119.72 of the Wisconsin State Statutes to contract with private non-profit, non–sectarian childcare centers located in the city of Milwaukee to provide continuity in early childhood education to four- and five-year-olds who are residents of the city. Section 119.235 of the Wisconsin State Statutes gives authority to the Board to enter into contracts with non-sectarian private schools or agencies located in Milwaukee.

2. In July 2003, Sec. 119.72 of the Wisconsin State Statutes was repealed. The MPS Administration and the Office of the City Attorney developed new contracts in order to continue to foster educational partnerships with private, non-profit, non-sectarian childcare centers.

a. Each contracted educational program provides for a certified teacher hired by the Milwaukee Public Schools. As such, the teacher functions in the same way as do other MPS teachers. Most notably, the teacher follows a similar daily, as well as 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 contracts provide 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 and elementary grade levels.

3. 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, the oldest non-profit organization in the City of Milwaukee, 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 the Guadalupe Loyola Head Start at 1645 North 36th Street. The school's average State-Aid Enrollment Count for the 2008-2009 school year is 26.1 FTEs.

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, respect and appreciation for cultural differences, including language. The four-year-old kindergarten program uses the MPS Learning Targets and the Guadalupe Head Start curriculum to teach social-emotional skills, as well

as cognitive, language, motor, and self-help skills. Instruction is individualized to meet the unique needs of each child and to maximize their academic success.

b. Garden Homes Montessori School was started in fall 2002, as part of the Neighborhood Schools Initiative. It was designed to replicate a successful educational program using methods developed by Dr. Maria Montessori. Garden Homes Montessori's mission is to teach its students all the elements necessary for a successful education. Garden Homes Montessori has six multi-age classrooms that provide a full-day educational program for 174 Full-time Equivalent students (FTEs) in grades K3 through grade 6. The average State-Aid Enrollment Count for the 2008-2009 school year is 192 FTEs.

In FY07, Garden Homes Montessori requested equitable district funding for three- and four-year old students to support the full-day educational services that are provided within the school. The proposed FY10 budget allocates funds for 1.0 FTE (Full-time-Equivalent) for each student up to the maximum contracted enrollment at Garden Homes Montessori School, which is consistent with the district's current school–funding structure for other Montessori schools.

c. La Causa, Inc., has a record of growing in response to the needs of Milwaukee families and collaborating together with agencies and businesses that share its mission. Since 1988, La Causa, Inc. has provided children, youth, and families with quality, comprehensive services to nurture healthy family life and enhance community stability. The La Causa Early Childhood Center (ECC), located at 809 West Greenfield, Ave., has partnered with Milwaukee Public Schools to provide 60 Full-time Equivalent students (FTEs) in grades K4 and K5 with access to a quality early-childhood program that fuels academic success. The average State-Aid Enrollment Count for the 2008-2009 school year is 64.2 FTEs.

The curriculum offered by La Causa ECC is bilingual (Spanish and English) and multicultural. Individual learning goals and expectations, incorporating strategies for a high-performing urban classroom for children in K4 and K5, are integrated into the basic curricular structure. Through the active, hands-on, inquiry-based learning approach, students participating in one of the K4 or K5 classrooms construct knowledge that helps them make sense of the world.

Administration's Analysis

4. On March 25, 2009, The Council for the Spanish Speaking requested to increase its contracted number of students by 5 FTEs, for a total of 25 FTEs due to parent interest in the educational program for their children. Currently, the school reports that all seats are filled, and 34 additional students are on the wait list for the 2009-2010 school year.

5. On March 30, 2009, La Causa ECC requested to increase its contracted number of students by 30, for a total of 90 FTEs. This request came as a result of parental interest in La Causa ECC's educational services. The school reports 36 students currently on the K4 wait list for the 2009-2010 school year.

6. Funds totaling $1,909,423 were allocated in the MPS FY10 proposed budget for the early childhood through sixth grade educational programs. The contract amount of $1,697,864 is after the deduction for the MPS teacher costs. All students being served under these contract agreements are included in the projected MPS Third–Friday State Aid Enrollment Count.

7. The Administration recommends that the Board authorize a one-year contract with each of the following agencies for early-childhood through sixth grade educational programs for FTEs and amounts listed below:

Early Childhood Contracted Site	FY09 FTE	FY10 Budgeted FTE	FY10 Grade Levels Served	FY10 Total Contract Amount (With MPS Teacher Costs)	FY10 Total Contract Amount (Less MPS Teacher Costs)
Council for the Spanish Speaking	20	25	K4	$165,175	$119,184
Garden Homes Montessori	174	174	K3-Gr. 6	$1,149,618	$1,076,032
La Causa, ECC	60	90	K4, K5	$594,630	$502,648
Total Gross Contract	254	289		$1,909,423	
Total Net Contract					$1,697,864

Strategic Plan Compatibility Statement

8. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship; 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; and Goal 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

9. MPS Administrative Policy 3.09 requires that all contracts $50,000 or more be approved by the Board.

10. Section 119.235, Stats., allows school districts to contract for the provision of educational programs with non-sectarian private schools or 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.

11. Section 121.02, Stats., stipulates that contractors 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

12. This item authorizes expenditures of $1,909,423 upon the Board's approval of the FY10 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 FY10). 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.

13. Costs of the contracts are included in the FY10 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).

14. If a contracted agency's number of seats is not filled by the official MPS Third Friday (September 18, 2009), the contract shall be amended, and any payments shall reflect the actual number of seats filled.

15. 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

16. Contingent upon the Board's approval, the contracts shall be effective for the 2009-2010 school year.

17. Any impact on the contract 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 the one-year contracts with the following agencies for the FTEs and amounts listed below:

Early Childhood Contracted Site	FY09 FTE	FY10 Budgeted FTE	FY10 Grade Levels Served	FY10 Total Contract Amount (With MPS Teacher Costs)	FY10 Total Contract Amount (Less MPS Teacher Costs)
Council for the Spanish Speaking	20	25	K4	$165,175	$119,184
Garden Homes Montessori	174	174	K3-Gr. 6	$1,149,618	$1,076,032
La Causa, ECC	60	90	K4, K5	$594,630	$502,648
Total Gross Contract	254	289		$1,909,423	
Total Net Contract					$1,697,864

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

* * * * *

(Item 6) Action on Recommended Allocations for Partnership School Alternative Education

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 experiencing difficulty with their behavior. The district enters into contracts for alternative school programs in the following areas:

- Students At Risk of Not Graduating from High School
- Behavioral Reassignment Seats
- Project Direct Graduation
- General Education Development Option Two (GEDO2)
- Creative Options for Students (COS)

Administration's Analysis

3. Students At-Risk — On June 21, 2005, the Board approved funding for a number of community-based organizations to provide alternative education programs for children at risk. At a special

meeting on June 4, 2009, the Board of School Directors adopted the preliminary FY10 budget. During this meeting, the Board approved an amendment to decrease the number of at-risk seats at partnership schools by 247 FTEs. Contracts can be renewed subject to an annual performance evaluation, the availability of funds, and the needs of MPS.

The Office of Board Governance--Audit Services conducted Partnership School Financial/Compliance Reviews in the 2007-2008 school year for the following partnership schools: Cornerstone Achievement Academy, Inc., HR Educational Complex, Silver Spring Neighborhood Center, Sixth Street Academy and St. Charles (BR, Intensive Day Treatment and Special Education). The Division of Diversified Community Schools conducted Partnership Contract Reviews in the 2008-2009 school year for those schools with the exception of HR Educational Complex. Final contract review findings and the superintendent's recommendations were presented to the Board in May 2009.

The Office of Board Governance-Audit Services conducted Partnership School Financial/Compliance Reviews during the 2009-2010 school year for the following partnership schools: Assata, Council for the Spanish Speaking/Loyola Academy, Career Youth & Development (CYD), HR Educational Complex, Lad Lake Milwaukee/Synergy, and Seeds of Health/Grandview.

At-risk seats were funded in the 2008-2009 school year at $8,739.89 per FTE. The at-risk seats for the 2009-2010 school year will be funded at $9,151.73 per FTE. The corresponding seats are outlined in the table under the Fiscal Impact Statement.

4. Behavioral Reassignment — During FY06, 105 behavioral reassignment (BR) seats were allocated on a to-be-assigned (TBA) prorated basis in an effort to accommodate expelled students who were assigned to partnership schools. During FY07, 112.0 behavioral reassignment seats were allocated a TBA prorated basis. The TBA seats for FY08 were not funded. The funds were reserved for a new program, described in the Board approved amendment on May 31, 2007, that established a new MPS transitional program for adjudicated youth and children returning from expulsion. In April 2008, there were an additional 50 behavioral reassignment seats at $2,099 per FTE based on the number of expulsions. At the June 3, 2008 Committee on Strategic Planning and Budget meeting, 114 at-risk seats were reserved for a new suspension reduction program per a budget amendment. The Division of Diversified Community Schools monitors enrollment bi-weekly. Some school's seat allocations for FY09 increased or decreased based on the data from the FY08 school year. These seats were funded in the 2008-2009 school year at $8,739.89 per FTE and will be funded in the 2009-2010 school year at $9,151.73 per FTE. The corresponding seats are outlined in the table under the Fiscal Impact Statement.

5. Project Direct Graduation — 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." 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.

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 were funded at $1,212 per FTE for the 2008-2009 school year and will be funded at $1,212 per FTE during 2009-2010. 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.

6. General Education Development Option Two — 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 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. 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.

In order to be eligible for the GEDO2 program, students must be at least 17 years of age, one year behind their 9th grade class in credits earned and able to demonstrate an ability to read at or above the 9th grade level. Students in the GEDO2 program attend school during the regular school day or the evening, depending upon the schedule at their school. 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.

The Board agreed to transfer of $237,600 for GEDO2 programs to Agency programs at the Full Board Meeting that was held 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. 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. The GEDO2 seats were funded at $1,212 per FTE for the 2008-2009 school year and will be funded at $1,212 per FTE for the 2009-2010 school year. The corresponding seats are outlined in the table under the Fiscal Impact Statement.

7. Creative Options for Students — Creative Options for Students (COS) will be set aside to support traditional schools that have students with significant unproductive educational patterns. Setting these seats aside will provide traditional high schools with an additional resource to service struggling students at existing and/or new contracted schools willing to admit additional MPS pupils. These seats were funded in 2008-2009 at $8,739.89 per FTE. These seats will be funded in FY10 at $9,151.73 per FTE. The corresponding seats are outlined in the table under the Fiscal Impact Statement.

8. The Division of Diversified Community Schools' recommendations for seat allocations for the 2009-2010 school year are outlined under the Fiscal Impact Statement. There are a total of 1,040 at-risk seats. Other components of the total seat allocations include 479.5 behavioral reassignment seats, 1,050 seats for Project Direct Graduation, 450 seats for the General Educational Development Option Two (GEDO2) program and 173 Creative Option Seats (COS).

Strategic Plan Compatibility Statement

9. This item supports the MPS Strategic Plan Goal 1, students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 2, school communities work together for improvement in academic achievement; and Goal 8, the district builds partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

10. The contract-renewal process adheres to the provisions established by:

- Wisconsin Statute 118.153, Children at Risk of Not Graduating from High School.
- Board Policy 3.09, which states that all contracts $50,000 and over require approval by the Milwaukee Board of School Directors.

Fiscal Impact Statement

11. Approval of this item authorizes expenditures totaling 0 $17,307,303 for FY10, which will be adjusted if necessary to align with the FY10 Board-approved budget. The chart below outlines the number of contracted seats for FY08, FY09, the proposed number of seats for FY10, and the cost per partnership school. The total contract costs listed are based on a rate of $9,151.73 per FTE, including some prorated COS seats. The cost of an MPS teacher is $91,982. Funding to cover the cost of the seats is included in the FY10 budget in accounts: ARC-0-I-AGN-1S-ECTV; AGP-0-I-AGN-1S-ESTC; DWC-0-0-AGN-DW-EEBN.

12. Also with the Board's approval, funds will be transferred from the Division of Diversified Community Schools' Non-MPS Agency Account ARC-0-I-AGN-1S-ECTV 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 FY10 school year were appropriated in the FY10 MPS Budget.

Proposed Seats for FY10

At-Risk	Grade	Total FTE Seats			Total Contract
		FY08	FY09	FY10	
Assata	9-12	100	105	105	$960,932
Banner Preparatory School of Milwaukee	9-12	0	15	15	$137,276
Career Youth Development	9-12	15	16	16	$146,428
Cornerstone Achievement Academy	9-12	100	100	100	$915,173
Council for Spanish Speaking/Loyola Academy	9-12	100	118	69	$631,469
El Puente	9-12	100	100	100	$915,173
HR Educational Complex	6-12	165	155	0	$0
Lad Lake Milwaukee/Synergy	6-12	30	30	30	$274,552
MMAIC/Spotted Eagle	9-12	105	105	105	$960,932
Milwaukee Spectrum	9-12	110	0	0	$0
Northwest Opportunities Vocational Academy	6-12	100	100	100	$915,173
Satori	6-8	0	15	10	$91,517
Seeds of Health/Grandview	9-12	240	240	240	$2,196,415
Shalom	9-12	100	100	100	$915,173
Silver Spring Neighborhood Center	6-8	80	50	50	$457,586
Sixth Street Academy	6-8	90	90	0	$0
Totals		1,435	1,339	1,040	$9,517,800

Behavioral Reassignment	Grade	Total FTE Seats			Total Contract
		FY08	FY09	FY10	
Career Youth Development	9-12	117.5	117.5	124.5	$1,139,390
Satori	6-8	50	50	45	$411,828
St. Charles	6-12	60	60	60	$549,104
Southeastern	6-8	90	90	95	$869,414
Lad Lake Milwaukee/Synergy	6-12	155	155	155	$1,418,518

Behavioral Reassignment	Grade	Total FTE Seats			Total Contract
		FY08	FY09	FY10	
Totals		472.5	472.5	479.5	$4,388,254

Project Direct Graduation — GED02	Grade	Total FTE Seats			Total Contract
		FY08	FY09	FY10	
Project Direct Graduation	6-12	1,050	1,050	1,050	$1,272,600
System-wide GED02	12	300	300	450	$545,400
Totals		1,350	1,350	1,500	$1,818,000

Creative Options for Student Placement	Grade	Total FTE Seats			Total Contract
		FY08	FY09	FY10	
Assata	9-12	25	15	15	$137,276
Banner Preparatory School of Milwaukee	9-12	85	90	87	$796,201
Council for Spanish Speaking/Loyola Academy	9-12	12	12	12	$109,821
Career Youth Development	9-12	45	40	10	$91,517
Milwaukee Spectrum	9-12	50	0	0	$0
Lad Lake Milwaukee/Synergy	9-12	55	55	25	$228,793
Project Excel	9-12	17	17	17	$155,579
Silver Spring Neighborhood Center	6-8	0	30	7	$64,062
Prorated TBA	6-12	11	41	0	$0
Totals		300.0	300.0	173.0	$1,583,249

Implementation and Assessment

13. Formal and informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed to by the parties in writing, Partnership Schools will comply with the performance standards in the District Accountability Plan.

14. The requirements of the "No Child Left Behind"/NCLB Act include provisions to raise academic achievement for ALL children. This includes students enrolled in MPS partnership schools.

15. Programs will begin in September 2010, subject to the completion of a signed Memorandum of Understanding with the Milwaukee Teachers' Education Association.

16. Two contracted MPS partnership schools have been identified as Schools Identified for Improvement (SIFI) for the 2008-2009 school year. 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) toward those targets are subject to sanctions. The following is a list of the schools and their levels: HR Educational Complex (Level 4-Improved) and Sixth Street Academy (Level 1-Improved).

17. Based on the contract, "No Child Left Behind" Act requires a School Identified for Improvement (SIFI) to implement and financially support interventions/strategies based upon the school's SIFI status. To be removed from the SIFI list, the school must meet AYP in the components which it missed for two consecutive years. Hence, a SIFI school which meets AYP the following year remains at the same SIFI level as the previous year, but is classified as an improved school.

Committee's Recommendation

Your Committee recommends that the Board authorize the renewal of and initial contracts for the seats with partnership schools for FY10 and authorize expenditures as listed below, which will be adjusted if necessary to align with the FY10 Board-approved budget. With respect to the Creative Option Seats (COS), General Educational Development Option Two (GEDO2) program, and Project Direct Graduation (PDG) seats, your Committee recommends a delegation of authority to assign the seats on an as-needed-basis to schools previously approved by the Board.

Proposed Seats for FY10

At-Risk	Grade	Total FTE Seats			Total Contract
		FY08	FY09	FY10	
Assata	9-12	100	105	105	$960,932
Banner Preparatory School of Milwaukee	9-12	0	15	15	$137,276
Career Youth Development	9-12	15	16	16	$146,428
Cornerstone Achievement Academy	9-12	100	100	100	$915,173
Council for Spanish Speaking/Loyola Academy	9-12	100	118	69	$631,469
El Puente	9-12	100	100	100	$915,173
HR Educational Complex	6-12	165	155	0	$0
Lad Lake Milwaukee/Synergy	6-12	30	30	30	$274,552
MMAIC/Spotted Eagle	9-12	105	105	105	$960,932
Milwaukee Spectrum	9-12	110	0	0	$0
Northwest Opportunities Vocational Academy	6-12	100	100	100	$915,173
Satori	6-8	0	15	10	$91,517
Seeds of Health/Grandview	9-12	240	240	240	$2,196,415
Shalom	9-12	100	100	100	$915,173
Silver Spring Neighborhood Center	6-8	80	50	50	$457,586
Sixth Street Academy	6-8	90	90	0	$0
Totals		1,435	1,339	1,040	$9,517,800

Behavioral Reassignment	Grade	Total FTE Seats			Total Contract
		FY08	FY09	FY10	
Career Youth Development	9-12	117.5	117.5	124.5	$1,139,390
Satori	6-8	50	50	45	$411,828
St. Charles	6-12	60	60	60	$549,104
Southeastern	6-8	90	90	95	$869,414
Lad Lake Milwaukee/Synergy	6-12	155	155	155	$1,418,518
Totals		472.5	472.5	479.5	$4,388,254

Project Direct Graduation — GED02	Grade	Total FTE Seats			Total Contract
		FY08	FY09	FY10	
Project Direct Graduation	6-12	1,050	1,050	1,050	$1,272,600
System-wide GED02	12	300	300	450	$545,400
Totals		1,350	1,350	1,500	$1,818,000

Creative Options for Student Placement	Grade	Total FTE Seats			Total Contract
		FY08	FY09	FY10	
Assata	9-12	25	15	15	$137,276
Banner Preparatory School of Milwaukee	9-12	85	90	87	$796,201
Council for Spanish Speaking/Loyola Academy	9-12	12	12	12	$109,821
Career Youth Development	9-12	45	40	10	$91,517
Milwaukee Spectrum	9-12	50	0	0	$0
Lad Lake Milwaukee/Synergy	9-12	55	55	25	$228,793
Project Excel	9-12	17	17	17	$155,579
Silver Spring Neighborhood Center	6-8	0	30	7	$64,062
Prorated TBA	6-12	11	41	0	$0
Totals		300.0	300.0	173.0	$1,583,249

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

(Item 7) Action on a Request To Approve a Contract with Milwaukee Area Technical College (MATC) to Serve At-Risk Students

Background

1. Milwaukee Public Schools has contracted with Milwaukee Area Technical College to serve MPS students who are 16 years of age or older and at risk, as defined in § 118.153(1)(a) and who choose to attend a technical college, in lieu of attending high school, and participate in a program leading to high-school graduation in accordance Wisconsin Statue Statute §118.15(1)(b).

Administration's Analysis

2. On January 29, 2009, 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 FY09 in the FY10 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 students who are 17 years of age or older seeking high-school-equivalency diplomas (HSEDs), beginning the 2009-2010 school year.

e. Students completing the program will receive Transition High School diplomas.

Strategic Plan Compatibility Statement

3. This item supports the MPS Strategic Plan Goal 1, students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 2, school communities work together for improvement in academic achievement; Goal 8, the district builds partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

4. This item is in accordance with Wisconsin State Statute § 118.153, Children at Risk of Not Graduating from High School, §118.15(1)(b) and §118.15(1)(c)2.

Fiscal Impact Statement

5. Approval of this item authorizes expenditures totaling $615,275 for FY09, for which funds are included in Diversified Community Schools Agency Agreements for FY09: ORC-0-0-MTC-1S-ETVT. Approval of this item authorizes expenditures totaling $622,043 for FY10 and those funds are included in Transition High School's FY10 proposed budget in account: ORC-H-I-TRN-TZ-ETVT.

Implementation and Assessment Plan

6. The contracts, as attached to the minutes of your Committee's meeting, will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the contracts with Milwaukee Area Technical College, as attached to the minutes of your Committee's meeting, under the following terms:

1 MATC will provide a program to serve MPS students.

2 Students participating in the MATC-118.15 program will be enrolled at Transition High School.

3 MATC will serve MPS at-risk students who are 16 years of age or older seeking high-school diplomas through the credit-earning system.

4. MATC will serve MPS students who are 17 years of age or older seeking high-school-equivalency diplomas (HSEDs), beginning with the 2009-2010 school year.

5. Students completing the program will receive Transition High School diplomas.

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

* * * * *

(Item 8) Action on a Request to Open a Middle-Years Program, Beginning with Grade 6, in the Fall of 2010, to be Associated with Rufus King International Baccalaureate High School at McNair School

Background

1. Rufus King High School for the College Bound rigorously prepares students for higher education and has done so since the 1978-79 school year. Rufus King currently serves students in grades 9-12. Since the establishment of entrance requirements in 1997-98, Rufus King has maintained a yearly wait list. Rufus King High School for the College Bound offers one of the oldest and most successful International Baccalaureate programs in North America.

2. Rufus King offers both the International Baccalaureate (IB) Full Diploma and certificate programs. Students in grades 11 and 12 can participate in one or more IB classes. In order to qualify for an IB Diploma, students participate in an academically rigorous program which includes writing an original essay, completing 150 hours of creativity, action or service, and acquiring 24 points or more on six subject area exams. Currently, in grades 9 and 10, pre-diploma students take a sequence of courses to help them prepare for the two-year IB Diploma program.

3. This year 99 students are Full Diploma candidates, but representation in this group does not mirror the student population. Only 14.9% (30 students) of African American students are Full Diploma seniors, while 49% (42 students) of White students are Full Diploma seniors. Other students of color who represent smaller percentages of the total population fare somewhat better in this area.

4. This achievement lag is also demonstrated in other school data, including Grade Point Average (GPA). African American students maintained the lowest GPA at all grade levels during the first semester mark period. The cumulative first semester GPA for African American students at Rufus King High School for the College Bound was 30% lower than that of White students for the same time period. This same pattern was noted for cumulative GPA, as published in the school's Report Card for the 2007-2008 school year.

5. Since membership in National Honor Society, an organization that recognizes and encourages academic achievement, is by invitation based on GPA, African American students are not well represented in this group either. During the 2008-2009 school year, 95 African American students in grades 10, 11, and 12, representing under 15% of the total number of African American students enrolled, were invited to apply to become part of this organization. Of this number, 33 students applied and 11 were accepted. For the same school year, 83 White students, representing almost 38% of the total number of White students enrolled, in grades 10, 11 and 12, were invited to apply to the National Honor Society. Of this number 47 students applied and 24 were accepted.

6. During the past four school years, 2004-2005 to 2007-2008, ACT composite scores for African American students at Rufus King have increased steadily from 20.2 to 22.6. Furthermore, the number of African American students participating in ACT testing has increased from 200 to 221. In spite of this

progress, ACT composite scores for African American students continue to lag 1.8 points below the average composite score at Rufus King High School and 5.9 points below that of White Rufus King High School students.

7. Although Rufus King High School students outperform the district on the WKCE, achievement gaps continue to exist for African American and special education students. For example, during the current school year, 85% of Rufus King students enrolled for the full academic year were proficient or advanced in reading, while only 79% of African American students and 27% of special education students enrolled for the full academic year were proficient in reading on the WKCE. For all subject areas, please see the chart below.

Percent of Grade-10 Students Scoring Proficient/Advanced on the 2008-2009 Wisconsin Knowledge and Concepts Examination (WKCE) (Full-Academic-Year Students)

	Reading	Mathematics	Language Arts	Social Studies	Science
Native American	100%	100%	100%	100%	100%
Asian	96%	89%	85%	93%	86%
Black	79%	58%	72%	73%	59%
Hispanic	94%	80%	97%	93%	86%
White	94%	90%	95%	95%	89%
Students with Disabilities	27%	6%	24%	27%	15%

8. The International Baccalaureate Middle Years Program (MYP) is designed to provide a balanced education that will equip young people to function in today's changing world. The curriculum is represented by eight academic areas, including arts, mathematics, humanities, technology, physical education, language I, language II, and science which surround five areas of interaction, including health and social education, environments, human ingenuity, community and service, and approaches to learning. Three fundamental concepts, intercultural awareness, holistic learning, and communication, support and strengthen all areas of the curriculum.

Administration's Analysis

9. Based on Rufus King International Baccalaureate High School's proven success with the IB high school program, and in order to provide students on the north side with the opportunity for an IB Middle Years Program (MYP) as is currently available for students on the south side, the school community is proceeding with the rigorous application process with the International Baccalaureate Organization (IBO).

10. The International Baccalaureate program considers a Middle Years Program (MYP) to include grades 6-10. Currently only 11th and 12th grade students attending Rufus King are enrolled in the International Baccalaureate Diploma Program. Should the Rufus King application for an IB Middle Years Program be successful, the administration proposes to continue to serve 9th and 10th grade students in the current Rufus King location and serve IB students in grades 6 through 8 at a separate location.

11. The location proposed for the Rufus King Middle School is the current McNair Elementary School. The Board has recommended replacing the current McNair K8 program with a middle school.

12. Authorization for an IB MYP can be requested as soon as students at all grade levels are seated. The application requirements from IBO, including specific curriculum at each grade level, will be instituted as each grade level expansion occurs.

13. During the 2009-2010 school year, Rufus King will recruit appropriate staff so that the special training required for IB teachers can commence immediately in the summer of 2010, prior to the start of the 2010-2011 school year.

14. Plans will be made to implement the IB Middle Years Program (MYP), associated with Rufus King High School for the College Bound, one grade per school year beginning in the 2010-2011 school year with grade six. Grade seven will be added in 2011-2012, and grade 8 in 2012-2013. Details relative to the operational aspects of the new program will be brought to the Board at a future date.

15. Students satisfactorily completing eighth grade at the new middle school will be eligible for Rufus King High School for the College Bound.

Strategic Plan Compatibility Statement

16. The Administration's recommendation supports the MPS Strategic Plan Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

Statute, Administrative Policy, or Board Rules Statement

17. This item is consistent with Administrative Policy 5.01: Facilities Development.

Fiscal Impact Statement

18. This item does not authorize expenditures in the FY10 school year. During FY10 the district and the Rufus King community will engage in appropriate planning activities that are anticipated to be absorbed within the existing school budget. There may be future costs associated with converting the McNair site to a middle school. The construction fund contains funding for school moves and relocations that is expected to be available for this purpose. Costs associated with IB educational programming will be funded through the middle school's per pupil allocation.

Implementation and Assessment Plan

19. Upon approval of the Board, the school will begin the application process with IBO, follow through on each of the phases, consideration, candidate, and authorization. They will recruit and train staff members and recruit students. District support will be available to assist with placement of staff and assignment of students. District staff will also facilitate discussions with administrative staff from another MYP district program. To help close the achievement gap at Rufus King High School, district staff will support the school community in adoption and implementation of instructional strategies that are consistent with IB philosophies.

Committee's Recommendation

Your Committee recommends that:

1. the Board authorize the opening of a Middle Years Program at McNair School for grades 6-8 to be associated with Rufus King International Baccalaureate High School, beginning with grade 6 in the 2010-2011 school year;

2. Rufus King High School for the College Bound fully implement the Middle Years Program to include grades 9 and 10 at Rufus King High School for the College Bound, with no interruption to students wishing to pursue the IB opportunity from grades 6-10;

3. the staff and administration of Rufus King High School for the College Bound immediately take steps to address the achievement gap;

4. the school proceed with the intent to create a single 6-12 school, with no entrance requirements to be set for grades 6-8; and

5. the Administration report back to this community and the Board no later than the January 2010 meeting cycle.

Director Blewett moved that

1. the Board authorize the opening of a Middle Years Program at the McNair School for grades 6-8 to be an extension of Rufus King International Baccalaureate High School, beginning with grade 6 in the 2010-2011 school year;

2. Rufus King High School for the College Bound fully implement the Middle Years Program to include grades 9 and 10 at Rufus King High School for the College Bound, with no interruption to students wishing to pursue the IB opportunity from grades 6-10;

3. the staff and administration of Rufus King High School for the College Bound continue to take steps to address the achievement gap;

4. the school proceed with the intent to create a single split campus model 6-12 school, with an entrance portfolio consisting of points for grades, attendance, reading and math placement tests, and extra-curricular involvement in school or non-school related activities;

5. the Administration report back to this community and the Board no later than the January 2010 meeting cycle.

Director Falk moved a substitute, to approve the Committee's recommendation, deleting in number 4 the words "with no entrance requirements to be set for grades 6-8," and replacing that and adding "and to revisit entrance requirements at a later date after the Board has had an opportunity to discuss IB requirements."

The substitute motion was adopted, the vote being as follows:

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

Noes—Directors Blewett, Thompson and Voeltner—3.

* * * * *

(Item 9) Action on a Request to Renew the Instrumentality Charter School Contract with Advanced Language & Academic Studies (ALAS) High School

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 2004-05 school year and ending on the last regularly scheduled school day of the 2008-09 school year.

2. 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 though 12. The September state aid enrollment count was 241 students, including 46 students (19%) with special education needs.

3. The MPS Charter School Contract Review Team has conducted a review of ALAS's compliance with its contract under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

4. In December 2008, the Charter School Contract Review Process was initiated. On February 20, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools. Various Central Services staff provided information and data relative to contract compliance.

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 status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data, as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from ALAS and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to ALAS are included in the attachments to the minutes of your Committee's meeting.

6. On February 20, 2009, the Charter School Contract Review Team recommended non-renewal of the instrumentality charter contract with ALAS due to low student achievement, based on the performance measures outlined in the contract, the school's having fallen into the category of a school identified for improvement (SIFI) under No Child Left Behind (NCLB), and other areas of non-compliance as indicated on Attachment A. As stated in the ALAS contract, upon revocation of this contract, the charter school shall revert to a MPS non-chartered school.

7. Following a review of the report from the MPS Charter School Contract Review Team, ALAS submitted additional information to the Superintendent. After review of this additional information, the Superintendent did not concur with the recommendation for non-renewal of the charter school contract.

8. Data provided by Research and Assessment indicated that, although ALAS's graduation rate is documented at 50%; there was a data-quality issue with the input of the data by the school. ALAS's actual graduation rate after the data were correctly reported was 83%, which exceeds MPS's graduation rate of 59%.

9. ALAS offers Advanced Placement (AP) courses. Of the students enrolled at ALAS, 34% are enrolled in AP courses. In the district, only 13% of students are enrolled in AP courses. For the 2007-2008 school year, the percentage of students scoring 3+/4+ at ALAS was 56%, compared with the district's 40%.

10. Upon the review of this information and other data provided by the school, the Superintendent recommended a two-year contract renewal.

11. On May 21, 2009, 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.

12. 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. The term of the contract is two years, to start with the 2009-2010 school year and to end with the 2010-2011 school year.

b. In addition to the Wisconsin Knowledge and Concepts Exam (WKCE) performance indicators, local performance indicators were added to the contract.

c. Clarifying language was added that indicates that, if an memorandum of understanding (MOU) is obtained, teacher collaborative school governance board can decide to make executive teacher positions 200-day contracted positions.

d. Clarifying language regarding enrollment and in-take process was added.

e. Language that indicates that, if an MOU is obtained, the school can implement a block schedule was added.

f. Technical updates were made throughout the contract, including the current years of the term of this contract and audit methods and discipline plan option chosen.

Strategic Plan Compatibility Statement

13. This item supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 4, that school staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 5, that school staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

15. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY10 Board-adopted budget.

Implementation and Assessment Plan

16. Funds have been reserved as part of the FY10 budget-development process to cover the student FTEs for the 2009-10 school year. The renewed instrumentality charter school contract, as attached to the minutes of your Committee's meeting, will be effective starting with the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the recommendation of the Administration to renew a one-year instrumentality charter school contract with ALAS and that the school attend to the areas in which it was found to be non-compliant or partially compliant; and

2. accept the attached instrumentality charter school contract with ALAS, based upon the Board-approved model instrumentality charter school contract, with the following modifications in terms:

   a. The term of the contract is one year, for the 2009-2010 school year.

   b. In addition to the Wisconsin Knowledge and Concepts Exam (WKCE) performance indicators, local performance indicators were added to the contract.

   c. Clarifying language was added that indicates that, if an memorandum of understanding (MOU) is obtained, teacher collaborative school governance board can decide to make executive teacher positions 200-day contracted positions.

   d. Clarifying language regarding enrollment and in-take process was added.

   e. Language that indicates that, if an MOU is obtained, the school can implement a block schedule was added.

   f. Technical updates were made throughout the contract, including the current years of the term of this contract and audit methods and discipline plan option chosen.

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

* * * * *

(Item 10) Action on a Request to Renew the Instrumentality Charter School Contract with Academia De Lenguaje Y Bellas Artes (ALBA) School

Background

1. On April 22, 2004, the Milwaukee Board of School Directors approved a five-year charter school contract establishing Academia de Lenguaje y Bellas Artes (ALBA) School, as an instrumentality charter school, beginning with the 2004-05 school year and ending on the last regularly scheduled school day of the 2008-09 school year. ALBA is located at 1712 S. 32nd Street (Walker Complex). The current contract specifies services for 225 full-time equivalent students (FTEs) in grades Headstart through Grade 5. The September state aid enrollment count was 248 students, including 18 students (7%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the ALBA School contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. In December 2008, the Charter School Contract Review Process was initiated. On February 20, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

4. 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 status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from ALBA School and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to ALBA School are included in the attachments to the minutes of your Committee's meeting.

5. On February 20, 2009, the Charter School Contract Review Team recommended a five-year renewal of the instrumentality charter contract with ALBA School 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.

6. On May 21, 2009, representatives from the ALBA School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for ALBA School using the Board-approved model.

7. Upon Board approval, ALBA 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. The term of the contract is five years starting with the 2009-2010 school year and ending with the 2013-2014 school year.

b. Clarifying language has been added that indicates that, if an MOU (memorandum of understanding) is obtained, the charter school can interview year round for open classified and certificated positions.

c. Enrollment numbers reflect up to 325 pupils for the term of this contract.

d. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

Strategic Plan Compatibility Statement

8. This item supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 4, that school staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 5, that school staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

10. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY10 Board-adopted budget.

Implementation and Assessment Plan

11. Funds have been reserved as part of the FY10 budget development process to cover the student FTEs for the 2009-10 school year. The renewed instrumentality charter school contract, as attached to the minutes of your Committee's meeting, will be effective starting with the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the recommendation of the Contract Review Team that was concurred upon by Administration to renew a five-year instrumentality charter school contract with ALBA School and that the school attend to the areas in which it was found to be non-compliant or partially compliant; and

2. accept the attached Board approved instrumentality model charter school contract with ALBA School with the following modifications in terms:

   a. The term of the contract is five years starting with the 2009-2010 school year and ending with the 2013-2014 school year.

   b. Clarifying language has been added that indicates that, if an MOU (memorandum of understanding) is obtained, the charter school can interview year round for open classified and certificated positions.

   c. Enrollment numbers reflect up to 325 pupils for the term of this contract.

   d. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

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

* * * * *

(Item 11) Action on a Request to Renew the Instrumentality Charter School Contract with Community High School Charter School

Background

1. On June 24, 2004, the Milwaukee Board of School Directors approved a five-year charter school contract establishing Community High School, as an instrumentality charter school, beginning with

the 2004-05 school year and ending on the last regularly scheduled school day of the 2008-09 school year. Community High School is located at 1017 N. 12 Street (Sarah Scott Campus). The current contract specifies services for 180 full-time equivalent students (FTEs) in grades 9 through 12. The September 2008 state aid enrollment count was 183 students, including 37 students (20.0%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the Community High School contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. In December 2008, the Charter School Contract Review Process was initiated. On February 19, 2009 the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance/compliance data, including the performance and compliance audit, financial audit, charter school compliance record, NCLB status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from Community High School and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to Community High School are included in the attachments to your Committee's meeting.

5. Community High School shared some additional local assessment data with the review team that demonstrated student growth at Community High School. One hundred and nineteen of the students participated in pre and post testing using the STAR Reading program. The student's scores showed that on average, the students are making gains of 1.3 grade levels. In mathematics, students were also pre and post tested using the STAR Math program. On average, the students made an average of 0.9 grade level increases. On the ACT, 39.1% of the students scored in the 20-24 point range. The average ACT score at Community was 17. Community High School's graduation rate was 87% which exceeded the district's average of 69%.

6. On February 19, 2009, the Charter School Contract Review Team recommended a three-year renewal of the instrumentality charter contract with Community High School, and that the school attends to the areas in which it was found to be non-compliant or partially compliant. The contract review team also recommended that Community High School submit a standard operating procedure manual by May 30, 2009 to the Division of Diversified Community Schools as a prerequisite to contract renewal. The Superintendent concurred with the recommendation.

7. On May 11, 2009, representatives from Community High School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for Community High School using the Board-approved model.

8. Upon Board approval, Community High 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. The school will be located at 6415 West Mount Vernon Avenue.

b. The term of the contract will be three years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2011-2012 school year.

c. Language has been added to clarify autonomy over curriculum supporting the educational program and pedagogy approved in original proposal.

d. Clarifying language that indicates if an MOU is obtained, teacher collaborative school governance board can decide to make executive teacher positions a 200-day contracted position.

e. Clarifying language that indicates if an MOU is obtained, charter school can interview year round for open positions.

f. Clarifying language that indicates if an MOU is obtained, charter school can vote on whether to have peer evaluations or administrative teacher evaluations.

g. Language that indicates that in the event a change in location is needed for the school, the teacher collaborative and school governance board will be included in the conversations.

h. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 220 pupils.

i. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

Strategic Plan Compatibility Statement

9. This item supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 4, that school staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 5, that school staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

11. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY10 Board-adopted budget.

Implementation and Assessment Plan

12. Funds have been reserved as part of the FY10 budget development process to cover the student FTEs for the 2009-10 school year. The renewed instrumentality charter school contract, as attached to the minutes of your Committee's meeting, will be effective starting with the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the recommendation of the Administration to renew a three-year instrumentality charter school contract with Community High School and that the school attend to the areas in which it was found to be non-compliant or partially compliant.

2. require Community High School to submit a standard operating procedure manual by May 30, 2009 to the Division of Diversified Community Schools as a prerequisite to contract renewal; and

3. accept the Board-approved instrumentality model charter school contract with Community High School, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

   a. The school will be located at 6415 West Mount Vernon Avenue.

   b. The term of the contract will be three years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2011-2012 school year.

c. Language has been added to clarify autonomy over curriculum supporting the educational program and pedagogy approved in original proposal.

d. Clarifying language that indicates if an MOU is obtained, teacher collaborative school governance board can decide to make executive teacher positions a 200-day contracted position

e. Clarifying language that indicates if an MOU is obtained, charter school can interview year round for open positions.

f. Clarifying language that indicates if an MOU is obtained, charter school can vote on whether to have peer evaluations or administrative teacher evaluations.

g. Language that indicates that in the event a change in location is needed for the school, the teacher collaborative and school governance board will be included in the conversations.

h. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 220 pupils.

i. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

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

* * * * *

(Item 12) Action on a Request to Renew the Instrumentality Charter School Contract with Fairview Elementary Charter School

Background

1. On April 25, 2002, the Milwaukee Board of School Directors approved a three-year charter school contract establishing Fairview Elementary School, as an instrumentality charter school, beginning with the 2001-02 school year and ending on the last regularly scheduled school day of the 2003-04 school year. On November 23, 2004, the Milwaukee Board of School Directors approved five-year charter school contract renewal for Fairview Elementary School, as an instrumentality charter school, beginning with the 2004-05 school year and ending on the last regularly scheduled school day of the 2008-09 school year. Fairview Elementary School is located at 6500 W. Kinnickinnic River Parkway. The current contract specifies services for 583 full-time equivalent students (FTEs) in grades K4 through 8. The September 2008 state aid enrollment count was 629 students, including 144 students (22.8%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the Fairview Elementary School contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. In December 2008, the Charter School Contract Review Process was initiated. On February 17, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance/compliance data, including the performance and compliance audit, financial audit, charter school compliance record, NCLB status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data as well as other items listed on the Charter School Contract Review Checklist attached to the minutes of your Committee's meeting. The Charter School Contract

Review Team met with representatives from Fairview Elementary School and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to Fairview Elementary School are included in the attachments to the minutes of your Committee's meeting.

5. On February 17, 2009, the Charter School Contract Review Team recommended a five-year renewal of the instrumentality charter contract with Fairview Elementary School, and that the school attends to the areas in which it was found to be non-compliant or partially compliant. The Superintendent concurred with the recommendation.

6. On May 21, 2009, representatives from Fairview, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for Fairview using the Board-approved model.

7. Upon Board approval, Fairview accepts the Board approved model instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. The term of the contract will be five years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2013-2014 school year.

b. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 625 pupils.

c. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

Strategic Plan Compatibility Statement

8. This item supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 4, that school staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 5, that school staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

10. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY10 Board-adopted budget.

Implementation and Assessment Plan

11. Funds have been reserved as part of the FY10 budget development process to cover the student FTEs for the 2009-10 school year. The renewed instrumentality charter school contract, as attached to the minutes of your Committee's meeting, will be effective starting with the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the recommendation of the Contract Review Team that was concurred upon by Administration to renew a five-year instrumentality charter school contract with Fairview and that the school attend to the areas in which it was found to be non-compliant or partially compliant; and

2. accept the Board-approved instrumentality model charter school contract with Fairview, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. The term of the contract will be five years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2013-2014 school year.

b. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 625 pupils.

c. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

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

* * * * *

(Item 13) Action on a Request to Renew the Instrumentality Charter School Contract with Fritsche Middle School

Background

1. On August 24, 1999, the Milwaukee Board of School Directors approved a three-year charter school contract establishing Fritsche Middle School, as an instrumentality charter school, beginning with the 1999-2000 school year and ending on the last regularly scheduled school day of the 2001-02 school year. By request of the school, the Board granted contract extensions for the 2002-2003 and 2003-2004 school years. On November 23, 2004, the Milwaukee Board of School Directors approved five-year charter school contract renewal for Fritsche Middle School, as an instrumentality charter school, beginning with the 2004-05 school year and ending on the last regularly scheduled school day of the 2008-09 school year. Fritsche Middle School is located at 2969 S. Howell Avenue. The current contract specifies services for 1,030 full-time equivalent students (FTEs) in grades 6 through 8. The September 2008 state aid enrollment count was 759 students, including 144 students (18.9%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the Fritsche Middle School contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. In December 2008, the Charter School Contract Review Process was initiated. On February 20, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance/compliance data, including the performance and compliance audit, financial audit, charter school compliance record, NCLB status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data as well as other items listed on the Charter School Contract Review Checklist attached to the minutes of your Committee's meeting. The Charter School Contract Review Team met with representatives from Fritsche Middle School and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to Fritsche Middle School are included in the attachments to the minutes of your Committee's meeting.

5. On February 20, 2009, the Charter School Contract Review Team recommended a two-year renewal of the instrumentality charter contract with Fritsche Middle School, and that the school attends to the areas in which it was found to be non-compliant or partially compliant. The Superintendent concurred with the recommendation.

6. On May 21, 2009, representatives from Fritsche Middle School, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for Fritsche Middle School using the Board-approved model.

7. Upon Board approval, Fritsche 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. The term of the contract will be two years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2010-2011 school year.

b. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 750 pupils.

c. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

Strategic Plan Compatibility Statement

8. This item supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 4, that school staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 5, that school staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

10. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY10 Board-adopted budget.

Implementation and Assessment Plan

11. Funds have been reserved as part of the FY10 budget development process to cover the student FTEs for the 2009-10 school year. The renewed instrumentality charter school contract, as attached to the minutes of your Committee's meeting, will be effective starting with the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the recommendation of the Contract Review Team that was concurred upon by Administration to renew a two-year instrumentality charter school contract with Fritsche Middle School and that the school attend to the areas in which it was found to be non-compliant or partially compliant; and

2. accept the Board-approved instrumentality model charter school contract with Fritsche Middle School, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

   a. The term of the contract will be two years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2010-2011 school year.

   b. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 750 pupils.

c. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

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

* * * * *

(Item 14) Action on a Request to Renew the Instrumentality Charter School Contract with Humboldt Park Charter School

Background

1. On April 22, 2004, the Milwaukee Board of School Directors approved a five-year charter school contract establishing Humboldt Park, as an instrumentality charter school, beginning with the 2004-2005 school year and ending on the last regularly scheduled school day of the 2008-09 school year. Humboldt Park is located at 3230 S. Adams Avenue. The current contract specifies services for 578 full-time equivalent students (FTEs) in grades K4 through 8. The September 2008 state aid enrollment count was 584 students, including 71 students (12%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the Humboldt Park contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. In December 2008, the Charter School Contract Review Process was initiated. On February 17, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance/compliance data, including the performance and compliance audit, financial audit, charter school compliance record, NCLB status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from Humboldt Park and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to Humboldt Park are included in the attachments to the minutes of your Committee's meeting.

5. On February 17, 2009, the Charter School Contract Review Team recommended a five-year renewal of the instrumentality charter contract with Humboldt Park, and that the school attends to the areas in which it was found to be non-compliant or partially compliant. The Superintendent concurred with the recommendation.

6. On April 28, 2009, Humboldt Park provided written notification to Diversified Community Schools indicating that they accept the October Board-approved Model Instrumentality Charter Contract with the following terms:

a. The term of the contract is five years commencing with the 2009-2010 school year and ending with the 2013-2014 school year.

b. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 578 pupils.

c. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

Strategic Plan Compatibility Statement

7. This item supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 4, that school staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 5, that school staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

9. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY10 Board-adopted budget.

Implementation and Assessment Plan

10. Funds have been reserved as part of the FY10 budget development process to cover the student FTEs for the 2009-10 school year. The renewed instrumentality charter school contract, as attached to the minutes of your Committee's meeting, will be effective starting with the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the recommendation of the Contract Review Team that was concurred upon by Administration to renew a five-year instrumentality charter school contract with Humboldt Park and that the school attend to the areas in which it was found to be non-compliant or partially compliant; and

2. accept the Board-approved instrumentality model charter school contract with Humboldt Park, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

   a. The term of the contract is five years commencing with the 2009-2010 school year and ending with the 2013-2014 school year.

   b. The contract is based on the Charter School's full-time-equivalent (FTE) count for up to a maximum of 578 pupils.

   c. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

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

* * * * *

(Item 15) Action on a Request to Renew the Instrumentality Charter School Contract with Milwaukee School of Entrepreneurship Charter School

Background

1. 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

2008-09 school year. Milwaukee School of Entrepreneurship is located at 6914 West Appleton Avenue. The current contract specifies services for 180 full-time equivalent students (FTEs) in grades 11 through 12. The September 2008 state aid enrollment count was 193 students, including 29 students (15%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the Milwaukee School of Entrepreneurship contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. In December 2008, the Charter School Contract Review Process was initiated. On February 19, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance/compliance data, including the performance and compliance audit, financial audit, charter school compliance record, NCLB status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from Milwaukee School of Entrepreneurship and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to Milwaukee School of Entrepreneurship are included in the attachments.

5. On February 19, 2009, the Charter School Contract Review Team recommended a three-year renewal of the instrumentality charter contract with Milwaukee School of Entrepreneurship and that the school attends to the areas in which it was found to be non-compliant or partially compliant. The contract review team also recommends that because Milwaukee School of Entrepreneurship only serves students in grades 11 and 12, Milwaukee School of Entrepreneurship negotiate into the new contract a local assessment plan that monitors student growth in the grade levels served. The plan shall be implemented starting in the 2009-2010 school year. The Superintendent concurred with the recommendation.

6. On May 11, 2009, representatives from Milwaukee School of Entrepreneurship, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for Milwaukee School of Entrepreneurship using the Board-approved model.

7. Upon Board approval, Milwaukee School of Entrepreneurship accepts the Board-approved model instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. The term of the contract will be three years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2011-2012 school year.

b. Local performance measures were added to the performance criteria because MSE does not have any tested grades on the WKCE.

c. Clarifying language that indicates if an MOU is obtained, teacher collaborative school governance board can decide to make executive teacher positions a 200-day contracted position.

d. Clarifying language that indicates if an MOU is obtained, charter school can interview year round for open positions.

e. Clarifying language regarding enrollment and in-take process.

f. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 181 pupils.

g. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

Strategic Plan Compatibility Statement

8. This item supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 4, that school staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 5, that school staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

10. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY10 Board-adopted budget.

Implementation and Assessment Plan

11. Funds have been reserved as part of the FY10 budget development process to cover the student FTEs for the 2009-10 school year. The attached renewed instrumentality charter school contract will be effective starting with the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the recommendation of the Contract Review Team that was concurred upon by Administration to renew a three-year instrumentality charter school contract with Milwaukee School of Entrepreneurship and that the school attend to the areas in which it was found to be non-compliant or partially compliant; and

2. accept the Board-approved instrumentality model charter school contract with Milwaukee School of Entrepreneurship, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

   a. The term of the contract will be three years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2011-2012 school year.

   b. Local performance measures were added to the performance criteria because MSE does not have any tested grades on the WKCE.

   c. Clarifying language that indicates if an MOU is obtained, teacher collaborative school governance board can decide to make executive teacher positions a 200-day contracted position.

   d. Clarifying language that indicates if an MOU is obtained, charter school can interview year round for open positions.

   e. Clarifying language regarding enrollment and in-take process.

   f. The contract is based on the Charter School's Full-time-equivalent (FTE) count for up to a maximum of 181 pupils.

   g. Technical updates throughout the contract that include the current years of the term of this contract and audit methods and discipline plan option chosen.

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

* * * * *

(Item 16) Action on a Request to Renew the Instrumentality Charter School Contract with Westside Academy I/II Charter School

Background

1. On September 26, 2000, the Milwaukee Board of School Directors approved a three-year charter school contract establishing Westside Academy I/II, as an instrumentality charter school, beginning with the 2000-2001 school year and ending on the last regularly scheduled school day of the 2002-2003 school year. By request of the school, the Board granted a one-year extension to include the 2003-2004 school year. On April 21, 2005 the Milwaukee Board of School Directors approved a five-year charter school contract renewal with Westside Academy I/II, 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. Westside Academy I is located at 1945 North 31st Street and Westside Academy II is located at 1940 North 36th Street The current contract specifies services for 750 full-time equivalent students (FTEs) in grades K4 through 3 and grades 4 through 8 respectively. The September 2008 state aid enrollment count was 654 students, including 97 students (14.8%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the Westside Academy I/II contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. In December 2008, the Charter School Contract Review Process was initiated. On February 17, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance/compliance data, including the performance and compliance audit, financial audit, charter school compliance record, NCLB status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from Westside Academy I/II and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to Westside Academy I/II are included in the attachments.

5. On February 17, 2009, the Charter School Contract Review Team recommended a five-year renewal of the instrumentality charter contract with Westside Academy I/II 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.

6. On May 11, 2009, representatives from Westside Academy I/II, the MPS Office of Board Governance, the Office of the City Attorney, and the MPS Administration met to negotiate the contract for Westside Academy I/II using the Board approved model.

7. Upon Board approval, Westside Academy I/II accepts the Board-approved model instrumentality contract, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

a. The term of the contract will be five years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2013-2014 school year.

b. Language indicating that mutual agreement of the Board and the Charter School is needed for a new leader to be appointed.

c. Clarifying language that indicates if an MOU is obtained, charter school can interview year round for open positions.

d. Clarifying language that indicates if an MOU is obtained, charter school can modify the teacher summative evaluation form to reflect the instructional observation form that includes the eleven teaching criteria.

e. Language that states that when expenditures are made for students and are denied, the expenditure will be reviewed by the Director of Diversified Community Schools.

f. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 700 pupils.

g. Technical updates throughout the contract that include the current years of the term of this contract and audit methods, discipline plan option chosen, and applicable performance criteria.

Strategic Plan Compatibility Statement

8. This item supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 4, that school staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 5, that school staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

10. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY10 Board-adopted budget.

Implementation and Assessment Plan

11. Funds have been reserved as part of the FY10 budget development process to cover the student FTEs for the 2009-10 school year. The attached renewed instrumentality charter school contract will be effective starting with the 2009-2010 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. accept the recommendation of the Contract Review Team that was concurred upon by Administration to renew a five-year instrumentality charter school contract with Westside Academy I/II and that the school attend to the areas in which it was found to be non-compliant or partially compliant; and

2. accept the Board-approved instrumentality model charter school contract with Westside Academy I/II, as attached to the minutes of your Committee's meeting, with the following modifications in terms:

   a. The term of the contract will be five years commencing with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2013-2014 school year.

   b. Language indicating that mutual agreement of the Board and the Charter School is needed for a new leader to be appointed.

c. Clarifying language that indicates if an MOU is obtained, charter school can interview year round for open positions.

d. Clarifying language that indicates if an MOU is obtained, charter school can modify the teacher summative evaluation form to reflect the instructional observation form that includes the eleven teaching criteria.

e. Language that states that when expenditures are made for students and are denied, the expenditure will be reviewed by the Director of Diversified Community Schools.

f. The contract is based on the Charter School Full-time-equivalent (FTE) count for up to a maximum of 700 pupils.

g. Technical updates throughout the contract that include the current years of the term of this contract and audit methods, discipline plan option chosen, and applicable performance criteria.

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

* * * * *

(Item 17) Report of the Charter School Contract Review Team and Action on a Recommendation for Continuation of the Non-Instrumentality Charter Contract with La Causa Charter School

Background

1. On July 31, 2003, the Milwaukee Board of School Directors approved a five-year charter school contract establishing La Causa Charter School, as a non-instrumentality charter school, beginning with the 2003-04 school year and ending on the last regularly scheduled school day of the 2007-08 school year. On June 19, 2008, the Milwaukee Board of School Directors approved a three-year charter school contract renewal with modifications for La Causa Charter School, beginning with the 2008-09 school year and ending on the last regularly scheduled school day of the 2010-11 school year. The acceptance of the modifications to the contract includes an annual contract review of data agreed upon by the MPS Administration and La Causa Charter School to monitor student growth each year of the of the contract term. The La Causa Charter School is located at 1643 S. 2nd Street. The current contract specifies services for 500 full-time equivalent students (FTEs) in grades K4 through 8. The September 2008 state aid enrollment count was 193 students, including 29 students (15%) with special education needs.

2. On January 29, 2008, the Charter School Contract Review Team met to review the La Causa, Inc., Charter School contract and to evaluate information provided by MPS Diversified Community Schools and various Central Services staff. La Causa representatives attended the meeting and provided additional information. The Charter School Contract Review Team recommended renewal of the non-instrumentality charter school contract with the school attending to the areas in which it was found to be non-compliant or partially compliant. The Superintendent concurred with the recommendation.

3. On February 12, 2008, the Committee on Innovation and School Reform approved the Administration's recommendation to 1) approve the recommendation of the Charter School Contract Review Team to renew the five-year non-instrumentality charter school contract with La Causa, Inc., for the La Causa Charter school and that the school attend to the areas in which it was found to be non-compliant or partially compliant; and 2) authorize the Superintendent's designee to initiate the contract renewal process and draft a renewed charter school contract to begin with the 2008-09 school year. On February 28, 2008, the Board set the item aside for more discussion about student achievement.

4. On June 19, 2008, the Milwaukee Board of School Directors approved a renewed three-year non-instrumentality charter school contract with La Causa, Inc., to provide services for a maximum of 500

FTEs in grades K4 through 8, effective with the 2008-2009 school year. The Board directed the Administration to conduct annual contract reviews of data agreed upon by the MPS Administration and the school to monitor student growth each year of the contract.

Administration's Analysis

5. In December of 2008, the Charter School Contract Review Process was initiated. On February 18, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

6. The Charter School Contract Review Team examined the school's performance/compliance data, including the performance and compliance audit, financial audit, charter school compliance record, NCLB status, special education compliance, site-visitation data, the educational plan review, parental complaints, and school climate survey data as well as other items listed on the Charter School Contract Review Checklist attached to the minutes of your Committee's meeting. The Charter School Contract Review Team met with representatives from La Causa Charter School and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to La Causa Charter School are included in the attachments to the minutes of your Committee's meeting..

7. At the February 18, 2009 review meeting, La Causa provided the contract review team with Benchmark Assessment data. The data that was presented represented scores from September 2008 and January 2009 in the areas of reading and mathematics. The benchmark data in math indicated that from the first test in September to the second test in January, all grade levels made increases in the percentage of students scoring proficient and advanced. The benchmark data for reading showed that grades 6 and 8 increased the percentage of students scoring proficient and advanced.

8. La Causa attributes the gains to its restructuring of the school program to implement block scheduling. La Causa has increased instructional time in both math and reading to 90 minutes. In addition, a math specialist collaborates with the classroom teacher to individualize the lesson plans to address the needs of the students in the classes. In addition to the 90 minutes of math a day, the math specialist works directly with each class for three weeks per quarter.

9. In reading, La Causa has provided professional development and specialized training to all teachers in Spanish dominant classrooms. La Causa secured additional funding with the United Way of Greater Milwaukee to implement an early literacy program that provides the school with a full-time literacy coach who routinely meets with teachers, models lessons, engages parents, and implements reading assessments.

10. In reviewing last year's contract review checklist against this year's checklist, La Causa has made gains in the majority of the areas it was found to be partially or non-compliant in. These areas of improvement include increased scores on the WKCE in the areas of English/Language Arts, science, and social studies, promotion, audit findings, compliance with charter contract, and teacher licensure.

11. On February 18, 2009, the Charter School Contract Review Team recommended continuation of the non-instrumentality charter contract with La Causa Charter School for the duration of their contract term ending with the last regularly scheduled school day of 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.

Strategic Plan Compatibility Statement

12. This item supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 4, that school

staffs are accountable for high-quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 5, that school staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

14. This item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY10 Board-adopted budget.

Implementation and Assessment Plan

15. Upon approval of this item, La Causa will continue with its charter and will go through the review process in the 2009-2010 school year to review progress made.

Committee's Recommendation

Your Committee recommends the continuation of the La Causa Charter School Contract and that the school continue to tend to the Charter School Contract Checklist items found to be partially compliant and non-compliant.

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

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(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

Award of Contracts

Below is a contract award recommendation for the June 2009. Adequate funding is available in the accounts as noted below.

ROOF REPLACEMENT

Andrew Douglas Community Academy

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

Low Bidder, Base Bid of.....$526,606.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
No	153	48	6	35%	35%	$184,315.00	25%	500	10

Funds are budgeted for the Andrew Douglas Community Academy's roof-replacement project from FY10 A.R.R.A. Construction Fund, contracted services for roofing, account code FAR00MMSDA ECNCROF0, (W.O. #005938). Project is to begin on July 1, 2009, and is scheduled for completion on November 27, 2009.

Sixty-Eighth Street Early Childhood Center

Prime Contractor
SRS Roofing & Sheet Metal, Inc.
818 Bakke Avenue
Waterford, WI 53185

Low Bidder, Base Bid of $118,000.00, plus $4,000.00 for Mandatory Alternate Bid #1, to provide all work for Roof Area 6, for a total cost of $122,000.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
No	60	6	1	15%	15.6%	$19,000.00	25%	300	10

Funds are budgeted for the Sixty-Eighth Street Early Childhood Center's roof-replacement project from FY10 A.R.R.A. Construction Fund, contracted services for roofing, account code FAR00MMS68 ECNCROF0, (W.O. #005911). Project is to begin on July 1, 2009, and is scheduled for completion on August 28, 2009.

Burroughs Middle School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$961,000.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
Yes	45	15	5	35%	100%	$961,000.00	25%	500	10

Funds are budgeted for the Burroughs Middle School's roof-replacement project from FY10 A.R.R.A. Construction Fund, contracted services for roofing, account code FAR00MMSBG ECNCROF0, (W.O. #005943). Project is to begin on July 1, 2009, and is scheduled for completion on November 25, 2009.

Maryland Montessori School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$280,000.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
Yes	45	15	5	20%	100%	$280,000.00	25%	300	10

Funds are budgeted for the Maryland Montessori School's roof-replacement project from FY10 A.R.R.A. Construction Fund, contracted services for roofing, account code FAR00MMSMD ECNCROF0, (W.O. #008864). Project is to begin on July 1, 2009, and is scheduled for completion on September 25, 2009.

Solomon Juneau High School

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

Low Bidder, Base Bid of.....$344,600.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
No	148	53	6	20%	20%	$68,950.00	25%	400	10

Funds are budgeted for the Solomon Juneau High School's roof-replacement project from FY10 A.R.R.A. Construction Fund, contracted services for roofing, account code FAR00MMSJU ECNCROF0, (W.O. #007650). Project is to begin on July 1, 2009, and is scheduled for completion on November 25, 2009.

South Division High School

Prime Contractor
Walsdorf Roofing Company, Inc.
P. O. Box 66
Kiel, WI 53042-0066

Low Bidder, Base Bid of.....$589,900.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
No	70	4	3	25%	25%	$147,500.00	25%	400	10

Funds are budgeted for the South Division High School's roof-replacement project from FY10 A.R.R.A. Construction Fund, contracted services for roofing, account code FAR00MMSSD ECNCROF0, (W.O. #005935). Project is to begin on July 20, 2009, and is scheduled for completion on October 30, 2009.

CONCRETE STAIR REPLACEMENT

Solomon Juneau High School

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$63,000.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
Yes	75	10	3	10%	58.7%	$37,000.00	25%	160	10

Funds are budgeted for the Solomon Juneau High School's concrete-stair-replacement project from FY10 A.R.R.A. Construction Fund, contracted services for grounds, account code FAR00MMSJU ECNCGND0, (W.O. #023367). Project is to begin on July 1, 2009, and is scheduled for completion on July 31, 2009.

MASONRY RESTORATION

Maryland Montessori School

Prime Contractor
Statz Restoration & Engineering Co.
N57 W13580 Reichert Avenue
Menomonee Falls, WI 53051

Low Bidder, Base Bid of.....$65,975.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
No	24	0	3	10%	10%	$6,600.00	15%	300	10

Funds are budgeted for the Maryland Montessori School's masonry-restoration project from FY10 A.R.R.A. Construction Fund, contracted services for roofing, account code FAR00MMSMD ECNCROF0, (W.O. #023396). Project is to begin on July 1, 2009, and is scheduled for completion on July 31, 2009.

Lincoln Center of the Arts Middle School

Prime Contractor
Statz Restoration & Engineering Co.
N57 W13580 Reichert Avenue
Menomonee Falls, WI 53051

Low Bidder, Base Bid of.....$112,970.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
No	24	0	3	20%	20%	$22,600.00	20%	300	10

Funds are budgeted for the Lincoln Center of the Arts Middle School's masonry-restoration project from FY09 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MM2LN ECNCMSN9, (W.O. #2-762968). Project is to begin on June 29, 2009, and is scheduled for completion on August 28, 2009.

MASONRY CHIMNEY DEMOLITION

Roosevelt Creative Arts Middle School

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$57,000.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
Yes	75	10	3	10%	59.6%	$34,000.00	25%	300	10

Funds are budgeted for the Roosevelt Creative Arts Middle School's masonry-chimney-demolition project from FY08 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MM2RV ECNCMSN8, (W.O. #02-730626). Project is to begin on June 29, 2009, and is scheduled for completion on August 21, 2009.

Construction Contracts

Total construction contract dollars awarded.....$3,123,051.00
Total dollars HUB participation.....$1,760,965.00
% of HUB participation.....56.46%
% Minority employees within company.....26.41%
% Women employees within company.....7.27%

ARCHITECTURAL SERVICES

Request is being made for authorization to enter into contract negotiations for architectural services for the following ADA Compliance projects:

Grant School

Prime Contractor
PACE Architects
235 N. Water Street, Suite #201
Milwaukee, WI 53202

Low Bidder, Base Bid of $80,800.00, plus $5,000.00 for reimbursables and $7,600.00 for student employment, for a total cost of.....$93,400.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
Yes	6	0	5	20%	90%	$72,720.00	0%	450	10

Funds are budgeted for the Grant School's ADA remodeling project from FY05 Borrowed Construction Funds, contracted services for ADA compliance, account code FAR00OSAUS ECNCADA5, (W.O. #023956).

Sherman Multicultural Arts School

Prime Contractor
Quorum Architects, Inc.
3112 W. Highland Blvd.
Milwaukee, WI 53208

Low Bidder, Base Bid of $26,677.00, plus $1,500.00 for reimbursables and $1,500.00 for student employment, for a total cost of.....$29,677.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
Yes	9	0	6	0%	57%	$15,205.89	0%	150	10

Funds are budgeted for the Sherman Multicultural Arts School's ADA remodeling project from FY09 Borrowed Construction Funds, contracted services for ADA compliance, account code FAR00OSASE ECNC, (W.O. #023958).

Walker International Middle School Campus

Prime Contractor
Quorum Architects, Inc.
3112 W. Highland Blvd.
Milwaukee, WI 53208

Low Bidder, Base Bid of $55,308.00, plus $5,000.00 for reimbursables and $3,000.00 for student employment, for a total cost of.....$63,308.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
Yes	9	0	6	0%	61%	$33,737.88	0%	300	10

Funds are budgeted for the Walker International Middle School's ADA remodeling project from FY07 Borrowed Construction Funds, contracted services for ADA compliance, account code FAR00OSAWK ECNCADA7, (W.O. #023959).

Kosciuszko Middle School

Prime Contractor
Uihlein Wilson Architects
322 East Michigan Street
Milwaukee, WI 53209

Low Bidder, Base Bid of $127,700.00, plus $5,000.00 for reimbursables, for a total cost of.....$132,700.00

PRIME CONTRACTOR INFO				HUB			COIN	STUDENT	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	COIN Req. %	Paid Employmt (Req. Hrs.)	Ed'l Exp. (Req. Hours)
No	18	2	8	20%	20%	$25,540.00	0%	300	10

Funds are budgeted for the Kosciuszko Middle School ADA remodeling project from FY08 Borrowed Construction Funds, contracted services for ADA compliance, account code FAR00OSAKZ ECNCADA8, (W.O. #023960).

Architectural Services Contracts

Total construction contract dollars awarded.....$319,085.00
Total dollars HUB participation.....$147,203.77
% of HUB participation.....50.68%
% Minority employees within company.....4.62%
% Women employees within company.....62.28%

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, 2009, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 934,154,167	$ 25,918,519	$ 960,072,686	$ 5,827,627	$ 675,910,035	$ 284,162,651	70%
Categorically Aided	225,301,475	20,690,856	245,992,331	21,252,250	151,825,684	94,166,647	62%
School Nutrition	34,598,457	184,085	34,782,542	3,695,835	23,064,840	11,717,702	66%
Construction	23,025,832	27,837,780	50,863,612	21,460	22,106,270	28,757,342	43%
Extension	14,071,832	2,637,840	16,709,672	-181,755	12,470,068	4,239,604	75%
Total All Funds	$ 1,231,151,763	$ 77,269,080	$ 1,308,420,843	$ 30,615,417	$ 885,376,897	$ 423,043,946	68%

Below is a summary of expenditures, encumbrances, and commitments as of April 30, 2009, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Commitments, Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 934,154,167	$ 25,918,519	$ 960,072,686	$ 80,128,081	$ 741,966,987	$ 218,105,699	77%
Categorically Aided	225,301,475	20,690,856	245,992,331	21,208,263	187,735,644	58,256,687	76%
School Nutrition	34,598,457	184,085	34,782,542	3,670,533	27,857,190	6,925,352	80%
Construction	23,025,832	27,837,780	50,863,612	1,073,238	50,863,612	0	100%
Extension	14,071,832	2,637,840	16,709,672	823,815	11,318,084	5,391,588	68%
Total All Funds	$ 1,231,151,763	$ 77,269,080	$ 1,308,420,843	$ 106,903,930	$ 1,019,741,517	$ 288,679,326	78%

[1] Represents Board-approved transfers during fiscal year 2009 and appropriations for purchases encumbered in fiscal year 2008.

Respectfully submitted,
Ronald J Vanich
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, 2008, through April 30, 2009.

School Operations Fund

Expenditures, encumbrances, and commitments through April totaled $741,966,987, or 77% of the revised budget.

District Contingent Fund

The balance at April 30, 2009, was $500,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2008	$ 500,000
Approved Transfers:	
None	0
Balance — April 30, 2009	$ 500,000

Construction Fund

Expenditures, encumbrances, and commitments through April totaled $50,863,612, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through April totaled $11,318,084, or 68% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT-YEAR VERSUS THREE-YEAR AVERAGE
As of April 30, 2009

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	70%	67%	77%	75%
Categorically Aided	62%	57%	76%	71%
School Nutrition	66%	68%	80%	84%
Construction	43%	42%	100%	98%
Extension	75%	81%	68%	72%

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
Alcott	Milwaukee Public Schools Foundation, Inc.	$250.00	2008-09 MPS Employees' Combined Giving Campaign
Allen-Field	Timothy & Cindy Morgan	$2,000.00	As needed by Social Worker
Carson Academy	Corey & Karen Jackson	$200.00	Curriculum support
Clemens	Troy Cotton	$300.00	Adidas apparel & shoes for Spring Extravaganza for parents & the community

School	Donor	Amount	Gift or Purpose
Clemens	1290 / WMCS	$50.00	Two $25.00 gift cards (Hooligans & Tracadero) for Spring Extravaganza for parents & the community
Clemens	Barbara Ford	$200.00	Gift baskets for Spring Extravaganza for parents & the community
Clemens	Four Points Sheraton Milwaukee — North	$120.00	One-night hotel stay for Spring Extravaganza for parents & the community
Clemens	The Learning Shop	$225.00	Picture frame & discount coupons for Spring Extravaganza for parents & the community
Clemens	F'Real Dough	$50.00	Cakes for Spring Extravaganza for parents & the community
Clemens	Victor's	$50.00	Gift card for Spring Extravaganza for parents & the community
Clemens	Target	$50.00	Gift card for Spring Extravaganza for parents & the community
Clemens	Culvers	$200.00	Ice cream for Spring Extravaganza for parents & the community
Clemens	Starbucks	$20.00	Coffee & mug for Spring Extravaganza for parents & the community
Curtin	Pick N' Save	$64.89	We Care Program
Dover	We Energies	$499.08	$500.00 grant — materials to teach students about renewable energy
Dover	Council for Exceptional Children	$300.00	Support for "Underground Railroad" project — Educational Trip to Chicago
Dover	Tri City National Bank	$167.00	Kindergarten classes' cost of bus for field trip to the farm
Dover	Dr. & Mrs. Kresho Kurtin	$50.00	Barbara Stampfl Library Fund
Elm	PTA	$5,050.00	African drums for music class & light board & light fixtures for theatre student shows
Fernwood	Roundy's	$252.00	Donation — educational materials
Gaenslen	Roundy's Supermarkets	$64.89	We Care Program
Green Bay	Violet Morfitt	$100.00	Digital camera for classroom projects
Green Bay	Box Tops for Education	$1,030.50	Donation
Hartford	Ann Jacobs	$600.00	Donation — approximately 400 binders
Kagel	Target	$138.64	Take Charge of Education Program
Kagel	Roundy's	$56.76	We Care Program
Kagel	Forgiveness Institute	$100.00	Participation in workshop
Kagel	Community Bank Group	$50.00	3rd place in Mexican Parade Decoration
Kagel	Target	$65.86	Take Charge of Education Program
Kagel	Roundy's	$68.43	We Care Program
Kagel	Target	$64.92	Take Charge of Education Program
Kagel	Target	$73.17	Take Charge of Education Program
Kagel	Anonymous	$1,500.00	Donation — supplies for students

School	Donor	Amount	Gift or Purpose
Kagel	Target	$158.25	Take Charge of Education Program
Kagel	Roundy's	$53.65	We Care Program
Kagel	Target	$135.17	Take Charge of Education Program
Kagel	Roundy's	$77.30	We Care Program
Kagel	Roundy's	$56.95	Donation
Kagel	Directory Billing, LLC	$3.25	Donation
Kagel	Target	$124.15	Take Charge of Education Program
Manitoba	PTO	$2,318.00	Enrollment postcards
McNair	Walmart	$150.00	Three $50.00 gift cards for incentive program
Milwaukee African American Immersion	Milwaukee Public Schools Foundation, Inc.	$500.00	Drum Line performance award
Milwaukee Public Schools	School Kids Healthcare	$500.00	Hand sanitizer
Milwaukee Recreation	Harley Davidson	$200.00	Door prizes for Mother & Son Dance — T-Shirts & hats
Milwaukee Recreation	WE Energies	$112.00	Door prizes for Mother & Son Dance — 8 Brewers' tickets
Milwaukee Recreation	Carter's Creations	$150.00	Door prizes for Mother & Son Dance — 75 carnations
Neeskara	Carol Justin & Edward Szopinski Family (Pat & Terence Bridgman, Shirley & John Wolff)	$1,000.00	Donation — one-semester participation for students to the Urban Ecology Center, Washington Park
95th Street School	In memory of "James Valentine"	$225.00	Donation
95th Street School	Estate of Barbara Heesch	$3,820.25	Check dated 09/17/2007 — School Technology
95th Street School	Estate of Barbara Heesch	$5,020.19	Check dated August of 2006 — School Technology
95th Street School	Estate of Barbara Heesch	$7,500.00	Check dated August of 2006 — School Technology
Pierce	Urban Ecology Center, Inc.	$500.00	Field Trip — Discovery World
Pierce	Target	$67.42	Take Charge of Education Program
Pulaski	Twilight Burgers	$2,000.00	Donation — student council activities
Siefert	United Methodist of Whitefish Bay	Undetermined	$50 for Grade 1 activities — K5 student Christmas gifts — hats & gloves for students
Silver Spring	Variety, The Children's Charity	$423.25	Field Trip — Zoo
Stuart	Target	$71.38	Donation
Stuart	Pick N' Save	$231.20	We Care Program
Stuart	Pick N' Save	$338.71	We Care Program
Stuart	Target	$113.32	Donation
Stuart	Pick N' Save	$250.98	We Care Program
Stuart	Target	$191.38	Donation
Stuart	Pick N' Save	$279.94	We Care Program
Thurston Woods	John Kaishian	Undetermined	Free use of Crystal Ridge Ski Resort
Vieau	Landmark Credit Union	$953.63	Student/Parent involvement — 07-08 parade

School	Donor	Amount	Gift or Purpose
Vieau	Marquette University	$150.00	Student involvement — dance group
Vieau	Martelle Jossart, USDA FS (Department of Agriculture)	$200.00	Student involvement — dance group
Vieau	Landmark Credit Union	$500.00	Student/Parent involvement — 08-09 Parade
Vieau	FJon & Elizabeth Baranko	$100.00	Student involvement — book donation
Wedgewood Park	Barb Foulks	$300.00	Donation — Forensics Team
Wheatley	Investment Divas, LLC	$500.00	"Sister to Sister" sponsorship/award to conduct & support life skills group

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts as listed above and accept the donations as listed above, 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 Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
2	Brian Ragsdale Westside Academy I	School Secretary I $20,683.56/yr.	06-01-09
		Promotions	
5	Deborah Cook Diversity & Comm. Engagement	School Secretary II $34,790.86/yr.	05-21-09
5	Virgel Scott Greenfield	School Kitchen Manager II $26,356.20/yr.	05-18-09
5	Cynthia Voelz School Safety & Security	School Secretary III $39,280.26/yr.	05-19-09
		Changes in Status	
	Kris Bertram[1]	School Secretary I Wheatley $33,522.06/yr.	07-01-09
	Betty Coker[2]	School Secretary I Browning $10,352.00/yr.	05-12-09

Lamont Cobbs[3]	Boiler Attendant	04-20-09
Fac. & Maintenance Services	$38,534.86/yr.	
Zelma Fulbright[4]	Handicapped Children's Assistant	05-18-09
Vieau	$16,015.77/yr.	
April Green[5]	School Secretary I	05-06-09
Green Bay	$21,587.64/yr.	
Lamecca Horges[4]	Handicapped Children's Assistant	05-05-09
Madison	$16,015.77/yr.	
Judy Moore[4]	Handicapped Children's Assistant	05-14-09
Clemens	$16,015.77/yr.	
Sylvester Parker[4]	Handicapped Children's Assistant	05-06-09
95th	$16,015.77/yr.	
Virginia Perry[4]	Handicapped Children's Assistant	05-18-09
MacDowell	$16,015.77/yr.	
Shawonda Smith[4]	Handicapped Children's Assistant	05-11-09
Fairview	$16,015.77/yr.	
Valerie Watley[1]	School Secretary I	06-24-09
Recreation	$33,522.06/yr.	
Tracy Wright[1]	School Secretary I	05-11-09
Parent & Student Services	$33,522.20/yr.	

[1]From a 10-month to a 12-month position
[2]From substitute to a 10-month part-time position
[3]Demotion from School Engineer I — does not meet job requirements
[4]From substitute to regular
[5]From a 12-month to a 10-month position

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave Extension, June 2010:		
Belott, Cheryl	Leave	August 2009
McGill, Bonnie	Leave	August 2009
Rosenfelt, Amanda	Leave	August 2009
Tracy, Melinda	Leave	August 2009
Illness Leave, June 2009:		
Phillips, Jenita	Custer	June 1, 2009
Illness Leave, June 2010:		
Grimes, Anne	Brown	May 28, 2009
Wallace, Margaret	Lancaster	May 2, 2009
Personal Leave, June 2010:		
Collier Thompson, Judith	MHSA	August 2009
Paonessa, Denisse	Day-To-Day	June 4, 2009
Prather, Tiffany	Lady Pitts	August 2009
Personal Leave Extension, June 2010:		
Lauer, Dorothy	Leave	August 2009
Newcomb, Jonathan	Leave	August 2009
Legislative Leave, June 2010:		
Clark, Toni	Leave	August 2009
Association Leave, June 2010		
Langyel, Michael	Pulaski	August 2009

Sabbatical Leave, June 2010:

Schroeder, Connie	Urban Waldorf	August 2009

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Brigid Boyle	Supervisor	07/02/09
Denise Clark	Teacher	08/14/09
Kari Collyard	Teacher	06/17/09
Kathleen Damrow	Teacher	05/22/09
Justin Engum	Teacher	06/17/09
Susan Firer	Teacher	06/17/09
Kathryn Flynn	Teacher	06/17/09
Steven Gutknecht	Teacher	06/17/09
Timothy Hall	Teacher	06/17/09
Sara Kitzinger	Teacher	06/23/09
Thomas Konowalski	Teacher	06/17/09
Maggie Krochalk	Teacher	06/17/09
Lindsay Krueger	Teacher	06/17/09
Mark Kuxhause	Principal	07/31/09
Adele Levy	Teacher	06/17/09
Sharon Matuszewski	Teacher	06/17/09
Christine Maxwell	Principal	06/30/09
Cynthia Miller	Specialist	07/01/09
Kim Novak	Teacher	06/23/09
John O'Brien II	Teacher	05/08/09
Rogers Onick	Principal	07/01/09
Patricia Paige	Teacher	06/01/09
Sandra Perry	Teacher	05/29/09
Laura Priebe	Teacher	06/17/08
David Rach	Teacher	05/28/09
Linda Rees	Teacher	06/17/09
Heather Reliford	Teacher	06/17/09
Barbara Riebau	Teacher	06/17/09
Ector Rodriguez	Teacher	06/17/09
Renee Silver	Soc. Worker	06/23/09
Adam TaFoya	Teacher	06/17/09
Henry Tyler	Teacher	05/07/09
May Vang	Teacher	06/17/09
Jessie Weyenberg	Teacher	06/17/09
Natalie Zavodski	Teacher	06/12/09
Correction from March 2009 Board Report		
Lee Breger	Teacher	06/17/09

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
Joseph Szombathelyi	School Safety Assistant	05-02-09
Albert Paskel Jr.	Building Service Helper I	05-01-09
Aaron Womack	General Ed. Assistant	05-15-09
Lee Roy Jones	General Ed. Assistant	05-30-09

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for May 2009 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 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

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

5(r)	Karen Nastulski	Principal Fritsche Middle School	Schedule III, Range 14A $99,375.00
2(r)	Gregory Tolbert	Principal Carson Academy	Schedule III, Range 13Z $93,230.00
2(r)	Ricardo Anderson	Principal Cass Street School	Schedule III, Range 13Z $73,344.00
4(r)	Manuela Soto	Principal Garland School	Schedule III, Range 12Z $86,184.00
3(r)	James Sayavong	Principal Milwaukee Academy of Chinese Languages	Schedule III, Range 12Z $91,534.00
4(r)	Wanda Varela Katz	Principal Victory School	Schedule III, Range 14Z $91,156.00
2(r)	Tamara Hines	Assistant Principal Bay View High School	Schedule III, Range 12Y $65,218.00
4(r)	Nancy Martinez	Assistant Principal Bay View High School	Schedule III, Range 12Y $66,348.00
2(r)	Mateba Harris	Assistant Principal Custer High School	Schedule III, Range 12Y $80,708.00

5(r)	Aaron Shapiro	Assistant Principal South Division High School	Schedule III, Range 12Y $65,218.00
2(r)	Tiffany Fisher	Assistant Principal Lincoln Middle School of the Arts	Schedule III, Range 11Z $77,088.00
4(r)	Marisol Alvarado-Patten	Assistant Principal Allen-Field School	Schedule III, Range 10Z $58,880.00
2(r)	Kanika Burks	Assistant Principal Browning School	Schedule III, Range 10Z $62,805.00
2(r)	Tequila Kurth	Assistant Principal Bruce School	Schedule III, Range 10Z $64,121.00
2(r)	Keith Carrington	Assistant Principal 53rd Street School	Schedule III, Range 10Z $58,428.00
5(r)	Sally Schumacher	Assistant Principal Golda Meir School	Schedule III, Range 10Z $58,428.00
2(r)	Theopa Tolbert	Assistant Principal Hopkins School	Schedule III, Range 10Z $63,189.00
5(nr)	Lori Moore	Assistant Principal Milwaukee Sign Language School	Schedule III, Range 10Z $ 58,428.00
5(nr)	Georgia Becker	Assistant Principal O.W. Holmes School	Schedule III, Range 10Z $67,525.00
2(r)	Erick Owens	Assistant Principal Starms Discovery Center	Schedule III, Range 10Z $61,037.00
5(r)	Andrew Vitrano	Assistant Principal Townsend School	Schedule III, Range 10Z $58,880.00
4(r)	Lorena Gueny	Bilingual Curriculum Specialist Division of Bilingual Multicultural Education	Schedule III, Range 11A $103,350.00
2(r)	Keith Atkinson	DIFI/SIFI Supervisor District and School Improvement	Schedule III, Range 10A $92,126.00
2(r)	Stephanie Jones	Title I Supervisor Non-Public Department of Parent & Student Services	Schedule III, Range 8A $84,792.00
5(r)	Kari Couture	Assistant Recreation Supervisor — Community Arts Specialist	Schedule III, Range 04A $46,562.00

2. A motion to place the following appointment on file having failed on a tied vote, your Committee is forwarding the requested appointment to the Board without recommendation:

2(r)	Evelyn Resto	Principal Doerfler School	Schedule III, Range 14Z $94,172

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 Thompson moved that the Board retire to executive session, pursuant to the provisions of Wisconsin Statutes 19.85 (1)(c), to consider personnel matters.

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 7:25 PM.

The Board reconvened in open session at 8:39 PM.

Director Falk moved to approve the Committee's recommendation under subsection 1.

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 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 attachment 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).

4. Board Rule 1.14(3) mandates a "recorded affirmative vote of two-thirds of the Board membership" to amend or repeal prevailing wage rates.

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as presented in the attachment to the minutes of your Committee's meeting.

Director Spence moved to accept 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.

Temporarily absent—Director Petersons—1.

* * * * *

(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-youth 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) and Division of Early Childhood Education (DDCE), respectively.

2. The Office of Board Governance-Audit Services annually conducts audits of private schools under contract with MPS on behalf of DDCS and DECE 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 and Division of Early Childhood Education. 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 FY09 include six partnership, one early childhood/regular education, and one follow-up partnership review.

a. The six partnership programs were:

- Lad Lake, Inc. — Synergy
- Seeds of Health, Inc. — Grandview High School
- Assata High School
- Career Youth Development
- Council for Spanish Speaking, Inc. — Loyola Academy
- Banner Preparatory School

b. The one early childhood/regular education program selected for review was Council for Spanish Speaking, Inc. — Guadalupe.

c. The one follow-up review was HR Academy.

4. Individual audit reports for seven of the eight programs have been provided to the Board under separate cover. The follow-up review at HR Academy is currently in process.

5. 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.

6. The financial and compliance reviews, which focused on school operations conducted under contract with MPS for FY08, 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.

7. Except for the material issues of non-compliance listed below, the results of tests performed indicate that Synergy, Grandview, Assata, Career Youth Development, Loyola, Banner, and Guadalupe

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 FY08.

8. With respect to the follow-up audit at HR Academy, the engagement is in process.

SCHEDULE OF MATERIAL ISSUES OF NON-COMPLIANCE

Audit Finding	Possible Disallowed Costs
Audit #2009-36 — Lad Lake, Inc. — Synergy	
Administrative Requirements	
Although Synergy conducted a review of the questionable background check for one individual, Synergy 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

Audit #2009-37 — Seeds of Health, Inc. — Grandview High School

Fiscal Requirements

Grandview did not allocate bonus payments to employees according to its cost-allocation plan and also charged the MPS program for library books and computers that were reimbursed through the MPS Common School Fund. $29,253

Audit #2009-45 — Assata High School

Fiscal Requirements

Assata did not request permission to carry over additional FY08 unspent funds that were identified after the initial carryover request was approved by MPS. $12,300

Audit #2009-48 — Career Youth Development

Fiscal Requirements

CYD reported annual program expenditures that were greater than the actual amounts incurred. $61,063

Written permission was not obtained from MPS to carry over FY08 unspent funds. $144,370

A misclassification of expenditures resulted in CYD's not obtaining written permission from MPS to exceed 110% of budget category spending authority. $228,060

Audit #2009-49 — Banner Preparatory School

Administrative Requirements

Banner was unable to provide background screens for two employees; did not consult with MPS Human Resources and hired an individual with a questionable background; did not provide an accurate initial staff roster; and did not provide an updated staff roster and copies of background checks to MPS within 14 days of hiring new employees. ..... N/A

Banner did not procure and provide to MPS an annual A-133 single audit report ..... N/A

Audit #2009-52 — Council for Spanish Speaking, Inc. — Loyola

Fiscal Requirements

A cost-allocation plan to charge shared salaries, benefits, and building depreciation to the MPS program was not documented. $35,661

Annual program expenditures were not accurately reported to MPS. Twenty-six accounts reported on the annual expenditure report submitted to MPS could not be traced to the general ledger, and one account totaling $19,597 was misclassified. ..... No fiscal effect — compliance issue.

Pension expenses totaling $12,972 were not paid by October 1, 2008, as required by the contract. Nonpayment

of expenditures charged to the MPS program could indicate that the school is having cash-flow problems as the school has received payment from MPS for these costs. $12,972

Audit #2009-53 — Council for Spanish Speaking, Inc. — Guadalupe

Fiscal Requirements

A cost allocation plan to charge shared salaries and benefits to the MPS program was not documented $74,641

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 #2009-36, #2009-37, #2009-45, #2009-48, #2009-49, #2009-52, and #2009-53; and

2. direct MPS's Division of Diversified Community Schools and Division of Early Childhood Education 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 2009 indicating how the exceptions were resolved.

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

* * * * *

(Item 6) Action on Recommended Professional Services Contracts

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

Committee's Recommendation

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

RFP 624 Contract with ThinkLink/Discovery Education for the Provision of Benchmark Assessments in Reading and Mathematics for Students in Grades 3-9

The Administration requests authorization to enter into a contract with ThinkLink/Discovery Education for the purpose of providing quarterly benchmark assessments in reading and mathematics for

students in grades 3-9. ThinkLink/Discovery Education was selected as the recommended vendor for these services in March 2009 through Request for Proposals 624.

The contract period is for one year, with the option to extend for two additional one-year periods. The annual cost not to exceed is $700,000.

Budget Amount $700,000

Budget Codes:
SYS0S1E0RH-ETTX (Title I Evaluation — Teacher Tests) $600,000
SYS00ASMRH-ETTX (Research & Assessment —Teacher Tests) $100,000

HUB % set 10%
HUB % proposed 22.77%
Total HUB $.....$159,390

ThinkLink/Discovery Education Assessment, LLC

Prime Contractor Information					HUB Participation			Student-Engagement Commitment	
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women	Req'd	Proposed	Value	Paid Student Emplymt Hours	Student Ed Hours
No	$700,000	2,867	980	1,559	10%	22.77% WBE	$159,390	NA	NA

RFP 625 Contract with M&M Technologies for Data Warehouse and Programming Support for the Division of Research and Assessment

The Administration requests authorization to enter into a contract with M&M Technologies for the purpose of providing data warehouse and specific programming support to the Division of Research and Assessment. M&M Technologies was selected as the recommended vendor for these services in February 2009 through Request for Proposals (RFP) 625.

The services to be performed include:

- extracting data from various district information systems for further analysis by MPS staff;
- cleansing data files received from vendors and preparing for upload to the District's student information systems;
- creating data warehouse tables and designing reports, updating existing applications as needed (e.g., MPS Report Card System; SPS);
- documenting ongoing processes.

These services require the skills of an experienced K-12 data warehouse developer with significant expertise in MPS applications and terminology.

The contract period is for one year, with the option to extend for two additional one-year periods. The annual cost not to exceed is $154,000.

Budget Amount $154,000
Budget Code: SYS0S1E0RH-ECNS (Title I Evaluation — Consultant Services)

HUB % set 0%
HUB % proposed 0%
Total HUB $.....$0

M&M Technologies

Prime Contractor Information					HUB Participation			Student Engagement Commitment	
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women	Req'd	Proposed	Value	Paid Student Emplymt Hours	Student Ed Hours
No	$154,000	1	0	1	0%	0%	0	NA	20

RFP 635 Contract with Alverno College for Administration of the K-12 Mentoring and Coaching Program

The Administration requests authorization to enter into a contract with Alverno College to administer the District's K-12 Mentoring and Coaching Program. Alverno College will be responsible for hiring, managing, and compensating K-12 mentors to work with MPS beginning principals and initial educator administrators and with experienced MPS principals and school leaders. The focus of all coaching and mentoring services is improved student achievement.

The Administration issued Request for Proposal (RFP) 635 to solicit proposals from vendors qualified to administer the mentoring and coaching program. An RFP-evaluation team selected Alverno College as the winning respondent and recommends Alverno be awarded a contract for these services.

The contract period is for one year, with the option to extend for two additional one-year periods. The annual cost not to exceed is $516,000.

Budget Amount $516,000
Budget Code: SD10STQ0LS-ECNS (Title I — Consulting Services)

HUB % set 10%
HUB % proposed 10%
Total HUB $.....$51,600

Alverno College

Prime Contractor Information					HUB Participation			Student-Engagement Commitment	
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women	Req'd	Proposed	Value	Paid Student Emplymt Hours	Student Ed Hours
NO	$516,000	524	55	428	10%	10%*	$51,600	NA	10

RFP 564 Increase in the Amount of a Contract with New Resources Consulting for Upgrading the Human Resources/Payroll System

The Administration requests authorization to increase the amount of a contract with New Resources Consulting to upgrade the human resources/payroll system. New Resources was previously selected as the recommended vendor for these services through Request for Proposal (RFP) 564. In June 2008, the Board approved a contract with New Resources in the amount of $1,150,000 to upgrade the hr/payroll system.

This request to increase the amount of the contract results from the addition of human resources functionality not included in the original scope of work. The additional work includes the implementation of the new ePerformance module, Talent Acquisition Manager for Principals and Administrative staff, and Talent Acquisition Manager for Classified staff.

The Administration is requesting an increase of $80,000 over the contract period of July 1, 2009, to June 30, 2010. The funds have been encumbered in FY09.

Budget Amount $80,000
Budget Code: TSV00CSTDW-ECNS (HR/Payroll System — Consulting Contracts)

HUB % set 10%
HUB % proposed 10%
Total HUB $.....$8,000

New Resources Consulting

Prime Contractor Information					HUB Participation			Student-Engagement Commitment	
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women	Req'd	Proposed	Value	Paid Student Emplymt Hours	Student Ed Hours
No	$80,000	80	25	15	10%	10%* MBE	$8,000	NA	NA

*Commitment based on original RFP 564 response.

RFP 633 Contract with AT&T for Network Access Control Hardware and Software

The Administration requests authorization to enter into a contract for network-access-control hardware and software. AT&T responded to Request for Proposal (RFP) 633, which solicited responses from vendors qualified to provide network-access-control security solutions. An RFP-evaluation team recommended AT&T for a contract award.

AT&T proposed Cisco Systems hardware and software to enhance access to the MPS network by remote users. This solution protects the network against hackers, malware, and viruses. The software requires authorized remote users attaching to the MPS network to have updated virus protection software and to have all available security updates applied to their computer operating systems.

The cost for both the hardware and software will not exceed $53.355.

Budget Amount $53,355
Budget Code: EQM00TECTC-EMTC (Technical Services — Equipment — Maintenance Contracts)

HUB % set 0%
HUB % proposed 0%
Total HUB $.....$0

AT&T

Prime Contractor Information					HUB Participation			Student Engagement Commitment	
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women	Req'd	Proposed	Value	Paid Student Emplymt Hours	Student Ed Hours
No	$53,355	NG	NG	NG	0%	*	*	NA	NA

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 a Recommendation Regarding Telephone Coverage in Schools When Students Are in the Building

Background

1. At its meeting on March 19, 2008, the Board referred Resolution 0708R-083 by Director Falk, regarding telephone coverage in schools when students are in the building, to the Committee on Legislation, Rules and Policies.

2. At its meeting on May 28, 2009, the Board adopted the resolution and directed the Administration to bring back to the Board for approval its plan for implementation no later than the June 2009 Board cycle.

Administration's Analysis

3. The Administration concurs with the intent of the resolution that it is important that systems are in place to allow parents/guardians a mechanism to make contact with their children's schools at all times when there are students in the school buildings. In addition to the regular school day, this would include Community Learning Center (CLC) activities and special events such as concerts or athletic competitions.

4. During the school day, individual schools have a telephone message system that directs callers to the main office, attendance office, etc. Once the caller makes a selection, he/she is connected to school staff who are able to provide them with assistance or direct them accordingly. After the school day has concluded, school phones are typically forwarded to voicemail.

5. It is not economically feasible to require an individual to answer phones after school hours; however, in response to the Board's direction, the Administration explored the possibility of contracting with a telephone answering service to address the need for parents to have the ability to contact their children's schools in the event of an emergency after the school day has concluded, but while after-school or evening activities are taking place in the school.

6. The cost of contracting for telephone answering services is based on the volume of calls per month. The Administration recommends contracting for telephone answering services on a pilot basis in approximately 20 schools for the first 12 weeks of the school year. The pilot experience will provide data that will help design the most effective and cost-efficient plan for expansion to all MPS schools.

7. The telephone answering service would, in effect, be for calls to the school after school hours but when students are still participating in school activities under the supervision of MPS. When a caller telephones the school, he or she would receive a voice prompt to press a certain number if the call is an *emergency*; then the call would be automatically forwarded to the answering service. The service would then forward the message to the person identified by the school to receive such calls for follow up.

8. The telephone answering service could also include a voice prompt that would say that, in the case of a medical or life-threatening emergency, the caller should call 911.

9. For *non-emergency* situations, each school has the ability to create specialized after-school voicemail messages. A caller to the school after hours would have several options for making contact: the voicemail message could direct the caller to the CLC office, the engineer's office, school safety, or the main office, depending on each school's plan for responding to callers referred to these lines.

10. The Administration will ask schools to volunteer to participate in the pilot telephone answering service for emergency calls beginning with the 2009-10 school year. The Administration will also work with principals to ensure that schools create specialized after-school hours voicemail messages to assist parents in making contact with schools for non-emergency situations after the regular school day has ended, but when after-school and evening student activities take place in the school building.

Strategic Plan Compatibility Statement

11. 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 Statement

12. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

13. This item authorizes expenditures. The cost to implement the pilot telephone answering services is not to exceed $10,000 for the first 12 weeks of the 2009-10 school year. The funds are in TSV-0-0-TEC-TC-ECTS (Technical Services — Contracted Services).

Implementation and Assessment Plan

14. The telephone answering service will be implemented in approximately 20 schools on a pilot basis for the first 12 weeks of the 2009-10 school year. The Administration will report back to the Board data obtained from the pilot and plans regarding continuing the services and/or expanding it to all schools in the district. If the cost to expand the services to all schools exceeds $50,000, the Administration will submit a recommendation to the Board for approval in accordance with Administrative Policy 3.09, Purchasing and Bidding Requirements.

15. Schools implementing the pilot will be asked to communicate to parents the importance of using this service only for emergency situations.

16. The Administration will also work with principals to ensure that school-specific voicemail messages are created to assist parents in making contact with schools after the regular school day has ended, but when after-school and evening student activities take place in the school building.

Committee's Recommendation

Your Committee recommends that the Board approve implementing a telephone answering service pilot in approximately 20 schools for the first 12 weeks of the 2009-10 school year at a cost not to exceed $10,000.

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

* * * * *

(Item 2) Action on a Request to Approve an Intergovernmental Cooperation Agreement between Milwaukee Public Schools and Milwaukee Police Department Regarding the Continued Implementation of the School Resource Officer Model

Background

1. On June 29, 2006, the Board received from the Administration 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 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 includes 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. An additional request by the Board to provide the community an avenue through which to provide feedback regarding the pilots was accomplished by the Administration. Four community-based organizations — NAACP, Milwaukee Urban League, United Community Center, and Southside Organizing Committee — served as conduits to receive concerns regarding the pilots.

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. In order to monitor the effect of the SRO program in schools, the district and the MPD agreed to collect data from several sources. In addition to routinely recorded data regarding suspensions and school climate, the district and the MPD collaboratively designed a brief survey for staff and students regarding perceptions of police officers. This nine-item survey was conducted twice per year in each of the schools that used SROs. Respondents were asked to respond to the nine statements by indicating their level of agreement on a 4-point scale (4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree). The statements are as follows:

- Police officers can be trusted.
- Police officers can be relied upon to effectively deal with disruptive or criminal behavior.
- Police officers treat all people fairly regardless of their race, ethnicity, or gender.
- Police officers help you when you need help.
- Police officers use force only when necessary.
- If I witnessed a criminal act, I would report it to the police.
- If I had information about a crime, I would report it to the police.
- When I see a police officer, I feel safe.
- The day-to-day presence of an MPD officer in the school is likely to improve student and staff safety.

8. Participation in the end-of-year SRO survey was generally low across all schools, so the Administration is instead reporting data from the beginning-of-the-year surveys of the schools. (Data are summarized in the attachments to this item.) Overall, two statements show large improvements in both staff and student perceptions across the SRO program — that the day-to-day presence of MPD officers is likely to improve safety, and that police officers treat all people fairly, regardless of their race, ethnicity, or gender. Custer High School showed the strongest and most consistent improvement in perceptions among SRO schools. Good improvements were noted in staff perceptions at Northwest Secondary, but too few student responses were gathered to report results.

9. Climate surveys are also administered to for staff, students, and parents in every school in the district. Results over the past two years for SRO schools in the key area of safety/discipline show improvements for most groups in all schools except Vincent. Data in the attachments show mean scores by constituent group, school, and year for the past three years. Higher mean scores reflect more positive perceptions of safety and discipline (the scale ranges from 1 to 4, with 4 = Strongly Agree and 1 = Strongly Disagree).

10. Finally, suspension data were also examined with respect to the SRO programs in the schools. Information in the attachments 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.

11. 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. Northwest Secondary also has two SROs, but they are covered through a separate intergovernmental agreement due to alignment with a grant-funding cycle. The Office of the City Attorney drafted the agreement as attached to the minutes of your Committee's meeting.

12. 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 and Vincent High Schools. The ten SROs will be funded by MPS and MPD — each to pay for half of the total costs.

13. The Administration believes that implementation of this model is consistent with the district's Strategic Plan and is an important component of the recommended activities from current and projected safety initiatives communicated to the Board.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS Strategic Plan Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 6, The district is accountable for measurable results; Goal 7, The district's central services departments support student learning; Goal 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

15. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

16. 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

17. 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:

1. the Board approve the Intergovernmental Agreement between Milwaukee Public Schools and Milwaukee Police Department, as attached to the minutes of your Committee's meeting, to implement the School Resource Officer model at Bradley Tech, Custer, Hamilton, Pulaski and Vincent High through the remainder of the 2009-2010 school year and through the 2010-2011 school year — not to exceed $375,000 per school year; and

2. the Board direct the Administration to provide the following information for the Board's consideration when this contract comes up for renewal (at the end of the 2010-2011 school year):

    a. survey of state and national districts — How many have SRO programs? Of those districts (including those with in-district police departments), who pays for the SRO programs/in-district police programs?

    b. What models of evaluation and assessment are being used to determine best practices and effectiveness?

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

* * * * *

(Item 3) Report on the Implementation of the Transportation Savings Initiatives and Action on a Request To Revise Administrative Policy 4.04, Pupil Transportation, and to Revise Montessori Transportation Regions

Administration's Report

1. The Administration is providing recommendations regarding the implementation of several transportation savings initiatives to address the Board's goal of saving $20 million annually in net transportation costs. The recommendations presented here were outlined in the Transportation Functional Plan presented to the Committee on Strategic Planning and Budget on January 8, 2009.

2. Achieving the savings goals will require drastic changes to the way in which MPS does business, affecting students, parents, schools, and the community at large. The goals of the MPS Strategic Plan are extensive and far-reaching. The goal to reduce transportation costs by $20 million by 2012 requires the district to cut transportation spending by 33%.

3. This Board item does not include all the strategies discussed or necessary to achieve the $20 million goal. The item includes actions that can be implemented for the 2009-2010 school year. The Administration is seeking authorization: to:

- review and revise transportation guidelines for citywide and neighborhood specialty schools; and
- revise Montessori schools' transportation regions.

4. The recommendations outlined below will save an estimated $2 million annually. Including this item, the Administration has brought forward for approval strategies that will reduce transportation costs by $5.5 million when fully implemented.

5. Elementary Citywide and Neighborhood Specialty Schools. An analysis of transportation costs reveals that significant reductions in elementary students transported can occur only from citywide and neighborhood specialty schools. More than 70% of students attending citywide and neighborhood specialty

schools receive transportation services, at an annual cost of $7.8 million. In contrast, 30% of attendance-area students receive transportation services, at a cost of $6.1 million. On a per-pupil basis, the average annual cost to transport a citywide or neighborhood specialty student is $857.34, compared with $548.20 for an attendance-area student, a difference of $309.14. Since transportation is provided regardless of where a student lives, some isolated students can have transportation costs in the $2,000-$3,000 range on an annual basis. Significant savings can be realized through actions to reduce the number of isolated students requiring service, while preserving transportation services for the vast majority of students.

6. Citywide specialty schools do not have designated attendance areas and accept students from throughout the city. The following elementary schools are designated as citywide schools:

Elm Creative Arts
Hayes Bilingual
Milw. French Immersion
Milw. Sign Language
Morgandale Bilingual Center
Golda Meir Gifted and Talented
La Escuela Fratney
Milw. German Immersion
Milw. Spanish Immersion
WCLL

7. Currently, there is no neighborhood preference for admissions to these schools. The Administration recommends that the district continue to use current citywide enrollment procedures and transportation guidelines. Nevertheless, these schools should conduct aggressive outreach efforts to recruit students from their neighborhoods, as many are located in "student-rich" areas. The Administration will provide assistance in marketing these to neighborhood residents.

8. Neighborhood specialty schools are schools that reserve an enrollment preference for students located within a defined radius of the school. Unsubscribed seats are available for students who reside elsewhere in the city. Some neighborhood specialty schools have attendance areas, others do not. The following schools are designated as neighborhood specialty schools:

Allen Field
Brown Street Academy*
G. W. Carver Academy
Garland Early Childhood Center
Hartford Ave. University
Hawley Road*
Hawthorne
Lloyd Street*
River Trail
68th Street Early Childhood Center*
Starms Discovery Center*
Starms Early Childhood Center*
Tippecanoe School*
Urban Waldorf*
Victory Italian Immersion
Milw. Chinese Language*

(* Noattendance area designated)

9. Currently, neighborhood specialty schools reserve 55% of available seats for neighborhood students. Many of these schools are located in "student-rich" areas; however, no neighborhood specialty school achieves 55% of its enrollment from its neighborhood. The Administration recommends that each

neighborhood specialty school be assigned a geographic attendance area. Neighborhood specialty schools would follow enrollment guidelines for attendance-area schools, with the exception that during the "three-choice" enrollment period, 45% of seats would be reserved for students outside the neighborhood. Unsubscribed seats after the "three-choice" enrollment period will be available to students who reside in the transportation region in which the school is located. The attendance areas will be presented to the Board for approval when the Administration brings forward for approval the full redistricting plan that is scheduled in the Fall. Achieving a 55% enrollment from the neighborhood would result in 1,100 students no longer riding the school bus to school, saving the district $943,074 (1,100 x $857.34).

10. In the report Toward a Stronger Milwaukee Public Schools, the analysis stated:

> Under MPS policy, students are provided transportation services regardless of how far away a student lives from his or her school. This policy results in some students traveling up to 20 miles from their home. Longer routes and lower density of students along each route result in higher costs to the district.

The report suggested a six- to eight-mile limit. The report further said that this distance limit could apply to all students, including special education students.

11. The Administration does not support establishing a distance limit for special education students. A student's Individual Education Plan (IEP) may require placement at a school/program that exceeds distance limits suggested by the report; however, the Administration does support establishing distance limits for transportation service for some schools.

12. The Administration recommends requiring that students live within seven (7) miles of a neighborhood specialty school to be eligible for MPS transportation services to that school. Only 5% of the students attending neighborhood specialty schools live more than seven miles away, yet transporting these isolates consumes an average 24% of their schools' transportation allocations. The Administration estimates that when this policy is fully implemented, 28 bus routes could be eliminated, at a potential savings of $.8 million.

13. There are 428 students currently attending neighborhood specialty schools who live more than 7 miles from school. The number of those students attending each neighborhood specialty school is listed in the attachments to the minutes of your Committee's meeting. The Administration recommends that these students follow the district's "grandfather" policy: currently enrolled students would continue to receive MPS transportation services until they graduate from their schools or until they move.

14. The Administration reviewed the proposals to establish attendance areas with neighborhood specialty school principals in December 2008. Responses from the principals were supportive. The Administration forwarded the entire proposal to all neighborhood specialty school principals on April 17, 2009, requesting comments. Principals from Hartford, Garland, G W Carver, and Victory schools provided responses. Generally the responses were supportive, though each principal expressed concern about his or her school's ability to maintain current enrollment levels.

15. With the implementation of the Neighborhood Schools Initiative (NSI), transportation regions were established for the four Montessori elementary schools (Craig, Fernwood, MacDowell, and Maryland — Kosciuszko Montessori is a charter school that does not provide transportation for regular students). The district was divided into four Montessori School transportation regions (North, Central, East, and South), with transportation provided to students who lived in the transportation regions for the respective schools. Due to a lack of space at all grade levels in schools, many exceptions to the regions were granted.

16. The Administration held a series of meetings with Montessori school principals to review the current Montessori transportation regions. The MPS Citywide Montessori Council has proposed new enrollment guidelines and revised transportation regions. Maps of the proposed revised regions are provided in the attachments to the minutes of your Committee's meeting. A narrative description of the recommended Montessori transportation regions is provided below.

Craig: ..... From the intersection of W. County Line Rd. and N. 124th St. south to W. Center St.; east to N. 60th St.; north to W. Burleigh St.; east to I-43; north to W. County Line Rd; west to the intersection of W. County Line Rd. and N. 124th St.

Fernwood: ..... From the intersection of W. Greenfield Ave. and Lake Michigan west to district boundary; south and west encompassing the entire district.

MacDowell: ..... From the intersection of W. Silver Spring Rd. and N. 124th St. south to W. Greenfield Ave., east to Lake Michigan; north following the Milwaukee River to E. Silver Spring Dr.; west to the intersection of W. Silver Spring Dr. and N. 124th St.

Maryland: ..... From the intersection of W. Hampton Ave. and N. 27th St. south to I-94; east to Lake Michigan encompassing the entire district

17. The new transportation regions are an improvement over the current regions. The elementary Montessori principals have committed to accommodate parents who move out of region by enrolling them in the closest Montessori schools available. School bus transportation will be provided only for students who reside within their designated Montessori regions. The Administration estimates that, when the revised regions are implemented, eight (8) bus routes could be eliminated at a potential savings of $0.2 million. Implementation of the Administration's recommendations regarding citywide, neighborhood specialty, and Montessori schools could save $2.0 million.

Strategic Plan Compatibility Statement

18. The recommendations in the Board item most directly support MPS Strategic Plan Goal 7, The district's central services departments support student learning.

Statute, Administrative Policy or Board Rule Statement

19. The Administration is requesting a revision to Administrative Policy 4.04(5)(a)1, Student Transportation Services: City-Wide Schools, as follows:

> Elementary (preschool to top grade). Transportation service shall be provided to the public school students whose residences are one mile or more walking distance from assigned city-wide ~~or neighborhood specialty~~ schools. Transportation service shall be provided to the public school students whose residences are at least one mile walking distance and less than seven miles from assigned neighborhood specialty schools. Transportation service shall be provided to the public school students whose residences are one mile or more walking distance from assigned Montessori School and located within their designated transportation region.

Fiscal Impact Statement

20. This item does not authorize expenditures. Transportation savings will begin to accrue in the 2009-2010 school year and will be reflected in the 2010-2011 Transportation Operations budget request. Changes in neighborhood specialty schools' admissions and transportation guidelines will result in savings of $1.8 million when fully implemented. Revisions to the Montessori transportation regions are projected to save $.2 million.

Implementation and Assessment Plan

21. The Administration will include all changes in the 2010-2011 *Directions* publication. Beginning with the 2009 summer registration period, the revised transportation policy and Montessori regions will be in affect. Currently enrolled students would continue to receive MPS transportation services until they graduate from their schools or until they move.

Committee's Recommendation

Your Committee recommends that the Board:

1. revise Administrative Policy 4.04(5)(a)1 as follows:

   Elementary (preschool to top grade). Transportation service shall be provided to the public school students whose residences are one mile or more walking distance from assigned city-wide ~~or neighborhood specialty~~ schools. Transportation service shall be provided to the public school students whose residences are at least one mile walking distance and less than seven miles from assigned neighborhood specialty schools. Transportation service shall be provided to the public school students whose residences are one mile or more walking distance from assigned Montessori School and located within their designated transportation region.

2. approve the revised Montessori transportation regions as described below and direct the Montessori schools to accommodate parents who move by enrolling their children in the closest Montessori schools available. School bus transportation will be provided only for students who reside within their designated Montessori regions.

   Craig: .....From the intersection of W. County Line Rd. and N. 124th St. south to W. Center St; east to N. 60th St.; north to W. Burleigh St.; east to I-43; north to W. County Line Rd; west to the intersection of W. County Line Rd. and N. 124th St.

   Fernwood: .....From the intersection of W. Greenfield Ave. and Lake Michigan west to district boundary; south and west encompassing the entire district.

   MacDowell: .....From the intersection of W. Silver Spring Rd. and N. 124th St. south to W. Greenfield Ave., east to Lake Michigan; north following the Milwaukee River to E. Silver Spring Dr.; west to the intersection of W. Silver Spring Dr. and N. 124th St.

   Maryland:.....From the intersection of W. Hampton Ave. and N. 27th St. south to I-94; east to Lake Michigan, encompassing the entire district;

3. direct the Administration to re-examine the schools designated as citywide elementary specialty or neighborhood specialty schools, with a recommendation to come before this Committee no later than October 2009;

4. direct that younger siblings of children who are grandfathered could automatically ride the bus as long as their grandfathered siblings are enrolled and riding the bus;

5. direct that any child that is enrolled in the school as of Third Friday 2009 be counted as "enrolled for purposes of grandfathering, as long as it does not create an additional cost; and

6. direct the Administration work with principals and governance councils to constitute a Neighborhood Specialty Council to evaluate transportation policies and to propose a transportation-efficiency model that would address neighborhood specialty schools to serve the greatest number and most diverse body of students at the lowest cost.

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

* * * * *

(Item 4) Approval of Proposed Administrative Policy 8.50, Homeless Students, and Proposed Administrative Procedure 8.50, Homeless Students

Background

1. The McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 *et. seq.*) reauthorized in 2001 requires all public schools to provide services that remove barriers to school success for all students identified as homeless.

2. The Milwaukee Public Schools Homeless Education Program identified 2,400 students as homeless in the 2007-08 school year. As of April 2009, 2,644 students have been identified as homeless for the 2008-09 school year.

Administration's Analysis

3. The Department of Public Instruction requires that school districts have policies that include McKinney-Vento provisions.

4. Approval of this policy and procedure will formalize services to homeless children and youth and provide consistent support to students throughout the district.

5. The item has been reviewed by the City Attorney's Office.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS Strategic Plan Goal 5, School staffs are supportive and responsive to students and families; Goal 7, The district's central services departments support student learning.

Statute, Administrative Policy, or Board Rules Statement

7. This item is consistent with the McKinney-Vento Homeless Assistance Act and establishes a new administrative policy and administrative procedure in accordance with that Act.

Fiscal Impact Statement

8. This item does not authorize expenditures. There is no additional cost to implementing the policy and procedure, as both reflect current practice.

Implementation and Assessment Plan

9. Implementation of the policy and procedure would begin upon adoption by the Board.

Committee's Recommendation

Your Committee recommends that the Board approve creation of Administrative Policy 8.50, Homeless Students, and Administrative Procedure 8.50, Homeless Students, as presented below.

Administrative Policy 8.50
HOMELESS STUDENTS

History	
Previous Coding	
Legal Ref.	McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et. seq.)
	Section 118.13 Wisconsin Statutes
Contract Ref	
Cross Ref.	

(1) POLICY STATEMENT

The Milwaukee Public School District shall provide an educational environment that treats homeless students with dignity and respect. Homeless students are provided with equal access to educational

programs provided to other students, have an opportunity to meet state and district academic achievement standards to which all students are held, and are not segregated or discriminated against on the basis of their homeless status. This commitment to the educational rights of homeless children and youth applies to all services, programs, and activities provided or made available.

(2) DEFINITION OF HOMELESS CHILDREN AND YOUTH

Under McKinney-Vento (McKinney-Vento Homeless Assistance Act, 42 U.S.C. ss11431-11436, sec. 25), homeless children and youth are defined as "individuals who lack a fixed, regular, and adequate night-time residence." The term includes children and youth who:

(a) are living with other persons due to the loss of housing, economic hardship, or a similar reason, including children and youth living doubled-up with family or friends;

(b) are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative, adequate accommodations;

(c) are living in emergency or transitional shelters;

(d) are abandoned in hospitals;

(e) are temporarily housed while awaiting foster care placement;

(f) have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(g) are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

(h) are migratory children who qualify as homeless because they are living in circumstances described above.

(3) RIGHTS OF HOMELESS STUDENTS

All homeless students have a right to:

(a) immediate public school enrollment. A public school must immediately enroll students even if they lack health, immunization, or school records, proof of guardianship, or proof of residency;

(b) enrollment in:

1. the school he/she attended when permanently housed (school of origin);

2. the school in which he/she was last enrolled (school of origin);

3. any public school that non-homeless students living in the same attendance area are eligible to attend.

(c) continued enrolled in his/her selected public school for as long as he/she remains homeless or, if the student becomes permanently housed, until the end of the academic year;

(d) priority enrollment in certain preschool programs;

(e) free breakfast and lunch;

(f) books and school supplies;

(g) participation in all school-related activities, i.e., tutorial, instructional support, Community Learning Centers, etc.;

(h) information regarding how to get fee waivers, free uniforms, and referrals to low-cost or free medical services;

(i) transportation to and from the public school of origin for the duration of homelessness, including preschool children who attend programs that provide transportation to non-homeless children;

(j) assistance with the dispute-resolution process if a dispute arises over school selection or enrollment in a school.

— — — — —

Administrative Procedures 8.50
HOMELESS STUDENTS

History	
Previous Coding	
Legal Ref.	McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et. seq.)
	Section 118.13 Wisconsin Statutes
Contract Ref	
Cross Ref.	

(1) IDENTIFICATION

(a) Information regarding the Homeless Education Program (HEP), including services available to homeless students and how to obtain these services, will be posted in every school in the district and Central Services. Information will also be posted at social service agencies and other public places.

(b) In collaboration with school personnel and community organizations, the HEP staff at Central Services will identify homeless children and youth in the district, both in and out of school. Those who are not currently enrolled in school will be provided with enrollment services.

(c) Each principal/school leader shall identify a full-time staff member to serve as the Homeless Contact. The name of the Homeless Contact shall be given to the HEP staff at Central Services annually. The Homeless Contacts will coordinate their schools' compliance with this policy and will receive training from the HEP staff at Central Services annually.

(d) The HEP staff at Central Services and the Homeless Contact will determine if the child or youth qualifies as homeless. All students identified as homeless must have a Homeless Education Program Enrollment Form on file in the HEP office at Central Services. HEP staff at Central Services will be responsible for entering the information into the student database.

(e) Homeless status continues until the student is in stable housing. If the student continues to be homeless the following school year, he/she must reapply for the Homeless Education Program.

(f) The HEP staff will ensure that the following groups have professional development opportunities on a regular basis to improve identification and services:

1. Homeless Contacts
2. Administrators
3. Student Services staff
4. School Social Workers
5. School Staff
6. School Counselors
7. School Psychologists

8. School Nurses

9. School Secretaries

10 Special Education Supervisors

(g) Professional development topics may include:

1. students' rights under the McKinney-Vento Act,

2. indicators of homelessness,

3. sensitivity in identifying families and youth as homeless,

4. how to enroll students in the Homeless Education Program,

5. services to homeless families and unaccompanied youth,

6. compliance with MPS policies and procedures regarding homeless students.

(2) SCHOOL OF ORIGIN, SCHOOL ELIGIBILITY, SELECTION AND PLACEMENT

(a) A homeless child or youth has the right to remain at his or her school of origin (the public school that the child or youth attended when permanently housed, or the public school in which the child or youth was last enrolled) or to attend any public school that other students who live in the attendance area are eligible to attend. If the student is eligible to attend more than one school, parents/caregivers will have the option of choosing the school. A student is eligible to attend a school only if the student meets the requirements of the school and there is a seat available.

(b) In the case of unaccompanied youth, the local educational agency liaison or designee will assist in placement or enrollment decisions considering the requests of such unaccompanied youth. The school placement shall be made regardless of whether the homeless child or youth lives with the parents or guardian or is temporarily living elsewhere.

(c) Homeless children and youth shall remain at their schools of origin to the extent feasible, unless it is against the parent/caregiver or youth's wishes. Feasibility shall be a child-centered determination, based on the needs and interests of the particular student and the parent/caregiver or youth's wishes. Required services, including transportation to and from the school of origin and services under federal and other programs, shall not be considered in determining feasibility. Potential feasibility considerations include:

1. safety of the student;

2. continuity of instruction;

3. likely area of family or youth's future housing;

4. time remaining in the academic year;

5. anticipated length of stay in temporary living situation;

6. school placement of siblings;

7. whether the student has special needs that would render the commute harmful;

8. length of commute.

(d) Students may remain at their schools of origin the entire time they are homeless and until the end of any academic year in which they become permanently housed. The same applies if a child or youth becomes homeless between academic years.

(e) When a student is placed at a school other than the school of origin against the parent's/caregiver's wishes, the parent/caregiver will be notified in writing of the reason for the placement.

This written explanation must also include information regarding the process for disputing this decision. A copy of the letter must be forwarded to the HEP staff at Central Services for documentation.

(3) ENROLLMENT

(a) Homeless students must be enrolled immediately (within one school day).

(b) Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a non-parent caretaker, older sibling, or district liaison/designee. If the youth is enrolled by an adult other than the parent or guardian, the adult will sign the Caretaker Authorization Form.

(c) The terms "enroll" and "enrollment" are defined to mean receiving a school assignment, attending school, and participating fully in school activities. The school selected for enrollment must immediately (within one school day) enroll any homeless child or youth. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment.

(d) Once permanent housing is found, the family has a choice to stay in the school of origin until the end of the school year or to attend the public school for which they are eligible where they have found housing. Out-of-region and cross-district transportation services will not be available once the family is in stable housing.

(4) RESIDENCY

(a) A homeless child or youth is a resident if the child is personally present somewhere within the district with the purpose to remain, but not necessarily to remain permanently. The address listed on the Student Assignment Form becomes proof of temporary residency. The residence can be traditional or non-traditional, such as a hotel, shelter, or other place as listed in the definition of Homeless Children and Youth (see Administrative Policy 8.50)

(b) The child or youth shall be considered a resident when living in the district not solely for the purpose of attending school or for participation in extracurricular activities.

(5) SCHOOL SERVICES

Each homeless child or youth shall be provided school services comparable to services offered to housed students in the school selected. School personnel must inform parents/caregivers of all educational and related opportunities available to homeless children and provide parents/caregivers with meaningful opportunities to participate in the homeless children’s education. Services include, but are not limited to:

(a) free breakfast and lunch,

(b) school supplies and books,

(c) preschool programs,

(d) transportation services (see details below),

(e) educational services for which the child or youth meets eligibility criteria such as programs for English-language learners, special education services, or programs for gifted and talented students,

(f) programs for "At-Risk" students,

(g) vocational and technical education programs,

(h) Title I services,

(i) waiver of school fees,

(j) tutorial programs,

(k) before- and after-school programs,

(l) school uniforms (when applicable),

(m) referrals to community-based agencies and services.

(6) TRANSPORTATION

(a) All Milwaukee public schools have walk zones. Homeless students living within the walk zone will not receive transportation unless the student qualifies for special education and transportation is a related service on the student's Individual Education Plan (IEP), or if the lack of transportation is a legitimate barrier for the homeless child to get to school.

(b) Homeless students who live within the school's busing region, but outside the walk zone, will receive the same transportation services as other students living within the school's busing region.

(c) Homeless students temporarily living outside the school's busing region will receive transportation services, such as a school bus, bus pass or bus tickets to the school of origin, for the duration of homelessness.

(d) When the school of origin and current residence are in different school districts, the two districts will agree on a method for transportation and share costs.

(e) If a family chooses to stay in the school of origin after permanent housing has been found, out of region or cross district transportation will no longer be provided by the district. Permanent housing is defined as any signed lease or long-term stable living situation. Self-paying day to day in a motel and transitional housing are not considered permanent housing.

(7) Coordination/LEA

(a) The Director of Parent and Student Services will be the Local Educational Agency (LEA) liaison for homeless children and youth. The Homeless Liaison or designee (referred to in this document as HEP staff) will coordinate services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.

(b) The HEP staff shall coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, liaisons in neighboring school districts, and other organizations and agencies. Coordination will include providing community outreach, professional development activities and participating in community collaboration.

(c) The HEP staff will keep data required by the State Department of Public Instruction and the United Stated Department of Education.

(d) The HEP staff will coordinate with other federal program administrators in delivering services to homeless students.

(8) School Selection and Enrollment Disputes

(a) If a homeless child is eligible to attend a school and is denied placement, the parent/caregiver or youth has a right to dispute that placement (refer to section 2, paragraph 1). The homeless child or youth shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student has the right to all appropriate educational services, in region transportation, free meals, and Title 1 services and is eligible to receive all McKinney-Vento services while the dispute is pending.

(b) The district shall provide the parent/caregiver or unaccompanied youth with a written explanation of its placement decision, the right to dispute this decision, and how to file a dispute. The HEP staff at Central Services shall resolve the dispute as expeditiously as possible. The parent/caregiver or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the

dispute. The HEP staff at Central Services shall keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth in transition.

(c) The parent/caregiver or unaccompanied youth may appeal the liaison's decision by filing a complaint with the State Superintendent of Public Instruction, in accordance with the Wisconsin Department of Public Instruction Complaint Resolution and Appeals Process.

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

* * * * *

(Item 5) Action on Resolution 0809R-045 by Director Blewett to Endorse the Requiring of Background Checks on All Gun Sales and Transfers in Wisconsin

Background

At its meeting on March 26, 2009, the Board referred Resolution 0809R-045 by Director Blewett to the Committee on Legislation, Rules and Policies:

WHEREAS, In Wisconsin, approximately 475 children, women, and men are killed with guns every year; and

WHEREAS, Students and families of the Milwaukee Public School students have been the victims of gun violence; and

WHEREAS, In Wisconsin, guns can be purchased without undergoing a background check through "secondary sales" at gun shows, on the street, through classified ads, over the Internet, or in other unregulated venues by unlicensed, private sellers; and

WHEREAS, In Wisconsin, the legal status of these unregulated sales creates a means for young people and others prohibited from purchasing guns from licensed sellers in the "primary" market to obtain guns; and

WHEREAS, Requiring criminal background checks on all gun sales has proven to be an effective strategy for reducing firearm violence, injuries, and deaths; and

WHEREAS, The Milwaukee Teachers Education Association (MTEA); the Mayor of the City of Milwaukee, Tom Barrett; and numerous other organizations have called for background checks on all gun sales and transfers; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors endorses the closing of the dangerous and unfair "secondary sales" loophole; and be it

FURTHER RESOLVED, That the Board endorses legislation that would require any person who wishes to purchase or receive a gun, whether from a licensed gun dealer or from a private seller, to show identification and to undergo a criminal background check; and be it

FURTHER RESOLVED, That the Board direct the MPS administration to add to the MPS Legislative Agenda support for background checks on all gun sales and transfers; and be it

FURTHER RESOLVED, That the Board hereby applauds the efforts of Heidi Rose, Program Director, and Aria Duax, staff member, of the Wisconsin Anti-Violence Effort (WAVE) to require background checks on gun sales and transfers.

Administrations Analysis

1. Federal law generally requires that licensed firearms dealers conduct background checks on all prospective firearms purchasers to ensure that such persons are not prohibited from buying or possessing a firearm. This background-check requirement and the National Instant Criminal Background Check System (NICS) were enacted through the Brady Handgun Violence Prevention Act, pursuant to Public Law 103-159, and codified at 18 U.S.C. § 921 *et seq.* Federal law defines a number of classes of prohibited purchasers (including felons, fugitives, persons adjudicated as "mental defectives" or those committed to mental institutions) and leaves to the states the power to determine additional classes (Source: Legal Community Against Violence).

2. In Wisconsin, all transfers of handguns by licensed dealers are processed through the Wisconsin Department of Justice (DOJ), which enforces the federal purchaser prohibitions referenced above. Transfers of rifles and shotguns by licensed dealers are processed directly through the FBI (Source: Legal Community Against Violence).

3. Firearms transfers by private sellers (non-firearms dealers) are not subject to background checks in Wisconsin, although federal and state purchaser prohibitions still apply (Source: Legal Community Against Violence).

Statute, Administrative Policy or Board Rule Statement

4. This resolution is in alignment with Board Governance Policy 1.01, Vision, section 1(b):

> Schools will be safe centers of community activity that are welcoming, well maintained, and accessible. Children will be provided maximum educational opportunities to become responsible citizens who make positive contributions to their communities. The district and its schools will strengthen partnerships with families and those in the community who influence and affect students and families.

Implementation and Assessment

5. With the approval of the Milwaukee Board of School Directors, the Administration will add an item to the MPS Legislative Agenda that supports background checks on all gun sales and transfers.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0809R-045.

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, Woodward and President Bonds—8.

Noes—None.

Abstaining from voting—Director Voeltner—1.

* * * * *

(Item 6) Action to Request a Waiver from the Wisconsin Department of Public Instruction to Allow for Five Banking Time Days in School Calendars

Background

1. Wisconsin State Statute 121.02(1)(f) requires each school board to 1. schedule at least 180 school days annually, less any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employees, (of these 180 days, five may be used for parent-teacher conferences and/or inclement weather) and 2. annually, schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Charter schools are exempt from this state statute.

2. The Milwaukee Public Schools has had a Banking Time provision in the school calendar supported with a collective bargaining agreement between the Milwaukee Board of School Directors and the Milwaukee Teachers Education Association since the 1994-95 school year. (A limited number of schools participated in Banking Time during the 1992-93 and 1993-94 school years.) This provision was implemented with the knowledge and support of the Wisconsin Department of Public Instruction. This provision allows for compliance with Wisconsin State Statute 115.01 relative to the hours of instruction within 175 student attendance days. Each student school day is extended by ten minutes. As a result of the lengthening of the pupil day, students are released on the same five full days on a district-wide basis. The increase in student contact time is "banked" for use on five "banking time days" which are devoted to activities leading to improved academic achievement (e.g., staff planning, staff development, and teacher preparation/planning).

3. During the 2008-09 school year all schools covered by the collective bargaining agreement participated in Banking Time.

4. The Wisconsin Department of Public Instruction recently published requirements relative to requesting a "waiver" of an instructional day or days to enhance professional development. The waived days of instruction must be replaced with days of locally planned, locally hosted professional learning opportunities held during the school term as defined in s. 115.001(12), Wis. Stats.

5. Requests for waivers are reviewed for approval by the Wisconsin Department of Public Instruction using the following criteria consistent with s. 118.38, Wis. Stats.:

- The professional learning is based on specific needs of the district's student population.
- The professional learning is designed to enhance the education goals and improvement plan of the district.
- Data regarding the effectiveness of the professional learning will be gathered by the district in order to plan subsequent learning opportunities and to provide documentation for possible waiver renewals.

6. Before requesting a waiver, the school board is required to hold a public hearing. The school board must specify in its request for a waiver the reason for requesting the waiver. The waiver is effective for four years. The Wisconsin Department of Public Instruction shall renew the waiver for additional four-year periods if the school board has evaluated and reported to the department the educational and financial effects of the waiver over the previous four-year period, except that the department is not required to renew a waiver if the department determines that the school district is not making adequate progress toward improving pupil academic performance.

7. On June 16, 2009, the Milwaukee Board of School Directors adopted a calendar for the 2009-10 school year that included 180 days of student attendance plus two parent teacher conference days, but no banking time days.

Administration's Analysis

8. If five Banking Time days are included in the adopted 2009-10 school year calendar, it will require a waiver request to the Wisconsin Department of Public Instruction for three instructional days. The days of instruction state statute requirement as applied to the adopted Milwaukee Public Schools 2009-10 school year calendar requires 178 days of instruction plus two parent teacher conference days (a total of 180 days). Five Banking Time days subtracted from 180 student attendance days yields only 175 days of instruction. Consequently, a waiver is needed for the difference between the required 178 days of instruction plus two parent teacher conference days (total=180 days) and 175 days of instruction (the result of five Banking Time days) plus two parent teacher conference days (total=177 days which is three days short of the required 180 days).

9. The FY10 Budget adopted by the Milwaukee Board of School Directors on June 5, 2009 included transportation, school nutrition service, and other budget provisions based on the historical 175-day student attendance model. A waiver from the Wisconsin Department of Public Instruction to allow for Banking Time days is critical to stay within the budgeted parameters.

10. Professional development that occurs on Banking Time days is very important in our school improvement activities. Each School Improvement Plan includes professional development designed to improve student achievement.

Strategic Plan Compatibility Statement

11. The recommendation is compatible with and supports Goal 3: Leaders and staff demonstrate continuous improvement through focused professional development and Goal 2: 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

12. This item is being presented to the Board pursuant to Wisconsin State Statutes 121.02(1)(f), 115.01, 115.001(12), and 118.38.

Fiscal Impact Statement

13. This item does not authorize expenditures. The FY10 Budget adopted by the Milwaukee Board of School Directors on June 5, 2009 included transportation, school nutrition service, and other budget provisions based on the historical 175-day student attendance model. A waiver from the Wisconsin Department of Public Instruction to allow for Banking Time days is critical to stay within the budgeted parameters.

Implementation and Assessment Plan

14. Upon approval from the Board of this item, a request for a waiver of three instructional days to allow for continuation of Banking Time will be forwarded to the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board request a waiver from the Wisconsin Department of Public Instruction for three instructional days for the purpose of conducting locally planned, locally hosted professional learning opportunities held during the school term as defined in s. 115.001(12), Wis. Stats.

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

* * * * *

UNFINISHED BUSINESS

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

To the Milwaukee Board of School Directors:

Board Rule 1.17(6) 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 by roll-call vote elect one of its other members to serve as a member *ex officio* of the Library Board.

At the Milwaukee Board of School Directors' 2009 Organizational Meeting on April 28, 2009, Director Michael Bonds, whom the Board elected to be its President for the ensuing year, announced that he had chosen not to serve as the Board's representative on the Library Board and nominated Director Bruce Thompson to represent the Board in his stead.

As the Board did not elect its representative to the Library Board at its May 2009 meeting, the Board must now elect its representative to the Library Board.

Director Woodward moved to approve Director Thompson as the Board's representative to the Library Board.

The motion 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.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Submitted by Director Spence

Major Activities

- Management meetings were held on June 1, June 11, June 18, and June 26. The meetings focused on the program updates and changes, Policy Council, summer work and planning, health compliance, and staff meetings.

- The Education Manager participated in a training session for High Scope teachers along with the High Scope Coordinator on June 1. The training focused on classroom environment and research on Perry Preschool practices.
- Health Team meetings were held June 2 and June 16. The meetings focused on screenings at the school sites, mental health, disabilities, and educational programming.
- ERSEA meetings were held on June 3 and June 10. The meetings focused on enrollment and student attendance, staff school-year closing procedures, and family partnership agreements.
- Staff meetings was held June 4 and 15. The meetings focused on the federal review, program updates, enrollment, and health compliance.
- The Head Start Coordinator participated in an Early Childhood staff meeting on June 5. This meeting focused on updates and planning for early childhood.
- The Curriculum Generalist and Education Manager facilitated a parental involvement workshop at the Title I Parent Orientation and Training on June 6. The intent of the workshop was to empower parents to become advocates and get involved in their children's educational experiences early enough to produce future leaders.
- The Head Start Coordinator, Education Manager, Interim Health, Mental Health and Disability Manager, and the Head Start teacher from Green Bay Avenue participated in an early childhood curriculum and assessment meeting on June 8. The meeting was held to identify the use of curriculum and assessment used in early childhood classrooms.
- The Head Start Coordinator, Education Manager, and the Interim Health, Mental Health and Disabilities Manager participated in a planning meeting on June 9 for the Gwen T. Jackson Early Childhood & Elementary School.
- The Health, Mental Health and Disabilities Managers participated in a meeting with Easter Seals on June 10. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.
- The Head Start Coordinator participated in an Elementary and Secondary Education Act (ESEA) 2009-2010 Consolidated Improvement Plan meeting on June 10. The focus of the meeting was to review the needs-assessment findings.
- The Head Start Policy Council meeting was held on Saturday, June 13, 2009, at Central Services at 12:00 noon. The meeting focused on the Head Start Federal Grant and the Head Start Expansion Grant. The Ray's Consulting Group presented information about parenting.
- The Head Start Coordinator participated in a planning meeting for the new teacher orientation on June 15.
- The Head Start Coordinator, Education Manager, and the Interim Health, Mental Health and Disabilities Manager participated in the Gwen T. Jackson Early Childhood and Elementary School Naming Ceremony on June 16.
- The Head Start Coordinator conducted a workshop titled "PreK — Grade: Schools Designed to Create Critical Thinkers" on June 19 along with two other presenters.
- The Health Coordinator participated in a meeting with a representative from School Health to review new early childhood health products on June 23.
- The Head Start Coordinator participated in an Early Childhood Policy Forum on June 23 in Chicago, Illinois.

- The Education Manager conducted a workshop on how to utilize resource materials as well as to provide transition activities for recreation summer training on June 23.

Services Provided

- Health screenings were completed at Sherman and Mitchell.

Enrollment

- There were 1,029 students enrolled in the Milwaukee Public Schools Head Start Program as of June 12 for the 2008-2009 school year.
- There were 795 students enrolled in the Milwaukee Public Schools Head Start Program as of June 12 for the 2009-2010 school year.

* * * * *

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

Submitted by Director Bonds

1. Members of the Learning Team Initiative (Christine Anderson, Richard Bukosky, Pat Ellis, Vicky Frazier, Steve Percy, Linda Post and Linda Roundtree) presented at the MPS Hot Topics Institute on the work that is being done on Learning Teams. MPA members were also involved in facilitating some of the sessions at the institute which was held on June 18 and 19.
   a. Day 1 of the institute focused on Learning Teams and capacity-building skill sets for transforming student achievement and teacher engagement.
   b. On Day 2, participants learned about innovative practices that have transformed MPS schools and about school-reform initiatives whose statistically significant gains have yielded opportunity gaps because of strategic instructional choices supported by technology.
2. The Writing Group of the Learning Team Initiative is working with MPS to produce a new product for Learning Teams for next school year.
3. The MPA participated on the interview committee for a Literacy Specialist at MPS.
4. Mary Diez from Alverno College and Antonio Rodriguez from MPS met with the Implementation Team and shared reports on the work of the grants for Project CALL (Coaching and Assessment for Leadership and Learning) and Project CLASS (Content, Leadership and Assessment for Science Standards).
5. Discussion is taking place about the annual MPA summer retreat.
6. The MPA provided a letter of support for the YMCA grant application relative to mentoring programs.
7. MPS members of MPA work groups were encouraged to attend the Instructional Technology Showcase that was run for MPS employees on June 10 and to keep their work groups informed of information learned that would be helpful to their work and to the MPA mission and goals.
8. MPA members were invited to provide feedback and suggestions concerning the MPS Portal through a short MPS Portal User Survey.
9. Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:
   a. A retreat for the MMP was held on June 15.
   b. A retreat is being offered for principals and math teacher leaders in which one day is set aside for networking of principals, math teacher leaders, and then all together as one group. The

second day is dedicated for the principal and math teacher leader to work together on their School Improvement Plan. Positive feedback is being received on this.

c. Some highlights of math teacher leader meetings this semester were the focus on benchmarks for moving student achievement forward and the ability to bring a guest teacher along to two meetings, which has helped to build even greater capacity within the schools.

d. The bridge between 8th-grade and 9th-grade teachers and mathematics is being made tighter. A number of people work with this group, including university professors and mathematicians.

e. Textbook selection for Algebra 2 and Calculus is still in committee and will be addressed again in the fall.

f. The first year of new textbook implementation is being completed in 9th-grade Discovering Algebra and 10th-grade Discovering Geometry. Grade-level math teacher teachers across the district were brought in for algebra and math labs that were written by mathematicians at UWM and math teacher leaders in high schools to show the pedagogy around this inquiry-based learning.

g. Inroads are being made at the high-school level.

h. WKCE math scores showed small growth at the hig- school level, but very nice growth at the 4th- and 8th-grade levels.

i. State standards in math and reading are being revised and are out for public review at this time. Implementation Team members were invited to review the information and comment. A number of MMP members have been involved in the revision process, and focus groups have been held around the state. Conversations are continuing.

j. Funding is being sought for next school year for math teacher leaders to attend and present workshops at the math conference in Green Lake.

k. Another math fellows group has completed the first few classes towards a 400 license for a K-8 math minor.

l. Systemic change is happening — embedded professional development is right now part of the culture of the schools, and the professional learning communities are established. All this needs to be sustained.

m. For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the attached April 2009 issue of "The MMP Messenger."

10. The Teacher & Principal Quality Work Group Update:

a. The work group's Subcommittee on Student Teaching in MPS has been looking at how to align the efforts between the universities and the district relative to student teaching. A draft booklet regarding student teaching in MPS that will be used as a protocol for selection of student teachers and cooperating teachers has been created and is being reviewed by a number of people, including the Implementation Team. A final document will be prepared to go out in spring.

b. Discussion has been held about possible development of an *ad hoc* committee to address the issue of continued use of the same schools for student teaching.

c. Discussion has been held on addressing issues around continuous service of cooperating teachers.

d. School-based and district mentors have been structured around the work and white paper on comprehensive induction.

11. Comprehensive Literacy Work Group Update:

    a. In the efforts to begin making sure that the reading-writing connection is in place, the National Writing Project was contacted, and they made a presentation and submitted a proposal to put together an ongoing course for literacy coaches to keep their skills up to speed.

    b. The work group is in the process of putting together hybrid professional development provided by all universities represented at the work group not only to provide training for literacy coaches to make sure that they are highly qualified as outlined in the DIFI Plan, but also to help them work toward receiving a 316 license. Consultation has taken place with DPI concerning this. Universities are reviewing their current course offerings and the competencies within, and alignment will be checked with the big five MPS areas for professional development. It is also planned to align everything with a DPI-approved literacy plan.

    c. The desired time line is for all to be in place by January 2010. The writing project piece, which will be ready to go in place in the fall, will be looked at as a pilot.

12. The Family Literacy & Tutoring and the Skunkworks work groups have also been continuing their work.

13. NEA Foundation Grant Update:

    a. The 2008-09 NEA Focus Schools Data Celebration was held on May 23 at the Wisconsin Club. Presentation of data on the work of the grant was given by Deb Lindsey, MPS Director of Research & Assessment, and information on the district literacy framework was shared by Catherine Thome, MPS Director of Educational Services. Student achievement is improving in many NEA Focus Schools in reading and math — some overall, and some in specific grades. Several schools have growth (value-added tier) above the district average in reading, and several schools have the same type of growth in math. Positive changes in school culture are also being experienced by students, staff, and parents in many NEA Focus Schools.

    b. The Assurant Health Foundation Sharing Session, "How To Increase Family Involvement," was conducted on May 30 at Karl Ratzsch Restaurant. The Schools supported by Assurant Health Foundation (Audubon, Browning, Gaenslen, Green Bay Avenue, and Metcalfe) each shared lessons learned. More than 50 were in attendance, and the president of the foundation was there to hear the reports from the schools.

    c. Conversation has continued concerning teacher leadership and development of the virtual community to support the efforts to close the achievement gaps as well as to further develop the agenda for the NEA Foundation's cross-site convening in the fall, which will be held October 7-9, 2009.

    d. The external evaluator for the NEA Foundation's Closing the Achievement Gaps initiative was in Milwaukee for a site visit on June 1-2, 2009. Visitors met with representatives of the MPA, MPS, MTEA, MMABSE and the TNE, NSF, and NEA Foundation grants. School site visits were also conducted at two of the NEA Focus Schools — South Division High School and Browning Elementary School.

    e. The NEA Foundation Grant's Principal Investigator presided over the MPS Hot Topics Institute on June 18 and facilitated one of the sessions.

The date of the next MPA Partners Meeting is TBD.

[Attachment under separate cover.]

* * * * *

REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item A) Report of the President of the Milwaukee Board of School Directors for May and June of 2009

Activities in May 2009

- Met with Workforce Investment Board on Summer Youth Employment Program
- Met with African American Education Council (AAEC) to provide an update of issues regarding MPS.
- Made welcoming comments for Milwaukee Alliance of Black School Educators (MABSE) Convention at the Midwest Express Center Downtown Milwaukee.
- Met with State Superintendent-Elect Tony Evers in the Office of Board Governance.
- Met with Dr. Howard Fuller of Marquette University's Institution for the Transformation of Education.
- Met with all members of the Milwaukee Board of School Directors, except Director Petersons, to hear their concerns and interests.
- Met with Elmer Winters of Manpower to discuss issues related to high-school dropouts and MPS programming.
- Participated in 4th Street Forum on "MPS: Money, Control, and Kids Too" on May 21, with Mayor Tom Barrett; Dr. Anneliese Dickman of the Public Policy Forum, and Dennis Oulahan, President of the Milwaukee Teachers Education Association.
- Met with MICAH (Milwaukee Inner City Congregations Allied for Hope) on MPS issues.

Activities in June 2009

- Appointed to Mayors & Governor's MPS Improvement Council, which met at Sarah Scott Middle School.
- Met with U.S. Secretary of Education Arne Duncan, Governor Doyle, Mayor Barrett, and others at Bayview High School to discuss federal stimulus dollars.
- Met with State Senator Lena Taylor and others about the feasibility of MPS creating a boarding school.
- Met with John Ashley, Executive Director of WASB (Wisconsin Association of School Boards), on issues facing school districts in the state and information related to finding a new superintendent for MPS.
- Met with representatives of MATC on issues related to the skilled trades and students from MPS.
- Met with various foundation representatives on issues impacting on MPS.
- Started the search process to replace the current MPS Superintendent.
- Appointed the Committee for the Office of Accountability.
- Met with the GMC (Greater Milwaukee Committee) Educational Committee.

* * * * *

RESOLUTIONS

Resolution 0910R-003

by Director Bonds

WHEREAS, The Wisconsin Statutes specify the constitution of school board districts in cities of the first class as follows:

> 119.08 Election of board members. (1)(a) The board shall consist of one member elected at-large and 8 members elected from numbered election districts determined by the board. The election districts shall be substantially equal in population and the boundaries of the election districts shall be drawn so as to reflect a balanced representation of citizens in all areas of the city.
>
> (b) Within 60 days after the common council of the city enacts an ordinance determining the boundaries of the aldermanic districts in the city following the federal decennial census under s. 62.08(1), the board shall, by vote of a majority of the membership of the board, adopt an election district apportionment plan for the election of board members which shall be effective until the city enacts a new ordinance under s. 62.08(1) redetermining the aldermanic district boundaries.

WHEREAS, The next decennial census will be conducted in 2010, after which, and upon the Milwaukee Common Council's adoption of a aldermanic district reapportionment, the Board will need to complete its own reapportionment within 60 days of the Common Council's action; and

WHEREAS, Milwaukee's demographic, cultural, political, and social profiles have experienced dramatic changes since 1977, when the Milwaukee Board of School Directors was last reorganized, from 15 members elected at-large to its current nine members, eight being elected by school district, and one member being elected at-large; and

WHEREAS, An increase in the number of district-elected Board seats prior to the 2011 redistricting process would create the potential for the better representation of a city populace more diverse in its ethnicity, culture, economic status, educational needs, and political and social views; and

WHEREAS, Increased opportunities for representation that could result from having election districts that more closely reflect neighborhoods and communities of interest may increase voter participation; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Office of Board Governance to work with the MPS Legislative Policy staff to explore which state statutes, laws, etc. would require modification in order to eliminate the Board's at-large seat and to divide the Board into nine districts, each to have a member elected by the constituents of that Board district, with the Office of Board Governance to come back by the January 2010 cycle with recommendations for the changes to the MPS Legislative Agenda necessary to lobby for this restructuring.

Referred to the Committee on Legislation, Rules, and Policies.

Resolution 0910R-004

by Directors Woodward and Bonds

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 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.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-005

by Director Bonds

WHEREAS, MPS has made effective progress toward many of the strategic goals outlined in the *Working Together Achieving More* Plan, including parental involvement and satisfaction, student academic achievement, student and faculty safety, and community partnerships; and

WHEREAS, These improvements have not yet resulted in retention or graduation rates high enough to keep the district from being a District Identified for Improvement (DIFI) under No Child Left Behind; and

WHEREAS, Although the district has instituted various innovative educational models, such as partnership and charter schools, many of the district's students' achievement levels are negatively impacted on by outside-of-school risk factors, including unstable environments, mobility, outside negative influences, and poverty; and

WHEREAS, Other urban school districts, such as Washington, D.C., and Baltimore, have implemented boarding schools as an attempt to minimize or eliminate outside-of-school risk factors; and

WHEREAS, The close-knit environment of a boarding school allows students to make friends for life by creating an atmosphere in which students live and go to class with people who are from diverse backgrounds but who are all going through the same experiences; and

WHEREAS, Boarding schools are essentially communities within a community, which gives students a sense of belonging, a feeling of civic pride, and the knowledge that they are part of something bigger; and

WHEREAS, Boarding schools create a university-style curriculum that aims to prepare students for higher education and helps transition them more smoothly into colleges or universities; and

WHEREAS, The Arts and Science Group of Baltimore found that students who attend boarding schools find greater success than do their peers in college and adult life; and

WHEREAS, Boarding schools offer smaller, intimate classes designed to encourage participation by everyone in class; and

WHEREAS, Courses at boarding schools are specifically designed to be challenging by offering Advanced Placement options, covering a wide range of topics, encouraging students to ask "why" and "how", and motivating students to become lifelong learners; and

WHEREAS, Boarding school students learn to be self-sufficient by taking responsibility for day-to-day tasks to a much greater degree than they might if they lived with their parents, including in such areas as money management, balancing free time with study time, goal setting, and making choices; and

WHEREAS, The concept of boarding schools has been endorsed by President Obama and the U.S. Secretary of Education; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools develop a boarding school for high-school students in grades nine through twelve; and be it

FURTHER RESOLVED, That the Administration develop a Request for a Proposal (RFP) to open this school as a non-instrumentality charter school in the fall of 2010; and be it

FURTHER RESOLVED, That the petition/proposal, along with curriculum and the school's plan to operate the boarding school, be brought before the Board for approval no later than February of 2010.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-006

by Director Bonds

WHEREAS, Milwaukee Public Schools Administrative Policy 5.01 states that high schools shall accommodate not less that 300 or more than 500 students; and

WHEREAS, Administrative Policy 5.01 further states that the student-to-teacher ratio for high school should be 25:1; and

WHEREAS, Based on the specifications outlined in Policy 5.01, MPS has high schools that currently exceed the recommended capacity levels; and

WHEREAS, One of the large comprehensive high schools in the district has more than 2,200 student housed in one building; and

WHEREAS, Students in overcrowded schools have been shown to pay attention less, achieve less, and experience more violence; and

WHEREAS, Safe schools create optimum learning environments, opportunities for student success, and welcoming environments for parents and the community; and

WHEREAS, Students in overcrowded schools are sometimes forced to attend classes in storage rooms, hallways, gymnasiums, or other spaces that are not equipped for learning; and

WHEREAS, Classrooms with high student-to-teacher ratios limit the time that teachers can spend making one-on-one contact with students or facilitating small-group work; and

WHEREAS, When teachers must struggle simply to maintain order in overcrowded classrooms, the likelihood increases that they will suffer from burnout and that the school will experience high teacher turnover; and

WHEREAS, Overcrowding can lead to inefficiencies in such areas as lunch scheduling, textbook and material distribution, and provision of adequate locker space; and

WHEREAS, Other large urban school districts, such as New York City and Chicago, have had to deal with overcrowding by eliminating art, music, and physical education programs and cutting library services simply to make more room for the "basics"; and

WHEREAS, MPS has several suitable vacant facilities that could easily be used to create smaller class sizes and lower teacher-to student ratios; now, therefore, be it

RESOLVED, That Administrative Policy 5.01(2)(a)(6) be amended to mandate that high schools shall accommodate no less than 300 nor more than 1,650 students; and, be it

FURTHER RESOLVED, That this Policy change should go into effect beginning with the 2009-2010 school year.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0910R-007

by Director Bondss

WHEREAS, One of the strategies for helping student achievement outlined in Goal #1 of the MPS *Working Together Achieving More Action Plan* is that the "district and school staff will work to expand partnerships with health care systems, clinicians, funders and community based organizations to support the overall health of students"; and

WHEREAS, One of the major elements affecting student achievement is low school attendance; and

WHEREAS, The lack of access to preventative health and dental care for children on limited incomes — which represents the primary population of MPS students and families — is one of the most entrenched, widespread, and overlooked problems in the United States; and

WHEREAS, According to the Wisconsin Department of Health Services, fewer than one in four children insured by BadgerCare Plus, the State of Wisconsin's health insurance program, saw a dentist in 2007; and

WHEREAS, Nearly one in five school children suffers from untreated tooth decay; and

WHEREAS, According to the National Research Council, children between age 10 and 19 do not receive adequate medical care; and

WHEREAS, Lack of access to regular immunizations and check-ups increases the chance for a child to end up hospitalized for a condition that could have been prevented, thereby causing children to miss more days of school; and

WHEREAS, Recognizing the continued increase in the rate of asthma, diabetes, and obesity in children and teens, MPS must do what it can to help the students and families it serves; now, therefore, be it

RESOLVED, That the Administration develop a pilot program to bring preventative health and dental care to all qualifying Milwaukee Public Schools students by the beginning of the 2010-2011 school year; and be it

FURTHER RESOLVED, That this pilot program include making resources available for students who need treatment beyond preventative medicine; and be it

FURTHER RESOLVED, That the plan for the pilot program be brought back to the Board no later than the January 2010 Board cycle.

Referred to the Committee on Finance/Personnel.

Resolution 0910R-008

by Director Falk

WHEREAS, In the Spring of 2008, in response to Resolution 0708R-001, the Milwaukee Public Schools implemented a pilot to administer ACT testing to all 11th-grade students; and

WHEREAS, In FY09, the Board of School Directors approved an expansion of administering the weekday ACT test to all juniors in all schools in the district and allocated $250,000 in the budget to support the project; and

WHEREAS, In the FY10 budget, $150,000 has been allocated to continue to support this project; and

WHEREAS, The Administration reported back to the Board relative to the success of the ACT testing pilot and how it helped to promote rigor among staff, as well as increase student motivation; and

WHEREAS, A number of school districts in the country are administering what ACT has named the "District Choice State Testing" (DCST), which is weekday administration of the ACT test, and some states have adopted an augmented ACT as their high-school accountability tests; and

WHEREAS, According to the February 03, 2009, publication of *US News and World Report*, "Five other states already require students to take the ACT test: Illinois, Michigan, Kentucky, Colorado, and Wyoming. At least two of those states — Colorado and Illinois — have seen an 8 percent increase in their college-bound rates since the ACT test became a graduation requirement"; and

WHEREAS, Just as lawmakers in Illinois mandated in 2001 that all high-school graduates -- college-bound or not — take the ACT exam, lawmakers in Wisconsin are also engaging in conversation around an augmented ACT test in lieu of the WKCE as the state assessment; and

WHEREAS, The District must continue to make strides toward achieving Goal 1 as outlined in its Action Plan to Improve Milwaukee Public Schools, which is that "students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship"; now, therefore, be it

RESOLVED, That ACT testing be offered to all 11th-grade and 12th-grade students district-wide who have not previously taken the test; and be it

FURTHER RESOLVED, That the Administration explore the cost, expectations, and desirability of adding the writing component to the test requirement; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop standards for exemption from the test; and be it

FURTHER RESOLVED, That ACT testing be added to the MPS graduation requirements, with no score requirement and no increase in the number of credits required for graduation; and be it

FURTHER RESOLVED, That the Administration bring a plan for implementation and updates to graduation policies and procedures to the Board for approval by the November 2009 Board cycle for implementation in the 2010-2011 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-009

by Director Blewett

WHEREAS, The MPS *Working Together Achieving More* Action Plan states that school staffs are accountable for high-quality teaching and learning and measurable gains in achievement and are fiscally responsible; and

WHEREAS, The Plan also mandates that teachers will use a variety of formal and informal assessment strategies, including performance and formative assessments, will analyze data to measure academic progress, and will adjust instruction accordingly; and

WHEREAS, In 2002, MPS adopted Administration policy 2.16, District Accountability System, which states that we are to annually report"…indicators of school quality, including student growth, using an MPS value-added analysis, and school climate…"; and

WHEREAS, In an effort to create a balances assessment system, MPS administers the required statewide achievement tests, known as the Wisconsin Knowledge and Concepts Examination (WKCE) , and administers longitudinal, diagnostic, and classroom-based assessments; and

WHEREAS, The WKCE measures achievement in reading, language applications, mathematics, science, and social studies; and

WHEREAS, Value-added calculations are just as important as proficiency-rate calculations of gains in content areas because they examine students' growth over time rather than presenting a single point-in-time snapshot of achievement; and

WHEREAS, Unlike proficiency-rate calculations, value-added analyses of achievement test data allow "apples-to-apples" comparisons of school outcomes; and

WHEREAS, This type of analysis of the achievement data is especially important when making judgments about school performance in the high-stakes era of NCLB; and

WHEREAS, The complex statistical models control for prior academic achievement, poverty, and other factors outside the control of a school that are known to heavily influence academic growth from one year to the next; and

WHEREAS, Value-added analysis, as part of assessment systems, complement and improve the measurement of AYP requirements in No Child Left Behind because it tracks individual students over time; and

WHEREAS, Another important aspect of value-added is that the information allows school districts to examine the progress of all students, not merely the students who are struggling; and

WHEREAS, By recognizing incremental progress, rather than insisting that all students reach a certain threshold, the district is able to ensure that all students reach an absolute standard; and

WHEREAS, Using value-added analysis of state assessment data would contribute to, rather than detract from, the learning process and efforts made to ensure that measurements of data are culturally fair, reasonably accurate, and reflective of the MPS goals and standards; and

WHEREAS, The Value Added Research Center (VARC)/MPS value-added system has been adopted by Chicago Public Schools, Madison Metropolitan School District, and most recently, New York City; and

WHEREAS, A state-wide value-added system would significantly enhance the MPS system, permitting comparisons throughout the state to better identify high-performing schools; now, therefore, be it

RESOLVED, The Board request the Wisconsin Association of School Boards (WASB) to lobby the state to include in its assessment data value-added analysis to the state's assessment and accountability system; and be it

FURTHER RESOLVED, That the Board request an update from WASB relative to its effort, to be presented to the Board no later than the December 2009 Board cycle.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 10:14 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 30, |2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:34 PM.

Present —Directors Blewett (6:48 PM), Miller, Thompson, Voeltner, Woodward and President Bonds—6.

Absent and excused—Directors Falk, Petersons and Spence—3.

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

June 30, 2009
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 6:30 p.m. on Tuesday, June 30, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conferring with legal counsel concerning strategy with respect to litigation in which the Board is or is likely to become involved: JAIME S., et al, v. Milwaukee Board of Schools Directors, et al.

Pursuant to Wisconsin Statutes, Section 19.85 (1)(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

Director Thompson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85 (1)(g), to confer with legal counsel concerning strategy with respect to litigation in which the Board is or is likely to become involved: JAIME S., et al, v. Milwaukee Board of Schools Directors, et al.

The motion prevailed, the vote being as follows:

Ayes—Directors Miller, Thompson Voeltner, Woodward and President Bonds—5.

Noes—None.

The Board retired to executive session at 6:38 PM.

The Board adjourned from executive session at 7:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 24, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 5:04 PM.

Present—Directors Falk, Miller, Spence, Woodward, and President Bonds—5.

Absent and excused—Directors Blewett, Petersons, Thompson and Voeltner—4.

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

July 23, 2009

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Blewett, a special meeting of the Board of School Directors will be held at 5:00 p.m. on Friday, July 24, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to receive, to consider, and to take action on a Report of the Independent Hearing Officer of the Board of School Directors (student expulsion report).

With regard to this item, 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.

LYNNE A. SOBCZAK
Board Clerk

EXPULSION ORDER

INDEPENDENT HEARING OFFICER
OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Independent Hearing Officer of the Milwaukee Board of School Directors met at 9:30 a.m., on Thursday, June 25, 2009, in Room 136 of Milwaukee Public Schools' Central Services Building, to give hearing regarding the recommendation of Ms. Jennie B. Dorsey, the Director of the Department of Parent and Students Services to expel ●●●●●, who was accused of battery to staff at Hamilton High School on Friday, June 12, 2009. After hearing testimony and taking evidence, the Officer appointed by the Board of School Directors finds as follows:

PROPOSED FINDINGS OF FACT AND CONCLUSIONS OF LAW

By battery to staff at Hamilton High School on Friday, June 12, 2009, ●●●●● engaged in conduct, while at school and while under the supervision of a school authority, which endangered the property, health, and safety of others while at school and under the supervision of a school authority. Such conduct is grounds for expulsion under Wisconsin State Statute 120.13(1)(c).

Based on these findings, the recommendation of the Director of the Department of Parent and Student Services to expel ●●●●● is reasonably justified, and the interests of the Milwaukee Public Schools demand that this student be expelled until June 16, 2010. Reinstatement into the Milwaukee Public Schools will be through the Division of Student Services.

Optional Alternative Educational Services

The Officer also directs the Administration to provide the following educational services during the expulsion period:

- ☐ None
- ☑ MPS Partnership School Placement
- ☐ New Concepts AODA Program (Drug Possession only)
- ☐ Other:

The Officer has set the following conditions for early reinstatement to school:

- ☑ None
- ☐ 1. _____
- ☐ 2. _____

If you have questions regarding this order, please contact Ms. Jennie B. Dorsey, Director of the Department of Parent and Student Services, at 475-8027.

The undersigning Officer orders that ●●●●● be expelled from Milwaukee Public Schools until June 16, 2010.

Dated this Thursday, June 25, 2009

Mr. Arthur Jones
Independent Hearing Officer

Within 30 days of this expulsion order, the Milwaukee Board of School Directors will review the expulsion order and shall upon review approve, reverse or modify the order. The order of the Hearing Officer shall be enforced while the Board of School Directors reviews the order. You will be notified in writing of the Board of School Directors' decision. The decision of the Board of School Directors may be appealed to the State Superintendent of Schools. A copy of the Wisconsin law regarding the expulsion of students which describes the steps you may take if you wish to appeal the decision of the Board of School Directors is attached.

Deviating from the Milwaukee Public Schools' Guidelines for the Independent Hearing Officer in the Disposition of an Expulsion Case

At times, it becomes necessary and appropriate for the Independent Hearing Officer to exercise his authority to deviate from the recommended expulsion guidelines for offering educational services to expelled students.

The Expulsion Order before the Board, dated June 25, 2009, and pertaining to ●●●●●, deviates from the Milwaukee Public Schools' current guidelines for not offering or offering educational services for the following reason(s):

> *Hamilton High School administrator believes ●●●●● would benefit from services being offered. After hearing testimony, I concur.*

Arthur Jones
Under the hand of the Independent Hearing Officer of the Board of School Directors

cc: Ms. Jennie B. Dorsey
Ms. Lynne Sobczak

Director Spence moved to approve the report of the Independent Hearing Officer.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Woodward, and President Bonds—5.

Noes—None.

The Board adjourned at 5:07 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 30, 2009

Regular meeting of the Board of School Directors called to order by President Bonds at 6:34 PM.

Present—Directors Blewett (6:38 PM), Falk, Miller, Spence, Thompson (6:37 PM), Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Petersons—1.

President Bonds requested a minute of silence for Deangelo Johnson, a student at Lancaster School, who was killed on July 11, 2009, by a truck after running into the street during a game of tag.

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:

CAROL REINERS
MILWAUKEE EDUCATOR AND COMMUNITY VOLUNTEER

Carol Reiners has worked as an educator for 39 years. She completed her undergraduate work at Concordia College in Seward, Nebraska. At that time, there were two choices for majors in the college: to become a teacher or to become a minister. For women, the choice was even narrower: teaching. Thus, Reiners earned her teaching degree and came to Milwaukee, traveling from Nebraska for her in-class placement. After teaching for several years at Mount Calvary in Milwaukee, Carol Reiners returned to Nebraska to tend to her ailing parents and to teach there.

Carol came back to the Milwaukee area to teach fifth grade in a high-needs placement during the time of forced busing. She briefly left the K-12 setting to teach in the Curriculum and Instruction Department at University of Wisconsin-Milwaukee, earning her first Master's degree. Ms Reiners then returned to teaching in Milwaukee schools, learning to love middle school and her assignment at MPS's Jackie Robinson, a school from which she retired in 2005.

Throughout her time at Robinson, Carol Reiners participated as a debate and forensics coach. She was active in district-level reading and science committees and often served on writing anchor teams during the years of MPS's Performance Assessment system.

Although Carol Reiners has formally retired from MPS, she continues to serve the MPS community in a variety of ways. Carol is a volunteer at Hopkins Street School, where she supervises student teachers, and works with language arts teachers from across the district, sharing her knowledge and experience.

Carol Reiners is the heart of the annual Dr. Martin Luther King Speech Contest. She coordinates the involvement of community personnel, including educators, sports figures, public officials, and church leaders. The volunteer judges often comment, "I'm doing this for Carol; I can't refuse when she asks me to help students and schools."

Carol Reiners' own education has not stopped. She is currently finishing another Master's degree, this one from Alverno College. After nearly forty years in education, Carol Reiners continues to strive to learn more and to share that learning with students and staff members of the Milwaukee Public Schools. Carol Reiners embodies all of the professional and personal qualities that make educators from MPS truly outstanding.

The Milwaukee Board of School Directors recognize and honor Ms. Carol Reiners, for her 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 May 5, 12, 21, and 28, 2009, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Communication from the Superintendent Regarding the Strategic Plan: *Working Together, Achieving More*

Office of the
Superintendent of Schools

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

At the District's Hot Topics conference for school administrators held in June 2009, I gave a presentation outlining the District's systemic approach to the *Working Together, Achieving More* Strategic Plan. The presentation included a review of the historical structure of the school district and how the District must now change, emphasizing focused efforts for the 2009-10 school year.

The presentation slides are included in the Attachments to this item (under separate cover). An informational report will be presented at the time of the meeting.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Report of the Appointment of Board Director David Voeltner to the Executive Committee on the MPS STEM Partners

To the Milwaukee Board of School Directors:

On July 17, 2009, he Milwaukee Board of School Directors' President, Michael Bonds, received a letter from Van Walling, Co-chair of the Executive Committee of the MPS STEM Partners, inviting President Bonds, or his designee, to join the Executive Committee.

To quote from Mr. Walling's letter:

> Coming together as a direct result of the first "sySTEM Now!" conference in 2004, MPS STEM Partners has provided opportunities for Milwaukee's business community to interact with MPS students on meaningful STEM projects and activities.
>
> The team has grown to include dozens of active businesses and post secondary partners, exposing MPS students not only to STEM-related educational pathways and career opportunities, but also providing the local face of potential employers.

A copy of Mr. Walling's letter is available under separate cover as an attachment to this item.

President Bonds has notified the Office of Board Governance that Director David Voeltner has agreed be the Board's representative on the Executive Committee of the MPS STEM Partners.

Respectfully,

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

* * * * *

(Item B) Informational Update on the Job Description and Criteria To Be Used in the Superintendent Search

Office of
Board Governance

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

According to Administrative Policy 2.02, Superintendent: Recruitment and Appointment:

> (1) In order to provide the most capable leadership available for the Milwaukee Public Schools, the Board may engage in a nationwide search for applicants when a vacancy occurs in the position of superintendent of schools.
>
> (2) Because of the great responsibilities assigned to the superintendent, the selection of the proper person for the post is one of the most important tasks the Board performs. In its search for a superintendent, the Board may seek the advice and counsel of interested individuals or of a special or an advisory committee, and it may hire consultants to assist in selection. However, final selection shall rest with the Board after a thorough consideration of qualified applicants.

The Milwaukee Board of School Directors over the years has conducted searches for filling the position of superintendent of schools. The most recent search occurred in 2002.

In response to the current superintendent's announcement that he plans to retire in June 2010, and after a review of several firms that offer such services, the Board hired the firm of Ray & Associates, headquartered in Cedar Rapids, IA, to assist the Office of Board Governance in the search for a new superintendent.

In June 2009, the President of the Board asked Board members to submit criteria to the search firm for qualification/characteristics of a superintendent.

Following for the Board's review are the suggestions submitted by members of the Milwaukee Board of School Directors and a draft of the job description and criteria developed by Ray & Associates.

Respectfully,

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

2009-2010 Superintendent Search
Job Description and Candidate Criteria

The Superintendent's Job Description
Milwaukee, Wisconsin Public Schools

The superintendent shall have such responsibilities as those responsibilities set forth under Sec. 119.32, Wisconsin Statutes; these responsibilities shall include, but not be limited to, the following:

1. To serve as chief executive officer, be accountable to the Board of Education, as a Board, for the administration of the educational system and for the interpretation and fulfillment of the district functions, primary activities and responsibilities.

2. To ensure that policies, procedures and school rules promote a safe, respectful and healthy school environment designed to meet the needs of the students and staff.

3. To establish and maintain liaison with the community groups which are interested or involved in the educational programs of the District and serve as an advocate for children and public education.

4. To work with the Board of Education to develop appropriate programs and policies, upon either the recommendation of the superintendent or the initiative of the Board of Education.

5. To keep abreast of current research and educational issues and develop, implement and monitor the change process to improve the educational programs, policies and operations of the school system.

6. To provide the optimum use of staff of the District. See that the District is staffed with competent people who are delegated authority commensurate with their responsibilities. Define the duties of all personnel.

7. To nominate for appointment and direct the operations and activities of administrators; see that they effectively guide and coordinate the operations and activities of the educational system; secure their assistance in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to render them advice and support.

8. To see that the development, authorization and the maintenance of an appropriate budgetary procedure is properly administered. Prepare the annual proposed budget and submit it to the Board to provide an adequate opportunity for the Board's discussion and deliberation.

9. To keep the board informed of the condition of the District's educational system; assure effective communication between the Board and the staff of the school system.

10. To develop and recommend to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of District facilities, and see to the development of long-range plans which are consistent with Board objectives.

Candidate Criteria

A. Board Members' Submissions for Consideration

In addition to any candidate criteria and job-description information which individual Board members shared directly with staff at Ray and Associates, the following compilation of Board members' responses received by the Office of Board Governance was forwarded to the search firm.

#1

1) Significant number of years (minimum of 5 years) as a top administrator in a major urban school district (over 40,000 students).

2) Minimum of a master's degree in one of the following areas: Education Administration, Administrative Leadership, Business Administration (MBA), Public Administration (MPA), etc.

3) Administrative or superintendent license desired, but not required.

4) Ability and significant experience in working with a broad variety of stakeholders (school boards, business community, labor unions, politicians, racial minorities, media, etc.).

5) Proven record of following through on major initiatives.

6) In-depth knowledge of MPS, its history, current challenges, and current successes.

7) Vision for MPS.

#2

1) The superintendent must:

   a) understand and support the chain of command (be loyal to the Board, as deriving its authority from the electorate, especially in an atmosphere as pressurized as that in Milwaukee);

   b) demonstrate unqualified support for public education (puts the students above other interests);

   c) demonstrate integrity; and

   d) communicate effectively (with the Board and with staff and students).

2) Our superintendent must be capable of inspiring our staff to work hard and of inspiring loyalty among MPS staff — loyalty to our students and to the district.

3) Our superintendent must be capable of working with Board members to accomplish our legislative agenda and to engage effectively all of our partners: parents, community, political, business; and at all levels — local, statewide, and national.

4) I am less interested in whether our superintendent has the requisite educational experience than I am in finding a solid leader who is committed to working with our Board to run what must be the nation's best school district. If that means that we find a solid leader in industry or higher education or wherever, then perhaps we should reach out to that leader — his or her deputies can take care of much of the district's business.

5) I am certainly not interested in helping someone build his or her resume.

6) At the same time, I am wary of promoting someone from the system. In my experience, someone who comes out of the system may view the Board from an oppositional, rather than cooperative, perspective. The other danger is that personal friendships and enmities may prevent people from being recognized on the basis of their individual merits.

Those are my thoughts on the important criteria for our next superintendent.

#3

1) Record of leadership in large organization(s), as opposed to formal qualifications.

2) Do not limit the pool to people who volunteer/apply — search for individuals who may be successful in a current position.

#4

1) Experience in a diverse, urban community and a genuine understanding of the unique challenges and opportunities that the environment presents.

2) Strong leadership and the proven ability to identify talented individuals, to empower and encourage them to succeed, and to hold them accountable for success.

3) Demonstrated negotiation and problem-solving skills. The next superintendent must not only be able to identify strategies for success, but also be able to bring the necessary stakeholders together to implement those strategies.

4) Excellent experience managing large, complex, and diverse entities and demonstration of sound business practices.

5) Focus on research-driven strategies and the commitment to using research-based evidence to drive education reform.

6) Ability and willingness to be pro-active and innovative and not allow excuses to stand in the way of success.

#5

Leadership Competencies

1. demonstrate leadership by collaboratively assessing and improving culture and climate;
2. demonstrate leadership by providing purpose and direction for individuals and groups;
3. model shared leadership and decision-making strategies;
4. demonstrate an understanding of issues affecting education;
5. through a visioning process, formulate strategic plans and goals with staff and community;
6. set priorities in the context of stakeholder needs;
7. serve as a spokesperson for the welfare of all learners in a multicultural context;
8. understand how education is impacted by local, state, national, and international events;
9. demonstrate the ability to facilitate and motivate others;
10. demonstrate the ability to implement change or educational reform.

Organizational management Competencies

1. demonstrate an understanding of organizational systems;

2. define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;

3. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;

4. demonstrate the ability to analyze need and to allocate personnel and material resources;

5. develop and manage budgets and maintain accurate fiscal records;

6. demonstrate an understanding of facilities development, planning, and management;

7. understand and use technology as a management tool;

8. demonstrate knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, Generally Acceptable Accounting Principals, and local, state, and federal finance calculations;

9. demonstrate the ability to implement and maintain continuous-improvement systems.

Diversity leadership Competencies

1. demonstrate an understanding and a recognition of the significance of diversity and respond to the needs of diverse learners;

2. create and monitor a positive learning environment for all students;

3. create and monitor a positive working environment for all staff;

4. promote sensitivity of diversity throughout the school community;

5. demonstrate the ability to adapt educational programming to the needs of diverse constituencies.

Policy and Law Competencies

1. develop, adjust, and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications;

2. recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;

3. demonstrate an understanding of state, federal, and case law governing general education, special education, and community education;

4. demonstrate an understanding of the role which policy plays in school district governance and administration;

5. demonstrate knowledge of statutory regulations affecting School Board meetings, communications, procedures, and practices;

6. demonstrate an understanding of the roles and responsibilities of the School Board.

Political Influence and Governance Competencies

1. exhibit an understanding of school districts as a political systems, including governance models;

2. demonstrate the ability to involve stakeholders in the development of educational policy;

3. understand the role and coordination of social agencies and human services;

4. demonstrate the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support;

5. demonstrate an understanding of the role which the political process plays in public education and the connection between these;

6. demonstrate an understanding of how to interact with local and state government.

Communication Competencies

1. formulate and carry out plans for internal and external communications;

2. demonstrate facilitation skills;

3. recognize and apply an understanding of individual and group behavior in normal and stressful situations;

4. facilitate teamwork;

5. demonstrate an understanding of conflict-resolution and problem-solving strategies;

6. make presentations that are clear and easy to understand;

7. respond to, review, and summarize information for groups;

8. communicate appropriately (speaking, listening, and writing) for different audiences — students, teachers, parents, community, and other stakeholders;

9. understand and utilize appropriate communication technology;

10. demonstrate knowledge of cultivating positive relationships between and with School Board members;

11. demonstrate an understanding of the importance of serving in a lead communicator role.

Community relations Competencies

1. articulate organizational purpose and priorities to the community and media;

2. request and respond to community feedback;

3. demonstrate the ability to build community consensus;

4. relate political initiatives to stakeholders, including parental involvement programs;

5. identify and interact with internal and external publics;

6. understand and respond to the news media;

7. promote a positive image of schools and the school district;

8. monitor and address perceptions about school-community issues;

9. demonstrate the ability to identify and articulate critical community issues which may impact on local education;

10 demonstrate an understanding of the roles played by other community leaders in the school district.

Curriculum planning and development competencies for the success of all learners

1. demonstrate the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-K, elementary, middle, high school, special education and adult levels;

2. demonstrate the ability to provide planning and methods to anticipate trends and educational implications;

3. demonstrate the ability to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and to validate curricular procedures;

4. demonstrate the ability to identify instructional objectives and to use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;

5. appropriately use learning technologies;

6. demonstrate an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;

7. demonstrate an understanding of the urgency of global competitiveness.

Instructional management competencies for the success of all learners

1. demonstrate an understanding of research of learning and instructional strategies;

2. describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels;

3. demonstrate the ability to utilize data for instructional decision making;

4. demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes;

5. demonstrate the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;

6. demonstrate the ability to appropriately use information technology to support instruction.

Human-resource-management Competencies

1. demonstrate knowledge of effective personnel recruitment, selection, and retention;

2. demonstrate an understanding of staff development to improve the performance of all staff members;

3. demonstrate the ability to select and apply appropriate models for supervision and evaluation;

4. describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;

5. demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures and directives governing human resource management;

6. demonstrate an understanding of labor relations and collective bargaining;

7. demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.

Values and ethics of leadership.

1. demonstrate an understanding of the role of education in a democratic society;

2. demonstrate an understanding of and model democratic value systems, ethics, and moral leadership;

3. demonstrate the ability to balance complex community demands in the best interest of learners.

Judgment and Problem-analysis Competencies

1. identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
2. demonstrate adaptability and conceptual flexibility;
3. assist others in forming opinions about problems and issues;
4. reach logical conclusions by making quality, timely decisions based on available information;
5. identify and give priority to significant issues;
6. demonstrate an understanding of and utilize appropriate technology in problem analysis;
7. demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and model appropriately their implementation.
8. demonstrate knowledge of how to balance varied and competing interests to assure the mission and vision of the school district is carried forward.

Safety and Security Competencies

1. demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments;
2. demonstrate the ability to formulate safety and security plans to implement security procedures, including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;
3. demonstrate the ability to identify areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action;
4. demonstrate an understanding of procedural predictabilities and plan variations where possible;
5. demonstrate the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling, and implement recommended threat-assessment procedures.

B. Recommendation of Ray and Associates

According to staff at Ray and Associates, they reviewed all information received, they were very careful not to overlook or give weight to any particular director's submission, and are recommending the following:

MILWAUKEE PUBLIC SCHOOLS SEEKS A SUPERINTENDENT WHO…

- Will focus on data-driven strategies and the commitment to using research-based evidence to drive educational reform.
- Is able to meet the challenges of leading a large, diverse, urban school district dedicated to ambitious goals and continuous improvement.
- Inspires trust, self-confidence, and models high standards of integrity with the ability to develop and communicate a vision of quality education for the future to the Board, staff and community.

- Is strongly committed to a "student first" philosophy in all decisions and will promote a safe and secure school environment conducive to student achievement/learning climate.
- Is visionary and has demonstrated strong leadership skills in previous positions.
- Will commit to community visibility with active interest in a broad range of community groups, stakeholders, and organizations.
- Has demonstrated effective communication skills which include speaking, listening, and writing and encourages feedback.
- Will listen and seek input to build consensus and commitment among individuals and groups with emphasis on parental involvement, but can make a decision when necessary.
- Possesses the leadership skills and experience required to respond to the challenges presented by an ethnically and culturally diverse community.
- Is able to identify and select building and central office administrators, and to build and direct an effective administrative team who are capable of advancing the district vision and committed to professional growth by delegating authority appropriately while maintaining accountability.
- Is capable of developing and maintaining a mutually beneficial relationship between all school district stakeholders, business community, legislatures and media.
- Has demonstrated the ability of instructional and administrative integration of technology.
- Has strong fiscal management skills with a proven record of financial solvency.

* * * * *

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

(Item A) July 2009 Reports of Student Expulsions

The following report of the Independent Hearing Officer of the Board of School Directors has been forwarded for the Board's consideration and determination:

EXPULSION ORDER

INDEPENDENT HEARING OFFICER
OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

The Independent Hearing Officer of the Milwaukee Board of School Directors met at 2:00 p.m. on Thursday, July 2, 2009, in Room 136 of Milwaukee Public Schools' Central Services Building, to give hearing regarding the recommendation of Ms. Jennie B. Dorsey, the Director of the Department of Parent and Students Services to expel ●●●●●, who was accused of battery to a student at Hartford Avenue School on Monday, June 1, 2009. After hearing testimony and taking evidence, the Officer appointed by the Board of School Directors finds as follows:

PROPOSED FINDINGS OF FACT AND CONCLUSIONS OF LAW

By battery to a student at Hartford Avenue School on Monday, June 1, 2009, ●●●●● engaged in conduct, while at school and while under the supervision of a school authority, which endangered the property, health, and safety of others while at school and under the supervision of a school authority. Such conduct is grounds for expulsion under Wisconsin State Statute 120.13(1)(c).

Based on these findings, the recommendation of the Director of the Department of Parent and Student Services to expel ●●●●● is reasonably justified, and the interests of the Milwaukee Public Schools demand that this student be expelled until January 21, 2010. Reinstatement into the Milwaukee Public Schools will be through the Division of Student Services.

Optional Alternative Educational Services

The Officer also directs the Administration to provide the following educational services during the expulsion period:

- ☐ None
- ☑ MPS Partnership School Placement
- ☐ New Concepts AODA Program (Drug Possession only)
- ☐ Other:

The Officer has set the following conditions for early reinstatement to school:

- ☑ None
- ☐ 1. _____
- ☐ 2. _____

If you have questions regarding this order, please contact Ms. Jennie B. Dorsey, Director of the Department of Parent and Student Services, at 475-8027.

The undersigning Officer orders that ●●●●● be expelled from Milwaukee Public Schools until January 21, 2010.

Dated this Thursday, July 2, 2009

Mr. Keith Finley
Independent Hearing Officer

Within 30 days of this expulsion order, the Milwaukee Board of School Directors will review the expulsion order and shall upon review approve, reverse, or modify the order. The order of the Hearing Officer shall be enforced while the Board of School Directors reviews the order. You will be notified in writing of the Board of School Directors' decision. The decision of the Board of School Directors may be appealed to the State Superintendent of Schools. A copy of the Wisconsin law regarding the expulsion of students which describes the steps you may take if you wish to appeal the decision of the Board of School Directors is attached.

Director Spence moved to accept the report of the Independent Hearing Officer.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

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 will be no reports from the standing committees in July.

* * * * *

REGULAR ITEMS OF BUSINESS

In accordance with Board Rule 1.09, the Board will give public hearing on the following regular items of business, which shall replace the reports of standing committees.

(Item A) Action on Monthly Finance and Facilities Matters: 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

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, 2009, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction and Extension Funds.

	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue	Unrealized Revenue	Percent Realized
School Operations	$ 934,154,167	$ 25,960,236	$ 960,114,403	$ 8,251,650	$ 684,161,686	$ 275,952,717	71%
Categorically Aided	225,301,475	22,054,052	247,355,527	22,348,465	174,174,149	73,181,378	70%
School Nutrition	34,598,457	184,085	34,782,542	6,747,306	29,812,115	4,970,427	86%
Construction	23,025,832	27,837,780	50,863,612	0	22,106,270	28,757,342	43%
Extension	14,071,832	2,637,840	16,709,672	228,682	12,698,752	4,010,920	76%
Total All Funds	$ 1,231,151,763	$ 78,673,993	$ 1,309,825,756	$ 37,576,103	$ 922,952,972	$ 386,872,784	70%

Below is a summary of expenditures, encumbrances and commitments as of May 31, 2009, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

	Amended Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-D ate Commitments, Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 934,154,167	$ 25,960,236	$ 960,114,403	$ 83,144,968	$ 817,664,421	$ 142,449,982	85%
Categorically Aided	225,301,475	22,054,052	247,355,527	25,338,931	211,548,609	35,806,918	86%
School Nutrition	34,598,457	184,085	34,782,542	3,921,371	31,778,889	3,003,653	91%
Construction	23,025,832	27,837,780	50,863,612	1,201,070	50,600,523	263,089	99%
Extension	14,071,832	2,637,840	16,709,672	765,795	12,666,097	4,043,575	76%
Total All Funds	$ 1,231,151,763	$ 78,673,993	$ 1,309,825,756	$ 114,372,135	$ 1,124,258,539	$ 185,567,217	86%

[1]Represents Board-approved transfers during fiscal year 2009 and appropriations for purchases encumbered in fiscal year 2008.

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, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2008, through May 31, 2009.

School Operations Fund

Expenditures, encumbrances, and commitments through May totaled $817,664,421, or 85% of the revised budget.

District Contingent Fund

The balance at May 31, 2009, was $500,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2008	$ 500,000
Approved Transfers:	
School Superintendent Search (May)	($ 200,000)
Balance — May 31, 2009	$ 300,000

Construction Fund

Expenditures, encumbrances, and commitments through May totaled $50,600,523, or 99% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through May totaled $12,666,097, or 76% of the revised budget.

REVENUES AND EXPENDITURES
Current-Year Versus Three-Year Average
As of May 31, 2009

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	71%	67%	85%	83%
Categorically Aided	70%	64%	86%	77%
School Nutrition	86%	83%	91%	95%
Construction	43%	42%	99%	98%
Extension	76%	82%	76%	78%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 3.04 is available under separate cover. This is an informational report, and no action is required.

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Allen-Field	Target	$309.23	Take Charge of Education
Cass	The First Unitarian Society	$300.00	School Uniforms
53rd Street School	Cornerstone Achievement Academy	Undetermined	5 Large Boxes of Pencils
Garland	Al McGuire Center	$80.00	Donation for Spring Fling 2009 — MU Gear
Garland	Amelia's	$50.00	Donation for Spring Fling 2009 — Two $25.00 Gift Cards

School	Donor	Amount	Gift or Purpose
Garland	American Credit Union	$30.00	Donation for Spring Fling 2009 — Lunch bags and mugs
Garland	American Girl Place	$95.00	Donation for Spring Fling 2009 — Chrissa Doll
Garland	Anonymous	$25.00	Donation for Spring Fling 2009 — Cross Stitched Teddy Bear
Garland	Apple a Day Massage	$70.00	Donation for Spring Fling 2009 — Two 30-Minute Massage Gift Cards
Garland	Applebee's	$25.00	Donation for Spring Fling 2009
Garland	Auto Spa	$500.00	Donation for Spring Fling 2009 — 300 Car Wash Gift Cards
Garland	Bay View Threadworks	$50.00	Donation for Spring Fling 2009 — MU Warrior Wear
Garland	Bielinski Family	$10.00	Donation for Spring Fling 2009 — Plant
Garland	Bina Family	$30.00	Donation for Spring Fling 2009 — Movie Night Basket
Garland	Bluemel's Garden Center	$130.00	Donation for Spring Fling 2009
Garland	Branded Steer	$30.00	Donation for Spring Fling 2009 — Three $10.00 Gift Cards
Garland	Carrie Schmidt	$40.00	Donation for Spring Fling 2009 — Partylite w/gel and Fragrance Basket
Garland	Classic Lanes	$100.00	Donation for Spring Fling 2009 — 50 Passes
Garland	Comedy Café	$80.00	Donation for Spring Fling 2009 — 8 Admissions
Garland	Cork 'N' Cleaver	$50.00	Donation for Spring Fling 2009 — Dinner for Two
Garland	Costco	$25.00	Donation for Spring Fling 2009 — Gift Card
Garland	Culver's	$60.00	Donation for Spring Fling 2009 — Gift Card
Garland	Custom Grown Greenhouse	$300.00	Donation for Spring Fling 2009 — Plants
Garland	Famous Dave's	$80.00	Donation for Spring Fling 2009 — Family of 4 Feast
Garland	Farm & Fleet	$100.00	Donation for Spring Fling 2009 — Pools and Pool Toys
Garland	Fun Services	$50.00	Donation for Spring Fling 2009 — Stuffed Animal
Garland	Girl Scout Troop #1464	$15.00	Donation for Spring Fling 2009 — 5 Boxes of Girl Scout Cookies
Garland	Gold Rush Chicken	$34.00	Donation for Spring Fling 2009 — 2 Chicken Dinners x 2
Garland	Green Bay Packers	$100.00	Donation for Spring Fling 2009 — Signed Football
Garland	Half Price Books	$205.00	Donation for Spring Fling 2009 — Two $50.00 Gift Cards and 21 $5.00 Gift Cards
Garland	Hantsche Family	$50.00	Donation for Spring Fling 2009 — Lake Michigan Fishing Trip

School	Donor	Amount	Gift or Purpose
Garland	Hauke's Floral	$20.00	Donation for Spring Fling 2009 — Gift Card
Garland	Holiday Inn	$250.00	Donation for Spring Fling 2009 — one-Night Stay x 2
Garland	JBC Services, Inc.	$300.00	Donation for Spring Fling 2009 — Season of Lawn Cutting
Garland	Layton Fruit Market	$30.00	Donation for Spring Fling 2009 — 2 Fruit Baskets
Garland	Lulu	$20.00	Donation for Spring Fling 2009 — Gift Card
Garland	Malueg Family	$100.00	Donation for Spring Fling 2009 — Sports FANatic Barrel
Garland	Mama DeMarinis	$50.00	Donation for Spring Fling 2009 — Gift Card
Garland	McDonalds	$35.00	Donation for Spring Fling 2009 — 10 Happy Meals
Garland	Menards	$30.00	Donation for Spring Fling 2009 — Collectable Car
Garland	Midwest Twisters	$100.00	Donation for Spring Fling 2009 — Gift Card
Garland	Milwaukee Admirals	$64.00	Donation for Spring Fling 2009 — 4 Tickets
Garland	Milwaukee Brewers	$50.00	Donation for Spring Fling 2009 — Shirt and Water Bottle
Garland	Milwaukee Bucks	$148.00	Donation for Spring Fling 2009 — 4 Tickets and Gear
Garland	Milwaukee County Zoo	$20.00	Donation for Spring Fling 2009 — 2 Tickets
Garland	Milwaukee Public Museum	$22.00	Donation for Spring Fling 2009 — Admission for 2
Garland	Milwaukee Wave Soccer	$32.00	Donation for Spring Fling 2009 — 2 Premier Seats
Garland	Milwaukee World Festivals, Inc.	$20.00	Donation for Spring Fling 2009 — 2 Summerfest Tickets
Garland	Mrs. Kathy Litza	$50.00	Donation for Spring Fling 2009 — 2 Handmade Afghans
Garland	Museum of Science and Industry	$120.00	Donation for Spring Fling 2009 — Family Pass
Garland	Ned's Pizza	$20.00	Donation for Spring Fling 2009 — Two $10.00 Gift Cards
Garland	Olive Garden	$35.00	Donation for Spring Fling 2009 — Gift Card
Garland	Olympic Lanes	$70.00	Donation for Spring Fling 2009 — Party Package
Garland	Papa Murphy's Pizza	$40.00	Donation for Spring Fling 2009 — Family Pizza x 4
Garland	Pick'n Save	$25.00	Donation for Spring Fling 2009 — Gift Card
Garland	Pink Shopping Bag	$50.00	Donation for Spring Fling 2009 — Handbag, Sunglasses, and Jewelry
Garland	Plant Land	$200.00	Donation for Spring Fling 2009
Garland	Quality Candy	$15.00	Donation for Spring Fling 2009 — Gift Card

School	Donor	Amount	Gift or Purpose
Garland	Ray Family	$25.00	Donation for Spring Fling 2009 — Arts and Crafts Bag
Garland	Reader's Digest/QSP	$25.00	Donation for Spring Fling 2009
Garland	Simply Fun	$20.00	Donation for Spring Fling 2009 — Puzzles
Garland	Sleep Inn	$129.00	Donation for Spring Fling 2009 — One-Night Stay
Garland	South Shore YMCA	$320.00	Donation for Spring Fling 2009 — Three-Month Membership
Garland	Sports Fitness Outlet	$40.00	Donation for Spring Fling 2009 — Sports Bag
Garland	Stone Creek Coffee	$35.00	Donation for Spring Fling 2009 — Coffee Gift Box
Garland	Sue Ratka	$40.00	Donation for Spring Fling 2009 — Matted and Framed Art
Garland	Target	$25.00	Donation for Spring Fling 2009 — Gift Card
Garland	Tehan Brothers, Inc.	$50.00	Donation for Spring Fling 2009
Garland	Toys R Us	$20.00	Donation for Spring Fling 2009 — Miscellaneous Items
Garland	Tulipmania	$30.00	Donation for Spring Fling 2009 — Peace Lily
Garland	Wal-Mart	$50.00	Donation for Spring Fling 2009 — Gift Card
Garland	Wisconsin Athletic Club	$120.00	Donation for Spring Fling 2009 — 90-Day Membership
Garland	Wisconsin Hospitality Group	$45.00	Donation for Spring Fling 2009 — Gift Card
Garland	Woodman's Market	$25.00	Donation for Spring Fling 2009 — Gift Card
Garland	Meredith Konkel	$10.00	Donation for Spring Fling 2009 — Glass Watering Globe
Lady Pitts	Marquette University	$100.00	Check for Single Mom's Conference
Milwaukee French Immersion	Advantage Office Products	$225.00	Gift Cards for School Supplies
Milwaukee German Immersion	German Immersion Foundation	$16,577.00	Curriculum training
Mitchell	Kiwani's Club of Milwaukee	$1,020.00	Classroom Supplies, Educational Materials and Activities
Mitchell	Family Leadership Academy	$200.00	Wal-Mart Gift Cards for Classroom Incentives and Supplies
Morgandale	US Cellular via DonorsChose.org	$919.72	5 Adjustable Round Tables for Classroom Instruction
OASIS/MPS Recreation	Home Depot	$40.00	Door Prize for Seniorfest — Screwdriver
OASIS/MPS Recreation	Target	$25.00	Door Prize for Seniorfest — Gift Card
OASIS/MPS Recreation	Bed, Bath and Beyond	$20.00	Door Prize for Seniorfest — Gift Card
OASIS/MPS Recreation	Wisconsin Athletic Club	$400.00	Door Prize for Seniorfest — 90 Days — Fitness Membership
OASIS/MPS Recreation	2 Burn, Inc.	$80.00	Door Prize for Seniorfest — 7 Musical Plants

School	Donor	Amount	Gift or Purpose
OASIS/MPS Recreation	National Association of Community Health Centers	$25.00	Door Prizes for Seniorfest — Backpack, Water Bottle, T-Shirt
OASIS/MPS Recreation	Genesis Restaurant	$30.00	Door Prize for Seniorfest — 2 Gift Certificates
OASIS/MPS Recreation	Harley Davidson Museum	$32.00	Door Prize for Seniorfest — 2 Tickets for Free Admission to Harley Davidson Museum
OASIS/MPS Recreation	Ho-Chunk Casino	$375.00	Door Prizes for Seniorfest — 1 Gift Certificate for $100.00 to Copper Oak Steakhouse — 1 Gift Certificate for $275.00 to Honeymoon Suite
OASIS/MPS Recreation	Polish Fest	$40.00	Door Prize for Seniorfest — 4 Tickets for Free Admission to Polish Fest
OASIS/MPS Recreation	German Fest Milwaukee, Inc.	$60.00	Door Prize for Seniorfest — 6 Tickets for Free Admission to German Fest
OASIS/MPS Recreation	Milwaukee County Zoo	$24.50	Door Prize for Seniorfest — 2 Tickets for Free Admission to Milwaukee County Zoo
OASIS/MPS Recreation	Klement's	$15.00	Door Prize for Seniorfest — Gift Certificate
MPS Recreation/Adaptive Sports Programs	United Heartland	$1,000.00	Donation for Milwaukee Heat Basketball Team
Riverside	Wells Fargo Foundation	$30.00	Donation — Employee Educational Gift Program
River Trail	Lifetouch	$980.00	Donation
Roosevelt	William and Kathy Staudenmaier	$200.00	Donation
Trowbridge	Janet Matthews	$1,860.00	12/18/08 — $660.00 Milwaukee Ballet — 10/08 $1,200.00 Students Attended "Titanic"
Vincent	David Powell	$1,200.00	Award for Forensics/Debate Team Graduates
WHS of Information Technology	University of Wisconsin Whitewater	$500.00	iFair Support
WHS of Information Technology	Cooperative Educational Service Agency 1	$1,800.00	Donation for Robotics
WHS of Law, Education & Public Service	Greater Milwaukee Foundation's Schaus Family Fund	$1,050.00	Donation for Special Ed. Prom
Wheatley	COSBE — Council of Small Business Executives	$5,000.00	R.I.F. Books Purchase
Wheatley	COSBE — Council of Small Business Executives	$8,300.70	Field Trips

Administration's Recommendation

The Administration recommends that the Board 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 Blewett, Falk, Miller, Spence, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily absent—Director Thompson—1.

* * * * *

(Item B) Action on Monthly Personnel Matters: Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations; and Affirmative Action Report

This item initiated by the Administration

Approval of Certificated Appointments

The Superintendent recommends that the Board approve the following appointment of certificated staff, effective as indicated:

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
4,r,b	Reina L. Esteves-Ramos English Second Language (ESL)	BB	$55,696.00	12	05/01/2009

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave Ext., January 2010:		
Jaglowski, Jessica	Leave	August 31, 2009
Koepke, Kristin	Leave	August 31, 2009
Childrearing Leave Ext., June 2010:		
Asp, Amy	Leave	August 31, 2009
Burton Piering, Andra	Leave	August 31, 2009
Gross, Julie	Leave	August 31, 2009
Loewenstein, Susan	Leave	August 31, 2009
Spahn, Donna	Leave	August 31, 2009
Wencka, Nikoll	Leave	August 31, 2009
Illness Leave, June 2009:		
McGurty, Therese	Milw Spanish Immersion	June 2, 2009
Odom, John	Day-To-Day	June 8, 2009
West, Larry	Day-To-Day	March 30, 2009

Illness Leave, June 2010:

Guzman-Milan, Maria	Leave	August 31, 2009
Tormey Scott, Maria	Longfellow	June 5, 2009
Williams, Deborah	Lincoln Center	August 31, 2009

Association Leave Ext., June 2010:

Walters, Stephanie	Leave	August 31, 2009

Personal Leave Ext., June 2010:

Steavens, Wanda	Leave	August 31, 2009

Removal as Appointed Teacher

Hartlaub, Deborah	AWOL	June 8, 2009
Parker, Tanya	AWOL	June 8, 2009

Report on Certificated Resignations

Name	Position	Effective Date
Christine Anderson	Teacher	07/01/09
Samuel Awe	Teacher	06/17/09
Crystal Bennett	Teacher	06/28/09
Barbara Bracey	Teacher	06/17/09
Danelle Brown	Psychologist	06/24/09
Helen Caravella	Teacher	06/17/09
Jeffrey Clark	Teacher	06/18/09
Connie Cole	Teacher	06/17/09
Jennifer Conigliaro	Teacher	06/25/09
Lee Corning	Teacher	06/17/09
Cherita Craft	Teacher	06/23/09
Anthony Dargiewicz	Teacher	07/03/09
Delrae DeNomie	Teacher	06/17/09
Andrew Docktor	Teacher	06/19/09
Ramon R. Finner	Teacher	06/30/09
Bettijean Goldberg	Teacher	06/17/09
Jessica Grant	Teacher	07/30/09
Gary Griffin	Teacher	06/18/09
Jaime Hardgrove	Teacher	08/01/09
Deborah Hartlaub	Teacher	06/26/09
Joseph Hill	Asst. Prin.	06/30/09
Cheryl Kennis	Asst. Prin.	09/25/09
Lindsey Marx	Teacher	06/26/09
ErinN O'Brien	Teacher	06/17/09
Nicholas Patenaude	Teacher	06/23/09
Mary Patterson	Teacher	06/23/09
David Pieper	Teacher	06/17/09
John Polczynski	Teacher	07/01/09
Antonio Ramirez	Teacher	06/17/09
Kristin Sawotka	Teacher	06/17/09

Christopher Sewalish	Teacher	07/15/09
Cody Sorlie-Theis	Teacher	06/17/09
Mark Spoerk	Teacher	06/17/09
Joanne Sprecher	Teacher	06/17/09
Jennifer Straub	Teacher	06/17/09
Amy Stuller	Teacjer	06/26/09
Katherine Swallow	Teacher	06/23/09
Shaddae Terry	Teacher	06/17/09
Tracey Ticer	Teacher	06/19/09
Andrea Treptow	Teacher	06/17/09
Patricia Walia	Principal	07/01/09
Timothy Walsh	Teacher	06/17/09
Dorothy Wood	Teacher	06/17/09

Correction from June 2009 Board Report

David Rach	Teacher	06/17/09

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for June 2009 is available under separate cover. This is an informational report, and no action is required.

Administration's Recommendation

The Administration recommends that the Board approve the certificated appointment and leaves of absence as listed.

Director Spence moved to approve the administration'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 C) 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 following approval by the Board:

2(r)	Ann Terrell	Director of Curriculum & Instruction Pre-K through Fifth Grade Department of Educational Services	Schedule III, Range 14A $117,812
5(r)	Daniel V. Lotesto	Mathematics Curriculum & Instruction Supervisor — Grade 7-12 Division of Educational Services	Schedule III, Range 08A $ 90,096
5(r)	Marcia Staum	Director District & School Improvement	Schedule III, Range 14A $109,041
4(r)	Eduardo Negron	Director Department of School Safety	Schedule III, Range 13A $93,250

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 Blewett moved to approve the administration'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 D) 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:

B-5523 Authorization To Contract with Academic Supplier for Toner Cartridges for Hewlett Packard Printers

The Administration requests authorization to enter into a contract with Academic Supplier to provide toner cartridges for Hewlett Packard printers to all MPS schools and departments. Academic Supplier is the low bidder complying with all requirements of Bid 5523.

This will be a blanket contract for one year with an estimated dollar value of $131,920.

Budget Code.....Varies by MPS location placing order
Budget Amount $131,920
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

RFP 525 Authorization To Extend a Contract with Futuristics Computer and Consulting Services for Desktop Support Services

The Administration is requesting authorization to extend a contract with Futuristics Computer and Consulting Services for desktop support services. In September 2006, the Board authorized the Administration to enter into a three-year contract with Futuristics to assist the Administration with installing and removing desktop computers in MPS schools, pursuant to Request for Proposal 525. In addition, this vendor configures and certifies used desktops for the Digital Inclusion Program, which provides qualified families with free refurbished PCs.

Due to the volume of new desktops, printers, and projectors being acquired with vouchers under the Microsoft settlement, the contract extension is necessary so work may continue without impact on schools' readiness for the upcoming school year. The requested contract extension is for one year, with the option to extend for one additional year. Administrative Policy 3.09 requires contract extensions beyond the initial three-year period be approved by the Board. The cost will not exceed $162,000 per year, or $324,000 for the maximum two-year period.

Budget Code..... TSV00TECTC-ECTS (Technical Services — Contracted Services).
Budget Amount $324,000
HUB % set..... 50%
HUB % proposed..... 100%
Total HUB $.....$324,000

Futuristics Computer and Consulting Services

PRIME Contractor Information					HUB Participation			Student Engagement Commit ment	
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women	Req'd	Proposed	Value	Paid Student Employmt-Hours	Student Education-Hours
Yes	NTE $324,000	N/A	N/A	N/A	50%	100%	$324,000	NA	NA

RFP 528 Authorization To Increase a Contract with Munger Technical Services for Technology Wiring and Low-Voltage Telephone Cabling

The Administration is requesting authorization to extend a contract with Munger Technical Services for wiring and low-voltage telephone cabling.

In June 2006 the Board authorized the Administration to enter into a three-year contract with Munger Technical Services for wiring and cabling services pursuant to Request for Proposal 528. Due to an increase in the number of projects assigned to Munger over this period, the contract is expiring prior to completion of the original scope of services. The additional projects included involvement in the implementation of the Facilities and Maintenance FMAX software system and installation of wireless access points at MPS schools.

The Administration is requesting authority to extend the Munger contract for two years, with a cost not to exceed $240,000. Over the two-year contract period, the vendor will provide services for the District's wired, wireless, and telephone infrastructure.

Budget Code..... EQM00TECTC-EMTC (Equipment — Maintenance Contracts)
Budget Amount $240,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

Munger Technical Services

PRIME Contractor Information					HUB Participation			Student Engagement Commitment	
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women	Req'd	Proposed	Value	Paid Student Employmt-Hours	Student Education-Hours
No	NTE $240,000	14	3	1	0%	0%	$0	NA	NA

RFP 639 Authorization To Enter into a Contract with Stratagem, Inc., for Project-Management and Specialized Data-Warehouse Technical Services

The Administration requests authorization to enter into a contract with Stratagem, Inc., to provide project-management and specialized data-warehouse technical services.

These services will be used primarily to advance the MPS American Recovery and Reinvestment Act (ARRA) project to improve data-driven decision making and accountability and particularly the Integrated Resource Information System (IRIS) component. IRIS is a planned data-warehouse system that will provide the District's leaders and staff with the ability to assess student, teacher, classroom, and school impacts on student learning gains. IRIS will also manage how staff, funding, and other resources at the school, classroom, and student levels relate to MPS's effectiveness in improving student learning.

Stratagem, Inc., was recommended for a contract award pursuant to Request for Proposal 639. Stratagem was determined by an evaluation team to be the most responsive of 17 proposing firms, based on a combination of cost and technical factors. The contract is for a two-year period, with a cost not to exceed $1,529,750.

Budget Code.....TSV0SD30OF-ECTS (ARRA — Contracted Services).
Budget Amount $1,529,750
HUB % requirement..... 20%
HUB % commitment..... 20%
Total HUB $ $305,950
Student Education requirement .....10 hours
Student Education commitment.....12 hours

Stratagem

PRIME Contractor Information					HUB Participation			Student Engagement Commitment	
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women	Req'd	Proposed	Value	Paid Student Employmt-Hours	Student Education-Hours
No	NTE $240,000	14	3	1	0%	0%	$0	NA	NA

Authorization To Purchase Site Licenses for On-Line Curriculum for Students with Learning-Challenging Disabilities

The Administration requests authorization for the purchase of a three-year site license for the Unique Learning System and the News-to-You Newspaper, to be in effect from September 1, 2009, through August 31, 2012. The purchase price will include site licenses for 500 users of the Unique Learning System (new) and 750 users of the News-to-You Newspaper Program (extension of current licenses). Additionally, the purchase includes a provision that News-to-You, Inc., will provide two on-site professional development opportunities for staff at no cost.

The District purchased site licenses for the News-to-You Program during the 08-09 school year. The web-based program, which provides grade-leveled newspapers for grades K-12, supports awareness and understanding of timely world events with a weekly newspaper published on-line. Supplemental resources include learning-activity sheets, online activities and games, interactive cartoons, and adapted relevant topical books to support students' reading skills and to enhance understanding of current events.

The Unique Learning System is a comprehensive, modified curriculum designed specifically for learners with more significant learning challenging disabilities who are participating in the extended-grade-band standard curriculum. It is a complete literacy program based on science and social studies themes, along with a math and high-school transition component. Learning units are available on-line on a monthly basis. The program provides challenging, age-appropriate content that is designed around functional leaning levels.

The cost of the purchase order will not exceed $550,000. Sources of funding for this purchase include the American Recovery and Reinvestment Act (ARRA), Individuals with Disabilities Education Improvement-Act 2004 (IDEA), and flow-through Stimulus funds.

Budget Code ..... EBD0SIA0DW-ESUP (ARRA — Supplies)
Budget Amount $550,000
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

Unique Learning System, News-to-You

PRIME Contractor Information					HUB Participation			Student Engagement Commitment	
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women	Req'd	Proposed	Value	Paid Student Employmt-Hours	Student Education-Hours
No	NTE $240,000	14	3	1	0%	0%	$0	NA	NA

Director Woodward moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

(Item E) 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:

A. Authorization To Enter into a Sole-Source Contract with the New Teacher Center to Provide Continuous Staff Development in the Implementation of the New Teacher Center's Mentoring and Induction Program

The Administration requests authorization to enter into a sole-source contract with the New Teacher Center (NTC) to provide continuous staff development in the implementation of the New Teacher Center's Mentoring and Induction Program. This program includes mentor academy trainings and monthly mentor forums for the District's mentor teachers, in addition to the training and support for Mentor Induction Coordinator.

NTC is nationally recognized and known for its induction and mentor-training programs, with partnerships with a number of large urban schools such as New York; Chicago; Washington, DC; and Atlanta.

In January 2009, the Board approved a sole source contract with the NTC to implement its new-teacher induction initiative at MPS. The initial basis of the sole source was the support from philanthropic organizations such as the Joyce Foundation. The Administration now seeks to continue with the full implementation of the NTC Mentoring and Induction Program throughout the 2009-2010 school year.

The contract is for one year, and the amount is not to exceed $80,000.

Budget Code..... SDV-O-S-TQ0-HR-ECTS (Teacher Quality — Contracted Services)
Budget Amount $80,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

B. Authorization To Enter into a Sole-Source Contract with the Wisconsin Association of School Boards (WASB) to Provide Collective Bargaining Services for Represented Employee Groups

The Administration requests authorization to enter into a sole-source contract with the Wisconsin Association of School Boards (WASB) to provide collective bargaining services for represented employee groups.

WASB is the only nonprofit organization dedicated to the support of and advocacy on behalf of all public school board members in Wisconsin. WASB thus has the appropriate experience and expertise in public-sector collective bargaining issues to assist MPS in the current round of negotiations.

The contract is for one year, and the amount is not to exceed $75,000, with an option for two additional one-year extensions, if funding is available.

Budget Code..... SFS-0-0-LBR-LR-ECTS (labor relations — contracted services)
Budget Amount $75,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

C. Authorization To Enter into a Sole-Source Contract with the Montessori Institute of Milwaukee To Provide Montessori Training to Current and Future Staff in MPS Elementary and Primary Montessori Schools

The Administration requests authorization to enter into a sole-source contract with the Montessori Institute of Milwaukee (MIM) to provide Montessori training to current staff and to future teachers slotted to fill vacancies in MPS elementary and primary Montessori schools.

The Montessori Institute of Milwaukee is the only local Montessori training center providing the Montessori training that is stipulated in the Milwaukee Teachers' Education Association contract with the Milwaukee Board of School Directors.

There are six prospective teachers who will attend the elementary training, and five current MPS teachers will complete primary Montessori training.

The contract is for one year, and the amount is not to exceed $70,500.

Budget Code ..... SDS-0-S-DM0-DW-ECTS (AARA — TITLE IA — Improve Teacher Effectiveness — contracted services)

Budget Amount $70,500
HUB % set 0%
HUB % proposed 0%
Total HUB $0

D. Authorization To Enter into a Sole-Source Contract with CESA #1 To Coordinate the District's State of Wisconsin Youth Apprenticeship Program

The Administration requests authorization to enter into a sole-source contract with the Cooperative Education Service Agency #1 (CESA #1) to coordinate the district's State of Wisconsin Youth Apprenticeship program.

CESA #1 provides a liaison to coordinate MPS Youth Apprenticeship activities, including working with school Youth Apprenticeship coordinators, providing classroom support and work-based experiences, assisting personnel with the maintenance of training plans, and ensuring that the Wisconsin Youth Apprenticeship program standards are met. The liaison prepares and maintains the state documentation for student registrations, education and training agreements, and other reporting requirements. The liaison also conducts mentor-training programs, works to develop Youth Apprenticeship work sites, builds relationships with Youth Apprenticeship business sites, and provides training to MPS personnel to appropriately supervise MPS students in on-the-job work sites.

The contract is for one year, with the option to extend for two additional one-year terms. The cost in the first year (FY10) will not exceed $86,000; the costs in FY11 will not exceed $89,000; and the cost in FY12 will not exceed $92,000.

Budget Code ..... SD1-0-S-CA0-TE-ECNS (Perkins — Contracted Services)
Budget Amount $21,000
STW-0-I-MK0-TE-ECNS (MAWIB — Contracted Services)
Budget Amount $40,000
STW-0-I-YA0-DW-ECNS (Youth Apprenticeship — Contracted Services)
Budget Amount $25,000
Total $86,000

HUB% set 10%
HUB% proposed 0%
Total HUB $ $8,600

Director Falk moved to approve the administration'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 F) 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 2008-09 school year, the MPS CLCs served more than 15,500 youth.

3. MPS continues to subcontract with Milwaukee-area community-based organizations (CBOs) to serve as lead agencies for all CLC sites, to provide fiscal administration; to hire and evaluate CLC staff; and to assist the day schools in developing extended-day academic, recreation, and parent/family programming. The nine lead agency partners included in this item have a combined total of 465 years of youth-development work and help make successful connections between the CLCs and student achievement.

4. 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 then have low-attendance CLC participants and day-school peers not attending CLCs.

5. During the 2008-09 school year, each CLC was required to offer an intensive referral-based "Select 20" academic tutoring program (ATP) for at least 20 students most in need of academic intervention. As a group, the selected 20 students started the school year (September 2008) with lower benchmark scales scores in both math and reading than did their day-school peers and other CLC participants. A review of benchmark data for students enrolled in this program revealed some encouraging results: By the end of the academic year (May 2009), the "Select 20" students showed, on average, higher gains in math and reading than did their day-school peers and other CLC participants not in the Select 20 program. This pattern was especially true for students who started the school year at the minimal or basic level in math and reading.

6. CLC surveys conducted annually continue to yield favorable results. Data collected in 2008-09 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 CLC; and 92% of parents surveyed rated the CLC as good or excellent. Behavioral changes in participants have been validated through teacher surveys. Teacher surveys conducted in 2008-09 at MPS CLCs indicated that 50% of the CLC regular attendees improved in turning in their homework on time and participating in class.

Administration's Analysis

7. This item seeks authorization to enter into contracts in FY10 for CLC services as follows:

CLC Projects FY10		
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	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	Eighty-first Street K-8 School	$99,000
Boys & Girls Clubs	Engleburg Elementary School	$99,000
Boys & Girls Clubs	Fifty-third Street Elementary School	$99,000
Boys & Girls Clubs	Fratney Elementary School	$99,000
Boys & Girls Clubs	Gaenslen K-8 School	$99,000
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	Marshall High School Campus	$99,000
Boys & Girls Clubs	Metcalfe K-8 School	$99,000
Boys & Girls Clubs	Milwaukee Education Center	$99,000
Boys & Girls Clubs	Mitchell K-8 School	$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	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	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	Fritsche Middle 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	Milwaukee High School of the Arts	$99,000
Neu-Life Community Center	Jackson Early Childhood/Elementary School	$99,000
Neu-Life Community Center	Twenty-seventh Street K-8 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

CLC Projects FY10		
Agency	Sites	Amount
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	Lincoln Center Middle School of the Arts	$99,000
TBD	Multiplex North	$99,000
	Total	$5,346,000

These CLC contract allocations reflect the dollar amount that an agency will receive in FY10 if it maintains the required average daily attendance as outlined in the 2009-10 CLC contract.

Strategic Plan Compatibility Statement

8. The Administration's recommendation supports the MPS Strategic Plan Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

Statute, Administrative Policy, or Board Rules Statement

9. The contracts are being presented to the Board pursuant to Administrative Policy 3.09(3).

Fiscal Impact Statement

10. This item authorizes expenditures of $5,346,000 from American Reinvestment and Recovery Act (ARRA) Title I-A funding and six (6) 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:

GEN-XI-CL0-XX-ECTS0000	$1,650,000	(21st Century CLC Contracted Services)
GEN-XI-2M0-XX-ECTS0000	$792,000	(21st Century CLC Contracted Services)
GEN-XI-D20-XX-ECTS0000	$99,000	(21st Century CLC Contracted Services)
GEN-XI-2L0-XX-ECTS0000	$1,188,000	(21st Century CLC Contracted Services)
GEN-XI-DL0-XX-ECTS0000	$250,000	(21st Century CLC Contracted Services)
GEN-XI-DG0-XX-ECTS0000	$594,000	(21st Century CLC Contracted Services)
DII-0S-RV0-XX-ECTS0000	$773,000	(ARRA Title I-A Contracted Services)
Total	$5,346,000	

Implementation and Assessment Plan

11. 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.

12. An annual performance report required by DPI for all CLCs is submitted annually.

13. The indicators of successful CLC programs will be measured in the following areas in FY10:

- 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 2009-10 CLC contract.

- "Select 20" Academic Tutoring Program: Each CLC is required to offer an intensive referral-based "Select 20" academic tutoring program (ATP) for at least 20 students most

in need of academic intervention. The "Select 20" ATP must be offered a minimum of three hours per week in either math or reading based upon the identified needs of the School Improvement Plan. Each "Select 20" ATP must implement research-based pre- and post-tests to measure student academic achievement. Students selected for the ATP must be performing at the minimal or basic level in at least two skill areas in reading and/or math on the Wisconsin Knowledge and Concepts Examination (WKCE) and/or benchmark assessments. (Sites may also consider additional criteria for selection, such as attendance, grade level, etc).

- Quality Academic Enrichment/Homework Help: The CLC site coordinator, academic coordinator, day-school teachers, and principal will work together to design a high-quality academic support/homework help program targeted at a specific population of students. Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and teacher reports.
- 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.
- Family Enrichment Programming Supporting Student Learning: CLCs will offer high-quality programs designed to engage family members in support of student learning.
- 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 FY10 with the following lead agencies:

CLC Projects FY10		
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	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	Eighty-first Street K-8 School	$99,000
Boys & Girls Clubs	Engleburg Elementary School	$99,000
Boys & Girls Clubs	Fifty-third Street Elementary School	$99,000
Boys & Girls Clubs	Fratney Elementary School	$99,000
Boys & Girls Clubs	Gaenslen K-8 School	$99,000
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	Marshall High School Campus	$99,000
Boys & Girls Clubs	Metcalfe K-8 School	$99,000
Boys & Girls Clubs	Milwaukee Education Center	$99,000
Boys & Girls Clubs	Mitchell K-8 School	$99,000

CLC Projects FY10		
Agency	Sites	Amount
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	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	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	Fritsche Middle 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	Milwaukee High School of the Arts	$99,000
Neu-Life Community Center	Jackson Early Childhood/Elementary School	$99,000
Neu-Life Community Center	Twenty-seventh Street K-8 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	Lincoln Center Middle School of the Arts	$99,000
TBD	Multiplex North	$99,000
	Total	$5,346,000

Director Blewett moved to approve the administration's recommendation and to, one, write a letter to Congresswoman Gwen Moore to recognize her assistance in CLC funding and, two, to work with the administration to send letters to President Obama and Secretary Duncan in support of the program and increase federal funding for the CLC programs, and, three, to send letters to the State Superintendent and the Governor in support of this program and increased funding.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item G) Action on a Request to Increase Approved Bus Contracts to Accommodate the Scheduling of High-School Students on School Buses

This item initiated by the Administration

Background

1. At its meeting on April 23, 2009, the Board of School Directors directed the Administration to reduce by $3 million the FY10 budget for the Milwaukee County Transit System (MCTS) if the district was unable to obtain a significant discount in MCTS student-fare rates.

Administration's Analysis

2. The Administration is seeking authorization to negotiate and execute revised busing contracts with current school bus vendors to accommodate scheduling high-school students on school buses.

3. The Administration did hold discussions with MCTS, but the Transit System has not offered discounts. Therefore, the Administration has proceeded to schedule high-school students on school buses. The Administration is projecting that the additional bus routes needed to accomodate high-school students will cost the district $3 million. The switch from MCTS to school bus service will have no net cost.

4. The table below details the initial and the estimated revised awards.

Bus Contractor	Initial Award	Revised Award
Atlas	$1,498,982	$1,651,982
Bee Bus	$2,030,880	$2,342,880
Dairyland	$1,353,918	$1,506,918
First Student	$6,769,604	$7,528,604
Johnson Bus	$580,250	$649,250
Joy Farm	$1,885,816	$2,092,816
Lakeside Bus	$5,705,821	$6,311,821
Lamers Bus	$5,705,822	$6,344,822
Riteway Bus	$435,186	$489,186
Spec Care	$483,542	$531,542
MCTS*	$6,340,641	$3,340,641
Totals	$32,790,462	$32,790,462

Strategic Plan Compatibility Statement

5. The recommendations in the Board item most directly support MPS Strategic Plan Goal 7, the District's central services departments support student learning.

Statute, MPS Policy, or Board Rule Implication Statement

6. The Administration is seeking authorization to negotiate and execute revised school bus contracts pursuant to Administrative Policy 3.09.

Fiscal Impact Statement

7. This item authorizes expenditures up to $3 million. The contract amounts are within the FY10 budget request.

Implementation and Assessment Plan

8. Busing contracts are for FY10 and will take effect July 1, 2009. The revised contracts will not be executed until the Board approves this item.

Administration's Recommendation

The Administration recommends that the Board approve the Administration's request to negotiate and execute revised busing contracts initially approved by the Milwaukee Board of School Directors on April 23, 2009. The total amount of the increase will not exceed $3 million. Estimated increases for each school bus vendor are indicated in the table below.

Bus Contractor	Initial Award	Revised Award
Atlas	$1,498,982	$1,651,982
Bee Bus	$2,030,880	$2,342,880
Dairyland	$1,353,918	$1,506,918
First Student	$6,769,604	$7,528,604
Johnson Bus	$580,250	$649,250
Joy Farm	$1,885,816	$2,092,816
Lakeside Bus	$5,705,821	$6,311,821
Lamers Bus	$5,705,822	$6,344,822
Riteway Bus	$435,186	$489,186
Spec Care	$483,542	$531,542
MCTS*	$6,340,641	$3,340,641
Totals	$32,790,462	$32,790,462

Director Blewett moved to approve the administration's recommendation, and to authorize the administration and the Board President to send letters to the County Executive and County supervisors regarding this matter, asking for clarification and urging that all units of government work together to provide efficiency in services.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * * *

(Item H) Authorization To Enter into a Sole-Source Contract with the Milwaukee Area Workforce Investment Board To Expand Summer Employment Opportunities for City Students

This item initiated by the Administration

Background

1. On June 4, 2009, the Milwaukee Board of School Directors adopted the FY10 budget, which appropriated $400,000 to the summer youth-employment program. The goal of this program is to allow students exposure to career and educational opportunities to enhance their work-readiness skills.

2. The Milwaukee Board of School Directors will provide funds to the Milwaukee Area Workforce Investment Board (MAWIB) sufficient to provide 300 students with seven weeks of employment at $7.25 per hour for 20 hours per week.

3. The Administration is requesting the Board's approval of the contract with MAWIB.

Administration's Analysis

4. The terms of the contract are as requested by the Board. The contract has been drafted to ensure appropriate oversight of the student employees by the MAWIB.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS Strategic Plan Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

Statute, MPS Policy, or Board Rule Implication Statement

6. The item is consistent administrative policies and procedures and applicable law.

Fiscal Impact Statement

7. This item authorizes expenditures in the amount of $400,000. These funds are located in account SCF-0-0-XSC-ELPC (Pay to other Governmental Units.)

Implementation and Assessment Plan

8. Upon approval by the Board, the Administration will execute the contract between the Milwaukee Board of School Directors and MAWIB.

Administration's Recommendation

The Administration recommends that the Board approve the contract between the Milwaukee Board of School Directors and the Milwaukee Area Workforce Investment Board, as provided under separate cover, to provide summer jobs to Milwaukee youth.

Director Blewett moved to approve the administration's recommendation, and to direct the President and the administration to write letters to the appropriate parties to encourage the reduction of paperwork to allow for more educationally enriching experience.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item I) Action on a Request To Recognize Revenues from the Microsoft Settlement and to Authorize Use of the Microsoft Vouchers To Pay off the Existing Leases with Dell Financial Services and Apple Computers

This item initiated by the Administration

Background

1. All Wisconsin public schools are eligible to benefit from the settlement to class-action lawsuits against Microsoft Corp. about certain Microsoft software acquired by consumers and businesses for use in Wisconsin. Under the terms of a court-approved settlement, awards in the form of vouchers will be distributed to public schools that have at least a 33.33% free or reduced lunch price rate. The vouchers are not redeemable for cash, but can be used only for qualifying purchases such desktops, laptops, printers, scanners, monitors, keyboard, mice, software, and other stipulated items. The vouchers can be redeemed with the Microsoft claims administrator only after the purchases are made.

2. To meet MPS's need to refresh its technology, the Board in May 2008 authorized MPS to enter into zero-interest financing leases with Dell Financial Services for $5 million and with Apple Inc. for $1.6 million to purchase technology equipment. In May 2009, the Board further authorized MPS to enter into a second zero-interest loan with Dell Financial Services for $6 million to purchase technology equipment. All of the authorizations were granted in anticipation of receipt of the Microsoft vouchers.

Administration's Analysis

3. The Microsoft claims administrator has notified MPS that the estimated value of the vouchers which the district will receive is $24.1 million. The vouchers are scheduled to be distributed in fall of 2009.

4. The Administration has made $1,571,951 in Apple/Dell lease payments to date.

5. The Administration seeks authorization to recognize $12.6 million of the Microsoft revenues to be used to pay off the leases in their entirety and to finish the refresh of teacher and student desktops begun in the summer of 2008.

6. Once MPS receives the vouchers, it will turn in the vouchers with evidence of past qualifying expenditures and receive reimbursement of $12.6 million. Of that amount, $11,028,039 will be used to retire the Dell and Apple leases. The Administration will also purchase 500 computer desktops to replace computers already removed from the schools. The new computers will cost $380,000. The district also will buy 400 monitors for $50,000. The remaining $1,141,961 will be placed in the WiMax account to reimburse that account for Apple and Dell lease payments made from it.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS Strategic Plan, Area I: Student Success through Academic Achievement; Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

8. The item is consistent administrative policies and procedures and applicable law.

Fiscal Impact Statement

9. This item recognizes revenues of $12.6 million to be placed in an account to be created to receive Microsoft voucher funds and authorizes expenditures in the same amount. Of that amount, $11,028,039 will be used to retire the Dell and Apple leases, $430,000 will be used to purchase 500 computers and 400 monitors from the existing Dell contract, and $1,141,961 will be placed in the WiMax account.

Implementation and Assessment Plan

10. Upon approval of this item, the Administration will create an account to receive Microsoft voucher funds and recognize $12.6 million in new revenues. The Administration will retire the Dell and Apple leases, proceed with purchases of computers and monitors, and reimburse the WiMax account for previous expenditures.

Administration's Recommendation

The Administration recommends that the Board authorize the Administration to recognize $12.6 million in new revenues and use $11,028,039 of that amount to retire the Dell and Apple leases; $430,000 to purchase 500 computers and 400 monitors from the existing Dell contract; and $1,141,961 to be placed in the WiMax account.

Director Thompson moved to approve the administration'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.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Submitted by Director Spence

Major Activities

1. The Head Start Coordinator participated in a meeting regarding the Elementary and Secondary Education Act (ESEA) 2009-2010 Consolidated Improvement Plan on July 1. The focus of the meeting was to review the findings of the needs assessment.
2. Management meetings were held on July 7, July 17, and July 24. The meetings focused on the program updates and changes, Policy Council, and summer work and planning.
3. The Head Start Coordinator participated in a Core Health Services meeting held on July 7. 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 and on updates to the Functional Plan.
4. On July 8, the Enrollment Manager participated in a meeting focusing on the planning of the MPS Enrollment Marathon.
5. The Head Start Coordinator attended the CAYL Institute Summer Principals Conference, titled "Young Learners in America's Schools: What's in Your Toolkit?", from July 12 through July 15. It was a conference for principals serving children age three through the third grade. MPS principals who participated in the institute and who also have Head Start are Erica Hendricks of Keefe Avenue and Janine Graber of Lincoln Avenue.
6. The Health, Mental Health and Disabilities Managers participated in a meeting with Easter Seals on July 15. 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 Head Start Coordinator participated in an early childhood curriculum and assessment meeting on July 20. The meeting was held to identify the use of curriculum and assessment in early childhood classrooms.

8. The Education Manager participated in an early childhood conference planning meeting on July 20.

9. The Education Manager participated in a planning meeting with High Scope and SAGE early childhood programs on July 23 to create an Early Childhood Space and Place resource focusing on classroom environments.

10. The Head Start Coordinator attended procurement training on July 24. The training focused on the updated procurement procedures for the district.

11. The Curriculum Generalist and Education Manager attended the AcuScreen training on July 29 at the CMDC. This training focused on the utilization of the AcuScreen assessment.

12. Head Start hosted a parent orientation for the parents who have children enrolled in the 2009-2010 school year on July 29. The orientation focused on the expectations and program operations of the Head Start Program.

Enrollment

There were 823 students enrolled in the Milwaukee Public Schools Head Start Program as of June 29 for the 2009-2010 school year.

* * * * *

REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) July 2009 Report of the President of the Milwaukee Board of School Directors

During the month of July, President Bonds:

1. attended several meetings with UWM representatives regarding retention issues and potential partnerships between UWM and MPS;

2. attended a meeting with the subcommittee relative to the superintendent search;

3. served on the Mayor's School Improvement Advisory Committee;

4. served on the Mayor's School Improvement Fiscal Efficiency Subcommittee;

5. served on the committee charged by the Board with establishing the description and organizational structure of the Office of Accountability;

6. met with representatives of MATC to discuss possible partnerships with MPS;

7. attended a meeting with the editorial board of the *Milwaukee Journal Sentinel* regarding the Special Education lawsuit;

8. served as the keynote speaker at a Kiwanis Club luncheon;

9. attended the inauguration of DPI Superintendent Tony Evers at Hi Mount Community School;

10. met with Mayor Barrett on educational issues specific to MPS;

11. met with representatives of MTEC;

12. met with two separate groups of charter school representatives on issues related to charter schools;

13. met with MTEA & the Administration on relationship building;

14. met with representatives of the New Teachers group

* * * * *

RESOLUTIONS

Resolution 0910R-012

by Directors Woodward and Bonds

WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More* Action Plan states in Goal 1 that students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship; 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 expressing their concern about the nation's ability to sustain its scientific and technological competitiveness in the 21st century; and

WHEREAS, Students who enroll in science and technology courses are more likely to handle college-level coursework without the need for remedial education; and

WHEREAS, Training in science and technology enables students to be thinkers, problem solvers, and innovators in any career field; and

WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More* Action Plan further states, in Goal 8, that the District will build partnerships to support student achievement; and

WHEREAS, Since 1948, Manpower Inc. has been a proven business leader with an emphasis on creating initiatives to create jobs and opportunities for underserved and disadvantaged groups; and

WHEREAS, Manpower Inc. has continually demonstrated the vision needed to anticipate the needs of employers; and

WHEREAS, Whitefish Bay Middle School, a National Blue Ribbon School of Excellence, provides exploratory, hands-on experiences integrated with its academic programs; and

WHEREAS, The mission of Clarke Street School, once a 90-90-90 school, is to provide high-quality teaching in a rapidly changing technological world; and

WHEREAS, School families are clamoring for innovative curriculums and are seeking schools where parental involvement and student-achievement levels are high; now, therefore, be it

RESOLVED, That a technology and science program be developed for Clarke Street Elementary School; and be it

FURTHER RESOLVED, That the program feature a unique partnership with Manpower Inc. as well as a mentoring partnership with students from Whitefish Bay Middle School; and be it

FURTHER RESOLVED, That the Administration be prepared to present this program in the December 2009 Board cycle for implementation in the 2010-2011 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-013

by Director Bonds

WHEREAS, In the past not having had to compete in the open market, public schools, like most governmental entities, have not had to develop aggressive marketing strategies; and

WHEREAS, With the advent of the Parental Choice Program and more aggressive competition from private and parochial schools for students that formerly were given little real choice beyond public education, the Milwaukee Public Schools must develop strategies to meet the challenge of retaining and enlarging not only its student population, but the ranks of highly qualified teachers and staff to educate the children of this city; and

WHEREAS, Although, in recent years, the Department of Communications and Public Affairs has expanded its role to include more proactive marketing of MPS and its schools, traditionally, MPS's public relations function has been more reactionary and defensive than proactive to the information needs of parents, taxpayers, stakeholders, and the press; and

WHEREAS, MPS must develop a strategic communications plan to get the good news about MPS out to the public; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a long-range marketing plan that will focus on recruitment of both students and highly qualified teachers for those students by proactively highlighting the positives that MPS has to offer; and be it

FURTHER RESOLVED, That this plan include in the FY10 budget funding for a qualified, full-time marketing specialist within the Department of Communications and Public Affairs; and be it

FURTHER RESOLVED, That this marketing function not only be responsible for promoting the programs that MPS already has developed, but also be given the charge of researching and developing new programs, or revamping existing programs, to match the needs of parents and students in the City of Milwaukee; and be it

FURTHER RESOLVED, That the Administration present a preliminary report to the Board of its efforts no later than the next Board cycle after adoption of this resolution.

Referred to the Committee on Finance/Personnel.

Resolution 0910R-014

by Director Bonds

WHEREAS, The Milwaukee Public Schools' Working Together, Achieving More Action Plan states as a goal that students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship; and

WHEREAS, Virtual education is becoming widely popular on both the national and local educational fronts; and

WHEREAS, Many urban school districts facing declining enrollment have instituted virtual school programs as a means to increase enrollment and to offer additional educational opportunities to its students and families; and

WHEREAS, Local desire for and success of virtual education can be evidenced by the fact that the Waukesha School District alone had over 1,600 applicants for its virtual school; and

WHEREAS, Some students may not be able to attend "brick-and-mortar" schools due to family mobility, hospitalization, incarceration, or prolonged illnesses; and

WHEREAS, Students attending virtual schools are afforded the opportunity to work at their own pace and in their own environments while still having instructor support; and

WHEREAS, Virtual schools give students more flexibility and give the school district an avenue through which to tailor students' education to their own individual needs; and

WHEREAS, Distance learning affords students who may be behind grade level the ability to recover credits or to retake failed courses while staying on track with their peers in other classes; now, therefore, be it

RESOLVED, That the Administration develop a virtual school for at-risk students to be implemented for the 2010-11 school year; and be it

FURTHER RESOLVED, That the plan be presented to the Board no later than the December 2009 board cycle.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-015

by Director Bonds

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.

Referred to the Committee on Finance/Personnel.

Resolution 0910R-016

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 up 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, Wisconsin State Statute Chapter 111.70, Employment Relations, indicates that health and dental benefits are mandated subjects of bargaining; and

WHEREAS, Currently, MPS has to negotiate the selection of the vendor of the health and dental benefit plans, including the third-party administrator and/or insurance company that negotiates and manages the provider network; and

WHEREAS, MPS is finding that this process discourages competition, thus inflating the cost of providing healthcare to its employees; now, therefore, be it

RESOLVED, That the Board direct the Administration to lobby for a law that makes the identity of the third-party administrator and/or the insurance company a prohibitive 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 vendors (i.e. third-party administrator and/or insurance company, including the network) that provide the healthcare and dental benefits offered to district employees; and be it

FURTHER RESOLVED, That the Administration report the results of such activities back to the Board no later than the April 2010 Board cycle.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 8:37 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 4, 2009

Special meeting of the Board of School Directors called to order by President Blewett at 6:38 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:

July 31, 2009

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 Tuesday, August 4, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of holding a worksession to discuss and possibly take action on the following:

1. To review, discuss and approve a Superintendent Job Description, Candidate and Selection Criteria; and
2. To provide direction regarding the Position Posting, including Salary Range and Application Materials; and
3. To discuss potential Community/Stakeholder Interview Group Input Process; and
4. To revisit and revise the Superintendent Search Timeline

Although this meeting is open to the public, no public testimony will be taken at this meeting.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

The Board first took up Item 4: *To revisit and revise the Superintendent Search Timeline*:

The Director, Office of Board Governance/Board Clerk presented the Tentative Superintendent Search Timeline that was agreed upon by the Board and submitted to the search firm, Ray & Associates, followed by three different recommendations for possible revisions to the superintendent search timeline: Options A, B and C.

Director Falk in the Chair.

Director Bonds moved to approve the revised Option C as previously discussed and to give the subcommittee authority to revise, if needed. Revised Item Option C as discussed was to put for the week of January 11th, 2010, candidate final presentation, public presentations and community input meeting or meetings, along with the second round of the interviews; and 2) that all Board members submit suggestions and comments to Board clerk prior to the November 19th, 2009, deadline, and by February 1st, 2010, finalize all remaining items noted on the timeline.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Miller, Petersons, Spence, Thompson, Woodward, and Chair pro Tem Falk—7.

Noes—None.

President Bonds in the Chair.

With respect to Item 1, *To review, discuss and approve a Superintendent Job Description, Candidate and Selection Criteria*, the Board directed Ray and Associates to combine or revise criteria to keep all of the concepts but make them more concise, if possible.

Director Falk in the Chair.

With respect to Item 2, *To provide direction regarding the Position Posting, including Salary Range and Application Materials*, Director Bonds moved to approve the base salary in the range of around $275,000 plus benefits, with the added language, "Final salary will be based on actual qualifications and experience."

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Miller, Petersons, Thompson, Woodward and Chair pro Tem Falk—6.

Noes—Director Spence—1.

The Board directed the search firm to proceed with the position posting, based on the action and direction given this evening.

With respect to Item 3, *To discuss potential Community/Stakeholder Interview Group Input Process*, Director Bonds moved that the stakeholder group be limited to nine people and that the Board determine the make-up of the community/stakeholder interview group by having each Board member determine one member.

President Bonds in the Chair.

Director Falk moved a substitute, to limit the stakeholder group to no more than 11 members and to authorize the President to appoint the committee with representation from the following 11 groups with final approval to be made by the Board not later than the November Board cycle: Hmong; Latino; African American; Native American; city government; business; union; parent organizations; colleges, universities and higher education; philanthropic partners; and community organization partners.

The substitute prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward, and President Bonds—7.

Noes—None.

The Board adjourned at 9:02 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 27, 2009

Regular meeting of the Board of School Directors called to order by President Bonds at 6:35 PM.

Present—Directors Blewett (6:48 PM), Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

President Bonds requested a moment of silence in memory of Justin Montes, a student at Pulaski High School, who was struck by a hit-and-run driver on Milwaukee's south side on July 26; Ambia Lawrence, a student at Bay View High School, who died two days after outpatient surgery on August 2; Querriyana Gooding, who was about to begin the 5th grade at Kluge Elementary School when she drowned on July 23; and Lavelle Felton, a former Madison High School basketball star, who was shot in Milwaukee on August 14.

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:

John Chisholm
Paul Dedinsky
Lovell Johnson
David Lerman
Gary Mahkorn
The Restorative Practices Program,
Milwaukee District Attorney's Office
(Safe Schools/Healthy students Partner)

The Milwaukee County District Attorney's Office collaborates with Milwaukee Public Schools and the Safe Schools/Healthy Students (SS/HS) Initiative to bring the Restorative Practices Program to schools. Instituted in 2007 by the Milwaukee Board of School Directors, and supported by the Safe Schools/Healthy Students grant, this program aims to reduce suspensions, improve classroom and school climate, and create and maintain caring communities by focusing on the importance of relationships. During the 2008-2009 school year, two assistant district attorneys worked with 19 schools under the SS/HS Initiative, plus additional schools throughout the city of Milwaukee, to implement this program and bring about positive change in our community.

The Restorative Practices Program features conflict-resolution circles as well as student counseling, mentoring, and staff support. Conflict-resolution circles, also known as Justice Circles, are formed among groups of students with a staff member and community leader present. Together, students work through their problems and offer support to one another. Restorative Practices in schools actively involve the offender while encouraging students to solve conflicts in a peaceful, non-violent manner. Students are equipped with self-motivation, self-discipline, and empathy. In the long term, Restorative Practices teaches students to exhibit self-control and to take responsibility for their actions.

During the 2008-2009 school year, the partnership among the Milwaukee County District Attorney's Office, MPS, and the Safe Schools/Healthy Students Initiative was strengthened. The assistant district attorneys implementing the program made 409 visits to 19 schools under the Initiative. Overall, there were 1,031 students who received guidance on using Restorative Practices to solve personal conflicts. There were 932 staff members and 35 parents from the community trained on how to implement Restorative Practices in their classrooms and homes.

It is obvious that the Restorative Practices Program is reaching many members of the Milwaukee community. These numbers will only continue to grow. Thanks to the dedication and commitment of the Restorative Practices leaders, the program is teaching our staff and students the value of relationships and communication. Through personal reflection and an increased sense of belonging for all students, Restorative Practices is building peaceful, productive school climates throughout our city. Students are relating to one another with compassion and support while expressing their feelings and being held accountable for their own words and actions.

The Milwaukee Board of School Directors recognizes and honors John Chisholm, Paul Dedinsky, Lovell Johnson, David Lerman, and Gary Mahkorn of the Milwaukee County District Attorney's Office for their dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

Special Recognition of Tasha Allen

On August 13, 2009, Board Director Annie Woodward presented a special Excellence in Education Award to Tasha Allen, an outstanding athlete and graduate of The Truth Institute for Leadership and Service. Because she was leaving for college the next day, Ms. Allen could not attend this month's regular Board meeting to receive the award.

In addition to the Excellence in Education Award, Director Woodward also presented Ms. Allen with the following resolution in recognition of her accomplishments:

WHEREAS, Tasha Allen, A graduate of the Milwaukee Public Schools' Truth Institute High School, has helped to further the legacy of student athletes graduating from the North Division Complex; and

WHEREAS, Tasha Allen's accomplishments have been recognized locally and at the state level and throughout the United States, as she competed in the USA Junior Outdoor Track and Field Championship in Eugene, Oregon, in June 2009; and

WHEREAS, Tasha Allen was recognized as being one of the top athletes from the state of Wisconsin and is slated as one of the top high-school athletes in the nation; and

WHEREAS, Tasha Allen has earned five WIAA individual State championships and one AAU Junior Olympics national championship; and

WHEREAS, Tasha Allen also holds four WIAA state records and has run the best times in state prep history in the 100, 200, and the dreaded 400; and

WHEREAS, Tasha Allen has been named the *Journal Sentinel's* female athlete of the year for the 2008-2009 school year; and

WHEREAS, Tasha Allen's dedication, tireless efforts, and devotion to her education and student athleticism should stand as examples for all student athletes; and

WHEREAS, Tasha Allen deserves accolades for her accomplishments and overcoming adversity to succeed against all odds; now, therefore, be it

RESOLVED, That the 4th District School Board Director, Annie Woodward, extend to Tasha Allen congratulations and sincere appreciation for all that the Milwaukee Public Schools community has gained from Tasha Allen's dedication and hard work.

Presented this 13th day of August 2009.

Annie Woodward
4th District Representative
Milwaukee Board of School Directors

Ms. Allen will be attending Butler Community College in El Dorado, Kansas, which is about 30 miles northeast of Wichita.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of June 4, 11, 16, 18, 25, and 30, 2009, and July 24 and 30, 2009, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK/DIRECTOR, OFFICE OF BOARD GOVERNANCE

(Item A) Action on a Request for Authorization to Reimburse Attorney Daniel G. Vliet for Additional Expenses Incurred in the Investigation of a Complaint against a Former Board Member

Office of
Board Governance

To the Milwaukee Board of School Directors:

In December 2009, the Milwaukee Board of School Directors initiated an investigation, in accordance with Board Rule 1.24, Board Member Censure, and Appendix B to Board Rule 1.24, Procedures to Censure a Board Member, into allegations that a now former member of the Board may have violated the Board's Code of Ethics. The Board entered into a contract in the amount of $15,000 with Daniel G. Vliet, an attorney, to conduct the investigation into the complaint. Mr. Vliet presented the results of his investigation to the Board in April 2009.

On August 17, 2009, the Office of Board Governance received the attached letter from Mr. Vliet, requesting an additional payment of $1,933.32 to cover time and costs that Mr. Vliet had not been able to anticipate when he had originally negotiated his contract with the Board.

The Board currently has another contract with Mr. Vliet, to assist the Board in conducting hearings of appeals by MPS employees of disciplinary action. Mr. Vliet has requested that the Board approve the use of $1,933.32 from this contract to reimburse him for the additional time and expenses which he incurred in performing the services for which the Board contracted with him in December 2009.

Respectfully submitted,

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

Director Spence moved to approve Mr. Vliet's request for reimbursement of $1,933.32.

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 B) Action on a Request to Reserve $250,000 from the Contingency Fund for the Possibility of Seeking Independent Legal Counsel for Advice or Litigation in the Event of a Legislative Attempt to Take the Governance of the District Away from the Elected Milwaukee Board of School Directors

Office of
Board Governance

To the Milwaukee Board of School Directors:

Michael Bonds, President of the Milwaukee Board of School Directors, has submitted a request to the Office of Board Governance to set aside $250,000 from the Contingency Fund 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 the takeover of the governance of the Milwaukee Public Schools from the elected Board of School Directors. The funds requested to be reserved would not be accessed unless such a need arose.

Board Rule 1.14(4) states, "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."

Respectfully,

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

Vice President Blewett in the Chair.

Director Bonds to moved approve the item to reserve $250,000 from the contingency fund for the possibility of seeking independent legal counsel or advice for litigation in the event of a legislative attempt to take governance of the district away from the elected Milwaukee Board of School Directors.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Petersons, Voeltner, Woodward and Vice President Blewett—7.

Noes—Directors Spence and Thompson—2.

President Bonds in the Chair.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Finance/Personnel Committee, Item 4, action on prevailing wage rates;
Report of the Strategic Planning and Budget Committee, Item 1, update and possible action on the Fiscal Year 2010 Budget; and
Report of the Strategic Planning and Budget Committee, Item 3, a request to restore eighty-nine positions for General Educational Assistants identified for layoff as well as the creation of Staff Development.

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 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 0809R-037 by Director Blewett to Institute a Freshman Seminar and Administration's Comprehensive Plan for Success In Ninth Grade

Background

At its meeting on January 29, 2009, the Board referred Resolution 0809R-037 by Director Blewett to the Committee on Innovation/School Reform:

WHEREAS, Ninth grade is considered one of the most challenging years for a student, the year when problems emerge and when students are most likely to drop out; and

WHEREAS, Ninth grade is a time of transition, when students are moving from smaller, more personal grade schools to larger, more impersonal high schools where more is expected of them in terms of maturity and study habits; and

WHEREAS, Milwaukee Public Schools must have a sense of urgency in reaching out and supporting these students before they disappear from school; and

WHEREAS, Students who succeed despite the odds say that having a significant connection to school in some way — usually through a significant relationship with a teacher or staff person — is what keeps them in school; and

WHEREAS, Students who drop out before completing ninth grade are more likely to have had attendance, discipline, and academic problems in the past; and

WHEREAS, Even students who move on to tenth grade are more likely to drop out if they had difficulties in ninth grade; and

WHEREAS, New York's Westmoreland Central School District and North Carolina — the state with the highest dropout rate in the nation — have adopted multi-faceted seminar programs geared toward freshmen and have successfully reduced ninth-grade attrition; now, therefore, be it

RESOLVED, That Milwaukee Public Schools develop a comprehensive freshman seminar as a required program for all freshmen; and be it

FURTHER RESOLVED, That elements of this seminar program are to include:

- an orientation day, just for freshmen, which could include small-group tours of the school, shadowing of older students, a "mini-course" day on which students participate in fun activities in small groups, etc.;
- monitoring of students after the first marking period and reaching out to those who have failed at least one class;
- special attention on freshmen who had poor attendance in eighth grade;
- clusters of students who have several classes a day together (6-8 students per cluster), enabling them to offer each other support;
- assignment of a staff member as an advisor for each cluster to increase personal attention from staff;
- requiring regular meetings of the advisor and his/her cluster. "Meetings" could consist of conducting a volunteer activity as a group, having a mini-course on a non-academic subject, holding a conversation pit where students can discuss issues on their mind, or just taking time to review homework, attendance habits, etc.;
- success-skills courses with the goal to better prepare young people for the complexities of the modern workplace and/or a post secondary educational institution, such as skills to enhance effective communication, time management, decision making, project planning, etc.; and
- a half-semester for courses such as college note taking, coaching, personal goal setting, and oral presentation.

Administration's Analysis

1. The Administration concurs with the spirit of this resolution and seeks to implement a comprehensive ninth-grade transition-and-support initiative which will use new data tools, academic and behavioral interventions, and credit-recovery opportunities to make sure that each ninth-grade student successfully moves to tenth grade after one year of high school.

2. Because the district currently implements a number of the recommendations included in this resolution, and has in development a number of additional efforts, the Administration believes that a more comprehensive review of current activity is needed to develop a complete ninth-grade transition-and-support plan.

3. This resolution directs the Administration to develop a comprehensive freshmen seminar course to better support ninth-grade students in the transition to high school and to support greater success during the first year of high-school enrollment. The Milwaukee Public Schools' Course Catalog Report in eSIS (MPSC903R v. 4.02) currently includes several approved courses which are very closely aligned to the content recommended in the development of a comprehensive freshmen seminar. The current course titles and descriptions, where available, are included in the table below.

Course #	Course Title	Course Description
AE701, 711	DIRECTED STUDY/LEARNING STRATEGY	This class is designed to provide academic support for inclusion students. The students can utilize this resource hour to learn study skills, receive test accommodations, and apply strategies to complete assignments, research papers, and projects
AE741, 751	SKILL STREAMING	This course is designed to offer resource support to students enrolled in regular education classes. Students will learn organizational and study skills as well as receive assistance with their class work. Depending on individual student need, the Skill Streaming course may provide support and extended time for test taking, reading and writing support for classroom assignments, and enrichment of classroom content.
CS401	CAREER PATHWAYS	This introductory course is designed to help students make the transition to becoming a successful high school student. Some areas covered will be career planning, employment trends, career portfolios, study skills, employability skills, future program opportunities, and career clusters and pathways
EN421	LANGUAGE SKILLS LABORATORY	This course is designed to help students strengthen their language and composition skills. Emphasis is placed on writing skills, problem solving, reading skills, study skills and skills in language grammar and usage.
OE691	SELF-AWARENESS/STUDY SKILLS	SELF-AWARENESS/STUDY SKILLS*
BD131	SKILLS FOR SUCCESS	Skills for Success is designed to give students the basic knowledge, skills, and attitude needed to be successful in their chosen career field. The understanding and importance of the "soft skills" will be taught along with leadership development. The key skills of decision making, time management, and conflict resolution will also be covered. Career information and the process for finding employment will also be taught. By the end of the course, the student should have a career interest in mind, have the ability to find employment in that area and have the ability to continue their employment.

**A course description is not currently included in the course catalog*

4. In addition to the approved courses, many high schools implement advisory models so all students are connected to adults who monitor and support individual student success. Bradley Tech, Pulaski, Madison, Custer, and Vincent implement a Family and Student Advocacy program. Many small high schools implement advisories, some with concept-specific names. Milwaukee Montessori High School implements an advisory called "still point," and Washington High School of Expeditionary Learning calls it "crew."

5. The Department of Research and Assessment is in the final stages of the on-track/off-track data-reporting systems which will allow schools to monitor which students require early attention and intervention supports to stay on track for high-school success.

6. American Recovery and Reinvestment Act (ARRA) funds were approved by the Board in June 2009 and include projects with a focus and intent very similar to the activities called for in this resolution. Five projects supported with ARRA funds are aligned with this resolution's intent:

- introduce study skills for ninth-grade students;
- implement high-school readiness programming;
- begin postsecondary support in ninth grade;
- build AP-track curriculum; and
- provide more credit-recovery opportunity.

7. In the fall of 2009, 30 schools will implement the Positive Behavior Intervention Support system (PBIS). This system will provide earlier identification, prevention, and intervention supports for students in need of behavioral supports. A similar system for academic intervention and support is in development.

8. Even with the current efforts, too many new ninth-grade students do not make it successfully to tenth grade after one year of high school. New efforts to better understand which interventions are right for which students includes "Freshmen Connection," a two-week intensive high-school-readiness-and-study-skill-development experience for new ninth-grade students who are not proficient upon entering high school. A prototype using stimulus funds is being launched in August 2009 at Hamilton, Madison, Pulaski, and Vincent.

9. The Corrective Action Plan presented by Wisconsin Department of Public Instruction directs the implementation of a credit-recovery program in all high schools for all students who are credit-deficient. The plan specifies that MPS

> …submit to DPI by November 1, 2009, a description of the specific, coordinated, cross-district strategies that will be implemented in all high schools to achieve successful 9th grade transition. Submit to DPI by November 1, 2009, a description of the specific, coordinated, cross-district strategies that will be implemented in all high schools to ensure credit recovery for students who are credit-deficient.

10. The effort to develop a more comprehensive set of supports and interventions to support ninth-grade success will be measured against the metric established in the *Working Together Achieving More* Strategic Plan. The measurable objective states that, by 2011-12, 75% of ninth-graders will graduate in four years. To accomplish this metric, the comprehensive plan for ninth-grade success will monitor and report on the district's and each school's percent of new ninth-grade students who successfully reach tenth-grade status after one year of high-school enrollment.

11. In lieu of adopting this resolution, the Administration recommends that the Board direct the Administration to launch a team with broad school and district representation to conduct a full review of all current and planned ninth-grade orientation practices, support systems, intervention practices, and related courses and bring back to the Board in the November board cycle a plan for a comprehensive ninth-grade initiative aligned to the goals and outcomes of the district's Strategic Plan, *Working Together Achieving More.*

Strategic Plan Compatibility Statement

12. This item supports the MPS Strategic Plan Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

Statute, Administrative Policy or Board Rules Statement

13. This item is consistent with administrative policies and procedures and applicable law.

Fiscal Impact Statement

14. Approval of this item does not authorize expenditures.

Implementation and Assessment Plan

15. The Administration will launch a planning team to develop and bring back to the Board in the November board cycle a plan for a comprehensive ninth-grade initiative aligned to the goals and outcomes of the district's Strategic Plan, *Working Together Achieving More.*

Committee's Recommendation

In lieu of adopting this resolution, your Committee recommends that the Board direct the Administration to launch a team with broad school and district representation to conduct a full review of all current and planned ninth-grade orientation practices, support systems, intervention practices, and related courses and bring back to the Board in the November Board cycle a plan for a comprehensive ninth-grade initiative aligned to the goals and outcomes of the district's Strategic Plan, *Working Together, Achieving More*.

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

* * * * *

(Item 2) Action on Resolution 0910R-005 by Director Bonds To Develop a Boarding School for High-School Students in Grades 9-12

Background

At its meeting on June 25, 2009, the Board referred Resolution 0910R-005 by Director Bonds to the Committee on Innovation/School Reform:

> WHEREAS, MPS has made effective progress toward many of the strategic goals outlined in the *Working Together Achieving More* Plan, including parental involvement and satisfaction, student academic achievement, student and faculty safety, and community partnerships; and
>
> WHEREAS, These improvements have not yet resulted in retention or graduation rates high enough to keep the district from being a District Identified for Improvement (DIFI) under No Child Left Behind; and
>
> WHEREAS, Although the district has instituted various innovative educational models, such as partnership and charter schools, many of the district's students' achievement levels are negatively impacted on by outside-of-school risk factors, including unstable environments, mobility, outside negative influences, and poverty; and
>
> WHEREAS, Other urban school districts, such as Washington, D.C., and Baltimore, have implemented boarding schools as an attempt to minimize or eliminate outside-of-school risk factors; and

WHEREAS, The close-knit environment of a boarding school allows students to make friends for life by creating an atmosphere in which students live and go to class with people who are from diverse backgrounds but who are all going through the same experiences; and

WHEREAS, Boarding schools are essentially communities within a community, which gives students a sense of belonging, a feeling of civic pride, and the knowledge that they are part of something bigger; and

WHEREAS, Boarding schools create a university-style curriculum that aims to prepare students for higher education and helps transition them more smoothly into colleges or universities; and

WHEREAS, The Arts and Science Group of Baltimore found that students who attend boarding schools find greater success than do their peers in college and adult life; and

WHEREAS, Boarding schools offer smaller, intimate classes designed to encourage participation by everyone in class; and

WHEREAS, Courses at boarding schools are specifically designed to be challenging by offering Advanced Placement options, covering a wide range of topics, encouraging students to ask "why" and "how", and motivating students to become lifelong learners; and

WHEREAS, Boarding school students learn to be self-sufficient by taking responsibility for day-to-day tasks to a much greater degree than they might if they lived with their parents, including in such areas as money management, balancing free time with study time, goal setting, and making choices; and

WHEREAS, The concept of boarding schools has been endorsed by President Obama and the U.S. Secretary of Education; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools develop a boarding school for high-school students in grades nine through twelve; and be it

FURTHER RESOLVED, That the Administration develop a Request for a Proposal (RFP) to open this school as a non-instrumentality charter school in the fall of 2010; and be it

FURTHER RESOLVED, That the petition/proposal, along with curriculum and the school's plan to operate the boarding school, be brought before the Board for approval no later than February of 2010.

Administration's Analysis

1. The Administration supports Resolution 0910R-005 in the development of a boarding school to serve students in Grades 9 through 12 as a non-instrumentality charter school.

2. The day-school portion of the boarding school should be in alignment with the same funding formula as are other non-instrumentality charter schools in the MPS district. The non-instrumentality charter boarding school would be responsible for the evening, overnight, and weekend costs and expectations.

3. In addition to the MPS charter petition/proposal process, a request-for-proposal (RFP) process would be followed to assist in the search for an experienced leader and/or organization with proven success in educating students.

4. Establishing a boarding school as a non-instrumentality charter school would be in alignment with the types of schools identified in Administrative Policy 9.12(6) regarding charter schools. The policy states:

a. The Board will consider charter school petitions and proposals by communities that wish to assume more leadership and responsibility in the educational process. Specifically, the Board is more likely to consider the establishment of charter schools as vehicles to:

1. provide new, high–quality innovative school programs for traditionally underserved or at-risk student populations;
2. institute programs which reduce or re-enter student drop-outs; and
3. offer autonomy to academically successful MPS programs that increase student achievement.

b. The Board shall give preference in awarding contracts for the operation of an MPS charter to those schools that serve children at risk, as that term is defined in sec. 118.153(1)(a), Stats.: however high-quality or innovative charter school petitions and proposal outside of these areas will also be considered. The Board reserves the right to give priority to applications that directly address identified areas of need of targeted student population(s) within the district and replicate currently successful schools.

5. The Administration would submit a report and recommendation to the Committee on Innovation/School Reform by the February 2010 cycle relative to the boarding school, based on the success of the MPS RFP and charter petition/proposal process.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan Goal 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

7. This item is in alignment with Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

8. This item does not authorize expenditures. If the item is approved, funds will be set aside for 150 students for FY11 at the FY11 estimated non-instrumentality charter per-pupil amount.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to:

a. search for an experienced leader and/or organization with proven success in educating students in the opening of an MPS non-instrumentality charter boarding school serving Grades 6 through 12, or a portion of those grades, through a request-for-proposal process as well as the charter petition/proposal process;

b. establish the funding formula for the school in alignment with the same funding formula as that of other non-instrumentality charter schools in the MPS district;

c. clarify that the district would support the operation of the day-school portion of the boarding school and that the boarding school would be responsible for supporting and overseeing the evening, overnight, and weekend costs and expectations; and

d. submit a report and recommendation to the Committee on Innovation/School Reform by the February 2010 Board cycle relative to the opening of the school based on the success of the RFP and charter petition/proposal process.

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

* * * * *

(Item 3) Informational Report Regarding Science Education in Milwaukee Public Schools

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

Administration's Report

1. This item provides a summary of science education efforts during the 2008-09 school year and some of the planned efforts for next school year and beyond. Science education in MPS is driven by a clear understanding of what concepts and skills students should know when they graduate from high school prepared for their future (21st Century skills and framework). Students at the early childhood, elementary, middle-grades, and high-school levels focus on developing science thinking skills; exploring scientific, technological, and social applications; and learning science concepts in the life & environmental, earth & space, and physical sciences.

2. The work aligns with The Milwaukee Public Schools' *Working Together, Achieving More* Strategic Plan in the following areas and goals:

- Student Success Through Academic Achievement
  - ☑ Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared fro higher education, careers and citizenship.
- High-Performing Schools and Classrooms
  - ☑ Goal 3: Leaders and staff demonstrate continuous improvement through focused professional development.
- District and Community Support
  - ☑ Goal 7: The distirct's central services departments support student learning.
  - ☑ Goal 8: The district builds partnerships to support student achievement.

Success is measured by regular assessment of student performance through student work/learning experiences, classroom assessments based on standards, and the WKCE. The work supports attainment of the Strategic Plan's metric under Goal 1 — 70% of students will be on grade level in science as measured by the WKCE-CRT.

3. High-School Curriculum Guides and Syllabi

a. Curriculum guides developed for physical science and biology include:

- MPS Learning Targets/Wisconsin State Model Academic Standards
- pacing guides
- topics and subtopics
- prior knowledge required
- science academic vocabulary (based on Marzano's vocabulary)
- process skills
- objectives
- recommended activities
- connections to math and literacy.

b. The curriculum guide for chemistry is being edited, and the guide for physics is being written, during the summer 2009, using the same format as outlined above. Syllabi for all courses are currently being edited, modeled on the syllabi for literacy. All guides and syllabi will be posted on the MPS Portal.

c. Work began on development of the K-8 Curriculum Guide in June 2009 for expected completion by September 2009.

4. High-School Course Codes and Descriptions. High-school science course codes and descriptions were reviewed, edited, and approved at the end of the 2008 school year.

5. Report Cards. During Spring 2009, science-education staff collaborated with MPS Instructional Technology to begin initial development of a standardized, standard-based report card to support a coherent continuous K-12 curriculum. The first level has been completed and will be field tested.

6. Chemical Hygiene/Safety Plan and Audits

a. The science-education staff has been working closely with the Chemical Hygiene Team, which includes the MPS Safety Specialist, Health Inspector, Environmental Services Supervisor, Facilities and Maintenance, K-12 Curriculum Specialists for Career and Technical Education, and Art. In 2008, chemical hygiene audits were completed in MPS high schools. Throughout the 2008-2009 school year, these audits were conducted in middle and K-8 schools and will continue in 2009-2010, until completed.

b. In addition to audits, the Chemical Hygiene Team is currently reviewing science safety rules to establish common, grade-appropriate rules across the district. The Team is also considering the implementation of a district-wide science safety test. Additionally, MPS science-education staff are members of the Wisconsin Science Education Leadership Association (WSELA) Chemical Safety Committee. The Committee is currently in the process of researching and evaluating chemicals for safe use in school and compiling a list of the chemicals.

7. MPS K-8 Science Textbook Adoption

a. In accordance with the textbook adoption rules of the Administrative Policy 7.26, Textbook Adoption, science textbook-evaluation committees were formed as a result of the Board's action on February 26, 2009, which opened science for selection studies. General announcements of the application process for the committees were sent to principals, curriculum generalists, learning coordinators and implementers, and science teachers' email lists. Special education and bilingual education teachers, parents, and community members were also included in the selection process.

b. Twenty-seven teachers — 17 for K-5, and 12 teachers for grades 6-8 — and two community members were involved in the selection process. Input was also solicited from teachers not serving on the committee. After some field testing by MPS teachers and presentations by vendors, the committee recommended *Scott Foresman*, published by Scott Foresman, 2010, for K-5 and *Prentice Hall Science Explorer*, published by Prentice Hall, 2010, for 6-8 grades for adoption. The program met the MPS criteria for selection and the needs for effective science education for all MPS students. The adoption was approved by the Milwaukee Board of School Directors on June 25, 2009. Orders for schools are currently being put together.

8. Science Fair

a. The Second Annual MPS District-Wide Science Fair was held on May 7, 2009, at the Peck Welcome Center at the Milwaukee County Zoo. This year, 19 schools participated, with over 130 students entering 97 projects. Sixty-five volunteer judges from the community provided students with feedback.

b. The highlight of the day was the awards ceremony, in which all students received recognition for their accomplishments. This year, in cooperation with the Title I Office, four parents from an ESL class displayed their science projects. They were wonderful role models for our students. Additionally, projects by the winners were displayed at Central Services.

c. This special event continues to bring students, parents and families, teachers, schools, scientists, and the community together to celebrate student achievement in science education. Continued efforts will focus on including more schools in the fair, especially high schools.

9. Summer School — High School Credit Recovery — Physical Science and Biology

a. The focus of the science curriculum for summer 2009 was to ensure that students attending summer school for credit recovery also achieved mastery. The physical science and biology curricula were developed with this focus in mind and included learning experiences (activities), labs, literacy strategies, quizzes, and a common final examination. Two teams, including two physical science teachers and two biology teachers, developed the curricula. The curricula are based upon the MPS Learning Targets and the Wisconsin State Model Academic Standards. The High-School Science Teaching Specialist coordinated their efforts. A chemistry curriculum will be designed for summer 2010.

b. Along with the new curriculum, teachers were provided with consumables to conduct the required learning experiences and labs. Schools provided the necessary science equipment. To facilitate the implementation of curriculum, the High School Science Teaching Specialist visited schools weekly to provide support and to troubleshoot issues.

10. 8th-Grade Promotional Summer School

a. The K-8 Science Teaching Specialist began working with the summer school office in the summer of 2008 to assist in the redesign, delivery, and support of an integrated mathematics-and-science curricula, the Country Data Project (CDP), developed by the former K-12 Mathematics Curriculum Specialist. A new science curriculum was developed to support the CDP and was implemented the summer of 2009. The curriculum, which is inquiry-based to engage students in the learning process, includes hands-on labs to develop students' science-process skills. The goal is to help students be more successful in their high-school science courses and to motivate them to want to learn more science in the future.

b. The core of the program is *Inquiry in Action, Investigating Matter through Inquiry,* produced by the American Chemical Society. The *Inquiry in Action* materials were supplemented with integrated note-booking and reflection journal writing, as well as metric mathematics skills. The curriculum will be reviewed prior to the summer school 2010 to improve the science and mathematics integration.

11. K-8 Summer School. The K-8 Science Teaching Specialist collaborated with literacy specialists, two MPS science teachers, and the summer school staff to provide support and guidance in the development of literacy-based activities. This collaboration included identifying leveled readers with a science-content focus, supplemented by science activities that introduce, support, and reinforce the reading content. Instructional units were developed for K-2, 3, 4, and 5 grades.

12. Milwaukee Science Coalition (formerly Milwaukee Science Task Force)

a. In September 2008, the Milwaukee Science Task Force was launched. This is a professional learning community of science educators in the Milwaukee area. The first meeting, which was held on October 3, 2008, was hosted by the Milwaukee Public Museum. MPS demographic and student-achievement data in science and other content areas were shared at the first meeting to show how vital community support was to the education of our students. Organizations received copies of the MPS curriculum guides and Learning Targets, with the charge to determine how they could tailor their

programming to fit our students' needs. After a lively two-hour meeting, members expressed their excitement in having the opportunity to network with science-education providers and to receive concrete direction on how they could support MPS.

b. The Coalition met five times during the 2008-09 school year. Various members hosted the meetings, giving others an opportunity to see first-hand what their science-education programs offer.

c. There are over 30 organizations actively represented in the newly renamed Milwaukee Science Coalition. The organizations are listed in the Attachments to the minutes of your Committee's meeting. Over 57 individuals have participated so far, including three representatives from the Madison Metropolitan Public Schools, who plan to start a similar organization in their area. An *ad hoc* committee of five volunteers was formed to facilitate the crafting of a mission statement. At the last meeting, on June 3, 2009, participants were formulating goals and establishing committees to support MPS in educating its students.

d. Future efforts include expanding the Coalition to include a diverse community of science educators representing the areas of earth and space, life and environmental, and physical sciences and to ensure synergy in the work accomplished and support provided. An informational report on the status of this partnership will be provided to the Board during the 2009-2010 school year.

13. The Big Read Program

a. The Big Read Program — which is free and includes teacher guides, reader guides, hands-on activities, and free field trips to the Museum and Library — is available throughout the 2009-10 school year, with a special focus during February 15 through March 19, 2010.

b. In January 2009, through a partnership among the Milwaukee Public Museum (MPM), Milwaukee Public Library (MPL), and MPS, a grant proposal was developed around the Big Read novel *The Call of the Wild*. The grant was awarded to the Museum in May. MPS Curriculum Specialists for English/language arts, science, and social studies began collaborating with museum staff in June 2009 to develop supporting and extending materials in the form of a booklet for use by MPS teachers and community members. Students will read the book and use the materials to explore the historic context of the story, participate in interactive book discussions with dogsled teams and trainers, tour the arctic exhibits at the Milwaukee Public Museum, take a virtual dogsled ride in real time, and participate in real-life experiences through the virtual online simulation games *Virtual Sled Dog Race*, *Virtual Gold Rush*, and *Virtual Survive the Wilds of Alaska*. Students will also participate in book discussions with other students through videoconferencing, online chats, and face-to-face discussions at the MPM, MPL, and MPS to get at the greater complexities and philosophies of life which the author wove through the text.

14. STEM Partnership. The STEM Partnership is a group of individuals from business, higher-education, and professional organizations who have come together to work with MPS to strengthen youth in science, technology, engineering, and mathematics. The science-education staff collaborates with MPS Career and Technical Education to support the STEM Partnership. The STEM Teaching Specialist for science is a member of the Promotion Committee, which is working to raise awareness of STEM initiatives in MPS. The Committee's goal is to use a wide variety of methods to improve community perceptions and encourage participation with and support for, MPS.

15. Biomedical Sciences

a. The science-education staff is expanding work in STEM education by partnering with MPS Career and Technical Education to offer the new biomedical sciences program developed by Project Lead the Way (PLTW). The program promises to provide students with a rigorous background to enter careers in the healthcare profession. Instruction is activity-, project-, and problem-based. This program comprises a four-course progression — Principles of the Biomedical Sciences, Human Body Systems, Medical Interventions, and Biomedical Science Capstone. These courses are science electives. Students must have successfully completed or be currently enrolled in biology to begin the program. Upon successful completion of the final exam for each course, students may also receive college credit.

b. In the summer of 2009, the STEM and High-School Science Teaching Specialist will be taking part in a two-week Principles of Biomedical Sciences course in Baltimore, Maryland, funded by MPS Career and Technical Education. The course will prepare her for supporting the implementation of the curriculum in three MPS high schools: Madison, Hamilton, and South Division. In addition, beginning in the 2009-10 school year, she will be coordinating a collaborative study team that will include a science teacher from each of the schools, along with teachers from Greendale and Kenosha, who are in their second year of implementation.

16. Wisconsin Department of Public Instruction and Surveys of Enacted Curriculum (SEC) Wisconsin ELL Project

a. The K-8 Science Teaching Specialist collaborated with Shelley Lee, Science Education Consultant for DPI, to coordinate the administration of the Surveys of Enacted Curriculum (SEC) for teachers of English-language learners (ELL). Twenty-three MPS teachers who teach science and at least one bilingual or ELL student took the survey.

b. The SEC is an educational tool to examine and inspect the instructional content and practices used by teachers. The focus of the survey was to find out to what extent ELL have the opportunity to learn academic content and skills aligned to the state standards, what is the relationship of Wisconsin ELL standards and assessments to Wisconsin academic standards, what instructional practices/strategies are used to teach English-language skills across the content areas, and what is the relationship of alignment of instruction (to standards) to student achievement. The data from the SEC provide a vehicle for discussion among teachers about their instruction and provide individual teachers with information about their specific instruction, as it aligns to state standards.

c. The data can be used by district leaders to identify the extent to which instruction is aligned to state standards and assessments, to understand what instructional activities and strategies are being used in classrooms, and to compare the strategies used in classrooms that have ELL students with strategies used in classrooms that do not have ELL students. District leaders can also use the data to: identify the extent to which language-proficiency standards are aligned to language-proficiency assessments, to identify alignment of language complexity and demand in content standards, and to identify priority needs for professional development.

17. Professional developments

a. Much of the professional development was provided through grant-related projects (see items 17, 18, and 19 below). Science staff focused their professional development to schools through coaching (one-on-one and small-group) during the school year and Summer School 2009. Schools that were provided service included:

- Hamilton;
- Bay View;
- South Division;
- Vincent;
- Advanced Language and Academic Studies (ALAS);
- Wisconsin Conservatory of Lifelong Learning (WCLL);
- Community High School;
- Milwaukee Business High School;
- Alliance School of Milwaukee;
- Montessori High School;
- Downtown Institute of Arts and Letters;
- Custer;
- Pulaski;
- Milwaukee Education Center (MEC);
- Morse Middle School;
- Roosevelt Middle School;
- Lincoln School of the Arts;
- Longfellow School;
- Victory School;
- Lafollette School;
- Clark St. School;
- Fairview School;
- Westside Academy;
- Thurston Woods School;
- Maple Tree School; and
- Wheatley School.

b. For the upcoming school year, the science staff will continue to conduct ongoing professional development through coaching as well as via Saturday Academies and the K-8 textbook-adoption process.

18. Project BEST (Better Elementary Science Teaching)

a. The Better Elementary Science Teaching (BEST) program, a three-year grant program funded by the Wisconsin Department of Public Instruction's Mathematics and Science Partnership (MSP) Program, was created as a collaboration between MPS and UW-Milwaukee (UWM) to engage 60 elementary-level teachers (K-8, regular, special education, and English-as-a-Second-Language [ESL]) from MPS. In partnership with UWM's College of Letters and Science, College of Engineering and Applied Sciences and the School of Education, MPS teachers are engaged in a sustained and rigorous

program (nine semester sessions over a three-year period) to increase their science-content knowledge and to improve their ability to teach science effectively. As a result of the building of their own knowledge base of science content and teaching pedagogy, the teachers will then serve in science leadership roles at their schools.

b. The three goals of the BEST program are to:

(1) increase the science-content knowledge of MPS elementary-grade-level teachers (K-8) and improve student achievement in science;

(2) increase teacher pedagogical content knowledge and use of effective standards-based science-teaching methodologies, curriculum, and assessments; and

(3) improve the quality of science teaching through sustained professional development and the establishment of the program's participants as science instructional leaders at their schools.

c. Project BEST began in Spring 2008 with 57 teachers signed onto the program. Teachers have completed the first series of summer school courses for credit. Currently there are four special education, one K4, eleven K5 (three bilingual), nine first-grade, seven second-grade, eight third-grade (five bilingual), four fourth-grade, four fifth-grade, one 5/6 split-grade, three sixth-grade, two seventh-grade (one biligual), and one eigthth-grade teacher in the program. The teachers are from the following schools: Northern Star, Doerfler Elementary, Forest Home Avenue, Engleburg Elementary, Lloyd Street Global Education, Milwaukee Academy of Chinese Language, Siefert Elementary, Humboldt Park K-8 Charter, Lincoln Avenue School, Lincoln Center of the Arts, La Follette K-8, Roosevelt Middle School of Arts, Starms DLC School, Fairview School, Thoreau, Vieau School, Dover Street School, Samuel Clemens Elementary, Greenfield Elementary, Hi-Mount School, WI Conservatory of Lifelong Learning, Allen-Field School, Cooper School, Honey Creek School, McNair Academy, and Milwaukee Spanish Immersion School.

19. Balancing Literacy and Science Teaching (BLAST). This two-year (summer 2008 through spring 2010) grant project with the University of Wisconsin-Milwaukee's School of Education is designed to improve teacher quality, interdisciplinary instructional skills, and school-based instructional leadership in the areas of literacy and science ultimately in order to improve student achievement in these areas. The overarching goal of this professional development program (involving 30 MPS K-8 teachers) is for teachers to devote more time to science instruction in the classroom by establishing connections to literacy instruction, which is usually taught on a daily basis. The objectives of the project are to:

- emphasize science;
- provide information; and
- develop activities and school-based classroom experiences that demonstrate to teachers that science can be used as a reference when building students' literacy skills and vise versa (e.g., through such mechanisms as establishing links between inquiry and problem-solving strategies that can be used in literacy and science teaching and learning).

20. KEEP — WEEB Energy Infusion Grant. With the support of the MPS science-education staff, Wisconsin K-12 Energy Education Program (KEEP) was awarded a Wisconsin Environmental Education Board (WEEB) grant to develop a cross-reference energy-education resource guide for MPS teachers. This guide will support and enhance environmental education (Pre-K-12) by providing information on how KEEP activities can be infused into MPS core-curriculum activities. The grant was awarded for the 2009-10 school year in the amount of $995.00.

21. Science Staff. Two science teaching specialists — one to support the middle grades (6-8), and one to support high school (9-12) — were hired in February 2008. Two additional positions — early childhood (prek-k5) and elementary (1-5) — will be hired during FY10 to strenghten the science-education support in MPS.

* * * * *

(Item 4) Informational Report on the Implementation of the Safe Schools/Healthy Students Initiative

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

Administration's Report

1. Milwaukee Public Schools applied for a federally funded grant in summer of 2007 entitled Safe Schools/Healthy Students Initiative.

2. On September 6, 2007, the U.S. Department of Education indicated that the district was awarded a grant award of $2,139,433 for the 2007-2008 school year and the following three years thereafter, totaling $8,557,732. These grant funds are provided to districts through the U.S. Department of Education, the U.S. Department of Health and Human Services, and the U.S. Department of Justice.

3. Milwaukee Public Schools' Safe Schools/Healthy Students Initiative is dedicated to collaborating with community partners to create school climates that foster positive student behavior and ultimately develop responsible, productive youth. The Safe Schools/Healthy Students Initiative was developed around the following five elements in which each partnership and program are included:

- Element One: Safe School Environments and Violence-Prevention Materials
- Element Two: Alcohol-, Tobacco-, and Other Drug-Prevention Activities
- Element Three: Student Behavioral, Social, and Emotional Supports
- Element Four: Mental Health Services
- Element Five: Early Childhood Social and Emotional Learning Programs

4. The goals for the Safe Schools/Healthy Students Initiative are to:

- reduce levels of disruption and violence in the schools;
- prevent or reduce substance abuse among youth;
- increase academic and social success in school;
- increase access to appropriate mental health services for students as needed; and
- increase school readiness of children in their first five years of life.

5. The 2007-2008 school year, which was a planning year for the Safe Schools/Healthy Students Initiative, focused on implementation of the Initiative. The partners who are an integral part of implementation include the Milwaukee Police Department, Milwaukee Fire Department, Milwaukee County District Attorney's Office, Milwaukee County Children's Court, Milwaukee County Behavioral Health, University of Wisconsin-Milwaukee, and the Center for Neighborhood Enterprise.

6. Programs and instructional strategies supporting the Safe Schools/Healthy Students Initiative goals include Restorative Justice, Love and Logic, Classroom Organization and Management Program (COMP), Life Skills, Alcohol and Other Drug Awareness (AODA), Gang Awareness, Violence Free Zone, Early Childhood Problem Solving Works, School Resource Officers, Staying Alive, Mobile Urgent Treatment Team (MUTT), and Wraparound.

7. The Safe Schools/Healthy Students Initiative supports the *Working Together Achieving More* Strategic Plan's Goal 5, that school staffs are supportive and responsive to students and families, which includes strategies to ensure that schools are safe learning environments. The Initiative also supports attainment of two of the Strategic Plan's metrics under Goal 5 — (1) 95% of MPS stakeholders will rate the districts' schools as safe, and (2) no more than 40% of suspensions will be under the category of "violations of school rules."

8. External evaluation is an integral part of the grant implementation. Annual evaluations provide Milwaukee Public Schools with information to determine what strategies and programs are most effective in reaching the intended goals of Safe Schools/Healthy Students.

9. A copy of the *Evaluation Interim Report on 2008-2009 Implementation* is being provided to the Board under separate cover. The University of Wisconsin-Milwaukee conducted the evaluation under the leadership of Dr. Rick Lovell, Dr. William V. Pelfrey, Jr., and Dr. Steven G. Brandl. The report includes a review of data for the participating schools. The evaluators will be making a presentation on the evaluation at the time of the meeting, including incident data and school climate data.

10. Key results of the Safe Schools/Healthy Students Initiative for the 2008-09 school year include, but are not limited to:

- collaboration and cooperation among the partners were outstanding, and systemic change is occurring;
- program implementation continues to expand and to progress in Safe Schools/Healthy Students schools and is being supported in non-Safe Schools/Healthy Students whenever possible;
- Safe Schools/Healthy Students has reached schools with more than 13,400 students and more than 1,500 teachers and staff;
- 131 parents have been trained in parenting with Love and Logic;
- Safe Schools/Healthy Students leaders have been asked by the federal government to give national presentations on implementing the Initiative; and
- students' perceptions of safety increased substantially from 2007-2008 to 20082009.

11. The Attachments to the minutes of your Committee's meeting include PowerPoint slides highlighting some of the accomplishments of the Initiative over the past two years.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Report on Administrative and School Fund Transfers; Quarterly Report of Contracts Awarded Between $25,000 and $50,000, and Acceptance of Donations

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.

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 2009.

Month	School	Project	Contractor	HUB Participation	Amount
April 09	Dr. Martin Luther King, Jr., School	Masonry Restoration	Wisconsin Restoration, Inc.	0%	$25,800.00
April 09	MACL @ Grand Avenue Multiplex	Tot Lot Relocation	Bluemel's Maintenance Service, Inc.	0%	$49,549.00
April 09	Siefert School	Tot Lot Repair	Bluemel's Maintenance Service, Inc.	0%	$46,823.00
April 09	Enderis Playfield Fieldhouse	Window Replacements	Simmons Building Products, Inc.	0%	$38,665.00
April 09	Ohio Playground Fieldhouse	Window Replacements	B & D Contractors, Inc.	0%	$27,600.00
April 09	Story School	Concrete Stair Replacement	Arteaga Construction, Inc.	10%	$48,900.00
April 09	Facilities & Maint	Panel Van Trucks	Hiller Ford	0%	$38,800.00
April 09	Community Rec.	2009 Summer Recreation Guide	The Journal Print Group	0%	$34,660.43
April 09	Special Services	Assistive Devices	Adaptive Information Sys	0%	$26,540.00
May 09	Solomon Juneau High School	Window Treatments	The Julien Shade Shop, Inc.	0%	$27,725.00
May 09	Facilities & Maint	Air Conditioning Unit	Kasmerchak Gonzalez	0%	$40,490.00
June 09	Audubon Middle School	Masonry Chimney Demolition	Arteaga Construction, Inc.	10%	$49,900.00
June 09	Northwest Secondary Middle School	New Gymnasium Bleachers	Irwin Telescopic Seating Co.	0%	$27,800.89
June 09	ALBA @ Walker International M. S.	Air Conditioning — Room #205	Doral Corporation	0%	$25,550.00
June 09	Special Services	Software Licenses	Adaptive Tech Resources		$34,404.25
April-June 09	Various	Real Estate Services	Quarles & Brady, LLP	10%	$29,282.69
Total					$261,692.83

Acceptance of Donations

The listing of donations offered to schools and departments is presented below:

School	Donor	Amount	Gift or Purpose
Hamilton	Educator's Credit Union	$3,000.00	Portable scoreboard
MPS Special Olympics	Anonymous	$400.00	Portable basketball hoop
River Trail	Stanford University	$200.00	Teacher survey participation

Rufus King	Class of l954	$850.00	IB Teacher training
Rufus King	MPS Foundation, Inc.	$64.00	Football team support
Story	Mr. & Mrs. George Wells	Undetermined	Desktop computer, peripherals, printer

Committee's Recommendation

Your Committee that the Board accept the donations as listed above, 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; and Report on Certificated Resignations and Classified Retirements

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
3	Xai Chang Pulaski	School Secretary I $21,574.05/yr.	08-24-09
4	Jason Colorez School Safety	School Safety Assistant $21,347.92/yr.	08-19-09
2	Sherise Delaney School Safety	School Safety Assistant $21,347.92/yr.	08-19-09
2	Natasha Dixon School Safety	School Safety Assistant $21,347.92/yr.	08-19-09
2	Derrick Dunlap School Safety	School Safety Assistant $21,347.92/yr.	08-19-09
2	Kelly Eubanks, Sr. School Safety	School Safety Assistant $21,347.92/yr.	08-19-09
4	Andreana Garcia Allen-Field	School Secretary I $21,574.05/yr.	08-24-09
5	Myra Grabowski Northwest Secondary	School Secretary I $21,574.05/yr.	08-24-09
2	Marnita Hall Head Start	School Secretary I $21,574.05/yr.	08-24-09
2	Kenneth Lacefield School Safety	School Safety Assistant $21,347.92/yr.	08-19-09
2	Larence Rushing School Safety	School Safety Assistant $21,347.92/yr.	08-19-09
5	Nicalle Sliga Cooper	Handicapped Children's Assistant $16,015.77/yr.	06-15-09
2	Matthew Stewart School Safety	School Safety Assistant $21,347.92/yr.	08-19-09

5	Adrianne Wacker Bethune Academy	School Secretary I $21,574.05/yr.	08-24-09
2	Charles Wilson School Safety	School Safety Assistant $21,347.92/yr.	08-19-09
2	Larryn Worthy School Safety	School Safety Assistant $21,347.92/yr.	08-19-09

Promotions

4	Ricardo Blanco Lincoln Avenue	School Engineer II $42,427.32/yr.	07-06-09
5	Larry Slupianowski Fritsche	School Engineer III $51,681.24/yr.	07-06-09
2	Alex Terry Pulaski	School Engineer IV $59,802.68/yr.	06-29-09

Returns from Leaves

	Ruthann Galarza Title I	School Secretary I $34,965.26/yr.	07-01-09

Changes in Status

	Liana Anderson[1] Roosevelt	School Secretary I $29,038.12/yr.	08-24-09
	Barbara Baker[2] Lowell	Handicapped Children's Assistant $16,015.77/yr.	08-31-09
	Christine Cooper[2] Metcalfe	Handicapped Children's Assistant $16,015.77/yr.	07-31-09
	Monica Dickerson[3] Custer	School Secretary I $27,839.56/yr.	08-24-09
	Hitashia Goodmon[2] Professional Learning Institute	Handicapped Children's Assistant $16,015.77/yr.	07-31-09
	Deborah Haiser[2] Hamilton	Handicapped Children's Assistant $16,015.77/yr.	08-31-09
	Lakesha Hutchieson[2] Forest Home	Handicapped Children's Assistant $16,015.77/yr.	08-31-09
	Angie Isabell[4] WORK Institute	School Secretary I $34,965.26/yr.	07-01-09
	Lasonja Jenkins[1] 81st Street	School Secretary I $29,038.12/yr.	08-24-09
	Judy Larson[5] Thurston Woods Campus	School Secretary I $29,038.17/yr.	08-24-09
	Tonisha Lee[2] Acad. of Accelerated Lrng.	Handicapped Children's Assistant $16,015.77/yr.	08-31-09
	Betty Lowery[1] Bradley Tech.	School Secretary I $29,838.69/yr.	08-24-09
	Angelica Luna[1] Bay View	School Secretary I $25,242.29/yr.	08-24-09
	Carmen Maldonado[2] Mitchell	Handicapped Children's Assistant $16,015.77/yr.	08-31-09
	Susan Miller[6] Bay View at Fritsche	School Secretary I $27,839.56/yr.	08-24-09
	Scott Onisch[7] Kosciuszko	Boiler Attendant $40,580.93/yr.	06-15-09

Linda Paulson[8]	Technology Support Analyst	07-01-09
Technology	$53,656.35/yr.	
Mari Payton[1]	School Secretary I	08-24-09
Professional Learning Institute	$29,957.86/yr.	
Steven Petershack[9]	School Engineer I	06-08-09
Building Operations	$46,389.39/yr.	
April Peterson[5]	School Secretary I	07-29-09
Lloyd	$29,038.12/yr.	
Peggy Schaff[3]	School Secretary I	08-24-09
Alcott	$27,839.56/yr.	
Michele Shelander[10]	Transportation Asst. — Technical	07-01-09
Business Services	$61,471.52/yr.	
Janaya Taylor-Burtin[6]	School Secretary I	07-08-09
MHSA	$34,965.38/yr.	
Lashonda Williams[2]	Handicapped Children's Assistant	08-31-09
53rd Street	$16,015.77/yr.	

[1]From a 12-month to a 10-month position
[2]From substitute to regular
[3]From a 10-month part-time position to a 10-month position
[4]From a 10-month part-time to a 12-month position
[5]Voluntary demotion from School Secretary II to a 10-month position
[6]From a 10-month to a 12-month position
[7]Voluntary demotion from School Engineer I
[8]Buyer II position eliminated — reassigned in lieu of layoff
[9]Demotion from School Engineer II
[10]Buyer II position eliminated — reassigned in lieu of layoff

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r,a	Samantha Antoniewicz Grade 1	B	$38,901.00	3	07/31/2009
5,r	Jeff T. Bleier Mathematics	B	$35,729.00	1	07/31/2009
5,nr	Erica A. Breitbarth Music	BB	$37,391.00	1	08/14/2009
5,r	Jane H. Cornelius English	B	$35,729.00	1	08/14/2009
2,r,a	Natasha B. Currie Early Childhood — Special Education	B	$35,729.00	1	07/31/2009
5,r	Thomas H. Dittl K-5	B	$35,729.00	1	07/31/2009
5,r	Brad D. Eide Cross-Categorical	B	$35,729.00	1	07/31/2009
5,nr	Amy L. Faber K-4	BB	$37,391.00	1	07/31/2009
5,r	Jay G. Feiker Science	B	$35,729.00	1	07/31/2009
5,r	Jessica L. Funk Grade 5	B	$35,729.00	1	07/31/2009

5,r,a	Matthew J. Gagnier English	BB	$39,056.00	2	07/31/2009
5,r	Steven M. Glaeser English	B	$35,729.00	1	08/14/2009
5,nr	Daniel M. Green Physical Education	BB	$37,391.00	1	07/31/2009
5,r,a	Amy L. Haug K-5	BB	$37,391.00	1	07/31/2009
5,r	Calie J. Henrickson Spanish	B	$35,729.00	1	07/31/2009
5,nr	Alyson M. Keith Social Studies	B	$35,729.00	1	08/14/2009
5,r,a	Nicole M. Kindred Grade 2	BB	$37,391.00	l	07/31/2009
5,r	Megan A. Kobs Social Studies/English/Physical Education	BB	$39,056.00	2	07/31/2009
5,r	Stephanie M. Lasko Grade 8	B	$35,729.00	1	07/31/2009
5,r	Xiaoying X. Lin Mathematics	D	$41,720.00	1	07/31/2009
5,r,b	Joan H. Martinez Spanish	BB	$58,655.00	14	08/14/2009
3,r	Yenh Mikolajewski Early Childhood Special Education	B	$35,729.00	1	07/31/2009
5,r	Kenan J. Miller Social Studies	B	$35,729.00	1	07/31/2009
5,r	Alicia P. Moore Mathematics	D	$41,720.00	1	07/31/2009
5,r	Pamela K. Moore Cross-Categorical	B	$35,729.00	1	08/14/2009
5,nr	Glen J. Murphy Science	B	$35,729.00	1	08/13/2009
5,r,b	Winfield W. Parkinson Science	E	$72,913.00	16	08/14/2009
5,r	John M. Peacock Mathematics	E	$51,179.00	5	08/14/2009
5,nr,a	Hannah E. Poquette English	B	$37,314.00	2	07/31/2009
5,nr	Jillayna S. Reamon Special Education Multi-Categorical	B	$35,729.00	1	07/31/2009
5,nr	Lisa L. Rezash Mathematics/Biology/Chemistry/Physics	BB	$37,391.00	1	07/31/2009
5,nr	Linda S. Rogge Read 180	D	$41,720.00	1	08/03/2009
5,r	Brent R. Scott Mathematics	D	$56,679.00	9	08/14/2009
5,nr	Andrew J. Simmons Mathematics	B	$35,729.00	1	08/14/2009
5,nr	Sarah A. Sleider Grades 1 & 2	B	$35,729.00	1	07/31/2009
2,r	Catherine M. Visor Cross-Categorical	BB	$37,391.00	1	07/31/2009

5,r,a	Diane S. Walker Grade 2	BB	$37,391.00	1	07/31/2009
5,r	Joseph P. Ward Special Education Multi-Categorical	BB	$37,391.00	1	07/31/2009
2,r	Shannen L. Webb English	D	$41,720.00	1	07/31/2009
2,r	Kelle A. Williams Special Education Multi-Categorical	B	$35,729.00	1	07/31/2009
5,nr	Matthew J. Wood Social Studies	BB	$37,391.00	1	08/14/2009

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2010:		
Bajaj, Neelam	Story	August 31, 2009
Kukowski, Ann	Burbank	August 31, 2009
Childrearing Leave Ext., June 2010:		
Garcia, Elizabeth	Leave	August 31, 2009
Palmer, Zerda	Leave	August 31, 2009
Personal Leave Ext., September 2009:		
Briseno Alonso, Armando	Rogers	August 31, 2009
Robles Rivera, Bernardo	Rogers	August 31, 2009
Personal Leave Ext., June 2010:		
Fernandez, Christina	Fratney	August 31, 2009
Hipenbecker, Robert	Day-Day	August 31, 2009
Hogan, Danette	Thoreau	August 31, 2009
Torres, Kelly	Metcalfe	July 31, 2009
Sabbatical Leave, June 2010:		
Behr, Jane	A/P-Cass Street	August 31, 2009
Removal as Appointed Teacher		
Terpeza, Amanda	Franklin	August 5, 2009

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Glen Allen, Jr.	Teacher	08/27/09
Mary Anders	Teacher	07/23/09
Jennifer Balzer	Teacher	08/15/09
Carla Bauer	Teacher	08/31/09
Cheryl Brown Elder	Teacher	08/31/09
Sarah Carlson	Psychologist	07/12/09
Jose Castaneda	Teacher	07/06/09
Monica Church	Teacher	07/22/09
Lena Crawford	Assist Prin.	08/14/09
Kathryn Cvengros	Teacher	07/28/09

Wen Ding	Teacher	08/22/09
Lori Drew	Teacher	08/24/09
Amy Dufex	Teacher	07/27/09
Lynn Erickson	Teacher	06/17/09
Laura Floryance	Teacher	07/03/09
Lindsay Goetz	Teacher	07/21/09
Daniel Gramarossa	Teacher	07/28/09
Christopher Guthrie	Teacher	08/21/09
Paula Henn	Teacher	08/28/09
Corey Holloway	Teacher	07/21/09
Jeffrey Hughes	Teacher	06/17/09
Michael Jumes	Teacher	06/19/09
Michael Kubes	Teacher	07/31/09
Matthew Linder	Teacher	07/06/09
Tasha Little	Teacher	07/17/09
Rosa Lopez	Teacher	07/31/09
Kevin McDonough	Teacher	08/29/09
Raymond Mess	Teacher	07/30/09
Jeffrey Riedi	Teacher	07/12/09
Freddie Riley	Teacher	06/18/09
Jesse Rogers	Teacher	08/02/09
Kathleen Scholl	Teacher	10/09/09
Emily Stehura	Teacher	07/20/09
Kathryn Straub	Psychologist	07/27/09
Susan Ward	Teacher	07/30/09
Jane Witkowski	Teacher	09/09/09
Thai Xiong	Teacher	07/27/09

Classified Retirements

Name	Position	Effective Date
Christina Agbuis	School Secretary I	06-24-09
Douglas Belhumeur	School Engineer I07-11-09	
Curtis Blake	Boiler Attendant	06-27-09
Jolene Bradford	Hndcp. Children's Asst.	06-18-09
Marjean Braun	Food Service Assistant	07-02-09
Aurelia Caraballo	Gen. Educational Asst.	06-18-09
Beverly Cargile	Gen. Educational Asst.	07-02-09
Joyce Chesser	School Secretary I	06-09-09
Marsha Conner	Hndcp. Children's Asst.	06-18-09
Albert Cross	Bldg. Service Helper II	07-04-09
Janice Dicks	Food Service Assistant	06-15-09
Jack Dussault	Para Educational Asst.	06-19-09
Alice Ewing	Social Work Aide II	06-16-09
James Graese	Boiler Attendant	07-11-09
Lynn Hauser	Para Educational Asst.	06-18-09
Thomas Heth	Seasonal Laborer	07-02-09
Lynn Jazwiecki	School Kitchen Mgr. II	07-18-09
Lillian Karkoski	Para Educational Asst.	07-02-09
Mae Kawczynski	Food Service Assistant	07-14-09
Karen Kieffer	School Secretary I	06-24-09

McKenzie King	Boiler Attendant	06-01-09
Janet Kurtz	Para Educational Asst.	06-18-09
Margarita Maldonado	Gen. Educational Asst.	06-18-09
Judith Mitchelly	Food Service Assistant	07-02-09
Virginia Novak	Food Service Assistant	07-02-09
Bruce Pelzek	Bldg. Service Helper I	07-04-09
Clyde Peschl	Carpenter	07-03-09
Gordon Plotkin	School Engineer I	07-27-09
Eva Ray	Food Service Assistant	07-14-09
Juneza Reasby	Para Educational Asst.	06-24-09
Minnie Reynolds	Gen. Educational Asst.	06-18-09
Leonard Rozdzialowski	School Engineer III	07-02-09
Richard Sadowski	Boiler Attendant	07-27-09
Leon Seefeldt	Material Handler IV	07-11-09
Bernadine Skillom	Hndcp. Children's Asst.	07-02-09
Thomas Voss	Carpenter	07-02-09
Dale Wayd	School Engineer IV	07-25-09
Jane Weimer	School Kitchen Mgr. II	07-14-09
Magnolia Wells	Hndcp. Children's Asst.	06-17-09
Michael Willmann	Painter	07-02-09
Carol Wilson	School Secretary I	07-11-09
Eileen Zodrow	Para Educational Asst.	06-18-09

Committee's Recommendation

Your Committee recommends that the Board approve the classified personnel transactions, certificated appointments, and leaves of absence as listed in the attachments.

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 assignment following approval by the Board:

5(r)	Grace Thomsen	Administrative Specialist Department of Administrative Accountability	Schedule III, Range 14A $120,062
2(r)	Nicole Coleman	School Improvement Facilitator Department of Educational Service	Schedule III, Range 12Y $78,164
2(nr)	Sharon Traylor	Assistant Principal Lincoln Avenue Elementary	Schedule III, Range 10Z $81,704
5(r)	Matthew Barton	Special Education Supervisor Department of Special Services	Schedule III, Range 09C $78,908
5(r)	Irene Borenstein	Special Education Supervisor Department of Special Services	Schedule III, Range 09C $68,343
2(r)	Verlee Portis	Special Education Supervisor Department of Special Services	Schedule III, Range 09C $81,230

2(r)	Patience Wade	Special Education Supervisor Department of Special Services	Schedule III, Range 09C $59,308
2(r)	Tamara Johnson	District Parent Service Center/ Parent Involvement Coordinator Department of Parent/Student Services	Schedule III, Range 06A $56,461
5(r)	Thomas Bruno	District Curriculum Generalist Department of Educational Services	Schedule III, Range 06C $70,437
2(r)	Latasha Henry	District Curriculum Generalist Department of Educational Services	Schedule III, Range 06C $59,180
2(r)	Regina Jacobs	District Curriculum Generalist Department of Educational Services	Schedule III, Range 06C $70,437
2(r)	Jacqueline Jolly	Supervisor — DIFI District and School Improvement	Schedule III, Range 10A $85,660
2(r)	Monique Parks	District Curriculum Generalist Department of Educational Services	Schedule III, Range 06C $61,566
5(r)	Jennifer Roberts	District Curriculum Generalist Department of Educational Services	Schedule III, Range 06C $65,681
4(r)	Julie Vega-Payne	District Curriculum Generalist Department of Educational Services	Schedule III, Range 06C $70,437
4(r)	Felicia Winston	District Curriculum Generalist Department of Educational Services	Schedule III, Range 06C $59,180

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

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

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

* * * * *

(Item 4) Action on Prevailing Wage Rates

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). 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.

Statute, Administrative Policy, or Board Rules Statement

3. Board Rule 1.14(3) requires a "recorded affirmative vote of two-thirds of the Board membership" to amend or repeal prevailing wage rates.

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as attached to the minutes of your Committee's meeting.

Director Blewett moved to approve the action on prevailing wage rates.

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 Award of Professional Services Contracts

Committee's Recommendation

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

Contract with North America Salt Company for Road Salt

The Administration requests authorization to enter into a contract with North America Salt Company in the amount of $96,000 for the provision of 1,500 tons of road salt for use on sidewalks and parking lots at MPS facilities. MPS requested bids from the three local vendors capable of meeting the District's road salt requirement. North American was the only vendor willing to offer MPS a commitment of salt for the 2009-2010 winter season.

North American has local storage and loading facilities. This is a requirement of the District, as MPS has neither the land for storing road salt nor the equipment necessary for loading salt onto trucks. The contract requires MPS to commit to pay for 80% of the contracted 1,500 tons, whether or not it is used. The contract is for the 2009-2010 winter season only.

Budget Code.....MTN00FSH11ESUP (Maintenance & Repair — Supplies)
Budget Amount $96,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

RFP 563, 537 Contracts with MJ Care, Education Based Services (EBS), 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, IEP development, and all related reporting requirements — to MPS students with Individual Education Plans (IEPs) requiring speech and language services.

The District has been unable to hire speech pathologists in sufficient numbers to fill vacant MPS positions. The contracts being requested will allow the above vendors to provide speech pathologists for the 2009-2010 school year.

EBS, Top Echelon, and Rehab Solutions responded to Request for Proposal 563, which was issued to solicit speech pathologists. MJ Care responded to Request for Proposal 537, for temporary professional services. These vendors were selected to provide the following speech and language 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;
- Medicaid billing and other record keeping, as necessary.

The contract period is through June 30, 2010. Below is a list of the maximum cost associated with each vendor.

- MJ Care.....$167,400 ..... 2 speech pathologists
- EBS.....$282,950 ..... 3 speech pathologists
- Top Echelon.....$357,120 ..... 4 speech pathologists
- Rehab Solutions.....$374,625 ..... 5 speech pathologists

Expenditures will be initially charged to the central accounts listed below, but are subsequently charged to the schools using the services.

Budget Code:

SSU0AIF0DW-ECTS (IDEA — Contracted Services) ..... $982,095)
SPLOAIA0DW-ECTS (IDEA — Contracted Services..... $200,000)

Budget Amount $1,182,095
HUB % set..... 30%
HUB % proposed..... 87%
Total HUB $ $1,031,095

EBS (Educational Based Services)

Prime Contractor Information				
Certified HUB Vendor?	PRIME Price Quote $	Total # of Employees	Total # of Minorities	Total # of Women
Yes	282,950	1,541	1,422	1,314
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment Hour Commitment	Student Education Hour Commitment
30%	100%	282,950	NA	NA

Rehab Solutions

Prime Contractor Information				
Certified HUB Vendor?	PRIME Price Quote $	Total # of Employees	Total # of Minorities	Total # of Women
Yes — WBE	374,625	10	0	10
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment Hour Commitment	Student Education Hour Commitment
30%	100% — WBE	374,625	NA	NA

Top Echelon

Prime Contractor Information				
Certified HUB Vendor?	PRIME Price Quote $	Total # of Employees	Total # of Minorities	Total # of Women
No	357,120	10	0	10

HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment Hour Commitment	Student Education Hour Commitment
10%	100% — WBE	357,120	NA	NA

*HUB vendor in process of WBE certification will perform 100% of MPS work for Top Echelon — proof of certification must be submitted to DDCE immediately upon receipt

MJ Care

Prime Contractor Information				
Certified HUB Vendor?	PRIME Price Quote $	Total # of Employees	Total # of Minorities	Total # of Women
YES — WBE	167,400	511	25	500
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment Hour Commitment	Student Education Hour Commitment
30%	100% — WBE	167,400	NA	NA

RFP 537 Contract with Education Based Services (EBS) for Nursing Services

The Administration is requesting authorization to enter into a contract with Education Based Services (EBS) 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 meet the current need, making it necessary to contract for these services. EBS has responded to the MPS continuous Request for Proposal 537 and has been approved to provide the requested services.

EBS will provide one full-time nurse at a cost not to exceed $85,950.

Budget Code.....NRR0SNG0DW-ECTS (Nursing Supplement — Contracted Services)
Budget Amount $85,950
HUB % set..... 10%
HUB % proposed..... 100%
Total HUB $ $85,950

EBS (Educational Based Services)

Prime Contractor Information				
Certified HUB Vendor?	PRIME Price Quote $	Total # of Employees	Total # of Minorities	Total # of Women
Yes	85,950	1,541	1,422	1,314
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment Hour Commitment	Student Education Hour Commitment
10%	100%	85,950	NA	NA

RFP 641 Contract with Wieczorek Software for the Provision of Programming Services To Support Dashboard Development

The Administration requests authorization to enter into a contract with Wieczorek Software for the purpose of providing programming services for the MPS data warehouse team. Services will include development of dashboards for teachers and the community, report development, and capacity-building training for MPS staff. Wieczorek Software was selected as the recommended vendor for these services in August 2009 through Request for Proposals 641. Six vendors responded.

The contract period is for one year, with the option to extend for two additional one-year periods. The annual cost not to exceed is $111,600, with the total amount over the maximum three-year period not to exceed $334,800.

Budget Code.....SYS0S1E0RH-ECNS (Title I Evaluation — Consultant Services)
Budget Amount $334,800
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

Wieczorek Software

Prime Contractor Information				
Certified HUB Vendor?	PRIME Price Quote $	Total # of Employees	Total # of Minorities	Total # of Women
No	$334,800	1	0	0
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment Hour Commitment	Student Education Hour Commitment
0%	0%	0	0	10

Bid 5525 Contract with VED Software Services Inc. for Technical Professional Services To Upgrade the Peoplesoft Human Resources System

The Administration requests authorization to enter into a contract with VED Software Services Inc. to provide professional services to upgrade the Peoplesoft Human Resources System. The required upgrades include the installation of the ePerformance module, the Talent Acquisition module for classified staff, modifications to allow for the total automatic deposit of payroll, and changes to more effectively manage the District's local pension plans.

VED Software Services was the lowest bidder complying with all specifications to Bid 5525. This contract will be in effect from August 1, 2009, through June 30, 2010, and will not exceed $106,333.

Budget Code..... TSV00TLNDW-EMTC (Technology Licenses — Maintenance Contracts)
Budget Amount $106,333
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

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

* * * * *

(Item 6) Action on a Request for Adoption of a Resolution, under Section 119.25 of the Wisconsin Statutes, to Delegate the Board's Expulsion Authority to an Independent Hearing Officer

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 a Hearing Officer 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 Policy 8.32 and 8.33 authorizing the use of an Independent Hearing Officer to hear and decide student expulsion cases.

4. For the 2008-09 school year, the Board adopted a resolution authorizing the use of an Independent Hearing Officer who is a non-district employee (as suggested by the City Attorney), to hear and decide expulsion cases. The Department of Parent/Student Services will continue to provide training for the Independent Hearing Officer to ensure that all Independent Hearing Officers understand their role, responsibilities, and options.

5. For the 2009-10 school year, the Administration is recommending the continued use of an Independent Hearing Officer to hear and decide student expulsion cases.

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. In addition, a review of the expulsion recommendation will be done by a representative from the Department of Special Services and the Department of School Innovation — Diversified Community Schools, if warranted.

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 Officer 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 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 Officer 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 Officer 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 Officer 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 2008-09 school year, 269 students were expelled. This number is down from the number expelled in the previous few years: During the 2007-08 school year, 390 students were expelled; during 2006-07, there were 367 expulsions; and in 2005-06, 395 students were expelled. A summary of the expulsion data for the 2008-09 school year and expulsion statistics covering 1983-84 through 2008-09 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 an Independent Hearing Officer 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 Panel; and
- Administrative Policy 8.33, Student Expulsion: Independent Hearing Panel.

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 Officer. 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 2009-2010 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 2009-2010 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 2008-2009 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.

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

* * * * *

(Item 7) Action on a Request to Approve a Contract with Center for Neighborhood Enterprise (CNE) for Violence-Free School Programs

Background

1. Milwaukee Public Schools operates the Violence-Free Zone Safe School (VFZSS) initiative at eight schools — Bay View, Custer, James Madison Academic Campus, Marshall Complex, North Division Complex, South Division, Washington, and Bradley Tech. The VFZSS initiative is unique in that it utilizes the experiences and talents of youth advisors from the same backgrounds as students being served. The youth advisors work with the school staff and members of the school community to reduce school violence, defuse incidents, and resolve conflict to enhance a positive instructional environment.

2. The specific goals of the program are to reduce negative student indicators such as suspensions, student truancy, and violence in the schools.

3. The VFZSS program has been implemented in Atlanta, Georgia; Baltimore, Maryland; Dallas, Texas; Washington, D.C.; and Prince George County in Maryland. The VFZSS focuses on schools and neighborhoods to stop an increase of youth violence.

Administration's Analysis

4. The Administration issued a Request for Proposals (RFP) in accordance with Administrative Policy 3.09 for a service provider to administer the violence-reduction program for the 2009-10 school year. Based on a review of the proposals received, the Administration is recommending that the District contract with the Center for Neighborhood Enterprise to administer the Violence Free Zone program.

5. CNE has been involved with all the MPS VFZSS sites since the program's implementation at each. The program under CNE's direction has been effective. In January 2009, Baylor University released a study that examined six Milwaukee public high schools that implemented the CNE-VFZSS program for the full 2007-08 school year and compared them before and after the program was introduced. The researchers concluded that there was an immediate effect of the VFZSS program on the schools in three areas:

- improved safety;
- increased presence of students (reductions in suspensions and truancies);
- improved academic performance.

6. In six Milwaukee high schools with VFZSS, three schools had a 32% reduction in violent incidents, a 20% reduction in non-violent incidents, a 37% reduction in suspensions, and a 3.82% increase in overall GPA. Three multiplex schools had a 8% reduction in suspensions and 4.8% increase in GPA. For the 2008-09 school year, suspensions decreased in approximately half of the schools implementing VFZSS.

7. The total cost of the program is $2,230,000. The community support for the programs is noteworthy, as the philanthropic community is pledging to fund $557,500 of program costs. Milwaukee Public Schools is responsible for the remaining $1,672,500. The contract cost for James Madison Academic Campus is fully funded, and Vincent High School is partially funded, by the District's share of the Safe Schools/Healthy Students Initiative from the U.S. Departments of Education; Health and Human Services; and Justice. Funding from those sources totals $305,500. The FY10 district budget allocates $1,367,000 allocated to the VFZSS program. The agreement with CNE will not be signed until verification that the philanthropic community's portion in the amount of $557,500 has been obtained.

8. The time span for the agreement is September 1, 2009, through September 1, 2010. Implementation will begin September 1, 2009.

9. Service provided by CNE will include CNE's partnering with community-based organizations aligned with the school community to spearhead the intervention/prevention activities. The specific goals of the VFZSS program are:

a. fewer disruptive or violent incidents;

b. improved attendance;

c. fewer suspensions due to disruptive behavior; and

d. improvements in positive responses to questions in the Student and Teacher Climate surveys.

Strategic Plan Compatibility Statement

10. The recommendation supports MPS strategic plan goal 5, "School staffs are supportive and responsive to students and families."

Statute, Administrative Policy, or Board Rules Statement

11. This item complies with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

12. This item authorizes expenditures in the amount of $1,672,500 for CNE for FY10, contingent upon local philanthropic agencies committing $557,500.

13. Funding for Bay View, Bradley Technical, Custer, Washington, and Vincent (Vincent total is $252,000) high schools is included in the FY10 budget in accounts OGA-0-1F0-ECTS (Title I Contracted Services $1,367,000). Funding for James Madison Academic Campus and $26,750 of Vincent High School is included in the FY10 Budget in account GEN-0-S-HL0-IV-ECTS (Safe Schools/Healthy Students Contracted Services $305,500).

Implementation and Assessment Plan

14. Upon approval by the Board, the Administration will enter into a one-year agreement with CNE to implement the VFZSS program at eight high schools, beginning in September 2009. The assessment of the program will include data on school attendance, incidents, suspensions, and academic performance.

Committee's Recommendation

Your Committee recommends that the Board enter into a one-year contract agreement with the Center for Neighborhood Enterprise to provide a Violence Free Zone Safe School program with Bay View, Custer, James Madison Academic Campus, Marshall Complex, North Division Complex, South Division, Washington, and Bradley Tech High Schools for an amount not to exceed $1,672,500. MPS's financial commitment is contingent upon local philanthropic agencies committing $557,500 towards this program. The term of the contract will be from September 1, 2009, to September 1, 2010.

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

* * * * *

(Item 8) Action on a Request To Authorize the Hosting of the 2010 US Youth Games

Background

1. The US Youth Games (USYG) were created by former New York Mayor John Lindsay in 1967 to showcase the sports skills of inner-city youth while providing an opportunity for them to enjoy the competition and camaraderie of their peers from across the nation.

2. The initial group of sports offered — basketball, track, and swimming — has grown to include volleyball, tennis, golf, bowling, and an Academic Bowl to highlight the importance of a sound mind, body, and spirit.

3. During the games, the young athletes are exposed to the culture and educational sights of the host city while competing against their peers in an atmosphere reminiscent of the Olympics.

4. An average of 650 male and female athletes ages 15 years old and younger have participated annually in the USYG. No other program of this type brings together such a range of youth and sports at one site.

5. The athletes are housed in an Olympic village-type atmosphere that allows youths from across the country to enjoy each other's company in a well-supervised and chaperoned environment.

6. A sampling of the cities that have traditionally participated in the USYG include:

- Birmingham, AL
- North Chicago, IL

- Columbia, SC
- Oakland, CA
- Orange, NJ
- East Orange, NJ
- Newark, NJ
- Paterson, NJ

7. A contingent of athletes from Milwaukee competed in the 1999 USYG in New York City, as well as in the 2003 USYG in San Francisco.

Administration's Analysis

8. The Milwaukee Public Schools has been asked to host the 2010 USYG from July 14 through July 17, 2010. Participant fees cover the expenses associated with hosting the games.

9. Young people from Milwaukee would have the opportunity to participate in a national competition with others from throughout the United States.

10. Along with cities that have previously participated in the USYG, cities in Wisconsin and the Midwest that have not previously participated in the USYG would be recruited to participate.

Strategic Plan Compatibility Statement

11. The Administration's recommendation supports the MPS Strategic Plan Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

Statute, Administrative Policy, or Board Rules Statement

12. The recommendation is consistent with administrative policy and procedures.

Fiscal Impact Statement

13. Participant fees and sponsorships will offset all expenses, with no impact to the MPS budget. Host Cities from across the country have all reported a balanced budget, with some reporting revenue in excess of expenditures. An account will be established in the budget office to track all revenue and expenditures.

14. Revenue in excess of expenditures from the 2010 USYG will be used to support the participation of Milwaukee's youth in future USYG competitions.

Implementation and Assessment Plan

15. The MPS Division of Recreation and Community Services would oversee the planning and implementation of the 2010 U.S. Youth Games in Milwaukee. Implementation would begin upon adoption by the Board.

Committee's Recommendations

Your Committee recommends that the Board authorize MPS to serve as the host city for the 2010 US Youth Games.

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

* * * * *

(Item 9) 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 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 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. Under the law, the state department of public instruction selects those entities that are eligible to provide supplemental educational services.

3. By law, the parent then has the ability to direct resources, up to $2,139 per student, to any one of the selected entities to access services for the child. 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.

Administration's Analysis

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, it is requested that the Milwaukee Board of School Directors grant approval of contracts with designated supplemental providers.

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 contain provisions with respect to the making of payments to the provider by the local educational agency.

7. Administrative Policy 3.09 states that, for contracts from $25,000 to $50,000, competitive procurement procedures are required. For contracts in excess of $50,000, the Milwaukee Board of School Directors must approve the contracts after the bid process has been conducted. Depending upon the number of parents who choose a particular provider, the value of the contract with that provider may exceed $25,000 and may exceed $50,000.

8. The Wisconsin Department of Public Instruction has approved 30 supplemental-service providers to serve eligible students from Milwaukee Public Schools, 17 of whom have chosen to serve eligible students from Milwaukee Public Schools for the 2009-10 school year.

9. During the 2008-2009 school year, 15 of the 30 state-approved supplemental service providers chose to provide services to eligible students in the Milwaukee Public Schools. The amount paid to the provider for the 2008-09 school year, and the number of students served, are listed below.

2008-09 School Year			
SES Provider	Current Youth Enrolled	Youth Attending	Amt Spent so far — as of 7/21/09
A Better Grade	134	85	162,120.00
Acadamia, LLP	1	0	0
Academic Solutions (SixTen)	326	229	429,818.50
Agape Love	0	0	0
Cardinal Stritch	9	5	5,594.00
Club Z	3	0	0
Destiny Youth Plaza	0	0	0
Educate Online	958	474	482,282.00
Holy Redeemer Christian Academy	27	0	0
Huntington Learning Centers, Inc.	0	0	0
Learning Exchange	0	0	0
Mainstream Development Group	550	358	581,780.55
Motivating Minds	247	170	277,963.00
Paulette Y. Copeland Crossroads Center	13	2	780.00
PMG Educational Services, Inc.	266	215	425,880.00
S.O.A.R.	0	0	0
Sparkplug Education Program	197	139	254,941.40
Step Ahead Tutors	286	223	384,166.33
Tools of Empowerment	870	707	1,273,872.20
TOTALS	3887	2607	$4,230.444.63

10. 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.

11. The Master Agreement regarding the provision of Supplemental Educational Services for 2009-10 is included in the Attachments to the minutes of your Committee's meeting.

12. There are currently 47 MPS schools that have SIFI designations. They are:

- Level 1 .....Browning (Gr. K4-5)
  Carver Academy (Gr. K4-8)
  Forest Home (Gr. K4-5)
  Keefe Ave. (Gr. K3-8)
  LaFollette (Gr. K4-8)
  Lincoln Avenue (Gr. K4-5)
  Metcalfe (Gr. K4-8)
  Rogers Street (Gr. K4-8)
  Sherman (Gr. K4-8)
  Story (Gr. K4-8)
  Fritsche (Gr. 6-9)
  Bradley Tech (Gr. 9-12)

Career Youth Development (Gr. 9-12)
DuBois (Gr. 9-12)
El Puente (Gr. 9-12)
MAAI (Gr. 9-12)
Milwaukee Learning Lab (Gr. 9-12)
Riverside (Gr. 9-12)
WHS — Expeditionary Learning (Gr. 9-12)
WHS — Information Technology (Gr. 9-12)
WHS — Law, Education & Public Service (Gr. 9-12)

- Level 1 Improved.....Grantosa (Gr. K4-8)
  MLK, Jr. (Gr. K4-8)
  Genesis (Gr. 9-12)
- Level 2 .....Fifty-third Street (Gr. K4-8)
  Hopkins (Gr. K4-8)
  Lancaster (Gr. K4-8)
  Wheatley/Lee (Gr. K4-8)
  Lloyd (Gr. K4-5)
  Starms Discovery (Gr. 1-8)
  Townsend (Gr. K4-8)
  ALAS (9-12)
  South Division (9-12)
- Level 2 Improved.....Auer Ave. (Gr. K3-8)
  Maple Tree (Gr. K4-5)
  Lincoln Center of the Arts (Gr. 6-8)
- Level 3 .....27th Street-Urban Waldorf (Gr. K4-8)
  Burroughs (Gr. 6-8)
  Northern Star (Gr. 6-9)
  Roosevelt (Gr. 6-8)
  Hamilton (Gr. 9-12)
- Level 3 Improved.....No schools
- Level 4 .....Custer (Gr. 9-12)
  Vincent (Gr. 9-12)
- Level 4 Improved.....Kilmer (9-12)
- Level 5 .....Milwaukee Education Center (Gr. 6-8)
  Bay View (9-12)
  Pulaski (Gr. 9-12)

13. MPS must provide the option of supplemental educational services to eligible students in these schools.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS Strategic Plan, Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

Statute, Administrative Policy, or Board Rules Implication Statement

15. The item is consistent with federal, state, and local laws, as well as with Administration Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

16. 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 FY10 set-aside is $5,000,000.00 million, which could serve 7,847 students in supplemental education services, based on the current per-pupil rates.

17. 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.

18. Budget Code GEN-0-I-1S0-DW-ECTS (Contract Services)

Implementation and Assessment Plan

19. 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.

20. The Administration will provide the Board with a quarterly report of the number of parents who have chosen each of these providers.

21. 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, to begin in October 2009 and to end in June 2010. The contracts must meet all local contract requirements of the Milwaukee Public Schools.

FY10 MPS SES Provider List	New Provider	Provides Services for Students with:	
		Special Needs	Bilingual Needs
A Better Grade		yes	yes
Academic Solutions of Milwaukee			YES
Brain Hurricane	YES	YES	YES
Cardinal Stritch University Reading Center		YES	
Club Z! Inc.		YES	YES
Educate Online		YES	
Hickman Academy Preparatory School	YES	YES	
Holy Redeemer Christian Academy		YES	
KnowledgePoints	YES	YES	YES
Learning Exchange	YES		
Mainstream Development Group		YES	YES
Motivating Minds LLC			YES
PMG Services LLC		YES	YES
Sparkplug Education Program		YES	YES
Step Ahead Tutors, Inc.			YES
Tools of Empowerment Educational Service		YES	YES
VTV, INC./Victory After School Program	YES		YES

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

* * * * *

(Item 10) Action on a Request To Approve Contract Renewals for Title I Services to Non-Public and 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 of assistance to students and teachers and not to 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. 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 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. MPS has been entering into contracts with three third-party vendors to offer Title I services since the 2003-2004 school year.

5. ESEA funds also support third-party vendors providing Title I services to MPS students being served under district partnership school contracts at approximately 27 schools.

6. In July 2006, the Milwaukee Public Schools posted 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.

Administration's Analysis

7. The Milwaukee non-public schools to be served form a diverse community of students in approximately 128 schools. The Milwaukee partnership schools served form a diverse community of students in 22 schools.

a. For the 2009-2010 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 $12,308,235 for the provision of Title I services through third-party providers in non-public school programs. Final ESEA allocations and equitable participation amounts for 2009-2010 will not be available until the Fall of 2009.

b. For the 2009-2010 school year, the District allocated Title I funds, plus allowable administrative funds, for a total of $665,853 for the provision of Title I services through third-party providers in partnership school programs. Final ESEA allocations and equitable participation amounts for 2009-2010 will not be available until the Fall of 2009.

c. For the 2009-2010 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 $3,347,998 for the provision of Title I services through third-party providers in non-public school programs. This Title I-A 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. In 2006, the District issued a Request for Proposals (RFP) in accordance with administrative policy for services providers for three years: 2007-08, 2008-09, and 2009-10. The RFP allowed for an initial year, plus two one-year contract renewals. The 2009-10 school year is the third year under the current RFP. The Administration is recommending the second contract renewal for the following service providers:

a. The Learning Exchange, a company based in Brookfield, Wisconsin, with nine years' experience providing supplemental education services in City of Milwaukee non-public schools;

b. 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; and

c. Catapult Learning, a company based in Baltimore, Maryland, 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.

The selected vendors will allow service to be provided to eligible students at the participating non-public schools.

10. The recommended service providers offer the range of services envisioned in consultation meetings with Milwaukee non-public school officials.

11. The service providers are required to meet all applicable Historically Underutilized Business (HUB) requirements, as outlined in the RFP.

12. 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 and to partnership school students.

Strategic Plan Compatibility Statement

13. The recommendation supports the MPS Strategic Plan, Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

Statute, Administrative Policy or Board Rules Statement

14. The recommendation is consistent with federal law and state statutes regarding ESEA. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

Fiscal Impact Statement

15. This item authorizes expenditures of up to the ESEA-formula-derived percentage of Title I funds available for 2009-2010 for non-public and partnership schools after allowable expenses are deducted as mandated by ESEA.

a. This would amount to $12,974,088, based upon current-year allocations. Recommended service providers are The Learning Exchange; Nonpublic Educational Services, Inc.; and Catapult Learning. 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-1N0-1S-ECTS0000;
PRT-0-S-1N0-1S-ECTS0000;
SD1-0-S-1N0-1S-ECTS0000;
OGA-0-A-1N0-1S-ECTS0000

Account Title: Title I, Regular, Partnership School

Budget Codes: GEN-0-I-T10-1S-ECTS0000;
PRT-0-S-SV0-1S-ECTS0000;
SD1-0-S-T10-1S-ECTS0000

b. This item also authorizes expenditures of up to the ESEA-formula-derived percentage of ARRA funds available for 2009-2010 for non-public schools after allowable expenses are deducted, as mandated by ESEA. This would amount to $3,347,998, based upon current-year allocations. Recommended service providers are The Learning Exchange; Nonpublic Educational Services, Inc.; and Catapult Learning. 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-D30-1S-ECTS0000;
PRT-0-S-D30-1S-ECTS0000;
SD1-0-S-D30-1S-ECTS0000;
OGA-0-A-D30-1S-ECTS0000

Implementation and Assessment Plan

16. Contracts will run from July 1, 2009, to June 30, 2010. In accordance with contract requirements, formal and informal assessments will be conducted, and rigorous monthly and annual reporting requirements will be observed.

17. The contracts will be monitored through the Department of Parent and Student Services.

18. 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 Board:

1. authorize a one-year contract renewal with The Learning Exchange; Nonpublic Educational Services, Inc.; and Catapult Learning. Funding is not to exceed the ESEA-formula-derived-percentage of Title I funds available for 2009-2010 for non-public and partnership schools after allowable expenses are deducted, as mandated by ESEA. (This would amount to $12,974,088 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 non-public schools and partnership schools in the 2009-2010 school year. Contract amounts to be awarded to each agency will be dependent upon the level of service accessed by participating non-public and partnership schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula. The Administration will report back to the Board of School Directors on final allocations and contract award amounts; and

2. authorize a one-year contract to The Learning Exchange; Nonpublic Educational Services, Inc.; and Catapult Learning. Funding is not to exceed the ESEA-formula-derived percentage of ARRA funds available for 2009-2010 for non-public schools after allowable expenses are deducted, as mandated by ESEA. (This would amount to $3,347,998 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 non-public schools in the 2009-2010 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. The Administration will report back to the Board of School Directors on final allocations and contract award amounts; and

3. direct the Administration to report back to the Board by September 2009 on the results of its meeting with the non-public schools and the discussion of the RFP process with next year's vendors.

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

* * * * *

(Item 11) Action on a Request to Change the District's Designated Person as Required under the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act

Background

1. On August 31, 1988, the Board approved the policy section of each Asbestos Management Plan for the District as required under the Asbestos Hazard Emergency Response Act (AHERA).

2. AHERA requires each Local Educational Agency (LEA) to designate a person to ensure that all requirements under subsection 763.84 are properly implemented (40 CFR, Part 763, subsection 763.84[g][1]). Requirements under this section include the proper oversight, training, identification, notifications, and overall compliance for any and all activities associated with asbestos-containing material.

3. Mr. Thomas Chojnacki, former Manager of Environmental Health and Safety in the Division of Facilities and Maintenance Services, was the District's designee to fulfill the AHERA obligations from September 1992 until his retirement in December 2008.

Administration's Analysis

4. The position of Manager of Environmental Health and Safety will not be filled. The personnel- and project-related issues associated with the Environmental Section have been reassigned to the Manager of Design and Construction. All compliance-related issues have been reassigned to the Director of Facilities and Maintenance Services.

5. Compliance-related issues fall under the responsibility and authority of the person designated in accordance with AHERA.

6. The Administration seeks the Board's approval of the Director of Facilities and Maintenance Services as the District's designated person under AHERA.

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.

Statute, Administrative Policy or Board Rules Statement

8. The recommendation is consistent with the Asbestos Hazard Emergency Response Act, 40 CFR, Part 763, subsection 763.84[g][1].

Fiscal Impact Statement

9. This item does not authorize expenditures. There is no fiscal impact associated with this action.

Implementation and Assessment Plan

10. Upon approval by the Board, the Director of Facilities and Maintenance Services will be entered as the District's designated person on all appropriate documentation.

Committee's Recommendation

Your Committee recommends that the Board approve the Director of Facilities and Maintenance Services as the District's designated person in accordance with the USEPA Asbestos Hazard Emergency Response Act, 40 CFR, Part 763, subsection 763.84[g][1].

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

* * * * *

(Item 12) Action on a Request for Authorization To Enter into a Contract between the Milwaukee Board of School Directors and the Wisconsin Department of Transportation for the Relocation of the Tot Lot at Lowell Elementary School

Background

1. The Wisconsin Department of Transportation (DOT) is currently overseeing the I-94 North-South Freeway project near Lowell Elementary School, 4630 South 20th St.

2. The tot lot for Lowell Elementary School was installed in its current location in 2001.

3. The proximity of the tot lot to the work area of the freeway project is such that it creates an undesirable environment as a play area for children.

Administration's Analysis

4. The DOT deems it advisable to engage MPS to provide the services associated with the relocation of the tot lot at Lowell Elementary School and has the authority to contract for these services under sec. 84.01(13), Wis. Stats.

5. Milwaukee Public Schools' Division of Facilities and Maintenance Services has the expertise and capacity to design, bid, award, and administer the contract for this work.

6. MPS will be compensated by the DOT for services provided under this contract.

Strategic Plan Compatibility Statement

7. This item is consistent with the District's Strategic Plan, 6: The District is accountable for measurable results.

Statute, Administrative Policy or Board Rules Statement

8. This item follows Administrative Policy 4.02, Buildings and Grounds.

Fiscal Impact Statement

9. This item does not authorize expenditures. The Wisconsin Department of Transportation has agreed to reimburse MPS for the cost of relocating the tot lot, estimated at $65,000.

Implementation and Assessment Plan

10. Upon approval, the Administration will work with the DOT to complete the relocation of the tot lot at Lowell Elementary School.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract, as provided in the attachment to the minutes of your Committee's meeting, with the Wisconsin Department of Transportation for the relocation of the tot lot at Lowell Elementary School.

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) Update and Possible Action on the Fiscal Year 2010 Budget

Background

1. At its meeting on Thursday, June 4, 2009, the Board adopted the following FY10 budgets for the School Operations, Construction, and Extension Funds.

School Operations Fund	$	988,067,995
Construction Fund	$	58,716,301
Extension Fund	$	13,731,832

Specific information on the district's FY10 school operations property tax levy was not available, as the Wisconsin Department of Public Instruction (DPI) was not scheduled to notify MPS of its estimated general aids and revenue limits until July 1, 2009.

2. During the budget-adoption process, the Board adopted several budget amendments as a strategy to control the district's property tax levy and set aside funds for possible budget shortfalls. In total, the Board transferred $9,992,286 from various school operations accounts to the Contingent Fund as follows:

Amendment	Amount
Eliminate committee court reporting.	$ 20,000
Increase indirect revenues from categoricals.	1,000,000
Reduce school allocations by $3.06 million, with reductions to be made to non-personnel accounts.	3,060,000
Eliminate $1 million in school operation-funded professional development.	1,000,000
Reduce school operation funding for professional service contracts throughout the district.	875,000
Cut school operations-funded consultant-services contracts from non-school budgets.	409,062
Eliminate all travel from school operation-funded budgets that is under the control of the Superintendent.	175,657
Freeze Central Services hiring, with the exception of critical-need positions.	178,260
Cut partnership programs.	1,001,731
Cut transportation.	2,000,000
Require all payroll to be through the direct-deposit process and all payroll advices to be obtained by employees via the employee self-service program.	63,080
Reserve salary increase for ASC and non-exempt staff until negotiation of ASC contract	209,496
Total	$ 9,992,286

3. In addition, the Board approved a $14,488,049 transfer of property tax levy authority from the Construction Fund to the School Operations Fund. The purpose of this transfer was to set aside funds for the FY10 employer contribution to the City of Milwaukee's Employee Retirement System (ERS), a retirement system for MPS classified employees. This transfer was possible because the Board approved using proceeds from Qualified School Construction Bonds to pay for major maintenance projects originally proposed to be funded through the Construction Fund levy.

4. On July 2, 2009, the DPI notified MPS of the district's FY10 general aid revenues and the district's revenue limit. The revenue limit was set at $880,274,510, while the net general state aid estimate was $582.0 million — a $5 million decrease in general state aid and poverty aid when compared with the $587.0 million received for FY09.

Administration's Analysis

5. Although the aid amount is down slightly from the FY09 level, the district fared relatively well in a terrible aid environment due largely to decreased property values, a key factor in the aid formula that the state believes reflects community wealth. For FY09, the district's property value per member was 64.2% of the statewide average according to the DPI; for FY10, it is 62.1%.

6. The DPI's aid information and new revenue-limit estimates indicate that the Milwaukee Board of School Directors could increase the combined School Operations/Construction Fund tax levies for FY10 by an estimated maximum of $7.6 million, or about 2.6%, from the amounts levied for FY09. Such an increase would generate the maximum allowable revenue under state law and would position the district to

claim maximum state aids in FY11 and beyond. (The Extension Fund is not included in revenue-limit calculations.) To reach the revenue limit, however, the district must cut about $2.9 million from the FY10 budget that the Board adopted in June.

7. The new DPI state aid estimate increases Milwaukee residents' property tax burden for the voucher program from $57.9 million in FY09 to $59.4 million in FY10, which is partially offset by $9.7 million in high-poverty aid. Milwaukee is the only school district receiving poverty aid that is required to use it to offset the costs of a particular program — i.e., the Milwaukee Parental Choice Program.

8. Below is a chart detailing potential levies.

District Levies

Fund	FY09	FY10	Inc. (Dec.)
Operations	$201,157,946	$221,634,878	10.2%
Prior-Year Chargeback	$499,785	$450,162	(11.0%)
Choice Levy	$57,976,425	$59,427,450	2.5%
Construction	$17,001,718	$3,055,000	(456.5%)
Extension	$11,142,826	$10,802,826	(3.1%)
Total	$287,778,700	$295,370,316	2.6%

9. Several developments have occurred that the Board will need to consider during its deliberations on the Amended FY10 Budget to be approved in October. These developments include possible changes to enrollment, increased pension fund costs, and increased medical insurance expenses.

a. *Enrollment Changes:* One factor that could affect the district's fiscal situation is enrollment. While the enrollment projections which the Administration provided to the Board earlier still are the Administration's best estimates, some shifting between enrollment categories is expected. In addition, economic conditions could affect parents' educational choices for their children, which could, in turn, affect MPS enrollments. If enrollments are significantly above current projections, additional per-pupil school allocations will be required; if enrollments are well below projections, the Board will have to determine whether overall school funding should be reduced.

Open Enrollment (OE) is another factor that can have a major impact on the FY10 budget. Based on preliminary information, 408 more Milwaukee students than the current budget estimated could transfer to suburban school districts under the open enrollment program. At this time, it is not known if these students would be MPS students or non-MPS city residents. In either case, MPS would be required to budget an additional $2.4 million, increasing the district's FY10 open enrollment budget from $29.9 to $32.3 million. If these students are MPS students, the impact would be reduced by the reduction in per-pupil allocation, resulting in a net loss in funding of $557,688.

b. *Increased Pension Fund Costs:* The district's FY10 contributions to the Wisconsin Retirement System (WRS) and the City of Milwaukee's Employee Retirement System (ERS) are now projected to be more than budgeted. Neither the FY09 nor FY10 budget included funding for the ERS employer portion, as the district was on a funding holiday. The City of Milwaukee has advised MPS that the employer funding holiday for pension contributions will end and that a payment of $7.4 to $14 million for the MPS employer share of the city pension will be due in January 2010. The actual contribution will depend on plan assumptions, which are scheduled for action by the ERS board on Aug. 27.

(1) With respect to the WRS, the Wisconsin Employee Trust Fund Board in late June notified MPS that the contribution rate will increase from 10.4% to 11.0%. Based on this estimate, the district's FY10 WRS pension budget would need to be increased by $4.3 million, from $46.9 to $51.2 million.

(2). Increases in pension costs will be partially offset by the application of the benefit rate to American Recovery and Reinvestment Act (ARRA) wages. Charging benefits on ARRA wages will reduce overall pension funding requirements by approximately $4.5 million.

c. *Increased Medical Insurance Costs*: Medical insurance costs increased significantly in FY09. Actual expenses for medical insurance costs were $11.9 million more than the $202.8 million budgeted. The Administration's preliminary estimate is that, based on this experience, the FY10 medical insurance budget may require an increase of $12 million, from $212.0 to $224.0 million. The Administration is conducting additional analysis, however, to better refine the figures.

10. The Board directed the Administration during its June budget deliberations to appoint an operations manager to seek and implement efficiencies at Central Services. The Administration has done so, with the use of energy and the deployment of the printer fleet in Central Services to be the first areas of investigation.

a. The Administration is contracting for an energy audit for the administration building and potentially other Central Service sites to identify opportunities for further cost-savings.

b. The Administration — with the assistance of Ricoh, the district's copier vendor — is conducting a study of the deployment of printers, fax machines, and copiers throughout the administration building, with the goal of consolidating units and reducing printing-related costs, including maintenance, toner, and energy, all of which can be costly.

11. The Administration believes it is prudent for the Board to take action on some FY10 budget adjustments, such as reducing the budget to the allowable revenue limit. Funding is available to meet those obligations from the transfers to the Contingent Fund which the Board made in June. The Administration also believes it is advisable to delay other budgetary actions until final enrollment and state aid amounts are known in order to preserve the Board's financial options.

Strategic Plan compatibility Statement

12. The recommendation supports MPS strategic plan goal 6, the District is accountable for measurable results.

Statute, Administrative Policy or Board Rule Implication Statement

13. This item complies with Administrative Policy 3.01, Annual Operating Budget.

Fiscal Impact Statement

14. This item:

- reduces the FY10 School Operations budget by $2,898,970 (SCF-0-0CTG-DW-ECTG), from $988,067,995 to $985,169,025, to allow the district to meet the estimated FY10 revenue limit;
- increases the funding for City of Milwaukee Employee Retirement System (DWC-0-0-EMB-DW-EPLR) by $7.4 million, from $100,000 to $7.5 million; and
- transfers $7.4 million from the Contingent Fund account (SCF-0-0CTG-DW-ECTG) to the ERS account.

15. Those actions would reduce the FY10 Contingent Fund account by a total of $10,298,970, from $24,980,335 to $14,681,365.

Implementation and Assessment Plan

17. Upon approval of this item, the Administration will implement the changes to the FY10 budget as outlined above.

Committee's Recommendation

Your Committee recommends that the Board:

1. reduce the FY10 School Operations budget by $2,898,970 (SCF-0-0CTG-DW-ECTG), from $988,067,995 to $985,169,025, to allow the district to meet the estimated FY10 revenue limit;

2. increase funding for the City of Milwaukee Employee Retirement System (DWC-0-0-EMB-DW-EPLR) by $7.4 million, from $100,000 to $7.5 million; and

3. transfer $7.4 million from the Contingent Fund account (SCF-0-0CTG-DW-ECTG) to the ERS account.

Those actions would reduce the FY10 contingent fund account by a total of $10,298,970, from $24,980,335 to $14,681,365.

Director Thompson 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 2) Report on the Implementation of District Travel Restrictions

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

Administration's Report

1. On June 4, 2009, the Milwaukee Board of School Directors approved, 9-0, a budget amendment to eliminate all school operations-funded travel under the control of the Superintendent and to transfer the savings to the Contingent Fund. The travel budgets at the school level were to be redirected to other school educational priorities.

2. The Administration supported the amendment, and the Superintendent said the Extension Fund travel also would be subject to the restrictions. For the purpose of the amendment, travel was defined as a trip that involves an overnight stay.

3. The Administration has moved departmental travel funds to the Contingent Fund. Schools were notified that "all schools, including charter schools, may not use Board funds for travel. Board funds may be used for travel for professional development activities that are local or do not involve airfare and/or an overnight stay." School travel budgets will be formally modified as directed by the Board as part of the third-Friday adjustment process.

4. Overnight school-operations-funded travel will be allowed under limited circumstances. Travel funding, however, will not be restored. Any permitted travel must be funded within the department or school's approved budget amounts. Potential funding sources include school carryover and third-Friday enrollment adjustments.

5. Overnight school-operations-funded travel will be allowed only when it is necessary or required for the educational or business operations or programs of the district. Examples of allowable travel would

be travel necessary for training required for staff in schools seeking IB certification or Montessori training; travel to training mandated by the state or federal government or program funders; and travel for training related to technology operations, such as PeopleSoft operations and support. Travel also will be allowed for recruiting personnel and to support the district's legislative agenda and lobbying efforts.

6. All travel by school staff, regardless of funding source, must be approved by the school's administrative specialist.

7. All travel by Central Services staff, regardless of funding source, must be approved in writing by the department head. The documentation must be filed with the Superintendent's office.

8. Travel by non-staff members, except for parent travel related to district programs, such as Title I, will not be approved.

9. All employees who travel will be required to submit the following information to the Superintendent's office:

- who took the trip;
- how long the trip lasted;
- trip destination;
- total cost;
- funding source; and
- reason for the trip.

10. The information will be compiled by the Administration and presented to the Board as a quarterly report.

11. Employees also will be required to identify how they plan to communicate to others information gained on the trip.

12. These restrictions and reporting requirements do not apply to instrumentality or non-instrumentality charter schools. Travel by instrumentality charter school leaders and principals, however, must be approved by the administrative specialist. Instrumentality charter schools' travel also must be aligned to the charter school petition and the school improvement plan. Travel is monitored during the charter review process and reported to the Board.

13. The Administration is continuing to review travel policies and is examining implementation of standardized travel processes.

* * * * *

(Item 3) Action on a Request to Restore Eighty-Nine Positions for General Educational Assistants Identified for Layoff as Well as the Creation of Staff Development

Background

1. On June 4, 2009, as part of the 2009-2010 budget, the Board adopted a budget that included the elimination of 89 general educational assistant positions resulting from the school-based budget cuts. As a result of concerns raised about the number of layoffs, the Administration decided to review what options, if any, might result in the restoration of employment of the general aides.

Administration's Analysis

2. Based on the requirements of No Child Left Behind (NCLB), position descriptions, labor contract provisions, arbitration decisions, and recent rulings from DPI, general assistants are significantly

restricted in the duties that they can perform in that job title. Additionally, based on requirements set forth under NCLB, several federal programs, the district's DIFI status, in addition to budget pressures, many schools are replacing general positions. These general educational assistants are being replaced by paraprofessional educational assistants because of the latters' ability to participate directly in classroom instruction, something general assistants are not allowed to do. General educational assistants are limited to assisting only outside the classrooms, except in regular education positions where they can assist teachers in K3, K4, and Head Start classrooms.

3. The projected layoffs of general assistants represent a continuation of a pattern that has accelerated over the last eight years due to a number of factors, many of which are set forth in the preceding paragraph. Specifically, the number of general educational assistant positions has declined district-wide in accordance with the following:

a. Historical number of general educational assistant positions by year since 2000. Make note that the numbers below for each year are the numbers recorded as of January 1 of that year.

January 1, 2000	972
January 1, 2001	886
January 1, 2002	850
January 1, 2003	805
January 1, 2004	677
January 1, 2005	598
January 1, 2006	542
January 1, 2007	439
January 1, 2008	367
January 1, 2009	340
August 31, 2009	251

b. In recent years, general educational assistants have faced additional cuts based on reduced student enrollment after third-Friday counts. Early indications are that additional reductions in the general educational assistant ranks will occur if student enrollment continues to decline at some schools. Moreover, the contractual process that governs reductions in positions will continue to create the movement that schools complain of.

c. Based on the foregoing and the prospect that the restoration of 89 general educational assistant positions will likely not represent a change in the trend or provide a long-term solution, particularly given school-based decision making around the budget, the Administration embarked on analysis of whether there were positions that may provide more stability in the long run and would also benefit the district on a broader basis.

4. The Administration continues to believe that student attendance impacts not only on the budget, but also on student achievement, since students who are not present cannot learn or achieve. Further, the requirement in the DPI Corrective Action Plan states that strategies be developed to increase student attendance only reinforces the importance of this fact. It permeates virtually every grade level. As a result, it became apparent that the position of social worker aide, which is primarily charged with supporting social workers in dealing with absent children, seemed to hold more promise as not only a means of continued employment, but as a position that, if successful, benefits the district overall financially and academically. An unexpected benefit is that in these positions the employees will earn slightly higher salaries, albeit in a different bargaining unit and position.

5. The second part of the analysis involved what measures could be taken proactively to reduce the number of employees who lose their jobs in the current environment. As a result, we have begun to identify a number of training opportunities that would offer employees, not just general educational assistants, a chance to acquire additional skills that would qualify them for other jobs that the district currently has a need for.

Strategic Plan Compatibility Statement

6. The recommendation is consistent with Goal 5: School staffs are supportive and responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

7. This item is consistent with Administrative Policy 7.02, Instructional Priority Objectives.

Fiscal Impact Statement

8. This item does not authorize expenditures. Simple restoration of 89 general assistant positions would cost approximately $2,000,000. Placement in other position vacancies, plus any necessary training, could reduce this cost; however, no funding source has been identified.

Implementation and Assessment Plan

9. To be developed depending on decisions by the Board.

Committee's Recommendation

Your Committee recommends that the Board:

1. restore the 89 educational assistants as follows:
   a. thirty-three to underfill as paraprofessionals; and
   b. $1.5 million is to be taken from the excess surplus to restore the remaining 56 positions;
2. direct the Administration to develop a plan to look at long-term staffing and report back to the Board by November 2009; and
3. set aside $80,000 for training as HCAs (handicapped-children assistants) for any educational assistants wishing to be trained.

Director Thompson moved to strike item 1, renumber items 2 and 3 to become 1 and 2, and to add:

3) direct the administration to prepare a plan to offer the training necessary to qualify laid off general education assistants for other hard to fill positions and present for possible action at the September Finance/Personnel Committee meeting; and

4) explore with the MTEA the feasibility of modification of DPI rules that discourage schools to hire general education assistants and report to the September Finance/Personnel Committee meeting.

Director Blewett moved a substitute, to adopt the Committee's recommendation, adding items 3 and 4 from Director Thompson's motion, renumbered as items 4 and 5, and adding:

6) the administration to bring back to the Finance/Personnel Committee a status report no later than November 2009.

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.

* * * * *

(Item 4) Action on a Request from the Department of Public Instruction To Release $19 Million of Qualified School Construction Bond Authority

Background

1. The American Recovery and Reinvestment Act (ARRA) gives Milwaukee Public Schools the ability to issue a total of $144 million in interest-free bonds during FY10 and FY11.

2. The FY10 maximum allocation has been set at $72.1 million. Bond revenue can be used for construction, modernization, renovation, and repair of district facilities. The bonds must be repaid over the next 15 years.

3. The number of projects which the district undertakes is contingent upon the amount of bonds that the City will issue on behalf of MPS. It is unlikely that the entire $144 million will be affordable. A review of the district's debt-service obligations, pension-fund obligations, and other fiscal stresses has determined that MPS, over the next two years, could afford additional borrowing in the range of $57.3 to $74.1 million. In addition, city officials requested that MPS recognize the City's borrowing constraints, including the fact that increased debt can affect the City's credit rating and result in increased borrowing costs.

4. At its meeting on June 4, 2009, the Board adopted an FY10 ARRA Qualified School Construction Bond (QSCB) budget of $53.1 million to be used for deferred maintenance, FY10 major maintenance, and curriculum-enhancement projects. The Administration is currently working with the City regarding the issuance of the Qualified School Construction Bonds.

Administration's Analysis

5. The Wisconsin Department of Public Instruction (DPI) has informed the district that the Internal Revenue Service opined that Milwaukee Public Schools may pass a portion of its QSCB authority to the state when such authority is not used by MPS.

6. MPS currently holds $19 million of unused 2009 QSCB authority that, under existing guidelines, can be returned to the state for potential distribution to other districts.

7. DPI has contacted MPS to encourage the district to release the uncommitted authority to the state.

8. Since the interest-free bond authority represents a district asset, the release of the borrowing authority requires Board action. Based on an assumed interest rate of 4.0%, the net present value of this asset is approximately $5 million.

9. Should the DPI distribute the QSCB authority to districts near Milwaukee, the possibility exists that these districts might use the authority to expand capacity for open enrollment, potentially reducing MPS's enrollment.

10. CESA 1 districts that would receive an additional QSCB distribution as a result of MPS's releasing the district's borrowing authority include Mukwonago, Maple Dale-Indian Hill, Kenosha,

Cudahy, Germantown, Nicolet, New Berlin, Racine, Pewaukee, Greenfield, Whitnall, and Kettle Moraine. MPS student-transfers to these suburban school districts under the Open Enrollment and Chapter 220 programs for FY09 are reported below.

District	September Count	
	Open Enrollment	Chapter 220
Mukwonago	0	0
Maple Dale-Indian Hill	22	24
Kenosha	1	0
Cudahy	106	38
Germantown	16	32
Nicolet	21	98
New Berlin	77	37
Racine	2	0
Pewaukee	8	0
Greenfield	377	95
Whitnall	105	52
Kettle Moraine	2	0

11. The Administration requested 2010-2011 capital budgets from the school districts to which DPI would distribute MPS's excess bonding authority. Mukwonago, Kenosha, Nicolet, Pewaukee, Greenfield, Whitnall, and Kettle Moraine school districts either did not return messages or did not provide the information after it was requested. Budget information provided by Cudahy, Germantown, Maple Dale-Indian Hill, New Berlin, and Racine did not indicate that capacity-expansion projects are slated for FY10.

Strategic Plan Compatibility Statement

12. This item is related to the MPS Strategic Plan, Goal 6: The District is accountable for measurable results.

Statute, Administrative Policy or Board Rules Statement

13. This item is consistent with Board Governance Policy BG 4.07, Asset Protection.

Fiscal Impact Statement

14. This item does not authorize expenditures. If the Board approves DPI's request and directs the Administration to release the uncommitted bonding authority to DPI, the district would transfer an asset (interest-free borrowing authority) awarded to MPS by the federal government to the State of Wisconsin Department of Public Instruction.

Implementation and Assessment Plan

15. The Superintendent would be required to transmit a letter informing the DPI of the Board's decision.

Committee's Recommendation

Your Committee recommends that the Board defer the release of the $19 million, with the Administration to develop a plan and recommendations regarding these funds for October — to spend some of the funds on the energy-conservation funds projects previously proposed ($6 million) and performance contracts.

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 0910R-009 by Director Blewett To Request the Wisconsin Association of School Boards (WASB) to Lobby the State To Include Value-Added Analysis in the State's Assessment and Accountability System

Background

At its meeting on June 25, 2009, the Board referred Resolution 0910R-009 by Director Blewett to the Committee on Legislation, Rules and Policies Committee:

WHEREAS, The MPS *Working Together Achieving More* Action Plan states that school staffs are accountable for high-quality teaching and learning and measurable gains in achievement and are fiscally responsible; and

WHEREAS, The Plan also mandates that teachers will use a variety of formal and informal assessment strategies, including performance and formative assessments, will analyze data to measure academic progress, and will adjust instruction accordingly; and

WHEREAS, In 2002, MPS adopted Administration policy 2.16, District Accountability System, which states that we are to annually report"…indicators of school quality, including student growth, using an MPS value-added analysis, and school climate…"; and

WHEREAS, In an effort to create a balanced assessment system, MPS administers the required statewide achievement tests, known as the Wisconsin Knowledge and Concepts Examination (WKCE) , and administers longitudinal, diagnostic, and classroom-based assessments; and

WHEREAS, The WKCE measures achievement in reading, language applications, mathematics, science, and social studies; and

WHEREAS, Value-added calculations are just as important as proficiency-rate calculations of gains in content areas because they examine students' growth over time rather than presenting a single point-in-time snapshot of achievement; and

WHEREAS, Unlike proficiency-rate calculations, value-added analyses of achievement test data allow "apples-to-apples" comparisons of school outcomes; and

WHEREAS, This type of analysis of the achievement data is especially important when making judgments about school performance in the high-stakes era of NCLB; and

WHEREAS, The complex statistical models control for prior academic achievement, poverty, and other factors outside the control of a school that are known to heavily influence academic growth from one year to the next; and

WHEREAS, Value-added analysis, as part of assessment systems, complement and improve the measurement of AYP requirements in No Child Left Behind because it tracks individual students over time; and

WHEREAS, Another important aspect of value-added is that the information allows school districts to examine the progress of all students, not merely the students who are struggling; and

WHEREAS, By recognizing incremental progress, rather than insisting that all students reach a certain threshold, the district is able to ensure that all students reach an absolute standard; and

WHEREAS, Using value-added analysis of state assessment data would contribute to, rather than detract from, the learning process and efforts made to ensure that measurements of data are culturally fair, reasonably accurate, and reflective of the MPS goals and standards; and

WHEREAS, The Value Added Research Center (VARC)/MPS value-added system has been adopted by Chicago Public Schools, Madison Metropolitan School District, and most recently, New York City; and

WHEREAS, A state-wide value-added system would significantly enhance the MPS system, permitting comparisons throughout the state to better identify high-performing schools; now, therefore, be it

RESOLVED, The Board request the Wisconsin Association of School Board (WASB) to lobby the state to include in its assessment data value-added analysis to the state's assessment and accountability system; and be it

FURTHER RESOLVED, That the Board request an update from WASB relative to its effort, to be presented to the Board no later than the December 2009 Board cycle.

Administration's Analysis

1. Using value-added analysis of state assessment data would contribute to, rather than detract from, the learning process and efforts made to ensure that measurements of academic growth are fair, accurate, and reflective of the MPS goals and standards. A statewide value-added system would significantly enhance the MPS system, permitting comparisons throughout the state to better identify high-performing schools.

2. The adoption of a statewide value-added system is consistent with the guidelines established by the U.S. Department of Education with regard to the intended use of funding under the American Recovery and Reinvestment Act.

3. Milwaukee's pioneering value-added system — first implemented in 2000 with the assistance of Rob Meyer, Ph.D, Director of the Value-Added Research Center (VARC) at UW-Madison — has been adopted by a number of other school systems statewide and across the nation. In 2006, Chicago Public Schools imported the MPS model, followed in 2008 by Madison Metropolitan School District and Dallas Independent School District. In 2009, Verona, Waukesha, Racine, Waunakee, various CESAs and the state of Minnesota indicated their intent to adopt the MPS value-added system. Also in 2009, the New York City Department of Education contracted with VARC to establish its new value-added system. Finally, the Wisconsin Department of Public Instruction conducted its first statewide value-added system pilot with VARC in 2008-09.

Strategic Plan Compatibility Statement

4. 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.

a. WTAM Strategy: Research-proven practices are implemented to improve student achievement.

b. WTAM applicable measurable objectives:

(1) 80% of students will read on grade level as measured by the WKCE-CRT, and

(2) 70% of students will be on grade level in mathematics as measured by the WKCE-CRT.

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.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt this resolution and instruct the Administration to add the resolved portion to the MPS Legislative Agenda; and

2. direct the Office of Board Governance to revise and reformat the resolution as follows to comply with WASB's requirements for submission for consideration by WASB's 2009 Delegate Assembly:

Subject: Lobby the State To Include Value-Added Analysis to the State's Assessment and Accountability System

Submitted by: Peter Blewett, Milwaukee Board of School Directors

Resolution:

RESOLVED, The Board request the Wisconsin Association of School Board (WASB) to lobby the state to include in its assessment data value-added analysis to the state's assessment and accountability system; and be it

Rationale:

The Wisconsin Knowledge and Concepts Examination (WKCE) measures achievement in reading, language applications, mathematics, science, and social studies. Value-added calculations, however, are just as important as proficiency-rate calculations of gains in content areas because they examine students' growth over time rather than presenting a single point-in-time snapshot of achievement. Unlike proficiency-rate calculations, value-added analyses of achievement test data allow "apples-to-apples" comparisons of school outcomes.

This type of analysis of the achievement data is especially important when making judgments about school performance in the high-stakes era of NCLB. The complex statistical models control for prior academic achievement, poverty, and other factors outside the control of a school that are known to heavily influence academic growth from one year to the next. Value-added analysis, as part of assessment systems, complement and improve the measurement of AYP requirements in No Child Left Behind because it tracks individual students over time; and

Another important aspect of value-added is that the information allows school districts to examine the progress of all students, not merely the students who are struggling. By recognizing incremental progress, rather than insisting that all students reach a certain threshold, the district is able to ensure that all students reach an absolute standard. Using value-added analysis of state assessment data would contribute to, rather than detract from, the learning process and efforts made to ensure that measurements of data are culturally fair, reasonably accurate, and reflective of the a district's goals and standards.

The Value Added Research Center (VARC)/MPS value-added system has been adopted by Chicago Public Schools, Madison Metropolitan School District, and most recently, New York City. A state-wide value-added system would significantly enhance systems statewide, permitting comparisons throughout the state to better identify high-performing schools.

Approved by the School Board of: _____ Date _____

Signed _____
(Board President)

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 Head Start Program

Submitted by Director Spence

Major Activities

1. The Head Start Coordinator, the Enrollment Manager, and the Curriculum Generalist participated in the Enrollment Marathon on August 1. The MPS Enrollment Marathon supported development of district-wide recruitment and awareness.
2. The Head Start Program participated in MPS Summer Enrollment activities on August 3-21. Registration took place in the MPS Auditorium during the day as well as on some late nights throughout this period.
3. The Education Manager attended a collaboration meeting on August 7. The focus of the meeting was to discuss possible opportunities for the MPS Head Start Program and the Social Development Commission's Head Start Program to collaborate on professional development.
4. Management meetings were held on August 7, 15, and 28. The meetings focused on the program updates and changes, school-year program transitions, and the Policy Council, as well as summer work and planning.

5. The Head Start Coordinator and all Head Start managers participated in the MPS Principals' Kick-off on August 21. The purpose of the event was to transition into the 2009-2010 school year.

6. The Head Start Coordinator and all Head Start managers participated in the Head Start Principals' Meeting held on August 26. The purpose of the meeting was to provide Head Start principals with important information and materials that support program compliance for the 2009-2010 school year.

7. The Head Start Parent Orientation was held on August 26. The orientation focused on the expectations and requirements of the Program in accordance with the Head Start Performance Standards.

8. Head Start managers and staff participated in the two-day "Opening Days" training on August 27 and 28. The training focused on the requirements and expectations of the Head Start Program.

Services Provided

9. Site-monitoring visits were conducted at Congress, Silver Spring, and Wheatley.

Enrollment

10. There were 925 students enrolled in the Milwaukee Public Schools' Head Start Program as of August 3 for the 2009-2010 school year.

* * * * *

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

Submitted by Director Bonds

1. The 2009-10 meeting schedule for the MPA Implementation Team has been set and distributed. Monthly meetings will continue to be held on the second Monday of the month. The agenda for the September 14 meeting is being developed. Work groups are setting up their meeting schedules for the year.

2. Discussion and work have begun relative to a new Teacher Quality Partnership Grant opportunity. It is anticipated that a proposal will be submitted that includes the Partnership. The grant application deadline is October 6, 2009.

3. Follow-up is in progress concerning feedback on the draft of new materials for learning teams. Work on the draft will continue.

Teacher & Principal Quality Work Group Update

4. Work Group co-chairs have received feedback on the draft student teaching/cooperative teacher document, and revisions are being made. A tentative document for the Cooperating Teachers' web page has been created. Web page text is out for review and feedback.

5. Suggestions are being received for information to go on the Student Teachers' website.

Comprehensive Literacy Work Group Update

6. The Work Group shared and discussed information gathered by each of the taskforce groups on professional development for certification of reading teachers.

7. Work continues on the creation of literacy professional development for teachers and literacy coaches.

8. Two subcommittees will be formed — one to work on a course for balanced literacy/developmental literacy, and one for content-area literacy.

9. Ideas are being discussed on a coaching-support mechanism for literacy coaches and leaders.

10. Preparations are being made for a grant-writing project.

The Family Literacy & Tutoring Work Group Update

11. The Family Literacy & Tutoring Work Group is reviewing the Family Resource Directory (tutoring database) and preparing for discussion.

NEA Foundation Grant Update:

12. Meetings have taken place during the summer concerning the merger of Lee and Wheatley schools. Tony Kubicki of Accountability Works Inc. has been assisting.

13. The Principal Investigator of the NEA Foundation grant participated in the TNE (Teachers for a New Era) Retreat on July 27.

14. Planning is in progress for the site-convening of the NEA Foundation Grant sites that will be taking place in Milwaukee on October 6, 7, 8, and 9.

15. The proposal for giving a presentation at the WEAC Conference was accepted.

16. Planning is in progress for the next professional development day, to take place at Cardinal Stritch University on September 12. NEA Focus School principals, literacy coaches, math teacher leaders, building representatives, and curriculum generalists have been invited, and each has been asked to bring a guest. In addition, all new teachers assigned to Focus Schools are invited.

The date of the next MPA Partners Meeting has yet to be determined.

* * * * *

(Item 3) Report of the Board's Delegate to the Wisconsin Association of School Boards (WASB)

Submitted by Director Falk

Meeting of the WASB Board of Directors, June 19 and 20, 2009, Madison, Wisconsin

The WASB Board of Directors was convened by President Victoria McCormick. The meeting was highlighted by the discussion of the WASB board governance program, approval of WASB budget for 2009-10, and a discussion of the fall regional meetings.

Directors discussed the development and implementation of an expanded WASB board governance program with WASB Governance Consultant, Deb Gurke. The upgraded program would be built to accommodate individual and whole board development as well as have an evaluation process. The program uses the work of the NSBA's Key Work of School Boards to organize the program.

The Board approved the WASB budget for 2009-10. There will be no increase in the rates charged for fee-based services provided to members. There will be no increase in staff salaries.

The Board discussed the program for the upcoming fall regional meetings. The Directors noted that the regional meetings provide an important opportunity for school board members to recognize their colleagues who have participated in board development activities. WASB director elections will be held this year in Regions 1, 2, 4, 9, 10, and 13.

The Board regretfully accepted the resignation of Chuck Fitzgerald, Rhinelander, as Director from Region 2. An election for the unexpired term will be held at the Region 2 regional meeting on September 16, 2009.

WASB Presidents/Leadership Conference, July 31-Aug. 1, 2009, Sheboygan, Wisconsin

Keynote Presentation:

- "Drivers of Change," Deb Gurke, Director of Board Governance, WASB: Here are the forces affecting public education today. T*he Map of Future Forces*, published by KnowledgeWorks Foundation, used as the catalyst for discussion.

Saturday Presentations:

- "Dollars and Sense: A Collaborative Approach": Green Bay District discussed community engagement in budget reduction and realignment of resources.
- "Teaching All Children: One at a Time": Marshall District implemented Response to Intervention (RtI) for achievement to all.
- "Communication Strategies of Effective Teams": Effective communication strategies in group settings.
- "The Legal Considerations of Conducting School Board Meeting"s: Statutory requirements for meetings addresses.

Please contact Director Falk if you would like additional information on these presentations.

* * * * *

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 August 2009

August Activities

1. Attended several meetings of the Office of Accountability Committee. Finalized initial report of the Committee.
2. Attended meeting at North Division High School on the future of North Division.
3. Met with representatives of Job Corp regarding MPS's role with Job Corp.
4. Met with numerous individuals and groups to organize against a possible mayoral takeover of MPS.
5. Met with state Democratic and Republican lawmakers to discuss proposed takeover of MPS.
6. Resigned from the Mayoral Innovation & Reform Committee.
7. Attended numerous protest rallies opposing the possible mayoral takeover of MPS.
8. Held a community informational meeting at Parklawn Assembly Church regarding the possible mayoral takeover of MPS. All Board members should consider holding such forums in their respective school board districts.

Quarterly Report on Board Members' Attendance at Board and Committee Meetings

Beginning with this month, the President will present a quarterly report on the attendance of all Board members at Board and Committee meetings during the Board year.

Quarterly Board Attendance (May 1, 2009-July 31, 2009)		
Member	Meetings Assigned[1]	Meetings Attended[2]
Blewett	24	22
Bonds	22	21
Falk	24	23
Miller	25	25
Petersons	23	13
Spence	20	11
Thompson	23	21
Voeltner	23	22
Woodward	24	21

[1] The number of meetings assigned may vary according to the number of committees to which a Board member has been assigned and how often those committees have met.

[2] Except in cases of sudden emergencies, it is the practice of Board members to give advance notice and ask to be excused when they are aware that they will not be able to attend a scheduled meeting of the full Board or of committees to which they have been appointed.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 0910C-003 from Clarence Rice, Requesting a Hearing Regarding the InnerWORKS "Virtual, Interactive Harmful Drug Museum"

InnerWORKS August 26, 2009

Dear Ms. Sobczak:

Please hear what is to be said and understand the urgency of innerWORKS being placed on the September agenda of the Innovation and Reform Committee.

The idea of the nation's — the world's first virtual, interactive harmful drug museum, an idea whose time has come. Our targeted age is 10-18 years old. This initiative will serve to assuage teen pregnancy, truancy and academic achievement. Please view our Web site at: www.innerworks-world.com (you must use Google to access the site).

innerWORKS would like to have the Milwaukee Public Schools' fingerprint on this initiative. Let us be bold enough to make this happen and spread it to the districts around the state, then nationally and globally.

Let us not sit on our hands, but let it be known that we have some of the best and brightest right here in Wisconsin, especially Milwaukee, more especially the Milwaukee Public Schools. Let us be a beacon - locally, statewide and nationally. Let it be known that we have no remorse to step up and put out innovative initiatives that will address the education needs of our young people.

Imagine, Ms. Sobczak, a fantastic voyage by the participant going inside the human body and seeing and experiencing in graphic forms the devastating consequences of harmful drug use. A heart almost exploding from the injection of cocaine. A lung blackening from smoking. Other organs deteriorating.

Ms. Sobczak, the first stage of this journey is most interesting: the player / players would create a composite sketch of himself or herself and place themselves into the journey. A menu of 6000-plus facial and bodily characteristics would be offered. This would bring us together. When you go inside the human body there is not a whole lot of difference — an opportunity to transcend race, gender and the refrain that some have that this character is "whack" — because the player has create herself or himself, an opportunity to become a hero.

Ms. Sobczak, please put innerWORKS on the September Innovative & Reform Committee meeting. Our e-mail is:innerworkscr@aol.com; phone number: 414/552-6625. Give something significant, with Milwaukee roots, a chance. I was referred today by President Michael Bonds to contact you. Thank you for your consideration.

Sincerely,

Clarence Rice, executive director
innerWORKS

Referred to the Committee on Innovation/School Reform.

* * * * *

RESOLUTIONS

Resolution 0910R-017

by Directors Woodward and Blewett

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 be bring a plan to establish such a training program to the Board by the December 2009 Board cycle.

Referred to the Committee on Finance/Personnel.

Resolution 0910R-018

by Director Falk

WHEREAS, Current educational research recommends that high-school capacity should be set at 800-1,000 students for the best educational environment; and

WHEREAS, One of the large MPS comprehensive high schools in the district has more than 2,200 student housed in one building; and

WHEREAS, Students in overcrowded schools have been shown to pay attention less, achieve less, and experience more violence; and

WHEREAS, Safe schools create optimum learning environments, opportunities for student success, and welcoming environments for parents and the community; and

WHEREAS, Students in overcrowded schools are sometimes forced to attend classes in storage rooms, hallways, gymnasiums, or other spaces that are not equipped for learning; and

WHEREAS, Classrooms with high student-to-teacher ratios limit the time that teachers can spend making one-on-one contact with students or facilitating small-group work; and

WHEREAS, Many teachers in larger schools struggle simply to maintain order in overcrowded classrooms and find it difficult to reach every student; and

WHEREAS, The likelihood that teachers in overcrowded schools will suffer from burnout and that the school will experience high teacher turnover increases in more highly populated schools; and

WHEREAS, Overcrowding can lead to inefficiencies in such areas as lunch scheduling, textbook and material distribution, and provision of adequate locker space; and

WHEREAS, Other large urban school districts, such as New York City and Chicago, have had to deal with overcrowding by eliminating art, music, and physical education programs and cutting library services simply to make more room for the “basics”; and

WHEREAS, For the 2009-10 school year, Ronald Wilson Reagan College Preparatory High School has been budgeted for 400 incoming 9th-grade students; and

WHEREAS, Ronald Wilson Reagan College Preparatory High School, having experienced little attrition, will have over 1,000 students in the 2010-11 school year; now, therefore, be it

RESOLVED, The enrollment at Ronald Wilson Reagan College Preparatory High School be capped at 950 students per school-year, with a 9th-grade enrollment of not more than 250 students in a given school year, to ensure the strength of the IB program at the school; and, be it

FURTHER RESOLVED, That this enrollment-cap information be implemented in the school's educational plan to ensure that, by the 2013-2014 school year, the school's maximum enrollment will not be more than 950 students.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-019

by Director Miller

WHEREAS, The Milwaukee Public Schools currently has approximately 2,025 students of immigrant status; and

WHEREAS, A core belief of MPS is that children come first; and

WHEREAS, Despite coming to the United States as immigrants, many children with non-permanent-citizen status graduate from high school, have never had a criminal past, and want to be productive citizens; and

WHEREAS, The ability of this group of students ability to go to college or enlist in the U.S. military is hampered by their immigrant status; and

WHEREAS, Thousands of children currently caught up in the immigration system by circumstance deserve an opportunity to contribute their full potential to our community and to the nation as a whole; and

WHEREAS, Using education as a pathway for citizenship promotes a sensible, pragmatic, and equitable solution to the divisive issue of immigration; and

WHEREAS, The MPS *Working Together, Achieving More* Strategic Plan includes a goal that students will graduate prepared for higher education, careers, and citizenship; and

WHEREAS, The Development, Relief, and Education for Alien Minors (DREAM) Act (Senate Bill 729) would allow immigrant students who have grown up in the U.S., who have graduated from high school, and who have no criminal record the opportunity to apply for temporary legal status with the goal of becoming permanent citizens; and

WHEREAS, The DREAM Act would allow these students to dramatically increase their average future earnings, contribute more to the tax base, and serve our country, while at the same time lowering criminal justice and social service costs; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors supports the Development, Relief, and Education for Alien Minors (DREAM) Act (S. 729); and be it

FURTHER RESOLVED, That the Board urges the timely passage of this bipartisan legislation by the United States Congress.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 9:08 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 3, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:04 PM.

Present—Directors Blewett (6:14 PM), Falk, Miller, Petersons (7:21 PM), 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 3, 2009

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, September 3, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive an update on litigation in which the Board is involved (*Jaime S., et. al., v. Milwaukee Board of Schools Directors, et. al.);*
2. to receive an update and possibly take action on real estate issues involving the following district properties:
    - 2430 West Rogers Street;
    - 4601 North 84th Street;
    - 1200 West Burleigh Street;
    - 3500 W. Mother Daniels Way; and
3. to receive and possibly take action on the initial report and recommendations of the Accountability Office Advisory Committee regarding a proposed organizational structure for the Accountability Services Office and a proposed job description for the Chief Accountability Officer.

In regard to Item One, and pursuant to Wisconsin Statutes, Section 19.85 (1)(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 Two, the Board may retire to executive session under the provisions of section 19.85(e) of the Wisconsin Statutes, 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 discussed in executive session.

In regard to Item Three, the Board will be accepting public testimony.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

Director Falk moved that the Board retire to executive session to consider Items 1 and 2: Item 1 pursuant to Wisconsin Statutes, Section 19.85 (1)(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; and Item 2, pursuant to the provisions of section 19.85(e) of the Wisconsin Statutes, 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 Falk, Miller, Spence, Thompson, Woodward and President Bonds—6.

Noes—None.

The Board retired to executive session at 6:11 PM.

The Board reconvened in open session at 7:04 PM, and took up Item 3.

The Board heard public testimony on the matter.

Vice President Blewett in the Chair.

Director Bonds moved to approve the Accountability Office Advisory Committee's recommendation and direct that implementation of the Accountability Services Office begin immediately with full implementation and staffing to be in place by January 2010, and that the Board direct the Board president to establish a committee to study the instrumentality and non-instrumentality charter structure.

Director Thompson moved a substitute,

1) that the Board clerk and superintendent form a committee with representatives from instrumentality charter schools and with the Department of Public

Instruction to develop a recommendation for an organizational design that will best meet the needs of the instrumentality charter schools. This recommendation will be brought back to the Board in the November Board cycle;

2) that the non-instrumentality charter schools report to the Board clerk effective November 1st, 2009, and that superintendent and the Board clerk work with representatives from the non-instrumentality charter schools to deal with the structure to support such a move; and
3) that the remaining recommendations be referred to the appropriate Board committee.

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

Ayes—Directors Petersons, Spence and Thompson—3.

Noes—Directors Bonds, Falk, Miller, Woodward and Vice President Blewett—5.

President Bonds resumed the Chair.

The question being on the original motion to approve the Accountability Office Advisory Committee's recommendation and direct that implementation of the Accountability Services Office begin immediately with full implementation and staffing to be in place by January 2010, and that the Board direct the Board president to establish a committee to study the instrumentality and non-instrumentality charter structure, it was approved, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Woodward and President Bonds—5.

Noes—Directors Spence and Thompson—2.

Voting “present”—Director Petersons—1.

The Board adjourned at 8:43 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 15, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:03 PM.

Present—Directors Blewett (6:11 PM), Falk, Miller, Petersons (6:16 PM), Thompson, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Spence—1.

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

September 10, 2009

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, September 15, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conferring with legal counsel concerning strategy with respect to litigation in which the Board is or is likely to become involved.

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.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

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, Thompson, Voeltner, Woordward and President Bonds—6.

Noes—None.

The Board retired to executive session at 6:08 PM.

The Board adjourned from executive session at 7:15 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 24, 2009

Regular meeting of the Board of School Directors called to order by President Bonds at 6:32 PM.

Present—Directors Blewett, Falk, Miller, Petersons (6:55 PM), Spence, 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:

BENITA "BUNNY" HAGEN, RN
MPS NURSING SUPERVISOR

Bunny Hagen is a true champion for children, for healthcare, and for the place where they both meet — the classroom. Bunny has a long history serving the Milwaukee community, focusing her brand of special attention on the needs of children and families. Her interest in children and public health started in nursing school, and it has guided the rest of her career.

She began providing nursing care in Milwaukee Public Schools as a public health nurse in 1981. She developed a special interest in school-age children and the health services embedded in schools that help all students become healthy, resilient learners. She provided daily nursing service to Lincoln Avenue Elementary School, among others, and was the nurse you may remember ministering with tender hands and tender heart to an individual student, but always with an eye to the bigger picture and the population-based needs of an entire community of children.

Bunny was instrumental in the development of school nurse practice guidelines for the Health Department and played a pivotal role in ensuring that staff development practices for her colleagues included a strong emphasis on school nursing and school health. Her loyalty to the profession became a loyalty to school children and their health needs, and she set the standard for science-based, education-focused caring and compassionate school nursing.

In 1992, she brought that focus to MPS as its first direct board-hired nurse. The increasing number of students with special health care needs had ushered in a new era in

school nursing. Bunny led the way in educating district leaders about the healthcare challenges faced by special needs children, developing a school nurse program to meet those needs; implementing standards, policies, and procedures that allowed students to remain at school in a safe environment; and always acting as a healthcare advocate for the children she served by ensuring access and service.

As the MPS special services nursing staff grew, new health challenges for children emerged: asthma, diabetes, allergies, to name just a few. These conditions demanded new strategies and new resources to meet student health needs, and Bunny was an active participant as MPS school nursing expanded to meet these and other needs.

Although Bunny is no doubt exceedingly uncomfortable to hear this read aloud, she is universally loved and respected by her school nurse colleagues, teachers, school leaders, children, and families. She is a relentless problem solver, innovator, and advocate. Quite simply, she brings the best of nursing to any table she is at, and there is not a child in this district that has not benefitted directly or indirectly from her extraordinary dedication, energy, and expertise. She is committed to school nursing and the children it serves — we are indeed fortunate to have her in our midst.

The Milwaukee Board of School Directors recognizes and honors Bunny Hagen for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools..

◊ ◊ ◊ ◊ ◊ ◊

Special Recognition

The Certificate of Achievement for Excellence in Financial Reporting has been awarded to the Board of School Directors — Milwaukee Public Schools by the Government Finance Officers Association of the United States and Canada (GFOA) for its comprehensive annual financial report (CAFR). The Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a government entity and its management.

An Award of Financial Reporting Achievement has been awarded to Michelle Nate, Chief Financial and Operations Officer, as the one primarily responsible for preparing the award-winning CAFR.

The CAFR has been judged by an impartial panel to meet the high standards of the program, including demonstrating a constructive "spirit of full disclosure" to clearly communicate its financial story and to motivate potential users and user groups to read the CAFR.

The GFOA is a nonprofit professional association serving approximately 17,500 government finance professionals with offices in Chicago, IL, and Washington, D.C.

◊ ◊ ◊ ◊ ◊ ◊

Other Awards and Commendations

SCHOOLS

More than a dozen MPS schools have earned the title of New Wisconsin Promise School of Recognition. To win the distinction, competing schools must excel in reading and mathematics despite the fact their students live in poverty. All the schools receiving Wisconsin Promise awards have high poverty rates based on students' qualifications for free and reduced-price school lunch. They are Title I schools that have made adequate yearly progress for the past two years, as defined under federal laws, and have higher-than-average reading and mathematics scores when compared with similar state schools. Across the state, 137 schools earned the New Wisconsin Promise distinction, while 182 earned the title last year. The 13 MPS schools on the list this year are:

Academy of Accelerated Learning
Alcott Elementary
Curtin Elementary
Elm Creative Arts Elementary
Garland Elementary (5th year on the list)
Hawley Environmental Elementary
I.D.E.A.L. (3rd year on the list)
Kilbourn Elementary
Milwaukee French Immersion
Milwaukee School of Languages
Milwaukee Spanish Immersion (5th year an the list)
Reagan High School
Satori Middle School

Representatives of these schools will receive award plaques in a ceremony in Madison in October, along with $2,000 for use by each of the schools. In addition, two MPS schools, Garland and Milwaukee Spanish Immersion, will receive flags for earning the Wisconsin Promise School of Recognition award for five consecutive years.

◊ ◊ ◊ ◊ ◊ ◊

STAFF

Six Wisconsin teachers (including one MPS teacher) are finalists for Presidential Awards for Excellence in Mathematics and Science Teaching, the nation's highest honor for elementary and secondary school mathematics and science educators. Wisconsin's 2009 mathematics finalists are Curtis Dumermuth, Ellsworth Senior High School; Weston Glasbrenner of Boscobel, Fennimore High School; and Joan Heacox, Northstar Middle School in Eau Claire. Science finalists are Melissa Hemling, Pulaski High School; Marian Schraufnagel of Waterford, Mukwonago High School; and Tonya Young of Kaukauna, West High School in Green Bay. They were among middle- and high-school teachers nominated for the Presidential Teaching Awards program last school year by principals, teachers, students, parents, or members of the community.

Wisconsin's six secondary-level finalists will have their applications forwarded to the national level and will receive National Science Foundation State Certificates for Excellence in Teaching Mathematics and Science at an awards program and reception to be held later this year.

A national committee, reporting to the National Science Foundation, will judge applications from state-level finalists. The panel may select one teacher of mathematics and one of science to receive Presidential Awards from the 50 states, District of Columbia, Puerto Rico, Department of Defense schools, and U.S. territories. Up to 108 recipients may be recognized in Washington, D.C., next spring. In addition to visiting the nation's capital, each Presidential Teaching Award recipient will receive $10,000, attend professional development sessions, and be honored in a variety of ceremonies over the course of the recognition week.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of August 3 and 27, 2009, were approved as corrected.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Request To Approve Corrections to Allocations to Milwaukee County for Day-Treatment Programs for Adjudicated Youth for the 2009-10 School Year

Office of the
Superintendent of Schools

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

At its meeting on June 25, 2009, the Board approved the Administration's recommendations to provide an educational program for adjudicated students in FY10 through contracted services with community-based organizations.

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 three community-based organizations: Lad Lake Ultra, Project Excel, and St. Charles, Inc.

Since the June 25, 2009, Board meeting, the Administration has identified a technical error in the funding allocation for two of the day-treatment sites. The seat allocations for the two sites were correct and remain the same; however, an error was made in the allocation of funds for the two sites. The two sites affected are shaded in the tables below.

The June 25, 2009, item submitted to the Board stated:

		Seats		
Day Treatment Site	FY08	FY09	FY10	Cost
Lad Lake Ultra	30	15	15	$97,640
Project Excel	30	30	30	$242,882
St. Charles Intensive Day	30	30	30	$189,856
Totals	90	75	75	$530,378

The Administration is submitting the following corrected allocations:

		Seats		
Day Treatment Site	FY08	FY09	FY10	Cost
Lad Lake Ultra	30	15	15	$97,640
Project Excel	30	30	30	$216,369
St. Charles Intensive Day	30	30	30	$216,369

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.

The recommendations adhere 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 $50,000 and over require approval by the Milwaukee Board of School Directors.

Approval of the recommendation for the educational program for adjudicated students authorizes expenditures totaling $530,378 for FY10. The amounts for St. Charles and Project Excel include the cost of the MPS teacher, which is $91,982. Funds (accounts: ORC-0-0-MCO-XX-ESTC; DWC-0-0-MCO-XX-EEBN; ORC-0-0-MCO-XX-ECTS) are sufficient to support educational services to adjudicated students.

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. 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 MPS Diversified Community Schools.

The Administration recommends that the Board authorize the Administration to provide an educational program for adjudicated students in FY10 and authorize the corrected expenditures as listed below:

	Seats			
Day Treatment Site	FY08	FY09	FY10	Cost
Lad Lake Ultra	30	15	15	$97,640
Project Excel	30	30	30	$216,369
St. Charles Intensive Day	30	30	30	$216,369
Totals	90	75	75	$530,378

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Thompson, Voeltner, Woodward, and President Bonds—7.

Noes—None.

Temporarily absent—Director Spence—1.

* * * * *

(Item B) Action on a Request for Approval of the Purchase of Food Service Trayline Equipment

Office of the
Superintendent of Schools

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

School Nutrition Services began piloting a pre-portion lunch program at seven schools in the 2007-08 school year. The approved FY10 School Nutrition Services budget includes funding for expanding the pre-portion system to 34 schools.

School Nutrition Services received a grant through the 2009 Food Service Equipment Assistance Grants for School Food Authorities to purchase the tray-line equipment needed to expand pre-portion meal production. The grant is part of The American Recovery and Reinvestment Act of 2009 (ARRA).

Due to the tight timeline for the award and for the expenditure of this American Reinvestment and Recovery Act (ARRA) School Food Service Equipment grant award, the Administration is submitting this recommendation to the full Board for consideration at its meeting on September 24, 2009.

The basis for expanding pre-packaged meals is to improve food quality through:

- consistent portion control;
- standardized recipes used for all meals;
- greater variety and management of more costly food items.

A primary benefit of the pre-portioned system is that it allows the District to focus on food safety. This is possible because:

- procedures for Hazard Analysis and Critical Control Points (HACCP) — a systematic preventive approach to food safety — are easier to monitor during food preparation; and
- food transport is done in a refrigerated system, and food goes directly from refrigeration to heating to service with tighter temperature control.

The Administration is also interested in using locally grown fresh fruits and vegetables more effectively and in ensuring quality and compliance with USDA program guidelines. Expanding the use of pre-portioned meals will allow MPS to handle small quantities of locally grown produce and supplement them with produce from the District's prime vendor. MPS is developing a program with Growing Power to support an urban-farm-to-urban-school-cafeteria program to use a pre-portioning system to provide more locally grown fruits and vegetables to students in MPS schools.

In addition, energy, efficiency, and economy of scale are enhanced with a central operation because:

- less equipment is needed at school sites;
- equipment repair and replacement costs at school sites are lower;
- energy expended for food preparation at all sites is lower;
- new refrigeration lowers utility costs at pre-portioned sites; and
- composting and waste management is supported in a single-site operation

Several pilot schools have served pre-portioned meals for almost two years. Below are the participation rates for the pilot sites:

School	Pre-portion Start date	2006-07 % of enroll eating	2007-08 % of enroll eating	2008-09 % of enroll eating
Whitman	May-07	68%	69%	71%
Curtin	May-07	75%	77%	77%
Kilbourn	Mar-08	67%	77%	80%
Wheatley	Sep-08	83.5	83%	83%
Lowell	Oct-08	76%	75%	76%

The Administration requests authorization to purchase proportioned trayline equipment from Doboy/Bosch for $141,330, as bid under bid number 5546, for Horizontal Tray Wrapping System. Doboy/Bosch was the low bidder. The trayline equipment will be used to expand production of pre-portioned school lunches for select MPS schools.

MPS School Nutrition services contacted Madison; Green Bay; Kenosha; Los Angeles, CA; Fort Wayne, Indiana; Minneapolis, MN; and the Catholic School System in Chicago, IL, all of which are using the pre-portioned systems for meal service. All districts used either Campbell Wrapper or Doboy/Bosch brand equipment. Both products are manufactured in Wisconsin. Doboy/Bosch was significantly less expensive and most frequently owned by the school districts surveyed. The Administration solicited bids, and Doboy's bid was the lowest.

The cost of the equipment will be funded by an American Recovery and Reinvestment Act of 2009 grant award. The amount of the award is $141,330, and the grant period is June 23, 2009, through September 23, 2009.

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.

The Administration's recommendation complies with the four principles that guide the distribution and use of American Recovery and Reinvestment Act funds, as well as the specific requirements of the grant. The Administration's recommendation is consistent with administrative policy 3.09, regarding purchases, and Board Governance Policy BG 4.07(2)(e), regarding asset protection.

This item authorizes $141,330 of expenditures from a new grant (ARRA) designated for the purchase of food-service equipment. This grant is separate from ARRA monies awarded to MPS under Title I, Individuals with Disabilities Education Act., and Qualified School Construction Bonds.

Budget Code: LNC-0-0-AC0-FR EEQ5
Budget Amount: $141,330

Upon the Board's approval of this item, the Administration will order the equipment, which takes approximately 16 weeks to build. Estimated delivery date is December 1, 2009, and use of the new system will begin after semester break in January 2010.

The Administration recommends that the Board authorize the purchase of the proportioned trayline system from Doboy/Bosch for the total amount of $141,330, as awarded by the grant 2009 Food Service Equipment Assistance Grants for School Food Authorities.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Woodward moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward, and President Bonds—7.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

(Item C) Informational Report on Preliminary Third-Friday Enrollment

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

Our preliminary September 18, 2009, Third-Friday enrollment shows we have 90,424 students enrolled — 38 below our district projection. We are now engaged in the two-week enrollment-verification process which predictably will result in a slightly lower actual enrollment. The preliminary enrollment varies from our earlier enrollment projections by category, but is consistent with our expectations in that the lower non-instrumentality enrollment reflects the late spring non-renewal of four non-instrumentality charter contracts and that the increase in Open Enrollment in suburban district reflects a strategy employed by some suburban districts in response to State aid projections provided to school districts in summer.

I am concerned about the 17 schools listed in the attachment (below) where the preliminary enrollment is below 90% the projection. The schools are grouped into three categories by academic performance. Schools are listed alphabetically by level within the three categories. Category 1 includes schools with a profile of academic performance consistently below the district average. Category 2 includes schools with a varying academic performance profile. Category 3 includes schools with an improving academic performance profile.

Under-enrolled and under-performing schools dilute the impact of our district's resources for improvement. I believe the schools listed in Categories 1 and 2 in the attachment should be reviewed for closure effective at the close of this school year. After applying further analysis and engagement, I will bring additional information and a final recommendation to the Board in November. I will also include in the analysis any other schools the Board recommends for review and consideration for closure.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

SEPTEMBER 2009 LOW-ENROLLMENT SCHOOL ANALYSIS

School	Sept. 2004 Enroll.	Sept. 2005 Enroll.	Sept. 2006 Enroll.	Sept. 2007 Enroll.	Sept. 2008 Enroll.	Sept. 18, 2009 Unverified Enroll.	Sept. 2009 Percent of Projection (<90%)
Category 1 — Academic Performance Consistently Below District Average Profile							
Garden Homes K-5 School	307	304	286	285	244	217	81.89%
	Performance in both Reading and Math is consistently below the district average for attainment and growth.						
Hopkins K-8 School	469	482	463	440	399	328	83.04%
	Performance in both Reading and Math is consistently below the district average for attainment and growth in the elementary and middle grades.						
Twenty-seventh St. K-8 School	514	488	458	421	427	336	80.38%
	Performance in both Reading and Math at the elementary and middle grades is generally below the district average for growth and attainment.						
Wheatley K-8 School	354	265	244	212	183	341	77.85%
	Performance in Reading and Math is generally below the district average for growth and attainment.						

SEPTEMBER 2009 LOW-ENROLLMENT SCHOOL ANALYSIS

School	Sept. 2004 Enroll.	Sept. 2005 Enroll.	Sept. 2006 Enroll.	Sept. 2007 Enroll.	Sept. 2008 Enroll.	Sept. 18, 2009 Unverified Enroll.	Sept. 2009 Percent of Projection (<90%)
Milw. Education Center Middle School	769	711	705	638	667	302	60.28%
	Performance in both Reading and Math is generally below the district average for growth and attainment.						
Milw. African American Immersion High School				423	462	500	67.39%
	Performance in Reading and Math is well below the district average; a small increase in attainment is evident in Reading, while a large decrease is evident in Math.						
Professional Learning Institute High School*	132	147	163	115	78	69	64.49%
	Performance in Reading and Math on the WKCE has been generally declining over the past three years and is now below the district average.						
Category 2 — Varying Academic Performance Profile							
Auer Avenue K-8 School	613	564	492	445	455	397	88.22%
	Following three years of generally low attainment and growth at the elementary level, performance in both reading and math has improved in the past two years. At the middle level, attainment and growth is well below the district average.						
Fletcher K-5 School			350	315	263	224	89.24%
	In Reading and Math, attainment is below the district average. In the most recent year, Math growth is above the district average while Reading growth is below the district average.						
Franklin K-8 School	472	402	418	352	387	328	85.64%
	At the elementary level, growth exceeds the district average in 2 of the most recent 3 years for Reading and Math, but attainment is lower than the district average. In the middle grades, attainment and growth in Reading and Math are consistently below the district average.						
Kagel K-5 School	317	365	362	322	361	317	88.80%
	Performance in Reading and Math is below district averages for attainment. While 2 of the past 3 years of growth in Reading are above the district average, 1 of 3 years is above the district in Math.						
LaFollette K-8 School	409	350	330	310	283	217	77.50%
	At the elementary level, attainment and growth in Reading are generally below the district average. While elementary attainment in Math is consistently below the district average, growth is above the district average. At the middle level, Reading and Math attainment and growth are generally below the district average.						
Thirty-fifth St. K-8 School	229	354	417	405	388	317	85.91%

SEPTEMBER 2009 LOW-ENROLLMENT SCHOOL ANALYSIS

School	Sept. 2004 Enroll.	Sept. 2005 Enroll.	Sept. 2006 Enroll.	Sept. 2007 Enroll.	Sept. 2008 Enroll.	Sept. 18, 2009 Unverified Enroll.	Sept. 2009 Percent of Projection (<90%)
	At the elementary level, performance in Reading fluctuates, but declines to low attainment, low growth in the last two years. In Math, growth is generally above the district average, but attainment is below the district average. In the middle grades, attainment in Reading and Math is typically below the district average, while growth is inconsistently above the district average.						
DIAL High School*			185	178	204	199	79.60%
	Performance in Reading and Math fluctuates, but is generally below the district average.						
Category 3 — Improving Academic Performance Profile							
Bruce K-5 School	413	418	379	354	395	342	87.47%
	In Reading, growth and attainment are consistently near the district average. In Math, attainment is generally slightly above the district average, while growth is below the district average.						
Milw. Learning Laboratory and Institute (MLLI) High School*		88	169	215	203	173	85.22%
	Performance in Reading and Math on the WKCE has been improving for the past three years and is now slightly above the district average in Math, but slightly below in Reading.						
WORK Institute High School*				112	153	186	87.32%
	Performance in Reading on the WKCE is above the district average in Fall 2008, but Math performance is below the district average.						

*Instrumentality Charter School

* * * * *

Vice President Blewett in the Chair.

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

The Director, Office of Board Governance/Board Clerk presented nine expulsion orders from the Independent Hearing Officers of the Milwaukee Board of School Directors.

Director Spence moved to approve the recommendations of the Independent Hearing Panel and the Independent Hearing Officers of:

September 8, 2009, at 9:30 a.m. and 11:30 a.m.
September 10, 2009, at 2:00 p.m.
September 11, 2009, at 9:30 a.m.
September 15, 2009, at 9:30 a.m. and 11:30 a.m.
September 18, 2009, at 9:30 a.m., 11:30 a.m., and 2:00 p.m..

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

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

Noes—None.

Temporarily absent—President Bonds—1.

* * * * *

President Bonds resumed the Chair.

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Finance/Personnel Committee, Item 4, a recommended annual plan of audits;
Report of the Finance/Personnel Committee, Item 9, a resolution to post all employment opportunities within MPS;
Report of the Finance/Personnel Committee, Item 10, a resolution to decrease the minimum dollar amount requiring the Board's approval of professional services and consulting contracts;
Report of the Legislation, Rules and Policies Committee, Item 1, a resolution to develop and report to the Board a plan to move the Board's election schedule to the fall of even-numbered years; and
Report of the Legislation, Rules and Policies Committee, Item 2, a resolution to explore the elimination of the Milwaukee Board of School Directors' at-large seat and the restructuring of the Board into nine districts.

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, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Woodward presented the following report for the Committee on Special Education:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education 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 reflect activities recorded from July 1, 2008, to June 30, 2009)

07-08/08-09 Year-End Comparison	6/30/08	6/30/09
Total MPS IEP Students	17,972	18,235
Initial Evaluations Completed (cumulative)	5,200	5,473
% Special Ed	55%	55%
Re-evaluations Completed (cumulative)	3,758	3,552
% Special Ed Needs Identified (continue)	79%	77%

2008-09 School Year*	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,541	138	83%	1	100%
Sept	17,630	171	80%	2	100%

**Data collected annually reflects activities that began on July 1, 2009*

2. Report as of July 31, 2009, on theData-Management Services — Special Services Information-Management System (SSIMS)

- Continued ongoing work on district data-quality projects. and preparation for Fall 2009 training activities.
- Participated in planning sessions regarding updates and changes to state forms.
- Provided training activities for staff regarding Crystal Reports in the Data Warehouse.
- Prepared and taped media-site trainings.
- Implemented SSIMS/Encore Fall 2009 trainings for new and veteran special education supervisors, school psychologists, social workers, nurses, and select staff at year-round and IB schools.

Continuous-Improvement-Focused Monitoring, 08-09 Results

3. The Special Education Oversight Action Plan (SOAP) requires that the District align special education staff to increase accountability and support, to develop a system to assist parents who have concerns or need information in navigating the MPS system, and to develop a continuous-improvement-focused monitoring (CIFM) system that will improve service delivery, provide information regarding needed professional development, and contribute to staff accountability for high-level outcomes for students with disabilities. 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 six main compliance topic areas:

(1) Parental 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 Meetings

4. The CIFM process includes four major monitoring oversight strategies.

(1) 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.

(2) Administrative Review of Systems. Systems that are required under IDEA and not readily observable by IEP review are reviewed schools by special education leadership liaisons and special education supervisors. Items for review include such areas as discipline 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 special education service provision.

(3) One-Time Annual School- Based Assessment of Identified Compliance Items. The one-time annual measure of identified compliance issues, also known as the March Assessment, provides data for review and comparison with previous-year results and provides baseline for future-year planning.

(4) Building-Level Monthly and Quarterly 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 and quarterly report activities, a school can maintain compliance throughout the year, and, in situations in which additional staff support or training may be needed, more timely response can be provided.

5. Items reviewed on a monthly basis include the following:

- IEP compliance, including strategies to identify issues relative to the 15-day, 60-day, and 30-day timelines for securing parental consent, conducting evaluations, determining eligibility, and developing IEPs for both initial evaluations and re-evaluations In addition, timelines for annual IEP-development requirements are monitored and analyzed;
- Discipline issues, including monitoring of suspensions over 10 days with appropriate required interventions, service plans, and recording activities;
- 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;
- Monitoring of completion of CIFM checklist procedures and activities;
- 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; and
- Timeline compliance.

6. Items reviewed on Quarterly Basis include:

- Review of school-based assignments and caseloads for special education teachers, related services providers, speech/language pathologists, educational assistants, and handicapped children's assistants;
- IEP-implementation review, including assurance that all IEP services are being delivered as stated in the IEP, assurance that students with disabilities have access to the general curriculum, and the participation of regular education teachers in the implementation of appropriate programs for students with disabilities;
- Proper reporting of student progress, using appropriate IEP progress reports;
- Assurance of participation by school-based personnel in appropriate district-wide professional development activities; and
- Accurate reporting of discipline events in eSIS and SSIMS and management of paper documents in cumulative records.

7. Special education supervisors prepare reports distilled from SSIMS and eSIS data to support monthly and quarterly 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.

8. The "plan of improvement" aspect of this monitoring strategy is the most important outcome. Each month, special education supervisors and building-based administrators jointly prepare reports and submit them 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 and quarterly report is submitted to the appropriate leadership accountability specialist. In some cases, the leadership accountability specialist is called upon to intervene to ensure corrective action for problematic issues.

9. The data from the monthly and quarterly reports are included as part of the principal accountability and evaluation system. Ongoing issues are presented to the Director of Special Services and the Director of Administrative Accountability for additional follow-up if needed.

March Assessment

10. The Continuous-improvement-focused Monitoring System (CIFM) includes a school-based assessment aspect that is completed annually during the month of March. At that time, a one-time annual measurement of compliance is completed in each school in the district. The results of the measurement activity provide school-based and district-level data. The school-based data is used to inform the goals and actions steps for special education compliance activities that are included in each individual School Education Plan (SEP). The district-wide data is used to analyze district-wide supports and to develop plans of improvement for district-wide systems serving students with disabilities.

Incorporation of Continuous-Improvement-Focused Monitoring (CIFM) Data within the School Improvement Plan

11. Each school received the results of the 08-09 continuous-improvement-focused monitoring in May of 2009, with the expectation that data would be included in the preparation of the school's 2009-10 School Improvement Plan (SIP).

12. Each school is required to include goals within its SIP 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).. Each of the items under 95% is required to be addressed in both the

Needs Assessment Compliance Summary as well as in the 2009-10 SIP As part of the web-based directions, each administrator received information regarding the required special education components of the SIP.

13. 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 goal targets for student with disabilities. The plan must also include a commitment on the part of the school for resource allocation and professional development to increase overall outcomes for student with disabilities in the targeted areas.

14. Each school is required to submit a Special Education Compliance Plan Assurances Document as part of its SIP document. The principal/educational leader, SSA, SELL, special education supervisor, administrative leadership specialist, and the DIFI supervisor sign the assurance on behalf of the entire school and commit to the 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:

- compliance (ongoing and measured annually);
- professional development and training on special education topics;
- ongoing review and monitoring of compliance;
- implementation of the School Special Education Compliance Plan;
- commitment of IDEA funds to implement services and compliance activities;
- ongoing evaluation of effectiveness of all special education strategies;
- focus on imbedded School Improvement Plan goals that target the improvement of special education achievement, attendance, graduation rates, and parental participation while reducing truancy and discipline issues.

15. 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. Administrative leadership specialists assist with evaluative oversight of building administrators.

Intensive Monitoring Items

16. This level of support is assigned to an item assessed below 95%. To ensure compliance, the school's School Improvement Plan (SIP) committee, including the supervisor, will review, revise, and implement the SIP's 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.

17. The SIP committee must analyze why the 2008-09 Special Education Continuous Improvement Plan's 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.

18. 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 whether the strategies are sufficient to ensure compliance. The SELL, special services supervisor, and SSA, if appropriate, will meet with school principal(s) 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 2009-2010 school year. A district-wide school support plan with compliance strategies will be developed for any district-wide items that fall below 80% on the 08-09 CIFM results. Each school will participate in the compliance strategies in the 2009-2010 district-wide school support plan, if one is required.

19. The supervisor or SSA will use the record-review checklist strategy of all IEPs generated within the school to verify compliance with all items in the school's 2009-10 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.

20. 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 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.

21. 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 has been 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.

22. The SELLs will check the reliability of the supervisor's and SSA's reviews until the SELL determines 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 ensure that corrective actions are taken in each case. If the corrections have not been made, the SELL will ensure that they are corrected.

23. Each month supervisors and SELLs will review the school's performance on non-checklist items. If a requirement has not been 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.

General Supervision Items

24. 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.

25. 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 with paper copies of, and have web-based access to, the Department of Special 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 Special 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 school's Education Plan process, the School Report Card reporting system.

Intensive Monitoring Schools

26. 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:

- a school has met criteria for fewer than 95% of all CIFM items; or
- the decision has been made by the Special Services Director, based upon information gathered from the school's SELL and administrative accountability specialist.

27. The school's SELL and administrative leadership specialist will analyze why the school falls into the intensive monitoring category. They will develop intervention strategies which will be part of the School Education 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.

28. Intervention strategies employed may also include, but are not limited to:

- retraining 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 administrative leadership accountability specialists and principal coaches on special education requirements; and
- increased focus on implementation of attendance and discipline policies and procedures that impact on compliance.

29. A school remains an intensive monitoring school until the Special 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 administrative leadership specialist.

Intensive Monitoring with Administrative Plan of Assistance Schools

30. 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.

Five-Year CIFM District-wide Results

31. The current CIFM Data demonstrate significant progress during the past five years toward district-wide compliance. This district has, through the Special Education Oversight Action Plan and the Continuous-improvement-focused Monitoring System, created an effective, sustainable centralized accountability system that is compatible with the decentralized delivery system.

Schools Achieving Compliance
(95% of all items assessed at 95% or greater)

Year	Number of Schools
08-09	186
07-08	159
06-07	141
05-06	10
04-05	0

32. District-wide scores are analyzed by the Department of Public Instruction to determine the need for district-wide plans of improvement to be developed. DPI has reviewed the results of the 08-09 school year and has identified no district-wide issues of compliance. Stephanie Petska, the DPI's State Director of Special Education, has issued the following statement relative to district-wide compliance for the following CIFM item:

> *CIFM 53 Disciplinary Removals — Are removals in schools previously attended during the year included in the discipline day calendar or other system of recording removals?*
>
> We are not prepared to make a district-wide finding of noncompliance as this item is measured through interviews and was identified as an issue in only 7 out of 217 schools. However, given this item relates to tracking suspension data across buildings we believe the issue will be comprehensively addressed through the Jamie S settlement work. Although Jamie S. specifically relates to students who have not been identified as students with disabilities, we understand a district-wide data system tracking attendance and suspension of all students is in place. We will coordinate any school-specific corrective action related to item 53 with Alan Coulter's district-wide work.

33. An Executive Summary of the 2008-09 CIFM results can be found in Attachment #1 to the minutes of your Committee's meeting.

* * * * *

(Item 2) Update on the "Keeping the Promise" High-cost Special Education Aid Program

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

Background

1. The "Keeping the Promise" High-cost Special Education Aid Program was initiated in 2003 to compensate for a lack of both state and federal funding for special education services required under federal law**.** The High Cost Special Education Categorical Aid Program, which was created under 2005 Wisconsin Act 25, is now under state statute 115.881.

2. The purpose of the program which was initiated at the request of school districts across the state, particularly smaller districts, who struggle with the costs of supporting high-cost special education services, is to assist eligible applicants with meeting the needs of high-cost special education students. Eligible applicants are defined as school districts, cooperative educational services agencies (CESAs), county children with disabilities education boards (CDEBS), and charter schools authorized under s. 118.40(2r), Wis Stats. The current state-budgeted appropriation for this initiative is $3,500,000.

3. If a school district incurs, in the previous school year, more than $30,000 of non-administrative costs providing special education and related services to a child, and those costs were not eligible for reimbursement under existing special education aid, state aid, or through federal grants, the district could

submit a claim for the excess costs. Under this program, the school district can be paid up to 90% of the costs that are over $30,000. The actual amount is prorated yearly, based on total claims submitted.

a. Aid calculations are based on prior-year expenses . For example, data for the 2008-09 school year will be submitted in December of 2009. Payment will be made in May of 2010. In other words, the payments are always based on the prior year's costs.

b. Expenses are calculated on a per-student basis and include costs directly related to the educational services of a student with high-cost special education needs. Expenses that may not be considered include indirect costs, administrative and leadership costs, costs that are grant-funded, and costs associated with state categorical reimbursement.

Administration's Report

4. To prepare for the FY08 high-cost report, MPS reviewed all special education student costs. MPS data sources used to generate the report included ESIS, SSIMS, and Peoplesoft. Students who receive resource speech therapy services or who are receiving resource special education services with no related services were eliminated. Remaining students were those who receive more intense special education services (more restrictive placements), as well as students with high additional service costs — such as 1:1 educational assistants, related services, specialized transportation, or transportation on smaller buses that carry fewer students.

5. A total of 124 students qualified as possible high-cost students, based on these preliminary calculations. Final costs, using the DPI formula and process, yielded a total of eleven students that qualified for reimbursement during the 06-07 school year.

6. The MPS process for developing the claim is shared between two finance staff, with input from special education administrators, SELLs, and SSIMs staff members. MPS currently calculates and claims the costs for all services that are specifically identified in the student's IEP (Individual Education Program). A number of nurses and occupational therapists are funded through IDEA funds and, therefore, are not eligible for reimbursement.

7. Eligible costs included in a student's IEP could be any of the following:

- special education classroom time (teaching time)
- speech pathology
- nursing/medical services (Board-funded)
- 1:1 educational assistants
- 1:1 handicapped children's assistant
- occupational therapy (Board-funded)
- physical therapy
- school social work services
- psychological services
- audiologists (Board- funded)
- itinerant teachers for vision- or hearing-impaired students (Board-funded)
- specialized transportation.

8. The following is a sample of a hypothetical special education student high-cost calculation:

Sample Special Education High Cost

Position	Avg Salary	Benefits	Total	Hrs/wk	Stud/Class	Yearly Cost
Teacher	53,300	32,780	86,080	15.00	9	4,782
1:1 Aide	17,025	10,470	27,495	30.00	1	27,495
Sch Nurse	45,000	27,675	72,675	2.50	1	6,056
Sch Nurse Associate	25,650	15,775	41,425	0.00	1	0
Speech	53,300	32,780	86,080	0.50	4	359
OT	52,103	32,043	84,146	1.00	1	2,805
PT	64,772	39,835	104,607	1.00	1	3,487
Psych	61,500	37,823	99,323	0.00	1	0
SSW	65,200	40,098	105,298	0.00	1	0
HI Inter	19,050	11,716	30,766	30.00	9	3,418
Trans	35,000				15	2,333
Total Cost						50,735
Less 28% anticipated Special Education Reimbursement						14,206
Less Additional DPI Adjustments						1,489
Amount Compared with 30,000						35,040
Amount that Aid will be paid on						4,536
Aid Received (90% of cost)						4,082

9. The District historically has been concerned about the claiming system, as it has typically resulted in a significantly smaller reimbursement than districts of considerably smaller size. Previous discussions with DPI's representatives have not been fruitful in identifying key strategies to assist MPS in increasing the amount of the claim under this program. In the Spring of 2008, the Milwaukee Board of School Directors requested that MPS staff pursue methods to increase MPS's share of the revenue available under this claiming strategy.

10. The Administration subsequently held several meetings with DPI to clarify the claiming process and to identify strategies to increase and maximize its total reimbursement under this program. During July of 2008, administrative representatives from MPS Departments of Finance and Special Services met with DPI's finance and special education representatives. Information was shared and clarified. DPI identified new strategies to implement in preparing the 07-08 claim, which was due on December 1, 2008. DPI's representatives acknowledge the following:

a. The Keeping the Promise High-Cost System was developed at the request of smaller districts. The process was developed in such a way that smaller districts are more likely to benefit. This is due, in part, to the larger proportion of IDEA flow-through dollars that are provided to the larger districts and the use of these funds for high-cost service providers.

b. There is an economy of scale for such things as multiple bus users, transportation distances, class sizes, isolate occurrences of high-cost student in schools, etc.

c. MPS wisely assigns many staff to the flow-through-dollar budgets to maximize the reimbursement effect (100% funding under IDEA vs. 28% categorical, 90% high-cost reimbursement or other grant funding).

d. The process does not reward MPS for efficient strategies in cost management.

11. Additional previously unclaimed services and supports, not directly named in each child's IEP, were identified as eligible to be claimed under this program. This includes educational aides assigned to classrooms, additional psychologist and social worker support to self-contained classrooms, school-to-work supports and educational aides, classroom interpreters, etc. (MPS had previously been directed that services specifically named in the IEP would be claimed.)

12. At that time, MPS requested the opportunity to recalculate and resubmit the 2006-07 claim, given the new information that was previously unknown to the District. DPI denied the request DPI because funds had already been distributed to the claimants across the state.

13. The Madison Metropolitan School District has been identified as a district that received a large reimbursement under this program (over 1 million dollars for the 06-07 claiming period). MPS representatives from Special Services and Finance also met with Finance and special education representatives from the Madison Public Schools to review their claiming procedures and to develop new strategies for the MPS process. The Madison staff members were very helpful in providing important information, including:

a. During the 07-08 school year, Madison Public Schools claimed five students who each have a one-on-one special education teacher and two full-time educational assistants (over $100,000 per student).

b. The data-gathering system used by Madison includes an objective data review and a subjective review submitted by each teacher/service provider that supports the time and services provided to the child.

c. Madison has several special education/pupil services staff members who provide part-time support to this project, as well as a finance manager who verifies the information and submits the claim.

14. MPS administration incorporated the information shared by DPI and the Madison Public Schools to increase the 07-08 claim allowed under the high-cost provision. The MPS administration made the following changes:

a. included in the 07-08 MPS claim all additional special education supports and services to students in classrooms, including special education assistants, interpreters, psychologists, and social workers (allocations to be prorated, based on time devoted to support individual students);

b. assigned additional staff to gather and verify needed information for the claiming process;

c. gathered data from ESES, SSIMs, and Peoplesoft, well as from direct teacher documentation of service delivery, to develop the claim;

d. reviewed budget allocations for the 08-09 school year and ensured that staff were assigned to various budgets in such a way as to maximize reimbursements and access to additional grant and reimbursement opportunities.

15. The Department of Public Instruction assisted MPS with the development of the 07-08 high cost claim and reviewed that claim prior to its submission. DPI indicated that MPS had done all that was allowable under the claiming strategies. A comparison if the results of the increased efforts to secure a higher percentage of the 2007-08 available claims yielded the following results:

Claim Year	2006-07	2007-08
Claim Submitted	$65,574	$96,645
Amount Paid	$40,182	$54,807

16. MPS will continue to focus on increased claiming efficiency and strategies that will yield an increasingly higher return for the District.

17. Additional information regarding the high-cost claiming program can be found on the DPI website (Attachment #1). The Department of Public Instruction has developed a question-and-answer document regarding this topic (Attachment #2.)

* * * * *

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 on Communication 0910C-003 from Clarence Rice, Requesting a Hearing Regarding the InnerWORKS "Virtual, Interactive Harmful Drug Museum"

At its meeting on August 27, 2009, the Board referred Communication 0910C-003 from Clarence Rice to the Committee on Innovation/School Reform:

> Please hear what is to be said and understand the urgency of innerWORKS being placed on the September agenda of the Innovation and Reform Committee.
>
> The idea of the nation's — the world's first virtual, interactive harmful drug museum, an idea whose time has come. Our targeted age is 10-18 years old. This initiative will serve to assuage teen pregnancy, truancy and academic achievement. Please view our Web site at: www.innerworks-world.com (you must use Google to access the site).
>
> innerWORKS would like to have the Milwaukee Public Schools' fingerprint on this initiative. Let us be bold enough to make this happen and spread it to the districts around the state, then nationally and globally.
>
> Let us not sit on our hands, but let it be known that we have some of the best and brightest right here in Wisconsin, especially Milwaukee, more especially the Milwaukee Public Schools. Let us be a beacon -locally, statewide and nationally. Let it be known that we have no remorse to step up and put out innovative initiatives that will address the education needs of our young people.
>
> Imagine, Ms. Sobczak, a fantastic voyage by the participant going inside the human body and seeing and experiencing in graphic forms the devastating consequences of harmful drug use. A heart almost exploding from the injection of cocaine. A lung blackening from smoking. Other organs deteriorating.
>
> Ms. Sobczak, the first stage of this journey is most interesting: the player / players would create a composite sketch of himself or herself and place themselves into the journey. A menu of 6000-plus facial and bodily characteristics would be offered. This would bring us together. When you go inside the human body there is not a whole lot of difference — an opportunity to transcend race, gender and the refrain that some have that this character is "whack" — because the player has create herself or himself, an opportunity to become a hero.
>
> Ms. Sobczak, please put innerWORKS on the September Innovative & Reform Committee meeting. Our e-mail is:innerworkscr@aol.com; phone number: 414/552-6625. Give something significant, with Milwaukee roots, a chance. I was referred today by President Michael Bonds to contact you. Thank you for your consideration.
>
> Sincerely,
>
> Clarence Rice, executive director
> innerWORKS

Committee's Report

Your Committee reports that hearing was given to Mr. Rice and all interested parties.

* * * * *

(Item 2) Action on Resolution 0910R-008 by Director Falk Regarding ACT Testing for Eleventh- and Twelfth-Grade Students

Background

At its meeting on June 25, 2009, the Board referred Resolution 0910R-008 by Director Falk to the Committee on Innovation/School Reform:

WHEREAS, In the Spring of 2008, in response to Resolution 0708R-001, the Milwaukee Public Schools implemented a pilot to administer ACT testing to all 11th-grade students; and

WHEREAS, In FY09, the Board of School Directors approved an expansion of administering the weekday ACT test to all juniors in all schools in the district and allocated $250,000 in the budget to support the project; and

WHEREAS, In the FY10 budget, $150,000 has been allocated to continue to support this project; and

WHEREAS, The Administration reported back to the Board relative to the success of the ACT testing pilot and how it helped to promote rigor among staff, as well as increase student motivation; and

WHEREAS, A number of school districts in the country are administering what ACT has named the "District Choice State Testing" (DCST), which is weekday administration of the ACT test, and some states have adopted an augmented ACT as their high-school accountability tests; and

WHEREAS, According to the February 03, 2009, publication of *US News and World Report*, "Five other states already require students to take the ACT test: Illinois, Michigan, Kentucky, Colorado, and Wyoming. At least two of those states — Colorado and Illinois — have seen an 8 percent increase in their college-bound rates since the ACT test became a graduation requirement"; and

WHEREAS, Just as lawmakers in Illinois mandated in 2001 that all high-school graduates -- college-bound or not — take the ACT exam, lawmakers in Wisconsin are also engaging in conversation around an augmented ACT test in lieu of the WKCE as the state assessment; and

WHEREAS, The District must continue to make strides toward achieving Goal 1 as outlined in its Action Plan to Improve Milwaukee Public Schools, which is that "students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship"; now, therefore be it

RESOLVED, That ACT testing be offered to all 11th-grade and 12th-grade students district-wide who have not previously taken the test; and be it

FURTHER RESOLVED, That the Administration explore the cost, expectations, and desirability of adding the writing component to the test requirement; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop standards for exemption from the test; and be it

FURTHER RESOLVED, That ACT testing be added to the MPS graduation requirements, with no score requirement and no increase in the number of credits required for graduation; and be it

FURTHER RESOLVED, That the Administration bring a plan for implementation and updates to graduation policies and procedures to the Board for approval by the November 2009 Board cycle for implementation in the 2010-2011 school year.

Administration's Analysis

1. On May 31, 2007, Director Falk introduced Resolution 0708R-001 regarding a pilot administration of the ACT to MPS juniors in the Spring of 2008, moving toward full district-wide administration of the ACT to all MPS juniors in the Spring of 2009.

2. At its October 2007 monthly meeting, the Board approved a plan for a two-pronged pilot of ACT testing during FY08 — serialized vouchers for Saturday administration for four schools, and weekday testing in two schools. Although some logistics issues were noted with both pilots, the weekday administration appeared more beneficial for students.

3. When the Board of School Directors adopted the FY09 budget, it approved funding for district-wide ACT testing for all juniors. ACT granted approved for district-wide, weekday testing within MPS and scheduled April 22, 2009, as the test date for its new program, called "District Choice State Testing" (DCST). School-by-school participation rates and results for the MPS DCST program are presented in the attachments to minutes of your Committee's meeting.

4 Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, was most recently amended by Board action in December of 2008 to increase specific unit requirements for graduation in both mathematics and science. Requirements for students graduating in 2014-15 and thereafter include 3 units each of math, science, and social studies and 4 units of English/language arts. Additionally, policy states that graduates in the Class of 2015 must demonstrate proficiency via assessments (either Classroom Assessments Based on Standards or the Wisconsin Knowledge and Concepts Examination) in the core content areas of mathematics, science, English/language arts, and social studies.

5. The Administration supports the concept of increasing student and staff expectations for post-secondary options by implementing the ACT. Anecdotally, some school staff reported that the 2008-09 weekday test administration resulted in a number of students who had not seen higher education in their future before the April test considering colleges or universities.

6. The Administration, however, is concerned about creating a barrier to graduation for students who complete unit requirements, but miss the weekday test administration. Within high schools in general, the Administration needs to build greater capacity to prepare and counsel students for post-secondary options, beginning no later than 9th grade.

7. By the November 2009 Board cycle, the Administration will bring forward a plan for updates to existing policy to phase in a graduation requirement for ACT testing.

Strategic Plan Compatibility Statement

8. 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

9. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

10. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and direct the Administration to bring a plan for updates to graduation policies and procedures, along with a plan for implementation, to the Board for approval by the November 2009 Board cycle.

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

* * * * *

(Item 3) Report on the District's Corrective Action Plan

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

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 4.

Administration's Report

1. Corrective Action Plan

   a. Corrective action requirements result from MPS's having been identification as a District in Need of Improvement, Level 4. The Department of Public Instruction (DPI) presented the corrective action requirements to the Board on June 18, 2009. An updated draft (attached) was shared with MPS administrators on August 24, 2009. The three components of the plan are to:

      (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.

      Benchmarks under each component will be finalized by September 17, 2009.

   b. MPS staff met with staff from the DPI in July in a collaborative effort to modify benchmark requirements and timelines to ensure timely delivery of services.

   c. MPS corrective action lead persons and teams were established for each benchmark item in the Corrective Action Plan.

   d. MPS school leaders, assistant principals, curriculum generalists, special education supervisors and other administrators received an overview summary of the corrective action requirements at the 2009 MPS Superintendent's Fall Institute for School Leaders.

e. The System of Support (SOS) school clusters and support teams (see attached) will provide technical assistance and support to all MPS schools during the 2009/10 school year.

(1) Centralized support is aligned to the clusters so that schools will work with:

(a) an SOS Core Team, consisting of a administrative specialist, DIFI supervisor, and special education leadership liaison;

b) an Academic Support Team, consisting of a literacy specialist, a math teacher specialist, a data analysis/intervention facilitator, and, where appropriate, a positive-behavior-intervention-support (PBIS) coach;

c) a Home-School Support Team, consisting of a social worker, parent information specialist, Title I Support, and, if provided, a VISTA volunteer; and

(2) Schools will receive from Human Resources, Technology, and Finance technical support aligned to clusters.

(3) Regularly scheduled SOS Leadership Conferences will replace the Monthly Principal's Institute. School leaders will meet in their SOS clusters in the morning to analyze key data indicators related to their School Improvement Plans (SIPs). The MPS EdStat model, a practical method of data analysis, is the process selected for the sessions. SOS core team and academic support teams will be trained in the process. The SOS core team and academic support teams will then guide the principal teams through the data analysis at each session.

(4) Additional school leaders, including school improvement facilitators, assistant principals, special education supervisors, and curriculum generalists, will receive the same information in the afternoon. School leaders will then take the information and process to their Learning Teams and staff.

2. Corrective Action Benchmarks

The following corrective action benchmarks have been completed as of August 31, 2009:

a. MPS participated in federal entitlement grant-writing meetings with key DPI staff.

b. Parents were notified that MPS is a District Identified For Improvement, Level 4, by mail.

c. The MPS DIFI Director has been maintained, and Central Services leads for each section of the corrective action requirements were designated.

d. The MPS Superintendent, MPS DIFI Director, and other key administrators met with the State Superintendent and his cabinet on Monday, August 24, 2009, in Madison, Wisconsin, to review implementation of the 2008-9 corrective action requirements.

e. The 2008-9 ESEA Consolidated End-of-Year Report was submitted prior to August 31, 2009.

f. The district's IDEA application, including IDEA ARRA funds, was submitted prior to August 31, 2009.

* * * * *

(Item 4) Informational Report on Title I Services to Non-Public School Students for 2008-09

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

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 must be comparable to the services and other benefits provided to public school children and teachers participating in the program and 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 to 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, based upon selections made by participating non-public schools. The three providers were Catapult Learning, Learning Exchange, and Nonpublic Educational Services, Inc.

4. At its meeting on June 19, 2008, the Milwaukee Board of School Directors authorized the Administration to enter into one-year renewal contracts with the three recommended service providers for the provision of Title I services under RFP #534.

5. Funds to be provided for the provision of Title I services are determined each year under ESEA-mandated non-pubic school equitable participation guidelines. (The percentage of funds set aside for private school students is based upon the percentage of eligible Milwaukee-resident students being served by non-public schools that year.)

6. Participating non-public schools received services up to an allocation amount based upon an approved federal formula.

7. The programs have been highly successful at achieving gains for participating students. Complete end-of-year evaluations for the 2008-2009 school year, along with gains reports of Group Reading Achievement Diagnostic Evaluation (GRADE) and Group Mathematics Achievement Diagnostic Evaluation (GMADE), are available for review in the Title I Office.

8. Included in the attachments to this item is a breakdown of the normal curve equivalent (NCE) gains in reading and mathematics for non-public schools by grade level, based on Title I Services from service providers.

9. The Board directed the Administration to report back to the Board on final allocations and contract award amounts. Outlined below are the non-public school equitable participation rates and final contract award amounts for each of the Title I service providers for the 2008-2009 school year.

School Year 2008-2009

Milwaukee Non-public School Equitable Participation Rate	21.62%
Catapult Learning	$6,201,876
Learning Exchange	$2,805,082
Nonpublic Educational Services, Inc.	$4,438,822
Totals	$13,445,780

10. Included in the attachments to the minutes of your Committee's meeting is a list of the final Title I allocations for the 2008-2009 school year, grouped by service provider and by the non-public school.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; and Acceptance of Donations

Award of Contracts

Below is a contract award recommendation for September 2009. Adequate funding is available in the accounts as noted below.

PHOTOVOLTAIC PROJECT

Fairview School

Prime Contractor
Venture Electrical Contractors, Inc.
2201 Badger Court
Waukesha, WI 53188

Low Bidder, Base Bid of.....$60,175.00

Funds are budgeted for the Fairview School's photovoltaic project from FY10 School Funds, contracted services for building modifications, account code MBM0ABDSFV EMMB, (W.O. #018148). Project is to begin on September 28, 2009, and is scheduled for completion on November 20, 2009.

PRIME Contractor Info	
Certified	No
Total # of Employees	85
Total # of Minorities	4
Total # of Women	6
HUB	
Required	0%
Submitted	N/A
$ Value	N/A
COIN	
Required %)	0%
Student	
Student Paid Employment (Required Hours)	0
Student Educational Experience (Required. Hours)	10

CONCRETE STAIR & DECK REPLACEMENT

Lincoln Center of the Arts Middle School

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$67,800.00

Funds are budgeted for the Lincoln Center of the Arts Middle School's concrete stair and deck replacement project from FY09 Major Maintenance Construction Fund, contracted services for heating and ventilation, account code FAR00MM2LN ECNCHVA9, (W.O. #2-763056). Project is to begin on September 28, 2009, and is scheduled for completion on November 13, 2009.

PRIME Contractor Info	
Certified	Yes
Total # of Employees	78
Total # of Minorities	15
Total # of Women	4
HUB	
Required	25%
Submitted	100%
$ Value	$67,800.00
COIN	
COIN (Required %)	25%
Student	
Student Paid Employment (Required Hours)	0
Student Educational Experience (Required Hours)	10

Construction Contracts

Total construction contract dollars awarded.....$127,975.00
Total dollars HUB participation.....$67,800.00
% of HUB participation.....52.98%
% Minority employees within company.....12.38%
% Women employees within company.....5.99%

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed above and accept the donations as listed above, 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	Angela Check Head Start	Nutrition Technician $15,801.43/yr.	08-24-09
2	Toya Dixon Custer	School Secretary I $21,574.05/yr.	08-31-09
2	Shauntae Glover WCLL	School Secretary I $21,574.05/yr.	08-24-09
5	Jennifer Koller Jackson Early Childhood	School Secretary I $21,574.05/yr.	08-24-09
4	Norma Perencevic Fratney	School Secretary I Part-time $10,800.00/yr.	08-24-09
4	Jessica Perez Doerfler	School Secretary I $21,574.05/yr.	08-24-09
		Promotions	
5	Carol Berres Morgandale	School Kitchen Manager II $26,357.26/yr.	08-25-09
5	Lori Cieske School Support Ctr./Spec. Svcs	School Secretary II $36,148.05/yr.	08-24-09
5	Geralyn Czarnecki Northwest Secondary	School Kitchen Manager III $29,670.66/yr.	08-25-09
5	James Hadlock Washington	Central Kitchen Manager II $35,117.35/yr.	08-25-09
4	Ana Lopez-Weins Lincoln Center of the Arts	School Secretary II $36,288.76/yr.	08-24-09
5	Darlene Roach Kagel	School Kitchen Manager II $26,357.26/yr.	08-25-09
5	Deanna Scholz Lincoln Avenue	School Kitchen Manager III $29,670.63/yr.	08-25-09
5	Jacqueline Tatro Special Services	Department Administrative Assistant $44,765.17/yr.	08-10-09
		Reinstatements	
	David Clark Carver Academy	School Engineer II $49,213.32/yr.	08-10-09
	Nathaniel Hervey School Safety	School Safety Assistant $21,347.92/yr.	08-28-09
		Changes in Status	
	Christina Del Valle[1] Manitoba	Handicapped Children's Assistant $16,015.77/yr.	08-31-09
	Sue Heiser[2] Lancaster	School Kitchen Manager II $28,578.96/yr.	08-25-09
	Kathy McRae[1] Engleburg	Handicapped Children's Assistant $16,015.77/yr.	08-31-09

Jennifer Harrell[1]	Handicapped Children's Assistant	08-17-09
Rufus King	$16,015.77/yr.	
Pamela Pace[1]	Handicapped Children's Assistant	08-31-09
Morse	$16,015.77/yr.	
Olaf Ritter[2]	School Kitchen Manager II	08-25-09
Madison	$24,580.97/yr.	
Eddie Woods, Jr.[1]	Handicapped Children's Assistant	08-31-09
Roosevelt	$16,015.77/yr.	

[1]From substitute to regular
[2]Reclassification of Food Service Mgrs. per Local 150 Food Service contract

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
4,r,a	Marisol Adame Bilingual Grade 1	B	$35,729.00	1	8/31/2009
2,r	Oludare A. Adedokun Kindergarten K-5	B	$35,729.00	1	8/31/2009
4,r	Leticia Aldape Grade 2	B	$35,729.00	1	8/31/2009
5,r	Allyson J. Anderson Grade 7	B	$35,729.00	1	8/31/2009
5,r	Julie A. Anderson Hearing Impaired	B	$43,651.00	6	8/31/2009
5,r	Matthew D. Andrekopoulos Cross-categorical	B	$35,729.00	1	8/31/2009
5,r	Sarah L. Andrew Art	B	$35,729.00	1	8/31/2009
5,r,a	Richard C. Annis Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Glenn J. Arena Mathematics	B	$35,729.00	1	8/31/2009
2,r	Katie J. Arnold Speech Pathology	B	$35,729.00	1	8/31/2009
4,r,a	Marie Arroyo Early Childhood — Special Education	B	$35,729.00	1	8/31/2009
5,r	Lindsey M. Atwood Bilingual Grade 2	B	$35,729.00	1	8/31/2009
5,r	Anne R. Baka Grade 3	B	$35,729.00	1	8/31/2009
5,r	Thomas P. Baker Science	B	$35,729.00	1	8/31/2009
5,nr	Cori A. Bankenbush Grade 7	B	$35,729.00	1	8/31/2009
5,nr	Amanda L. Barber Kindergarten K-5	B	$35,729.00	1	8/31/2009
5,r,a	Kristine M. Barrett Grade 2	B	$49,991.00	10	8/31/2009
5,nr	Cecelia G. Bart Grade 2	B	$35,729.00	1	8/31/2009
5,r	Georgianna C. Baughn Kindergarten K-4	B	$35,729.00	1	8/31/2009

5,r	Annette A. Beamon Early Childhood — Special Education	B	$35,729.00	1	8/31/2009
2,r	Abderrahim Berkaoui K8 - All Grades	B	$35,729.00	1	8/31/2009
5,r	Natalie J. Bodmer Bilingual Education	B	$35,729.00	1	8/31/2009
5,r	Dominic V. Boettcher Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Emery L. Boyle-Scott Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Emma N. Bradley Grade 5	B	$35,729.00	1	8/31/2009
5,r	Mareike B. Bredehorst Grade 2	B	$35,729.00	1	8/31/2009
5,r	Audrey E. Brinks Speech Pathology	B	$35,729.00	1	8/31/2009
5,r	Connor J. Broderick Grade 3	B	$35,729.00	1	8/31/2009
4,r	Nicolas E. Buendia Music	BB	$39,056.00	2	8/31/2009
5,r	Jeanette E. Bultman Bilingual Grade 1	B	$35,729.00	1	8/31/2009
5,nr	Claudia M. Burns Read 180	BB	$56,594.00	13	8/31/2009
5,r	Pierce P. Cable Science	B	$35,729.00	1	8/31/2009
5,r	Christine M. Carey Speech Pathology	B	$35,729.00	1	8/31/2009
5,r	Joseph R. Cartwright Grade 5	B	$35,729.00	1	8/31/2009
5,r	Andrea M. Celmer Science	B	$35,729.00	1	8/31/2009
4,r,a	Zoila M. Chavez Bilingual Math	B	$35,729.00	1	8/31/2009
5,r	Richard D. Chiappa Grade 5	B	$35,729.00	1	8/31/2009
5,nr	Steven M. Cipullo Mathematics	B	$35,729.00	1	8/31/2009
5,r	Eamonn M. Collins Grade 4	B	$35,729.00	1	8/31/2009
5,nr	Natalie G. Cook English	B	$35,729.00	1	8/31/2009
5,nr	Kenneth M. Cooley Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
4,r	Amarilis Cornejo Bilingual Grade 2	C	$50,798.00	7	8/31/2009
5,r	Shane R. Cournia Physical Education	B	$35,729.00	1	8/31/2009
5,r	Amanda M. Cvikel Health & Physical Education	B	$35,729.00	1	8/31/2009
5,r	Paul E. Dettmann Trade & Tech Education	B	$35,729.00	1	8/31/2009
4,nr,a	Pamela J. Diaz Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009

2,nr	Leslie A. Dickerson Art	B	$46,821.00	8	8/31/2009
5,r	Aaron T. Dirkman Cross-categorical	B	$35,729.00	1	8/31/2009
5,nr	Nicholos J. Dlapa Mathematics	B	$35,729.00	1	8/31/2009
5,r	Amanda Dobberstein Speech Pathology	B	$35,729.00	1	8/31/2009
5,nr	Shannon E. Doll Bilingual Education	B	$35,729.00	1	8/31/2009
5,nr	Rachel L. Dool Grade 5	B	$35,729.00	1	8/31/2009
5,r	Joseph J. Dorau Grade 6	B	$35,729.00	1	8/31/2009
5,nr	Terri L. Doucette Speech Pathology	B	$35,729.00	1	8/31/2009
5,nr	Robert L. Douthitt Grade 7	B	$35,729.00	1	8/31/2009
5,nr	Maeve F. Dowling Grade 8	B	$35,729.00	1	8/31/2009
5,r	Cassie Jo M. Drewieske Speech Pathology	B	$35,729.00	1	8/31/2009
5,r	Michelle L. Dunnum English As Second Language	B	$37,314.00	2	8/31/2009
5,nr	Cassie R. Elliott Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,nr	Martha K. Elson Kindergarten K-4	B	$35,729.00	1	8/31/2009
4,r	Sandra R. Esquivel English	B	$35,729.00	1	8/31/2009
5,r	Stephanie E. Fakharzadeh Grade 4	B	$35,729.00	1	8/31/2009
5,r	Beatrice K. Ferrer Computer Education	B	$35,729.00	1	8/31/2009
5,r	Stephanie M. Fessenbecker Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Alisha R. Fischer Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Joshua C. Fischer Grade 1	B	$35,729.00	1	8/31/2009
5,r	Erin M. Fitzgerald Mathematics	B	$35,729.00	1	8/31/2009
5,r	Michael J. Ford Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r,a	Katie M. Frahm Grade 1	B	$38,901.00	3	8/31/2009
5,nr	Emily A. Franke Grade 6	B	$35,729.00	1	8/31/2009
5,nr	Melissa M. Frey Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Laura B. Friedman Kindergarten K-5	B	$38,901.00	3	8/31/2009
5,nr	Elizabeth M. Gengembre Grade 1	B	$35,729.00	1	8/31/2009

5,r	Cherifa Ghassoul Grade 1	B	$35,729.00	1	8/31/2009
5,r	Kalyn M. Gigot Grade 4	B	$35,729.00	1	8/31/2009
5,r	Adam S. Gloudemans Grade 4	B	$35,729.00	1	8/31/2009
4,r	Emmanuel Godoy Bilingual Grade 1	B	$35,729.00	1	8/31/2009
5,nr	Ellen K. Grissom Cross-categorical	B	$35,729.00	1	8/31/2009
4,r,b	Fernando Guerrero Spanish	B	$53,162.00	12	8/31/2009
5,r	Nikolai J. Gurda Grade 4-6	B	$35,729.00	1	8/31/2009
2,r,b	G Dwight Hamilton Music	B	$53,930.00	13	8/31/2009
5,r	Katharine J. Harmon Science	B	$35,729.00	1	8/31/2009
5,nr	Amy E. Harter English	B	$35,729.00	1	8/31/2009
5,nr	Samantha L. Hartung Science	B	$35,729.00	1	8/31/2009
5,r	Jennifer A. Hartzheim Mathematics	B	$35,729.00	1	8/31/2009
2,r,a	Colene S. Harvey Early Childhood — Special Education	B	$35,729.00	1	8/31/2009
5,r	Jill M. Hauch Kindergarten K-5	B	$35,729.00	1	8/31/2009
5,r	Jannele Heckelman Speech Pathology	B	$35,729.00	1	8/31/2009
5,r	Michael R. Helbick Bilingual Social Studies	B	$35,729.00	1	8/31/2009
5,r	Scott M. Henderson Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,nr	Nicole L. Henzel Kindergarten K-4	B	$35,729.00	1	8/31/2009
4,r	Brittani K. Hernandez Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Aimee M. Hetzel Grade 2	B	$35,729.00	1	8/31/2009
5,r,a	Rebecca Heyel Kindergarten K-4	B	$37,314.00	2	8/31/2009
5,nr	Richard G. Hodges Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,nr	Jessica D. Holschbach Science	B	$35,729.00	1	8/31/2009
5,r	Jennifer L. Howard Kindergarten K-4	B	$35,729.00	1	8/31/2009
5,r	Ansaya M. Hubbard Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Julie A. Husting Mathematics	B	$35,729.00	1	8/31/2009
5,r,b	Lori B. Hutchison Grade 3	D	$65,418.00	14	8/31/2009

2,r,b	Annette Jackson Thomas Special Education Multi-Categorical	D	$49,199.00	5	8/31/2009
5,nr	Justin R. Jaeger Health & Physical Education	B	$35,729.00	1	8/31/2009
5,nr	Kelly A. Janiszewski Grade 8	B	$35,729.00	1	8/31/2009
5,nr	Emily M. Janusz Kindergarten K-4	B	$35,729.00	1	8/31/2009
4,r	Maria J. Jenkins Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Kathleen M. Jenouri Speech Pathology	B	$35,729.00	1	8/31/2009
5,nr	Joshua A. Jocham Mathematics	B	$35,729.00	1	8/31/2009
5,r	Kerri A. Johannes Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
2,r	Marcia C. Johnson Kindergarten K-3	C	$62,511.00	13	8/31/2009
2,r	Marolyn V. Johnson Cross-categorical	B	$35,729.00	1	8/31/2009
5,nr	Ryan M. Johnson Grade 7	B	$35,729.00	1	8/31/2009
5,r	Claire C. Jones Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
2,r,a	Nolita C. Jones Cross-categorical	B	$35,729.00	1	8/31/2009
5,nr	Nina D. Kelnhofer Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,nr	Gretchen E. Kemp Grade 7	B	$35,729.00	1	8/31/2009
5,r,a	Molly Kerkhoff Special Education Multi-Categorical	C	$47,219.00	5	8/31/2009
5,r	Julie L. Kersting Bilingual K-5	B	$35,729.00	1	8/31/2009
3,nr	Sun Kim Cross-categorical	B	$35,729.00	1	8/31/2009
2,r	Jeremy J. Kimble Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,nr	Leah A. Klaybor English	B	$35,729.00	1	8/31/2009
5,r,a	Fabian Klein Grade 4	B	$35,729.00	1	8/31/2009
5,r	Michael P. Knutson Bilingual Grade 1	B	$35,729.00	1	8/31/2009
5,r	Meghan E. Kobes Speech Pathology	B	$35,729.00	1	8/31/2009
5,r	Jennifer D. Kotlar Grade 6	B	$35,729.00	1	8/31/2009
5,r	Megan M. Krueger English	B	$35,729.00	1	8/31/2009
5,r	Megan D. Kuczmarski Mathematics	B	$35,729.00	1	8/31/2009
5,r	Simon M. Kurt K8 - All Grades	B	$35,729.00	1	8/31/2009

5,r	Alex J. Kuxhause Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
4,r	Gloria Lallave Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Mary M. Lehn Grade 2	B	$35,729.00	1	8/31/2009
5,nr	Sean P. Lennon Social Studies	B	$35,729.00	1	8/31/2009
5,r	David B. Lurie Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Linda Lustig Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
2,r	Rodney B. Lynk Jr Mathematics	B	$35,729.00	1	8/31/2009
5,r	Jonathan T. Marks Grade 6	B	$35,729.00	1	8/31/2009
5,r	Scott T. Matczak Language Arts	B	$35,729.00	1	8/31/2009
5,r	Elizabeth S. Maynard Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Caroline D. McCormack Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
2,r	Tianna R. McCullough Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Erick J. McGinley Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
2,r	Teaira C. McMurtry English	B	$35,729.00	1	8/31/2009
5,r	Emily R. Meddaugh Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
4,r	Jessica M. Mercado Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
2,r	Valerie D. Merriweather Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Franz M. Meyer Science	B	$35,729.00	1	8/31/2009
5,r	Jennifer N. Meyer Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r,b	Caroline A. Miller Speech Pathology	E	$45,331.00	2	8/31/2009
5,nr	Christopher R. Miller Science	B	$35,729.00	1	8/31/2009
2,r	Tiffany M. Miller Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Christopher A. Mlinar Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Rhiannon E. Misurelli Grade 4	B	$35,729.00	1	8/31/2009
2,r	Micheal A. Moore Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
4,nr	Jeffery A. Moreno Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
2,r,b	Stephanie A. Morgan Grade 1	BB	$52,368.00	10	8/31/2009

5,r	Michael T. Mortonson Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Christian L. Mothershead Chinese	B	$35,729.00	1	8/31/2009
5,nr	Holly M. Munes Kindergarten K-4	B	$35,729.00	1	8/31/2009
5,r,a	Meghan M. Nardi Guidance	B	$35,729.00	1	8/31/2009
5,r	Sarah Neilsen Speech Pathology	B	$35,729.00	1	8/31/2009
5,r	Tracy K. Neuendorf Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
3,r	Michael Nguyen Grade 7-8	B	$35,729.00	1	8/31/2009
5,r	Susan M. Nolan-Nakatsuji Art	B	$46,821.00	8	8/31/2009
5,r,a	Beth A. Novara Grade 3	B	$35,729.00	1	8/31/2009
5,r	Jan M. Novara English	B	$42,067.00	5	8/31/2009
5,r	Aran V. Nulty Grade 3	B	$35,729.00	1	8/31/2009
5,r	Elizabeth A. Nye Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Jennifer R. O'Connell Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Thomas M. Pantea Early Childhood — Special Education	B	$35,729.00	1	8/31/2009
5,r	Rachel G. Parent Science	B	$35,729.00	1	8/31/2009
5,r	Darwin G. Peters Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Derek J. Pipkorn Grade 4-5	B	$35,729.00	1	8/31/2009
5,r	Chelsea E. Prochnow Grade 3	B	$35,729.00	1	8/31/2009
5,r	Wendy J. Prostek Bilingual K-5	B	$35,729.00	1	8/31/2009
5,nr	Monica T. Radzin Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
4,r	Maria E. Ramos Bilingual Grade 8	B	$35,729.00	1	8/31/2009
5,r	Stacy E. Reddy Art	B	$35,729.00	1	8/31/2009
5,r	Amber C. Redemann English As Second Language	B	$35,729.00	1	8/31/2009
5,r,a	James E. Reynolds Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
4,r	Joseph K. Rhoades Social Studies	B	$35,729.00	1	8/31/2009
2,r,a	Edward P. Richerson Art	BB	$50,707.00	9	8/31/2009
5,r	Rebecca M. Riegert Grade 7	B	$35,729.00	1	8/31/2009

4,r	Magalys Rivera	B	$35,729.00	1	8/31/2009
	Bilingual Cross-categorical				
5,r	Sara M. Roloff	B	$43,651.00	6	8/31/2009
	Grade 7				
4,r	Matthew R. Romero	B	$35,729.00	1	8/31/2009
	Grade 2				
5,r,a	Kate M. Rutkowski	B	$35,729.00	1	8/31/2009
	Kindergarten K-5				
5,r	Stephanie R. Saali	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				
4,r,a	Sandra A. Sanchez De Segura	B	$35,729.00	1	8/31/2009
	Bilingual K-5				
4,r	Jocelyn A. Santos	B	$35,729.00	1	8/31/2009
	Bilingual K-3				
5,nr	Lara M. Savage	B	$35,729.00	1	8/31/2009
	Cross-categorical				
5,r	Thomas C. Schalmo	B	$35,729.00	1	8/31/2009
	Grade 8				
5,nr	Julie M. Schirpke	B	$35,729.00	1	8/31/2009
	Grade 2				
5,nr	Stefanie I. Schlinsog	B	$35,729.00	1	8/31/2009
	Social Studies				
5,r	Adam K. Schmidt	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				
5,r	Kate M. Schneider	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				
5,r	Kerry A. Schulz	B	$35,729.00	1	8/31/2009
	Early Childhood — Special Education				
5,nr	Allison K. Seidel	B	$35,729.00	1	8/31/2009
	Science				
4,r	Linda A. Serna	B	$35,729.00	1	8/31/2009
	Bilingual K-4				
4,r	Silvia A. Serna	B	$35,729.00	1	8/31/2009
	Bilingual Grade 5				
5,r	Drew S. Shick	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				
5,r	David T. Shine	B	$35,729.00	1	8/31/2009
	English				
5,r	Scott A. Shockley	B	$35,729.00	1	8/31/2009
	Science				
5,r	Darko Simunovic	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				
5,r	Christopher L. Sipek	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				
5,r	Lydia A. Sobol	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				
3,nr	Shweta K. Soni	B	$35,729.00	0	8/31/2009
	Speech Pathology				
5,nr	Erin J. Spoehr	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				
5,r	Carolyn E. St. Clair	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				
5,r	Dane C. St. Pierre II	B	$35,729.00	1	8/31/2009
	Special Education Multi-Categorical				

5,r	Benjamin P. Stark English	B	$35,729.00	1	8/31/2009
5,r	Shenora Staten Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Jeffrey W. Steckel Social Studies	B	$35,729.00	1	8/31/2009
5,r	Chad A. Stelse Grade 7	B	$35,729.00	1	8/31/2009
5,r	Jessica A. Stoltenberg Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Lauren L. Svacina Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Kelly A. Sweeney Kindergarten K-5	B	$35,729.00	1	8/31/2009
5,nr	Ryan R. Thompson Science	B	$35,729.00	1	8/31/2009
5,r	Andrew A. Tonies Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
2,r	Tanya Turner Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Jennifer S. Van Bibbler Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
3,r	Asius K. Vangio Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Meghan R. Velasques Speech Pathology	B	$35,729.00	1	10/19/2009
5,r,a	Cheryle L. Verish Grade 2	B	$46,821.00	8	8/31/2009
5,r	Sarah J. Vester Grade 2	B	$35,729.00	1	8/31/2009
5,r	Angela M. Vickio Science	B	$35,729.00	1	8/31/2009
5,r	Angela Vincent Spanish	B	$35,729.00	1	8/31/2009
5,r	Michelle C. Vogt Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,nr	Maddie M. Walenski Grade 2	B	$35,729.00	1	8/31/2009
5,nr	Cathy M. Walker Italian	B	$35,729.00	1	8/31/2009
5,r	Susan M. Walsh Read 180	B	$35,729.00	1	8/31/2009
2,r,b	Ebony N. Watts Special Education Multi-Categorical	C	$45,428.00	4	8/31/2009
5,r	Randolph S. Wehr Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Anne M. Werley Language Arts	B	$35,729.00	1	8/31/2009
3,r	Jennifer K. West Early Childhood — Special Education	B	$35,729.00	1	8/31/2009
5,r	Joseph D. Wichgers Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
2,r,a	Ralph V. Williams III Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009

5,r	Kenneth T. Williams Drama	B	$35,729.00	1	8/31/2009
2,r	Micaela M. Williams Grade 5	B	$35,729.00	1	8/31/2009
2,r,a	Penny L. Wilson Special Education Multi-Categorical	E	$68,093.00	14	8/31/2009
5,nr	Karaline Wiltz Kindergarten K-5	B	$35,729.00	1	8/31/2009
3,r	Lia D. Woo Grade 4-6	B	$35,729.00	1	8/31/2009
5,r	Laura M. Wooden Grade 6	B	$35,729.00	1	8/31/2009
5,r	Sonya M. Yusuf Kindergarten K-4	B	$35,729.00	1	8/31/2009
5,nr	Joseph A. Zammit Special Education Multi-Categorical	B	$35,729.00	1	9/1/2009
5,r	Judith A. Zugel English	B	$35,729.00	1	8/31/2009

Approval of Certificated Appointments — Teachers (Year-round Sites)

3,r	Lin L. An Chinese	B	$35,729.00	1	8/19/2009
2,r	Andrew A. Daramola Social Studies	B	$35,729.00	1	8/19/2009
2,r	Makisha T. Biles Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Cecilia A. Glass Mathematics	B	$35,729.00	1	8/10/2009
5,r	Joshua D. Griffey Special Education Multi-Categorical	B	$35,729.00	1	8/24/2009
5,nr	Shane P. Gutbrod Science	B	$35,729.00	1	7/31/2009
5,r	Michael S. Kroeger Read 180	B	$35,729.00	1	8/31/2009
5,r	Jonathan L. Moe-Lobeda Mathematics	B	$35,729.00	1	8/14/2009
5,r	Brian H. O'Neill Cross-categorical	E	$60,927.00	10	8/21/2009
5,r	Betsy A. Strobl Special Education Multi-Categorical	B	$35,729.00	1	8/31/2009
5,r	Erin M. Wahlheim English	B	$35,729.00	1	8/10/2009
3,nr	Zongxian Xie Chinese	B	$35,729.00	1	8/21/2009

Approval of Certificated Appointments — School Social Workers

5,r	Nicole M. Alfaro Social Work	2A	$48,636.00	0	8/24/2009
2,r	Alecia A. Corbett Social Work	2A	$48,636.00	0	8/24/2009
5,r	Jody L. Ebbinger Social Work	2A	$50,887.00	0	8/24/2009
5,r	Leslie A. Kuhn Social Work	2A	$48,636.00	0	8/24/2009

4,r,a	Veronica O. Leshok Social Work	2A	$48,636.00	0	8/24/200
5,r,a	Kristen A. Munson Social Work	2A	$48,636.00	0	8/24/2009
5,r	Cassandra J. Neiman Social Work	2A	$48,636.00	0	8/24/2009
5,r	Meghan M. Selleck Social Work	2A	$48,636.00	0	8/24/2009
5,r,a	Corrie Warning Social Work	2A	$50,887.00	0	8/24/2009
3,r	Dew Xiong Social Work	2A	$48,636.00	0	8/24/2009

Approval of Certificated Appointments — Psychology Services

5,nr	Jennifer L. DeSmet Psychology Services	51C	$49,190.61	0	8/24/2009
5,nr	Erin C. Dunbar Psychology Services	51C	$49,190.61	0	8/24/2009
2,nr	Brooke J. Fails Psychology Services	51C	$49,190.61	0	8/24/2009
5,nr	Kara M. Felsman Psychology Services	51C	$49,190.61	0	8/24/2009
5,r	Jana L. Garl-Monfeli Psychology Services	51C	$53,777.05	0	8/24/2009
5,nr	Angela R. Lucas Foley Psychology Services	51C	$49,190.61	0	8/24/2009
5,nr	Amy C. Nelson Psychology Services	51C	$49,190.61	0	8/24/2009
5,nr	Luke D. Pinion Psychology Services	51C	$49,190.61	0	8/24/2009
5,r	Joshua D. Severson Psychology Services	51C	$65,243.15	0	8/24/2009
5,r	Nechama C. Sklar Psychology Services	51C	$49,190.61	0	8/24/2009
5,r	Rebecca A. Skupien Psychology Services	51C	$49,190.61	0	8/24/2009
5,r	Elizabeth A. Stegemann Psychology Services	51C	$49,190.61	0	8/24/2009
3,r	Sim Y. Tan Psychology Services	51C	$49,190.61	0	8/24/2009
5,r	Jacqualyn M. Weckwerth Psychology Services	51C	$49,190.61	0	8/24/2009
4,r	Fransheska Wendland Psychology Services	51C	$53,777.05	0	8/24/2009

Approval of Certificated Appointments — Occupational Therapists

5,r	Maryellyn Cahill Therapist-Occupational	B	$43,651.00	6	8/31/2009
5,r	Katherine M. Dyer Therapist-Occupational	B	$35,729.00	1	8/31/2009
5,r	Elizabeth A. Sanders Therapist-Occupational	B	$35,729.00	1	8/31/2009

Approval of Certificated Appointments — School Nurses

5,r,b	Lauren M. Coleman School Nurse	2E	$52,605.00	6	8/24/2009
5,r	Emily L. DeLeo School Nurse	2E	$36,927.00	1	8/24/2009
5,r	Mary E. Fazio School Nurse	2E	$36,927.00	1	8/24/2009
4,nr	Marina Flores-Cavins School Nurse	2E	$36,927.00	1	8/24/2009
5,r	Kathy S. Johnson School Nurse	2E	$36,927.00	1	8/24/2009
2,r	Dana L. Rice School Nurse	2E	$40,461.00	2	8/24/2009
5,r	Lindsay P. Shoemaker School Nurse	2E	$36,927.00	1	8/3/2009
2,r	Darnise Williams School Nurse	2E	$42,228.00	3	8/24/2009

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave Ext, June 2010:		
Pike, Sue	Leave	August 31, 2009
Illness Leave, June 2010:		
Troyer, Jennifer	A.A.L.	August 31, 2009
Illness Leave Ext, June 2010:		
Bishop, Sandra	Leave	August 31, 2009
Dunst, Janet	Leave	August 31, 2009
Personal Leave, June 2010:		
Hubbard, Dana	Parkview	August 31, 2009
Komberec, Diane	Bryant	August 31, 2009
Mayorga, Clara	South Division	August 31, 2009
Personal Leave Ext, June 2010:		
Davis, Deborah	Leave	August 31, 2009
Sabbatical Leave, June 2010:		
Rao, Kalpana	Longfellow	August 31, 2009

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Gloria Baines	Teacher	06/23/09
Marlyn Bero	Teacher	10/09/09
Thomas Brady	Teacher	08/17/09
Cheryl Brown Elder	Teacher	08/31/09
Amy Faber	Teacher	08/07/09
Nicole Fain	Teacher	08/28/09
Melissa Friedel	Teacher	08/09/09
Thomas Gaskin, Jr.	Teacher	08/13/09
Kia Gaumond	Teacher	08/21/09
Michael Glabere	Teacher	08/27/09

Legenda Gooding	Nurse	08/05/09
Leah Hayes	Teacher	08/24/09
Theresa Herro	Teacher	08/15/09
Patrick Kennelly	Teacher	08/05/09
Kristin Koepke	Teacher	08/26/09
Jessica Jagusch	Teacher	08/04/09
Linda Landre	Teacher	08/30/09
Kimberly Lewis	Teacher	07/31/09
Daniel Marien	Teacher	08/06/09
John Marinan	Teacher	08/14/09
Anne Martin	Teacher	07/28/09
Liddell-Jegen McGuire	Teacher	08/21/09
Celeste Meyers Moe	Prog Officer	08/07/09
Al Obando	Teacher	08/30/09
Cesar Paredes	Teacher	08/24/09
Maureen Payne	Teacher	10/01/09
Carol Pook	Soc. Worker	08/04/09
Sara Przybylski	Teacher	08/10/09
Andrea Rodriguez-Strock	Teacher	08/21/09
Rudolph Scharnweber	Teacher	08/11/09
N'Shea Starks	Teacher	08/31/06
Melissa Steinseifer	Teacher	08/27/09
Anthony Stoecker	Teacher	08/26/09
Melisa Sykora	Teacher	08/20/09
Mary Thompson-Verbick	Teacher	10/01/09
Azure DeMonet Williams	Teacher	06/18/09

Classified Retirements

Name	Position	Effective Date
Shirley Harley	School Safety Assistant	08-31-09
Dean Honadel	Project Manager	08-08-09
Susan Kozinski	Hndcp. Children's Asst.	08-01-09
William Threat	Food Service Assistant	08-18-09

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for August 2009 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 individual be promoted or appointed to the classification indicated, effective upon assignment following approval by the Board:

2(r)	Rashida B. Evans	DIFI/SIFI Supervisor District and School Improvement	Schedule III, Range 10A $68,313

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 a Recommended Annual Plan of Audits

Background

1. Annually, the Milwaukee 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 by Audit Services staff of Board *verbatims* (transcripts) 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 FY10 Annual Plan of Audits has been completed and is being submitted for the Board's 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. 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 FY10 Annual Plan of Audits.

Proposed FY10 Annual Audit Plan
Summary of Resource Allocation

		Est. Days	Totals
Total Resource Days Available			1,861
	Audit Projects for FY10		
Continuing and Required Audits			
A)	Basic Financial Statements	329	
B)	Alternative/Early Childhood Partnership Schools (8 Programs)	95	
C)	Special Audits and Projects	187	
D)	Charter School Financial and Performance Audits (26 Schools)	408	
E)	Review of MPS Substitute Dispatch Office (Carryover)	55	
F)	Limited Cash and Internal Control Reviews (10 Schools)	70	
G)	Limited Cash and Internal Control Follow-Up Reviews (3 Schools)	21	
H)	School Performance and Financial Review Carryovers (4 Schools)	30	
I)	School Performance and Financial Review Follow-Up Reviews (8 Schools)	88	
Total Continuing and Required Audits			1,283
Resources Available for FY10 Proposed Audits			578
	Proposed Projects to be Completed with Available Resources		
J)	School Performance and Financial Reviews (34 Schools)	518	
K)	Review of MPS Camp Program	60	
Total FY10 Proposed Audit Requirement			578
Resource Days Available			0
	Audit Project to be Completed Should Additional Resources Become Available		
L)	Review of Central Services Operations - RFP	TBD	
M)	Review of Accounts Payable Internal Controls	TBD	

Director Petersons moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

Temporarily absent—Director Miller—1.

* * * * *

(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 648 Authorization To Enter into a Contract with Cannon Cochran Management Services, Inc., for Administration of the MPS Auto Vandalism Program

The Administration requests authorization to enter into a contract with Cannon Cochran Management Services, Inc., (CCMSI) to provide claims-administration services for the District's self-funded Auto Vandalism Program. CCMSI will receive all claims, determine eligibility and coverage, and process payments for covered claims.

CCMSI responded to Request for Proposal (RFP) 648, which solicited proposals for a program administrator. Four vendors responded. An RFP-evaluation team selected CCMSI for a contract award.

The contract would be for one year, with the option to extend for two additional one-year periods. CCMSI's fees will not exceed $58,900 in the first year of the contract. The potential three-year cost of the contract will not exceed $176,700.

Budget Code.....INJ00DIJDW-EEAV (Insurance & Judgments — Auto Vandalism)
Budget Amount $58.900
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

CCMSI

PRIME Contractor Information				
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women
No	$58,900	N/A	N/A	N/A
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment-Hour Commitment	Student Education-Hour Commitment
0%	0%	$0	0	0

RFP 646 Authorization To Enter into a Contract with Arcade Drivers School for Driver's Education Behind-the-Wheel Training

The Administration requests authorization to enter into a contract with Arcade Drivers School to provide behind-the-wheel driving instruction. The District has been unable to hire enough certified driver-education teachers to provide both classroom and behind-the-wheel instruction and meet the current demand for driver education. As a result, the Administration finds it necessary to contract with vendors for the behind-the-wheel training.

MPS will continue to offer classroom instruction at six locations during three sessions (Fall, Spring, and Summer). The first set of students passing the test to receive temporary permits will be scheduled to begin behind-the-wheel training within one week of receiving their permits. All other students will begin behind-the-wheel training within 30 days of receiving their permits. All students will be scheduled to complete behind-the-wheel training within six months of receiving their temporary permits. The Arcade Drivers School contract is for one year.

Budget Code..... DRD00DEDDW-ECTS (Drivers Ed — Contracted Services)
Budget Amount $212,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

Arcade Drivers

PRIME Contractor Information				
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women
No	$212,000	N/A	N/A	N/A
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment-Hour Commitment	Student Education-Hour Commitment
0%	0%	$0	0	0

RFP 643 Authorization To Enter into a Contract with COA Youth and Family Centers for Early Intervention Services

The Administration requests authorization to enter into a contract with COA Youth and Family Centers to increase the active engagement of MPS parents in the education of their children. COA intends to accomplish this by implementing parent-engagement and parent-training strategies at 35 low-performing K-8 schools.

Parental involvement services will be based on the following six standard areas found in the National Standards for Parent/Family Involvement:

- communications are meaningful, regular, and two-way
- parenting skills are promoted and supported
- student learning requires parental involvement
- volunteering by parents is welcome and encouraged
- school-decision making requires parent partners
- community collaboration strengthens schools, families, and student learning.

These services will build upon the success of parental involvement programs that target parents with preschool children and programs with parental involvement in school-based activities. This will be accomplished by combining these services to provide a continuum of parental engagement throughout the early childhood years, preschool through third grade.

The initial contract will be for one year, with a potential one-year extension based upon a review of the first year's implementation. The amount of the contract is $2,000,000 annually, with a maximum two-year amount not to exceed $4,000,000.

Budget Code.....PRT0SP10DW-ECTS (Parent Involvement — Contracted Services)
Budget Amount .....……$2,000,000
HUB % set..... ...5%
HUB % proposed..... . 5%
Total HUB $.....$100,000

COA Youth and Family Centers

PRIME Contractor Information				
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women
No	$2,000,000	165	100	108
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment-Hour Commitment	Student Education-Hour Commitment
5%	5%	$100,000	0	20

RFP 644 Authorization To Enter into a Contract with Hewitt Associates for Employee-benefit Consulting Services

The Administration requests authorization to enter into a contract with Hewitt Associates LLC for the purpose of providing employee-benefit consulting services for the District's health benefit programs. Specifically, Hewitt will provide 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 benefits.

In July of 2009, the Administration issued RFP 644 to create a list of qualified employee-benefit consulting firms to work on various projects. Of the six firms that responded to the RFP, three were pre-qualified, including Hewitt.

The contract is for one year, with the option to extend as needed to complete the project. Hewitt's fees for this project are not to exceed $95,000.

Budget code.....DWC00EMBDW-EMDI (Employee Benefits — Hospital Surgical Insurance)
Budget amount .....….$95,000
HUB Set 0%
HUB Proposed..... 0%
Total HUB $0

Hewitt Associates

PRIME Contractor Information				
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women
No	$95,000	N/A	N/A	N/A
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment-Hour Commitment	Student Education-Hour Commitment
0%	0%	$0	0	0

RFP 645 Authorization To Enter into a contract with the Wisconsin Center for Education Research (WCER) for Evaluation of the IRIS Data-System Implementation

The Administration requests authorization to enter into a contract with the Wisconsin Center for Education Research (WCER) for the purpose of evaluating the Integrated Resource Information System (IRIS) project. Services will include provision of both formative and summative evaluation of the District's efforts to integrate the data systems, provide professional development, and use the data to inform program and policy decisions. WCER was selected as the recommended vendor for these services in August 2009 through Request for Proposals 645.

The contract period is for one year, with the option to extend for one additional one-year period. The annual cost for year one is not to exceed $243,000, and the cost for year two is not to exceed $327,000, for a total amount over the maximum two-year period not to exceed $570,000.

Budget Code:.....TSV0SD30OF-ECTS (Title I ARRA — Contracted Services)
Budget Amount $243,000
HUB % set:..... 5%
HUB % proposed..... 9.6%
Total HUB $.....$23,447

PRIME Contractor Information				
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women
No	$243,000	18	3	6
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment-Hour Commitment	Student Education-Hour Commitment
5%	9.6%	$23,447	NA	NA

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

* * * * *

Item 6) Action on a Request for Authorization To Enter into a Contract with Wendell Harris To Support the Futures First Initiative

Background

1. The Administration requests authorization to enter into a contract with Wendell Harris & Associates, LLC, to provide student services associated with the Futures First Initiative, a unique collaborative effort among MPS, the City Attorney's office, the Mayor's office, the Milwaukee Police Department, Milwaukee Area Workforce Investment Board, and the Center for Neighborhood Enterprise. Funded through a grant provided by the U.S. Department of Labor, the Futures First Initiative 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.

2. The Administration issued Request for Proposal (RFP) 577, seeking community-based organizations to provide for up to 300 targeted students at four selected high schools and the Transition High School under the Futures First Initiative. Wendell Harris responded to RFP 577 and was approved as a qualified vendor for these services.

Administration's Analysis

3. Wendell Harris & Associates will model and implement the Ambassadors for Peace Program that will provide to young people ages 6 through 17 years old workshops on anger management, non-violent conflict resolution, and life skills for preventing violence. The vendor will work with students during the school day and after school for program implementation. Wendell Harris will model program components and practices to increase staff capacity to continue the Ambassadors for Peace practices following the term of the contract.

Fiscal Impact Statement

4. The contract is for one year and will not exceed $61,500.

Budget Code.....GENOSF20IV-ECTS (Futures First Initiative — Contracted Services)

Budget Amount $61,500
HUB % set 5%
HUB % proposed 100%
Total HUB $.....$61,500

Wendell Harris & Associates

PRIME Contractor Information				
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women
Yes — MBE	$61,500	5	5	3
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment-Hour Commitment	Student Education-Hour Commitment
5%	100%	$61,500	NA	NA

Committee's Recommendation

Your Committee recommends that the Board approve the contract with Wendell Harris & Associates, LLC, as attached to the minutes of your Committee's meeting to provide student services associated with the Futures First Initiative for one year, with a cost not to exceed $61,500.

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

* * * * *

(Item 7) Action on a Request for Authorization To Enter into a Contract with New Visions Wilderness Adventures To Support the Futures First Initiative

Background

1. The Administration requests authorization to enter into contracts with New Visions Wilderness Adventures, LLC, to provide student services associated with the Futures First Initiative, a unique collaborative effort among MPS, the City Attorney's office, the Mayor's office, the Milwaukee Police Department, Milwaukee Area Workforce Investment Board, and the Center for Neighborhood Enterprise. Funded through a grant provided by the U.S. Department of Labor, the Future's First Initiative 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.

2. The Administration issued Request for Proposal (RFP) 577, seeking community-based organizations to provide for up to 300 targeted students at four selected high schools and the Transition High School under the Futures First Initiative. New Visions responded to RFP 577 and was approved as a qualified vendor for these services.

Analysis

3. New Visions Wilderness Adventures will provide classroom and outdoor-based leadership training for students who have returned to high school after a period of incarceration or expulsion. Partner

high schools are part of the Futures First Initiative. Services include building students' capacities related to self-awareness, respect, communication, teamwork, goal setting, and coping with challenges. New Visions will also provide alcohol- and other drug-addiction services for students with identified needs.

Fiscal Impact Statement

4. The contract is for one year, and the cost will not exceed $93,800.

Budget Code.....GENOSF20IV-ECTS (Futures First Initiative — Contracted Services)

Budget Amount: New Visions Wilderness, LLC $93,800
HUB % set 5%
HUB % proposed 5%
Total HUB $.....$4,690

New Vision Wilderness

PRIME Contractor Information				
Certified HUB Vendor?	PRIME Price Quote	Total # of Employees	Total # of Minorities	Total # of Women
No	93,800	3	0	1
HUB Participation			Student Engagement	
Req'd	Proposed	$ Value	Paid Student Employment-Hour Commitment	Student Education-Hour Commitment
5%	5%	$4,690	NA	NA

Committee's Recommendation

Your Committee recommends that the Board approve the contract with New Visions Wilderness Adventures, LLC, as attached to the minutes of your Committee's meeting, to provide student services associated with the Futures First Initiative for one year, with a cost not to exceed $93,800.

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

* * * * *

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

Committee's Recommendation

Your Committee recommends that the Board approve the following sole-source contract:

A. Sole-Source Contract with Spectrum K12 To Customize the SSIMS Application To Comply with State and Federal Mandates

The Administration requests authorization to enter into a sole-source contract with Spectrum K12 to customize the student data-management for Special Services ("SSIMS") to meet new state and federal mandates under IDEA. Specifically, SSIMS needs to be customize to create new mandated forms for Individual Education Plans ("IEPs"), to modify existing forms, to implement database changes, and to create Spanish-language forms.

Because SSIMS is a proprietary software, the customization can be done only by the copyright holder, Spectrum K12.

The contract is for one year, and the amount is not to exceed $200,000.

Budget Code.....TSV-0-0-TEC-TC-ECTS (Tech Services — Contracted Services) $200,000
HUB % set 0%
HUB % proposed 0%
Total HUB $.....$0

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

* * * * *

(Item 9) Action on Resolution 0910R-001 by Director Bonds To Post All Employment Opportunities within MPS

Background

At its meeting on May 28, 2009, the Board referred Resolution 0910R-001 by Director Bonds to the Committee on Finance and Personnel.

WHEREAS, The Milwaukee Public Schools is one of the major employers in the City of Milwaukee; and

WHEREAS, The District must be adequately staffed by competent personnel to achieve the objectives established for Milwaukee Public Schools; and

WHEREAS, It is imperative that Milwaukee Public Schools have a pool of qualified candidates to choose from; and

WHEREAS, A mixed background among employees of Milwaukee Public Schools contributes to a variety of ideas, techniques, and personalities within the system; and

WHEREAS, Administrative Policy 6.01 states that the Milwaukee Board of School Directors is committed to employing the most effective staff possible for all schools and departments; and

WHEREAS, There is currently no consistent procedure in place for those who are seeking to fill vacancies to follow; and

WHEREAS, currently, the individual department directors determine if the posting for an opening will be posted internally only or both internally and externally; and

WHEREAS, All of the openings throughout the district are not posted in one central location, which makes it difficult to access information about openings; and

WHEREAS, Although some openings are posted on the MPS portal and the Wisconsin jobs.gov website, individuals without Internet access may not have equal access to information about MPS job openings; and

WHEREAS, Milwaukee Public Schools seeks to consider all qualified applicants from our diverse community; now, therefore, be it

RESOLVED, That all vacant or newly created positions, including promotional or transfer opportunities, be posted to create equal opportunity employment for applicants both outside and inside Milwaukee Public Schools; and be it

FURTHER RESOLVED, That the selection of the Superintendent’s cabinet members be exempt from this requirement; and be it

FURTHER RESOLVED, That a plan with standardized procedure for posting all vacant, newly created, or promotional opportunities in a consistent manner be brought back to the Board for approval by the beginning of the 2009-2010 school year.

Administration's Analysis

1. Currently, virtually all non-administrative positions are posted or advertised in accordance with their respective labor contracts, unless exempt; however, many of the exempt positions are also posted.

2. With respect to administrative positions, however, under Administrative Policy 6.23 and Administrative Procedures 6.23(3), 6.23(4), and 6.23(5), the Superintendent has the right to recommend appointment of an individual without posting if he believes it to be in the best interest of the district.

3. A requirement that all positions be posted would deprive the district of the flexibility to appoint an individual to a position based on unique skills, time exigencies, program needs, funding opportunities, or other concerns.

4. Posting will always lengthen the time it takes to fill a position, and the amount of time will be partly determined by the number of layers in the process. A similar analysis would be required before determining what additional costs, if any, would be incurred by a mandatory posting feature.

5. The Administration recommends that the Superintendent retain the right to recommend the appointment of an individual without posting where the rationale for exemption from posting is provided by the Superintendent. This will continue to preserve the Superintendent's and the district's flexibility in staffing positions efficiently and effectively, when needed.

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: The district employs highly qualified personnel to support student learning. Central services' timely recruitment and hiring practices attract an effective, diverse workforce committed to serving the students of the district.

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

Statute, Administrative Policy, or Board Rules Statement

7. The Administration's recommendation is in accordance with Administrative Policy 6.23, Recruitment and Hiring: Staff, and Administrative Procedures 6.23(3), Filling Principal Vacancies; 6.23(4), Filling Assistant Principal Vacancies; and 6.23(5) Filling Centrally Assigned Administrative Vacancies.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

9. Implementation would be accordance with the Board's direction.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution, with the following exceptions: cabinet-level positions, principals, assistant principals, elected executive positions, and such positions in the Office of Board Governance.

Director Thompson 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 10) Action on Resolution 0910R-002 by Director Bonds To Decrease the Minimum Dollar Amount Requiring the Board's Approval of Professional Services and Consulting Contracts

Background

At its meeting on May 28, 2009, the Board referred Resolution 0910R-002 by Director Bonds to the Committee on Finance/Personnel.

WHEREAS, In this time of economic uncertainty, Milwaukee Public Schools must continue to ensure that every dollar counts; and

WHEREAS, Milwaukee Public Schools is serious about addressing its current financial situation; and

WHEREAS, The public needs to be confident that the District is handling its finances responsibly; and

WHEREAS, Currently MPS Policy 3.09 requires the Board's approval of professional service and contracts of $50,000 or more; now, therefore, be it

RESOLVED, That Administrative Policy 3.09 be amended so that professional service and consulting contracts of $20,000 or more most be presented to the Board, with the recommendations of the Superintendent, for approval.

Administration's Analysis

1. Under existing Administrative Policy 3.09, contracts with values up to $9,999 require no bidding; contracts between $10,000 and $24,999 require an informal bidding process; contracts between $25,000 and $49,999 require a formal bidding process and must be reported to the Board quarterly; and contracts with values of $50,000 or more require both a formal bidding process and the Board's approval.

2. The Administration has created the table below to show the average number of professional service contracts entered into annually during the past three years.

Current Threshold	Number of Contracts	Total Value of Contracts
$0-9,999	502	$2,213,426
$10,000-24,999	124	$2,014,529
$25,000-49,999	64	$2,373,391
$50,000 or more	102	$54,182,580
Proposed Threshold		
$20,000	197	$57,234,917

3. The Administration believes that seeking the Board's approval for a purchase or contract can delay receipt of goods and services for up to six weeks, depending upon the schedules of the Board and its committees and upon when bids or RFP responses are received.

4. The Administration does not support adoption of this resolution, as it will increase administrative costs related to contracts; reduce efficiencies, resulting in a slow-down of decision making affecting the delivery of services to students, classrooms and schools; and increase bureaucracy.

Strategic Plan Compatibility Statement

5. The resolution is related to the *MPS Working Together, Achieving More* (WTAM) Strategic Plan in the following areas:

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 Rule Statement

6. Contract approval thresholds are presented in Administrative Policy 3.09. Adoption of the resolution would require amending the policy.

Fiscal Impact Statement

7. This item does not authorize expenditures; however, approval of the resolution may result in an increase of administrative costs related to contract approval and management.

Implementation and Assessment Plan

8. At its meeting on September 3, 2009, the Board transferred authority and responsibility for contract-compliance services to a Chief Accountability Officer in the Accountability Office, under the Office of Board Governance.

Committee's Recommendation

Your Committee recommends that the Board:

1. limit the Superintendent's discretion regarding contracts to up to $25,000;
2. require a monthly report to the Committee on Finance/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.

Director Falk moved to approve the Committee's recommendation.

The 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.

* * * * *

(Item 11) Action on Resolution 0910R-013 by Director Bonds To Develop a Long-Range Marketing Plan and to Provide Funding for a Full-Time Marketing Specialist

Background

At its meeting on July 31, 2009, the Board referred Resolution 0910R-013 by Director Bonds to the Committee on Finance/Personnel.

WHEREAS, In the past ,not having had to compete in the open market, public schools, like most governmental entities, have not had to develop aggressive marketing strategies; and

WHEREAS, With the advent of the Parental Choice Program and more aggressive competition from private and parochial schools for students that formerly were given little real choice beyond public education, the Milwaukee Public Schools must develop strategies to meet the challenge of retaining and enlarging not only its student population, but the ranks of highly qualified teachers and staff to educate the children of this city; and

WHEREAS, Although, in recent years, the Department of Communications and Public Affairs has expanded its role to include more proactive marketing of MPS and its schools, traditionally, MPS's public relations function has been more reactionary and defensive than proactive to the information needs of parents, taxpayers, stakeholders, and the press; and

WHEREAS, MPS must develop a strategic communications plan to get the good news about MPS out to the public; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a long-range marketing plan that will focus on recruitment of both students and highly qualified teachers for those students by proactively highlighting the positives that MPS has to offer; and be it

FURTHER RESOLVED, That this plan include in the FY10 budget funding for a qualified, full-time marketing specialist within the Department of Communications and Public Affairs; and be it

FURTHER RESOLVED, That this marketing function not only be responsible for promoting the programs that MPS already has developed, but also be given the charge of researching and developing new programs, or revamping existing programs, to match the needs of parents and students in the City of Milwaukee; and be it

FURTHER RESOLVED, That the Administration present a preliminary report to the Board of its efforts no later than the next Board cycle after adoption of this resolution.

Administration's Analysis

1. Milwaukee is unique among public school districts because, in addition to the district's more than 200 schools, Milwaukee has an estimated 125 to 130 publicly funded private voucher schools (Milwaukee Parental Choice Program schools) operating in the 2009-2010 school year. In addition, there are a number of other private and parochial schools. Some of the schools outside the MPS system have actively marketed for enrollment, or are currently doing so.

2. The Office of Communications & Public Affairs has long had the responsibility of marketing the MPS district and its schools. A full-time design and marketing specialist is currently on staff in Communications & Public Affairs.

3. Current district marketing efforts include annual investments in television, radio, and print venues made after reviews of up-to-date audience demographics. Messaging is geared to highlighting those aspects that differentiate an MPS education: certified teachers, accountability, increases in mathematics proficiencies, and nurses available in many sites. All creative messages are designed and managed in-house (eliminating agency fees), often utilizing district staff, parents, and students as spokespeople.

4. The district's *Working Together, Achieving More* Strategic Plan includes a measurable objective to increase MPS enrollment levels, as well as measures to increase favorable media impressions of MPS. Multiple strategies for marketing and outreach to the community on student achievement and district operations exist in the district's Communications Functional Plan.

5. Coverage of MPS student achievement and district operations is largely positive or neutral, as sampled in studies in 2008 and 2009 of more than 70 media outlets, including major and small community

newspapers, TV and radio stations, and Web forums. During the months of April, May, and June 2009, 100% of the media coverage on MPS achievement was positive or neutral, and 85% of the coverage of the district was positive or neutral. These tallies reflect increases in both areas over the same sample months of the previous year. These data are reported in the district's Communications Functional Plan.

6. Marketing and outreach efforts are planned annually based on available funds. The FY10 budget for Communications & Public Affairs was cut by a total of $170,000, reflecting efforts to trim expenses in all MPS Central Services departments and divisions. For the current fiscal year, a total of $184,000 is available for marketing of enrollment and events, compared with $354,000 in the prior year. Adjustments have been made accordingly to the marketing plan to reflect the reductions.

7. Marketing campaigns are planned annually to coincide with enrollment efforts, including August summer enrollment and the January three-choice school selection process, and to assist the district in the promotion of newly developed enrollment-generating events such as Enrollment Marathon, the Early Admissions Fair, and outreach booths at local ethnic festivals and the Wisconsin State Fair. These marketing efforts will continue and will be funded in accordance with funds available in FY10 and subsequent fiscal years.

8. Decisions regarding creation of positions or increases to the marketing budget are appropriate during the district's annual budget deliberations.

Strategic Plan Compatibility Statement

9. The Administration's current efforts support 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%.
>
> Percent of elementary parents that place their children at the neighborhood school will increase.

Statute, Administrative Policy, or Board Rules Statement

10. This item is consistent with Administrative Policy 9:01, Public Information Policy.

Fiscal Impact Statement

11. This item does not authorize expenditures. The cost of preparing a long-term marketing plan would be absorbed in the Office of Communications & Public Affairs' existing budget.

Implementation and Assessment Plan

12. Adoption of the resolution would require introduction of a Fall FY10 budget amendment identifying the funding source and amount needed to fund any additional position and associated costs. The Administration will develop a long-range marketing plan.

Committee's Recommendation

Your Committee recommends that the Administration submit to the Committee on Strategic Planning and Budget a strategic marketing plan in addition to the functional plan regarding communication and that, following the submission of the marketing plan, if there is a need for staffing, the Board revisit this item at that time.

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

* * * * *

(Item 12) Action on an Intergovernmental Agreement between the State of Wisconsin, by and through the Milwaukee County District Attorney's Office, and the Milwaukee Board of School Directors Regarding an MPS Community Restorative Justice Prosecutor

Background

1. At its meeting on May 25, 2006, the Milwaukee Board of School Directors received a report from the Administration regarding the development and implementation of a restorative justice program to reduce suspensions. This report included research from the St. Paul, Minnesota, public school system, which found that over a three-year period, out-of-school suspensions in middle schools dropped from 110 to 55, while in a senior high school, the decrease was from 132 to 95. An elementary school found that office referrals for acts of physical aggression dropped from 773 to 153. A Pennsylvania high school saw the number of disciplinary referrals drop from 1,752 to 1,154 over a three-year period after the institution of restorative justice.

2. The restorative justice practices program features conflict-resolution circles as well as student counseling, mentoring, and staff support. Conflict-resolution circles, also known as Justice Circles, are formed among groups of students with a staff member and community leader present. Together, students work through their problems and offer support to one another. Restorative justice practices in schools actively involve the offender while encouraging students to solve conflicts in a peaceful, non-violent manner. Students are equipped with self-motivation, self-discipline, and empathy. In the long term, restorative justice practices teaches students to exhibit self-control and to take responsibility for their actions.

3. At the meeting of the Board on July 26, 2007, the Administration reported that the restorative justice strategies implemented at several schools, such as Bradley Tech High School and Metropolitan High School, have resulted in positive outcomes. The Board at this meeting approved the position of an MPS Community Restorative Justice Prosecutor to work with the district's students involved in the juvenile justice system.

4. In September 2007, Milwaukee Public Schools was notified that it had been awarded a federally funded grant entitled Safe Schools/Healthy Students Initiative. Restorative justice practices are an integral part of this federally funded grant.

5. At its meeting on November 29, 2007, the Board approved an intergovernmental agreement with the State of Wisconsin, by and through the Milwaukee County District Attorney's Office, to provide an assistant district attorney to implement restorative justice practices in interested schools, as well as to provide training for adults to implement restorative justice practices. The agreement was for 2007-08 and was authorized to be extended for up to two additional one-year terms. The agreement was extended through 2008-09.

Administration's Analysis

6. The Milwaukee County District Attorney's Office collaborates with Milwaukee Public Schools and the Safe Schools/Healthy Students (SS/HS) Initiative to bring the restorative justice practices program to schools. Instituted in 2007 by the Milwaukee Board of School Directors, and supported by the Safe Schools/Healthy Students grant, this program aims to reduce suspensions, improve classroom and school climate, and create and maintain caring communities by focusing on the importance of relationships. During the 2008-2009 school year, two assistant district attorneys worked with 19 schools under the SS/HS Initiative, plus additional schools throughout the city of Milwaukee, to implement this program and to bring about positive change in our community.

7. During the 2008-09 school year, the partnership among the Milwaukee County District Attorney's Office, MPS, and the Safe Schools/Healthy Students Initiative continued to grow. The assistant district attorneys implementing the program made 409 visits to 19 schools under the Initiative. Overall, there were 1,031 students who received guidance on using restorative justice practices to solve personal conflicts. There were 932 staff members and 35 parents from the community trained on how to implement restorative justice practices in their classrooms and homes.

8. Comments from the schools' principals currently receiving services from the MPS Community Restorative Justice Prosecutors continue to be very supportive. In addition, more of the Safe Schools/Healthy Students Initiative schools requested support for restorative justice practices. Therefore, the Administration is recommending continuation of the MPS Community Restorative Justice Prosecutor funded by Board funds to continue the success of this initiative.

9. The Office of the City Attorney has reviewed and approved the intergovernmental agreement (as attached to the minutes of your Committee's meeting) between the State of Wisconsin, by and through the Milwaukee County District Attorney's Office, and the Milwaukee Board of School Directors regarding a MPS Community Restorative Justice Prosecutor. The agreement is for the period from January 1, 2010, to December 31, 2010, and may be extended for up to two additional one-year terms.

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: No more than 40% of suspensions will be under the category of "violations of school rules."

Statute, Administrative Policy or Board Rules Statement

11. This item is consistent with administrative policy and procedure as well as with state statutes.

Fiscal Impact Statement

12. This item authorizes expenditures not to exceed $78,000 per year. Currently these funds are located in account DT2-00-CRR-DW-ELPC (Safety Supplement — Pay to other governmental units).

Implementation and Assessment Plan

13. 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 between the State of Wisconsin, by and through the Milwaukee County District Attorney's Office, and the Milwaukee Board of School Directors, as attached to the minutes of your Committee's meeting, for the period of January 1, 2010, to December 31, 2010, which may be extended for up to two additional one-year terms, and direct the Administration to begin executing the agreement at a cost not to exceed $78,000 per year.

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

* * * * *

(Item 13) Action on an Intergovernmental Agreement with the City of Milwaukee To Provide Law-Enforcement Services to Milwaukee Public Schools for the 2009-10 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. The Division of School Safety and Security personnel ("School Safety Assistants") augment a school's staff to support their efforts to provide and maintain a safe

school environment. Furthermore, it is readily recognized that students and staff 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 the Department are called upon to enforce state laws and city ordinances.

2. The Division of School Safety and Security maintains a constant dialog between MPS school principals and the MPD 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 MPD 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. This arrangement having been proved successful, the Administration recommended continuation of this model in future years in the best interests of safety of MPS students and staff. The Milwaukee Board of School Directors has approved continuation of this intergovernmental agreement for the past three years, and this partnership between MPS and the MPD has continued to be a success. School leaders have noticed the increased support by the MPD, which has created a safe and supportive school community after school.

5. For each semester, the Director of School Safety for MPS and the MPD 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

6. The purpose of the agreement is to improve the safety of students, staff, and others associated with the identified high schools.

7. 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 beginning at 3:00 p.m. and ending at 4:30 p.m. on each school day during the time period designated each semester by the Administration.

8. Upon approval by the Board, the agreement will cover services as needed during the 2009-10 school year.

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 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

10. This item is consistent with Administrative Policy and Procedure 4.03, Security.

Fiscal Impact Statement

11. 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

12. 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 between the Milwaukee Public Schools and the City of Milwaukee, as attached to the minutes of your Committee's meeting, for the Milwaukee Police Department to provide law-enforcement services to the Milwaukee Public Schools during the first and second semester of the 2009-10 school year at a cost not to exceed $60,000.

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

* * * * *

(Item 14) Action on a Request for Authorization To Declare Various District-Owned Properties As Surplus

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 Board has declared under-used or vacant properties as surplus on a case-by-case basis. The Board declared 10 properties as surplus in March 2006 and another two as surplus in August 2006.

3. The Administration has identified additional sites for potential re-use or sale. The sites are:

   a. 4116 W. Silver Spring Dr. — 4.24 acres; 53,290 sq. ft. building.
   Carleton — school building, currently vacant.

   b. 2770 North Fifth Street — 2.90 acres; 58,009 sq. ft. building.
   Isaac Coggs Health Center (old Fifth St. School) — currently vacant.

   c. 3409 N. 37th St. — 1.06 acres; 45,110 sq. ft. building.
   Douglass — school building, currently vacant.

   d. 5372 N. 37th St. — 4.06 acres; 152,240 sq. ft. building.
   Edison — school building, currently vacant.

   e. 921 W. Meinecke Ave — 3.69 acres; 78,013 sq. ft. building.
   Lee — school building, currently vacant.

   f. 2760 N. First St. — 4.92 acres; 170,948 sq. ft. building.
   Malcolm X — school building, currently vacant.

   g. 2623 N. 38th St. — 3.11 acres; 103,892 sq. ft. building.
   Thirty-Eighth St. — school building, currently vacant.

   h. 1715 N. 37th St. — 1.88 acres; 62,555 sq. ft. building.
   Thirty-Seventh St. — school building, currently vacant.

i. 2708 W. Wisconsin Ave. — 2.21 acres; 92,600 sq. ft. building.
Wisconsin Avenue — school building, currently vacant.

Administration's Analysis

4. Declaring a property as surplus does not mean that the district cannot continue to use the property or that it will necessarily be sold. By declaring these properties 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.

5. The Administration continues to receive various inquiries regarding the potential availability of district real estate for sale or lease.

6. Based on the current use of these properties and the potential for re-use by the district, the Administration is requesting that the abovementioned properties be declared as surplus.

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 and Goal 7, The district's central services departments supports student learning.

WTAM Strategy: The district makes responsible decisions regarding excess building capacity (and surplus property).

WTAM applicable measurable objective: Annual operational cost for excess space will be reduced by 10 million dollars in three years.

Statute, Administrative Policy, or Board Rules Statement

8. In accordance with Administrative Policy 5.01, Facilities, the Board's authorization is required to declare property as surplus.

Fiscal Impact Statement

9. This item does not authorize expenditures or approve the sale of these properties. 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 formal marketing of any property, the district will contract for an appraisal, which would cost between $5,000 and $7,000 per property. These appraisals will be funded by the school relocation account in the construction fund.

Implementation and Assessment Plan

10. Upon approval, the Administration will work with internal staff, the City of Milwaukee's Department of City Development, The Boerke Company, and other interested parties to determine the best and highest use for the affected properties.

Committee's Recommendation

Your Committee recommends that the Board declare the following properties as surplus:

a. 4116 W. Silver Spring Dr. — 4.24 acres; 53,290 sq. ft. building.
Carleton — school building, currently vacant.

b. 2770 North Fifth Street — 2.90 acres; 58,009 sq. ft. building.
Isaac Coggs Health Center (old Fifth St. School) — currently vacant.

c. 3409 N. 37th St. — 1.06 acres; 45,110 sq. ft. building.
Douglass — school building, currently vacant.

d. 5372 N. 37th St. — 4.06 acres; 152,240 sq. ft. building.
Edison — school building, currently vacant.

e. 921 W. Meinecke Ave — 3.69 acres; 78,013 sq. ft. building.
Lee — school building, currently vacant.

f. 2760 N. First St. — 4.92 acres; 170,948 sq. ft. building.
Malcolm X — school building, currently vacant.

g. 2623 N. 38th St. — 3.11 acres; 103,892 sq. ft. building.
Thirty-Eighth St. — school building, currently vacant.

h. 1715 N. 37th St. — 1.88 acres; 62,555 sq. ft. building.
Thirty-Seventh St. — school building, currently vacant.

i. 2708 W. Wisconsin Ave. — 2.21 acres; 92,600 sq. ft. building.
Wisconsin Avenue — school building, currently vacant.

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

* * * * *

(Item 15) Action on a Request To Continue Contracted Services with the Milwaukee Area Workforce Investment Board for Youth Employment Services for the Futures First Initiative

Background

1. The Milwaukee Area Workforce Investment Board, Inc., (MAWIB) works in partnership with local leaders from government, private industry, and labor to develop workforce solutions that meet and anticipate regional economic development needs. Formerly known as the Private Industry Council of Milwaukee County, Inc., (PIC) this agency has a long history of linking employers and job seekers. Originally a department within the County Executive's Office, the Private Industry Council became a non-profit entity in 1989, in accordance with the Job Training Partnership Act. On September 25, 2007, the PIC officially changed its name to the Milwaukee Area Workforce Investment Board, Inc., after making the transition from county to city local elected official governance.

2. 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 federal Department of Labor funds. MAWIB 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.

3. Milwaukee Public Schools submitted an application to the U.S. Department of Labor on June 18, 2007, for the project titled *Futures First Initiative*. On June 29, 2007, the district received a two-year award notification in the amount of $4.8 million. At its meeting on December 18, 2007, the Board received an informational report from the Administration regarding the Futures First Initiative.

4. The Futures First Initiative partners with Bradley Tech, James Madison Academic Campus, North Multiplex — Genesis, Milwaukee African American Immersion High School Truth Institute, South Division, and Transition High School. Transition High School opened in March 2008, serving students returning to MPS high schools after a period of incarceration or expulsion. At its meeting on April 29, 2009, the Board accepted an informational report from the Administration regarding the progress at Transition High School.

5. At its meeting on May 29, 2008, the Board approved a contract with the MAWIB to provide youth employment services for the Futures First Initiative for the period June 1, 2008, through June 30, 2009.

6. The continuation of the Futures First Initiative is built upon the premise that, at the community and school-level, pilot initiatives to reduce violence and gang activity are showing progress. These efforts require continued coordination on behalf of our youth most in need of additional support. Much of what we currently do to provide services to our adjudicated and expelled students focuses energy on remediation of the past and on tightly controlling the present. This initiative continues and expands these efforts by providing a focus on a positive future for youth returning to school after a period of adjudication or expulsion through the addition of employment-readiness, placement, and support services.

Administration's Analysis

7. The Administration requests authorization to continue services with MAWIB for the Futures First Initiative for the period September 1, 2009, through June 30, 2010. The professional services are youth employment assessment, readiness, placement, and on-the-job support. MAWIB responded to RFP-577.

8. The Futures First Initiative grant term was for two years and was extended for a third year, with an additional allocation of $1,060,000. The selected vendor presented a proposal with a third-year budget of $781,925 for the last year of the grant. This amount includes a yearly subcontract of $39,096.25 with a HUB-certified agency to provide the following primary services:

- development of work experiences and internships for youth with local employers;
- establishment of referral networks for supportive services (mentorship, tutoring, housing, etc.);
- provision of training opportunities with employers and training providers; and
- provision of professional training and team development for project staff.

9. MAWIB will provide youth employment services for the Futures First Initiative in the following schools for 2009-10:

- Transition High School;
- Bradley Technical High School;
- North Complex — Genesis;
- Milwaukee African American Immersion;
- James Madison Academic Campus; and
- South Division High School.

10. Under the contract ended June 30, 2009, MAWIB provided youth employment services with the following outcomes.

Work-based learning experience outcomes (subsidized and unsubsidized jobs with community-based organizations and private employers).

- Summer Subsidized Placement (June 2008-August 2008)
  35 were placed in a Subsidized Work Experience
  26 completed
  9 were terminated or quit
  74% Retention Rate
- Year-round Subsidized Placement (November 2008-June 2009)
  78 were placed in a Subsidized Work Experience
  62 completed
  16 were terminated or quit
  80% Retention Rate

- Summer Subsidized Placement (June 2009-August 2009)
  127 were referred for placement
  21 declined or did not complete necessary paperwork for placement
  8 were terminated
  3 quit
  1 youth ended his experience to attend the Challenge Academy
- Unsubsidized/Private Sector Placement (November 2008-June 2009)
  Two youth were placed into the Private Sector

11. The scope of services included in the contract comprises:

- assisting MPS and Futures First Initiative partners in the identification of students meeting enrollment criteria;
- conducting intake interviews and individual employment assessments of each enrolled youth, which consists of a review and analysis of academic levels, pre-employment needs, prior work experience, assets and challenges, employability, interests, aptitudes, supportive services needs, and developmental needs;
- developing an individual service plan for each enrolled youth in coordination with MPS Futures First Initiative staff, which establishes goals, action plans, and measures of success as related to academic and employment needs. The individual plan should include how the enrolled youth will be provided with services and how the effectiveness of these services will be monitored and measured;
- engaging enrolled youth in pre-employment and employment services, which include subsidized and free-market employment (summer and year-round) career exploration, job-readiness and maintenance training, and support to mitigate barriers to successful employment;
- providing follow-up services to enrolled youth;
- referring youth who do not qualify to participate in the Futures First Initiative to other local workforce development agencies for appropriate services;
- providing workspaces, communication, technology, meeting space, supplies and necessary materials needed for the leadership, and five youth-development staff;
- collecting and reporting data as required by the grant funder (the U.S. Department of Labor) to the MPS project coordinator on a quarterly basis;
- providing youth-development staff for each of the five high-school locations in the Futures First Initiative;
- providing an appropriate setting for students to have access to necessary employment resources;
- organizing and facilitating a mock interview process and business fashion show to prepare students for job interviews and opportunities;
- providing staff to lead and manage the employment services team and to coordinate activities with MPS and the Futures First Initiative Project Coordinator; and
- providing an on-site workspace, communication, technology, and meeting space for the MPS Project Coordinator.

Strategic Plan Compatibility Statement

12. 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 objectives:

75% of ninth-graders will graduate in four years.

75% of students will complete rigorous coursework (4 years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies).

Statute, Administrative Policy, or Board Rules Statement

13. The recommendation is consistent with state statutes and administrative policies, specifically, Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level.

Fiscal Impact Statement

14. This item authorizes expenditures. The budget for the U. S. Department of Labor's Futures First grant for FY10 is $781,925 in GEN-0-S-F20-IV-ECTS.

Implementation and Assessment Plan

15. The Administration will continue the planning and implementation of the Futures First Initiative as specified in the U.S. Department of Labor's grant proposal. Since the grant was extended, the Administration has continued its support for youth employment services with MAWIB through appropriate procurement processes in order to ensure continuity of services to MPS students.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with Milwaukee Area Workforce Investment Board in the amount of $781,925 to continue to provide the following youth employment services for the Futures First Initiative for the period September 1, 2009, through June 30, 2010:

- assisting MPS and Futures First Initiative partners in the identification of students meeting enrollment criteria;
- conducting intake interviews and individual employment assessments of each enrolled youth, which consists of a review and analysis of academic levels, pre-employment needs, prior work experience, assets and challenges, employability, interests, aptitudes, supportive services needs, and developmental needs;
- developing an individual service plan for each enrolled youth in coordination with MPS Futures First Initiative staff, which establishes goals, action plans, and measures of success as related to academic and employment needs. The individual plan should include how the enrolled youth will be provided with services and how the effectiveness of these services will be monitored and measured;
- engaging enrolled youth in pre-employment and employment services, which include subsidized and free-market employment (summer and year-round) career exploration, job-readiness and maintenance training, and support to mitigate barriers to successful employment;
- providing follow-up services to enrolled youth;
- referring youth who do not qualify to participate in the Futures First Initiative to other local workforce development agencies for appropriate services;

- providing workspaces, communication, technology, meeting space, supplies and necessary materials needed for the leadership, and five youth-development staff;
- collecting and reporting data as required by the grant funder (the U.S. Department of Labor) to the MPS project coordinator on a quarterly basis;
- providing youth-development staff for each of the five high-school locations in the Futures First Initiative;
- providing an appropriate setting for students to have access to necessary employment resources;
- organizing and facilitating a mock interview process and business fashion show to prepare students for job interviews and opportunities;
- providing staff to lead and manage the employment services team and to coordinate activities with MPS and the Futures First Initiative Project Coordinator; and
- providing an on-site workspace, communication, technology, and meeting space for the MPS Project Coordinator.

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

* * * * *

(Item 16) Informational Report on District-Wide Energy-Conservation Initiatives

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

Administration's Report

The purpose of this report is to provide an overview of district initiatives to reduce energy consumption and control energy costs. The district's efforts have resulted in cost saving of about $50 million since 1983.

This report is divided into three sections: energy reduction; utility-cost management; and green and sustainable practices.

1. Energy Reduction

   a. MPS began a coordinated effort to control energy costs through energy-reduction initiatives in 1983. The district was aided by incentives and rebates offered by Wisconsin Electric and Wisconsin Gas (now known as We Energies) and a federal program called the Institutional Conservation Program (ICP). From 1983 through 1998, MPS completed 760 energy projects that cost a total of $22 million. Almost $7 million of those costs were offset through rebates and incentives. The projects resulted in an annual energy cost-savings of $2.7 million and a simple payback of 5.5 years. The reduced energy consumption resulted in savings totaling an estimated $42 million through the end of fiscal year 2008. The projects included two separate district-wide lighting upgrades; a kitchen booster heater lease-to-own program; heating, cooling, and ventilation system upgrades; swimming pool covers; boiler turbulators; pipe and attic insulation; and installation of automated control systems.

   b. In 1999 the rebate and incentive programs ended, and the district began placing more emphasis on the cyclic replacement of building components. From 1999 through 2008, cyclic projects contributing to energy savings included new boilers, windows, steam

traps, roofs, exterior doors, and chillers. Some 382 such projects were completed during this period. The resulting energy savings is about $740,000 annually and represent a total savings of approximately $4 million. The savings identified are calculated based on simple payback and have not been adjusted for increases in utility rates. Since 1999, the natural gas prices have increased 168%, and electricity rates have increased 39%.

2. Utility-Cost Management

In 1996, the district initiated a pilot program at 35 sites to purchase natural gas through Integrys Energy Services (formally known as WPS Energy Services), instead of buying it through the local utility. The program was successful and expanded in 1999 to include the majority of district facilities. Since FY2000, the majority of district facilities have been included in the program, resulting in savings of about $4 million.

3. Green and Sustainable Practices

a. There has been a concentrated effort to reduce storm water run-off and to increase the amount of green space on playgrounds. As part of our cyclic maintenance program, we have removed 14 acres of asphalt surface and replaced it with green space at 55 sites since 2001. The partnership between MPS and the City of Milwaukee's Forestry Department resulted in the planting of 800 trees on MPS sites since 2001.

b. In 2005, the district began using Green Seal Certified cleaning chemicals for most frequently used products, including glass cleaner, neutral all-purpose cleaner, and floor cleaner.

c. Most recently, the district has evaluated and implemented various forms of renewable energy. In 2007, a photovoltaic system (solar panels) was installed on the roof of Cooper Elementary School in partnership with The Energy for Tomorrow Power Partner Program. This project would not have been possible without funding assistance from We Energies and Wisconsin Focus on Energy, which covered approximately half the cost. The project was installed for educational purposes, as it provides only 10 KW of power, which is enough to support approximately 10% of the total electrical needs of the building. The panels, however, save approximately $2,800 per year in electricity costs.

d. A small wind turbine is under consideration to generate power at Oak Ridge Farm. The turbine will serve as an educational tool for more than 10,000 children who annually visit the farm and will provide enough power to meet the majority of the farm's daily electrical needs. The Administration is evaluating sites for boiler replacement projects to find a suitable candidate for the installation of a geothermal heating system.

e. Looking ahead, as funding is available or components are replaced, the district will consider installing:

- LED fixtures for parking lots and area lighting;
- waterless urinals at seasonal recreation buildings; and
- green roofs.

4. In summary, the efforts and resources that the district devoted to energy reduction and utility-cost management have resulted in approximately $50 million in savings since 1983. These savings are calculated on annual utility costs at the time the project was completed and do not factor in increases in utility rates. Doing so would significantly increase stated savings. This next phase will focus on sustainable practices throughout the district and, most important, take sustainability directly into the classroom.

* * * * *

(Item 17) Informational Report Regarding Reallocation of a Portion of Wick Field To the Milwaukee Police Department

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

Administration's Report

1. The Milwaukee Police Department (MPD) has contacted MPS to discuss the expansion of a police department parking lot adjacent to Wick Field in order for MPD to reduce the number of squad cars parked on Vliet Street and to provide additional off-street parking for its personnel. The expansion of the Department's parking lot would include the construction of a new driveway between the MPD building at 4733 West Vliet Street and the tennis courts at Wick Field. The parking lot expansion may include a small portion of Wick Field.

2. The City of Milwaukee has authority over the sale, lease, or reassignment of land at Wick Field.

3. MPS maintains and programs Wick Field.

4. MPS is involved in the discussions regarding the proposed parking lot to ensure that any improvements or modifications under consideration do not adversely affect the programming at Wick Field.

5. MPD representatives have informed the Administration that MPD would like to complete construction before winter, but no plans have been finalized, and no construction schedule has been established.

6. There is no cost to MPS.

* * * * *

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 0809R-042 by Director Spence to Develop and Report to the Board a Plan to Move the Board's Election Schedule to the Fall of Even-Numbered Years

Background

At its meeting on February 26, 2009, the Board referred 0809R-042 by Director Spence to the Committee on Legislation, Rules and Policies:

WHEREAS, Election cycles and the length of terms of the Milwaukee Board of School Directors are dictated by Wisconsin Statute Section 119.08; and

WHEREAS, Currently, elections for the Milwaukee Board of School Directors are held in the Spring of odd-numbered years; and

WHEREAS, Changing the Board's election schedule to the Fall of even-numbered years would align the Board's elections with higher-turnout elections, such as congressional and presidential elections, resulting in greater voter participation in Board elections; and

WHEREAS, A Fall election would allow Board members to be seated and actively participate in the annual strategic planning and budget process from its start; and

WHEREAS, By shifting the bulk of the election campaigning to the summer months, a Fall election schedule would allow Board members, candidates, and the public to focus their energies on educational matters during the majority of the school year; now, therefore, be it

RESOLVED, That the Board direct the Office of Board Governance to develop and report to the Board, by November of 2009, a plan to move the Board's election schedule to the Fall of even-numbered years, beginning no later than 2012; and be it

FURTHER RESOLVED, That the plan to move the Board election schedule include suggested revisions to Wisconsin State Statute 119.08, including adjustments in the terms of Board members in the initial years of implementation.

Analysis

1. In November of 1998, the Office of Board Governance released the *Special Report: School Board Elections and Election Districts*. One section of that report listed six options, as well as factors related to each option, for Board election schedules. Option 1, as identified in the *Special Report: School Board Elections and Election Districts*, was to "Change Board elections to Fall of even numbered years, starting in 2000." Option 1 included a number of factors, several of which, as listed below, would likely be considerations in the development of any plan to move the Board election schedule to the Fall of even-numbered years:

- national, state, and local elections held in the Fall generate higher voter turnout — 66% in presidential years, 46% in gubernatorial;
- if four-year staggered terms are retained, elections in certain districts will always coincide with presidential elections, while those in other districts will always coincide with gubernatorial elections;
- the Board's elections would be aligned with partisan elections; and
- a decision would have to be made whether to retain staggered terms or to initiate common terms for all Board members.

Statute, Administrative Policy ,or Board Rules Statement

2. As this resolution directs only that the Office of Board Governance develop and report to the Board a plan for moving the Board's elections, not that the Board adopt any such plan at this stage, adoption of this resolution will not conflict with, or require any change in, state statutes, administrative policies, or Board rules. Subsequent implementation of any plan to alter the Board's election cycle, however, would require revisions to Wisconsin State Statutes, Sections 8.103(i), 8.11(2m), and 119.08, which dictate both the length of Board terms and the election cycle.

Fiscal Impact Statement

3. Adoption of this resolution should have no fiscal impact other than that of the time which the staff of the Office of Board Governance will have to devote to research and develop the plan to move Board elections. If the Board adopts this resolution, an exploration of the fiscal impact of actually moving the Board's elections will, of course, be given consideration in the Office of Board Governance's subsequent report to the Board.

Implementation Plan options

4. If the Board adopts the resolution, the Office of Board Governance will conduct a new study and develop a plan as directed to move the Board's elections to the Fall of even-numbered years, which the Office will report to the Board within the deadline set by the Board.

Committee's Recommendation

Your Committee recommends that the Board support a change of school board elections to the Fall election cycle only if a constitutional amendment is enacted to change all elected positions in this state to the Fall election cycle and that the Board support the right of Milwaukee's citizens to elect their representatives to the Milwaukee Board of School Directors and the largest participation possible by the public in all elections.

Director Falk moved to approve the Committee's recommendation, with the following insertion: ". . .and with the largest participation possible by the public in all elections."

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.

* * * * *

(Item 2) Action on Resolution 0910R-003 by Director Bonds To Explore the Elimination of the Milwaukee Board of School Directors' At-Large Seat and the Restructuring of the Board into Nine Districts

Background

At its meeting on June 25, 2009, the Board referred Resolution 0910R-003 by Director Bonds to the Committee on Legislation, Rules and Policies:

WHEREAS, The Wisconsin Statutes specify the constitution of school board districts in cities of the first class as follows:

> 119.08 Election of board members. (1) (a) The board shall consist of one member elected at-large and 8 members elected from numbered election districts determined by the board. The election districts shall be substantially equal in population and the boundaries of the election districts shall be drawn so as to reflect a balanced representation of citizens in all areas of the city.
>
> (b) Within 60 days after the common council of the city enacts an ordinance determining the boundaries of the aldermanic districts in the city following the federal decennial census under s. 62.08(1), the board shall, by vote of a majority of the membership of the board, adopt an election district apportionment plan for the election of board members which shall be effective until the city enacts a new ordinance under s. 62.08(1) redetermining the aldermanic district boundaries.

WHEREAS, The next decennial census will be conducted in 2010, after which, and upon the Milwaukee Common Council's adoption of a aldermanic district reapportionment, the Board will need to complete its own reapportionment within 60 days of the Common Council's action; and

WHEREAS, Milwaukee's demographic, cultural, political, and social profiles have experienced dramatic changes since 1977, when the Milwaukee Board of School Directors was last reorganized, from 15 members elected at-large to its current nine members, eight being elected by school district, and one member being elected at-large; and

WHEREAS, An increase in the number of district-elected Board seats prior to the 2011 redistricting process would create the potential for the better representation of a city populace more diverse in its ethnicity, culture, economic status, educational needs, and political and social views; and

WHEREAS, Increased opportunities for representation that could result from having election districts that more closely reflect neighborhoods and communities of interest may increase voter participation; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Office of Board Governance to work with the MPS Legislative Policy staff to explore which state statutes, laws, etc. would require modification in order to eliminate the Board's at-large seat and to divide the Board into nine districts, each to have a member elected by the constituents of that Board district, with the Office of Board Governance to come back by the January 2010 cycle with recommendations for the changes to the MPS Legislative Agenda necessary to lobby for this restructuring.

Analysis by the Office of Board Governance

1. The Milwaukee School Board, originally known as the Board of School Commissioners, was created by the Legislature on February 3, 1846. It was reorganized to comprise 15 members, elected at large to numbered seats, by Chapter 459, Laws of 1907. In the 70 years between 1907 and 1977, legislation to have the structure of the Board reflect some form of the district representation which Milwaukee had prior to 1907, or to otherwise modify the elective process, had been introduced 35 times.

2. On January 4, 1977, in response to recent legislative attempts to alter its structure, the Milwaukee Board of School Directors adopted the following position on its election and organization:

Number of Member — 15

Method of Election — at large to numbered seats

Term of Office — 4 years

Annual Salary — 2,400

3. 1977 Assembly Bill 1188, which in essence proposed the current structure of the Milwaukee Board of School Directors, was introduced on February 2, 1978. The Assembly passed the bill on February 21, 1978; the Senate passed the bill on March 28, 1978. Neither house of the Legislature had given public hearing before a committee before passing the bill.

4. Then-Governor Schreiber vetoed AB-1188 on May 22, 1978. On June 13, 1978, both houses voted to over-ride the veto: the Assembly by a vote of 72-22, and the Senate by a vote of 25-6.

5. The Act took effect on December 1, 1978. Since that time, the Milwaukee Board of School Directors has comprised nine seats — eight elected by numbered districts, the ninth elected at large. The members of the Board are elected to staggered terms of four years. Elections take place every two years — five members of the Board are elected in one year, the remaining four are elected two years later.

Statue, Administrative Policy or Board Rules Statement

6. Adoption of Resolution 0910R-003 would direct the Office of Board Governance and the MPS Legislative Policy staff to conduct a study of s. 119.08(1)(a) and any other related state statutes and to develop recommendations for the MPS Legislative Agenda in order to lobby for the elimination of the current at-large seat and the creation of a ninth district-elected numbered seat.

Impact Statement

7. Adoption of this resolution would not have any fiscal impact, other than the staff-time needed to carry out its mandate.

Implementation And Assessment Plan

8. Should the Board adopt the resolution, the staff of the Office of Board Governance will work with the MPS Legislative Policy staff to determine which state statutes would require modification in order to eliminate the Board's at-large seat and to divide the Board into nine districts, each to have a member elected by the constituents of that Board district. The Office of Board Governance will then come back by the January 2010 cycle with recommendations for the changes to the MPS Legislative Agenda necessary to lobby for this restructuring.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution to create a ninth district on the lower south side and the east side of Milwaukee, eliminating the at-large position, and direct our lobbyists to pursue changes in the state law to effect the implementation of this action.

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, Woodward and Vice President Blewett—5.

Noes—Directors Petersons, Spence, Thompson and Voeltner—4.

President Bonds resumed the Chair.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy

Submitted by: Director Bonds

- An MPA booth was provided at the MPS Administrators/School Leaders Kickoff at Vincent High School on August 21. Information about the MPA, its initiatives, learning teams, and the Million Father March Back to School was displayed and distributed.
- The Implementation Team held its first meeting for 2009-10 on September 14. The Team received several updates, including the district's plan for literacy and the work on learning teams. A value-added data presentation and discussion took place, work groups reported out, and there was some discussion about online assessments.
- The writing group for the learning teams initiative will be meeting again to discuss teacher concerns that have been brought up and reflect those in the resources that are being developed for learning teams.
- Work has continued on the proposal for a new national Teacher Quality Partnership Grant. The focus is three-fold: major reform and reconstruction of early childhood pre-service preparation, creation of a residency program in which students obtain dual certification in regular and special education in a master's degree format, and heavy focus on development of teacher leadership.

- MPA work groups have all begun their meetings for 2009-10 and are working on their work plans as well as continuing their works in progress.
- Teacher & Principal Quality Work Group Update:
    - The work around placement of student teachers and selection of cooperating teachers is continuing. The work group has been looking at how to streamline and refine the process and at development of an online module for cooperating teachers. Discussion just began around possible additional criteria. A revised draft of the student teaching/cooperative teacher document was prepared and is under review.
    - The work group is also currently looking at overall comprehensive induction, recruitment, and retention.
- Comprehensive Literacy Work Group Update:
    - Additional individuals from MPA partner organizations have been added to the various subgroups of the work group. Subgroups held meetings over the summer and will continue to meet throughout the duration of their work.
    - The Writing Project Grant has been approved. NEA Foundation grant funds have been allocated to support NEA Focus School teachers to attend National Writing Project training and for a planning team to put the sessions together. The planning team has been meeting, and work is in progress. The team will be inviting past National Writing Project (NWP) teacher leaders to join and will be looking at expanding presentation of NWP sessions to all MPS teachers during the Saturday Academies.
    - Work is in progress concerning application for a Wisconsin Improving Teacher Quality Program grant. A three-tiered approach including K-12 content-area and developmental literacy course offerings is currently being proposed. The deadline for submission is October 9, 2009.
    - Work continues with the universities partnership, which is putting together coursework that could be offered on a rotational basis and would accrue to a teaching license — a 316 and possibly a 300 license are being considered. Possibility is also being looked at for this partnership to offer coursework during the year for literacy coaches to acquire a 316/317 license. Others are also talking about how to support the 316 license as well through other grant competitions. They would work with the Literacy Work Group to define it both for current and future literacy coaches.
- Family Literacy & Tutoring Work Group Update:
    - Subcommittees of the Family Literacy & Tutoring Work Group met during the summer and continue holding meetings.
    - The tutor-training subcommittee met in July and August to update the tutor-training material for the 2009-10 school year and to discuss training sessions for the remainder of the year. Contacts were made with UWM, Marquette, Manpower, Our Next Generation, and St. Mark Church. The first tutor-training session took place on September 17 at UWM. The community-wide sessions will be scheduled later in the school year.
    - Assistance was given in manning the MPA booth at the MPS Administrators/School Leaders Kickoff.
    - The Family Literacy & Tutoring (FLT) Coordinator assisted with the Million Father March Back to School on September 1. A team of four men from New Hope Church served as greeters at Garden Homes School. The team talked to more than 40 parents and got contact information for 32 parents who want to be informed about parental involvement opportunities. FLT will contact them for community-wide tutor trainings and other parental involvement opportunities.

- The FLT Coordinator participated in work sessions for the ESEA District Consolidated Plan from April 22 to August 5. The plan was submitted to DPI on September 8. Updated language in the parental involvement section that relates to the MPA is as follows:

> The district continues to collaborate with the Milwaukee Partnership Academy on a tutoring and family literacy project. Tutoring and adult/family education programs focus on improving achievement in literacy and mathematics. Tutor training began in 2005-06 and is continuing. Trained tutors have been placed at after-school sites, including MPS Community Learning Centers (CLC's), recreation sites, and community-based sites. During the 2008/09 school year Milwaukee Partnership Academy trained approximately 245 tutors in eight sessions at diverse locations. The trainings provided more in-depth sessions for reading and mathematics tutors. MPS personnel works with Milwaukee Partnership Academy to ensure that the tutor trainings are aligned to the standards-based curriculum taught during the day. In the 2009/10 school year the collaboration will focus on increasing the number of parents and other adults working with students in the home, and community and faith based agencies. Through organized groups with parental representation, the district continues to increase efforts to involve parents in the education of their children through after-school tutoring, and through working collaboratively with them so that they have the tools and resources to conduct effective tutoring in the home setting. The collaboration with MPA will strengthen existing tutoring programs, link parents to tutorial sites and trained volunteers to a cross section of volunteer opportunities.

- Comprehensive Mathematics Work Group Update:
  - There is continued involvement of UWM, MATC, and MPS in the Milwaukee Mathematics Partnership.
  - Two new MPS Math Curriculum and Instruction Supervisors have been hired — Sharonda Harris for grades K-6, and Dan Lotesto for grades 7-12. These positions replaced the previous MPS Math Curriculum Specialist position.
  - The same ten Math Teaching Specialists are back again this year.
  - Math Teacher Leaders (MTLs) are in the schools again this year — approximately 116 are released, and approximately 40-50 are non-released and have different responsibilities than do those who are released. It is very difficult to release MTLs at small high schools. Some schools are on a waiting list to have their MTLs released. Currently released MTLs are funded from the Governor’s money.
  - An MTL Kickoff event for the 2009-10 school year was held on August 25. The keynote speaker was DPI Mathematics Consultant, Diana Kasbaum.
  - In May and June, the district asked all schools to attend either the School Improvement Plan (SIP) Training or the Data Retreat. There they had to plan for professional development around mathematics. Schools took the information from their Spring monitoring conference and built on it with their SIPs and built upon it again at the Principal/MTL Retreat. Observations indicate conversations are more refined, things are becoming more embedded in the schools, and principals have a new energy about mathematics.
  - This year, rather than having district-wide MTL meetings, Math Teaching Specialists will hold meetings, called monitoring sessions, at each school with the principal, MTL, and other key teachers about the plans that they developed last June and will focus on clarifying the MTL’s role.

- Getting qualified math teachers into the district as well as around the country is a continuing problem. Dan Lotesto has met with Human Resources concerning speeding up and improving the hiring processes.
- Math Labs will continue and are being developed for the 2009-10 school year. Offerings will include an Algebra 2/Trig lab.
- For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the September 2009 issue of the "MMP Math Minutes."

- The Skunkworks Work Group is holding discussion about what could be done to expand the work group to perhaps double its current size, revisiting the relationship with what the work group has been doing (parental involvement and mostly student involvement), and engaging the MPA as a whole in the projects. The work group will also focus on provoking new ways of thinking about things relative to education.
- NEA Foundation Grant Update:
  - The first professional development day for 2009-10 NEA Focus Schools took place on September 12. Close to 150 principals, literacy coaches, math teacher leaders, building representatives, curriculum generalists, new Focus School teachers, and guests from their schools were in attendance. The focus of the day was to paint a big picture for the participants from the NEA Focus Schools on what the work will look like for the year ahead and where their work fits into the big picture. Sessions were offered on implementing the Comprehensive Literacy Plan, the new MPS EdStat and its relationship to district initiatives and the School Improvement Plan, best practices in writing, mathematics initiatives and adopted curriculum, being an effective new teacher in an NEA Focus School, and DIFI and the technical support available. Attendees were addressed by the MPS Superintendent and Director of Educational Services, the MTEA President, and the Principal Investigator of the grant. School teams engaged in reflection and discussion at the end of the day. Evaluations have not yet been compiled; however, positive verbal feedback has been received.
  - Four focus group meetings were held with teachers and educational assistants to advance teacher leadership. Three themes emerged: 1) lack of communication, 2) lack of consistency, and 3) need for accountability. A report was submitted to the Steering Team of the NEA Foundation grant.
  - Planning continues for the NEA Foundation Grant site convening scheduled for October 6-9, 2009, in Milwaukee. Approximately 90 people are coming from across the U.S: specifically, from the other three NEA Foundation Grant to Close the Achievement Gaps sites, plus five other cities that have been invited to apply for funding. The site convening will include school visits at Gaenslen, Green Bay, Kagel, LaFollette, Metcalfe, Northwest Secondary, Pulaski, and South Division.
  - South Division posted the largest gain in reading for the district in Read 180, and WKCE scores also went up 12.3 percent.
- An article by MPA member Bama Brown-Grice on tips to help your child get a great education was printed in WEAC's *Classroom Connections* annual publication for 2009-2010. Also in this publication was a message of encouragement and information about the PTA from PTA President Roxanne Starks, also an MPA member.

The date of the next MPA Partners Meeting is TBD.

* * * * *

(Item 2) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

1. The Head Start Coordinator and Secretary participated in a Department of Educational Services staff meeting on September 3. The meeting was held to formally introduce the Department of Educational Services staff and to provide departmental changes and updates.

2. The Head Start Coordinator participated in a Core Health Services meeting held 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.

3. Management meetings were held on September 11, 18 and 25. The meetings focused on the program updates and changes and planning for Policy Council meetings.

4. The Head Start Policy Council meeting was held on September 12 at Central Services in room 206/208. The meeting focused on the changes in the Head Start Program and the Head Start bylaws.

5. Head Start teachers and educational assistants participated in the Head Start teaching staff orientation held on September 16 at the CMDC. The orientation was held to provide Head Start Program updates, expectations, and requirements in accordance to the Head Start Performance Standards.

6. The Health Coordinator participated in an Oral Health Forum on September 16. The forum was held for the dental community and Head Start staff to collaborate on approaches to dental care for Head Start students.

7. The Head Start Coordinator and all Head Start managers participated in an training on tracking of academic resources on September 16 and 17. The training focused on use of the district wide calendar system.

8. The Head Start Coordinator participated in an Early Childhood Concept Paper meeting on September 21. The meeting was held to discuss early childhood programming.

9. The Education Manager attended a collaboration meeting on September 22. The focus of the meeting was to discuss possible opportunities for the MPS Head Start Program and the Social Development Commission's Head Start Program to collaborate on professional development.

10. The Health, Mental Health and Disabilities Manager participated in a MAPP Meeting on September 23. The meeting was held to discuss healthcare services in the community.

11. The family partnership associates and Curriculum Generalist conducted parent center meetings at each Head Start site during the month of September. The meetings focused on the "Expectations of Head Start."

12. The next Policy Council meeting will be at 12:00 noon on Saturday, October 10, 2009, at Central Services in room 206/208.

Services Provided

13. Site-monitoring visits were conducted at ALBA, Forest Home, Gwen T. Jackson, Hopkins, Kagel, and Longfellow.

14. Health screenings were conducted at ALBA, Congress, Fletcher, Forest Home, Gwen T. Jackson, Hayes, Kagel, Keefe, Kilbourn, Lincoln, Longfellow, Milwaukee Sign Language, Silver Spring, Thirty Fifth, and Wheatley.

Enrollment

15. There were 1,002 students enrolled in the Milwaukee Public Schools Head Start Program as of September 18 for the 2009-2010 school year.

* * * * *

RESOLUTIONS

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.

Referred to the Committee on Legislation, Rules and Policies.

0910R-021

by Director Spence

WHEREAS, Board Rule 2.01(1) states that there shall be five regular standing committees of the Board; and

WHEREAS, The current process is for a resolution to be

1) introduced to the Board at a regular monthly meeting,

2) referred to Committee,

3) assigned to staff for research and analysis

4) discussed at one of the Board's committee; and

WHEREAS, Depending upon the nature of some items, it is possible that more than one committee must consider the same item, thereby creating a delay in scheduling and in the Board's having the opportunity to make a decision relative to the resolution; and

WHEREAS, At the end of each Board year, there are numerous items that are carried over into the next Board year because they have not been scheduled and the Board has not had the opportunity to consider the item; and

WHEREAS, Members of the public are expressing an increasing desire to see more efficiency in the way in which publicly funded entities are run; and

WHEREAS, Streamlining the resolution process would both provide an avenue to more quickly dispose of items introduced through the resolution process and increase staff efficiency by allowing more time in between meetings to prepare agenda items and to conduct research; and

WHEREAS, All of the items that come to the Board for consideration can be categorized as either operational or educational; and

WHEREAS, Fewer Board committees would allow Board members more time to review and familiarize themselves with the material to be discussed, leading to improved decision making and more productive discussions at Board meetings; and

WHEREAS, The position of a Board member is part-time, and many Board members must conduct the duties of this office in addition to the obligations of a full-time job and family demands; and

WHEREAS, The possibility of numerous night meetings every month is often a deterrent to getting qualified citizens to run for and hold the position of school board director; now, therefore, be it

RESOLVED, The Board operate with two standing committees, an Educational Committee and an Operational Committee, with all Board items to be brought before and scheduled at one of the two committees, based upon the nature of the items; and be it

FURTHER RESOLVED, That Board Rule 2.01(1) be amended to read, "There shall be two regular standing committees of the Board: The Committee on Operations and the Committee on Education shall have five members each and will each meet once per Board cycle. Special committees consisting of Board members and/or other persons may be appointed by the Board President from time to time"; and be it

FURTHER RESOLVED, That this amendment become effective on January 1, 2010.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0910R-022

By Director Miller

WHEREAS, The district parent center housed in the Walker Multiplex has served the ESL families and other parents for more than 7 years with a strong record of participation; and

WHEREAS, The district parent center housed in the Walker Multiplex is very connected to the Spanish-speaking south-side communities; and

WHEREAS, The district parent center housed in the Walker Multiplex needs specific leadership and support from the District relating to language and culture; now, therefore, be it

RESOLVED, That the administration for the parent center housed in the Walker Multiplex be moved to the Bilingual Department and that the liaisons to the center come from that department.

Referred to the Committee on Innovation/School Reform.

The Board recessed from 7:40 to 7:47 PM.

The Board adjourned at 8:24 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 20, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 8:15 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:

October 15, 2009

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, October 20, 2009, (or immediately following the meeting of the Committee on Finance/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 purpose of considering the following items:

1. Informational Report on the District's Year-End Financial Position
2. Action on a Request to Carry Over FY09 School and Departmental Surpluses To FY10
3. Action on a Recommendation To Amend the Approved Fiscal Year 2010 Budget for the School Operations, Construction, and Extension Fund

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Informational Report on the District's Year-End Financial Position

This item initiated by the Administration

Administration's Report

1. Chart 1 in the attachments to this item shows the year-end position of the district's major funds at June 30, 2009. Chart 2 shows deposits and loans from the Project Loan Acquisition Network (P.L.A.N.). Charts 3 and 4 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 ***Operations Fund balance*** decreased by $3,074,080 in FY09 and was $62,050,881 at year-end. The decrease is attributable to revenues exceeding budgeted revenues by $9,210,420 and expenditures exceeding budgeted expenditures by $12,284,500.

a. Revenues exceeded budget in several areas, with the largest overages occurring in the categories of federal indirect aid ($7,780,762) and handicapped aid ($3,014,912).

b. Expenditures exceeded the amounts budgeted primarily due to planned FY08 year-end prepayments to fund additional FY09 expenditures. The FY09 budget included an expenditure offset line of $12,136,893. This offset provided for an additional $12,136,893 expenditure appropriation.

c. FY09 expenditures include the prepayment of $17,277,484 of FY10 expenditures; $9,100,000 for past service pension costs; and $8,177,184 for debt service on Neighborhood Schools Initiative bonds. These prepayments were made to ensure that the district maximized its FY10 state equalization aid by achieving the shared cost target. Prepayments were necessary since (1) schools and departments did not spend all FY09 appropriated expenditures, and (2) the district received additional revenues that increased deductible shared-revenue receipts.

d. The ***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 P.L.A.N. deposits, when spent, decrease the *unreserved fund balance*. Deficits, when eliminated, increase unreserved fund balance. Detailed information on encumbrances, surplus and deficit carryover, and P.L.A.N. 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 operations fund balance.

Reserved:	
Encumbrances	$17,762,942
Unreserved:	
Designated for FY10 Expenditures*	1,580,000
Designated Surplus Carryover**	7,650,611
Designated Deficit Carryover	(5,695,651)
Designated PLAN	6,390,630
Undesignated (Available)	34,362,349
Fund Balance as of July 1, 2009	$62,050,881

* By Board action on Aug. 27, 2009, fund balance was designated to support the reinstatement of general aide positions.

** Surplus carryovers are pending the Board's approval of the next item on the agenda, Action on a Request to Carry Over FY09 School and Department Surpluses to FY10.

3. The ***Construction Fund balance*** increased $553,364 and ended FY09 at $26,086,806. The Construction Fund typically maintains a positive fund balance, reflecting the fact that financing typically occurs prior to the start of construction projects to ensure that funds are available when needed. Revenues exceeded budget by $2.2 million, while expenditures exceeded budget by $1.7 million.

a. Revenues exceeded budget due to (1) issuance of $4.05 million of ADA bonds, as compared with the budgeted $2.0 million, and (2) $159,000 in interest earned on

deposited funds. The additional debt issuance was made in fulfillment of ADA authority granted in the FY05 and FY06 budgets. Bonding authority is carried forward and issued as project funding is required.

b. Expenditures exceeded budget due to the spending of $1.7 million of prior year encumbrances.

4. The ***Extension Fund balance*** increased by $813,919 and ended FY09 at $6,145,137. Revenues were under budget by $1,099,289, and expenditures were under budget by $1,913,201. Budget revenue exceeded actual revenues due to the application of $1,000,000 of applied surplus as an FY09 revenue. Other wages and purchased services are the two primary categories in which actual expenditures were less than budgeted expenditures. FY09 expenditures include $2,637,840 of FY08 encumbrance carried over to FY09 and exclude $2,374,607 of FY09 encumbrances carried over to FY10.

5. The ***School Nutrition Fund balance*** increased by $1,306,379 and ended FY09 with a negative balance of $6,317,769, a significant decrease from the FY08 year-end negative balance of $7,624,148. Revenues were over budget by $3,473,464, and expenditures were over budget by $2,167,115. Overages in both revenues and expenditures include $2,215,928 for donated federal commodities.

a. Because the amount of federal commodities to be received is unknown during the budget process, both revenues and expenditures are budgeted at zero. Offsetting entries are made to revenues and expenditures at year-end, causing both to be over budget by the same amount.

b. The $1,306,379 increase to fund balance at year-end is attributable to an additional $3,560,681 of federal food service aid. Increased participation in the breakfast, lunch, and summer school programs was the primary reason for the additional aid. In addition, labor costs decreased due to better utilization of MPS food-service employees.

6. The ***Categorical Fund balance*** increased by $243,174 and ended FY09 with a negative balance of $6,451,224. Categorical programs have a 90-day "clean-up" period following the fiscal year-end. During the clean-up period, expenditures continue to be claimed and reimbursements continue to be received. This lag is the reason for differences between revenues and expenditures at year end. Once all categorical expenditures have been claimed and all reimbursements have been received, it is expected total revenues will equal total expenditures, thus resulting in a fund balance of $0.

7. A cautionary note: The results displayed in Chart 1 in the attachments to 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 Department of Public Instruction (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 FY09 School and Departmental Surpluses To FY10

This item initiated by the Administration

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 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 and instrumentality charter schools with surpluses and deficits for FY09 and compares the results to the FY08 results.

	FY08	FY09
Number of Schools in Deficit Position	53	54
Average Deficit	($86,130)	($117,006)
Number of Schools in Surplus Position	115	113
Average Surplus	$124,338	$95,966

4. Of the 53 schools that were in deficit positions at the end of FY08, 37 decreased or eliminated their deficits in FY09. Of the 54 schools that were in deficit positions at the end of FY09, 25 schools reported a surplus in FY08, 16 schools increased their deficit balance, and 13 schools decreased their deficit balance.

5. Of the 113 schools that reported a surplus in FY09, 23 schools had a deficit in FY08, 53 schools decreased their surplus balance, and 37 schools increased their surplus balance.

6. Surpluses in 49 schools exceeded the automatic carryover levels by a total of $3,159,453. Forty-eight of those schools have requested that their excess surpluses, totaling $3,047,163, be carried over to FY10. The remaining school closed in FY09. The schools' reasons for requesting carryover of the excess can be found in the attachment.

7. In August 2009, the Board approved using $1,580,000 of the surplus that exceeded the automatic carryover level to restore 89 general educational assistant positions identified for elimination and to fund staff development for the general educational assistants in those positions. Since the Board has already appropriated 47.7% of the school surplus in excess of 3%, surplus funds are not sufficient to cover all the requests to carry over the excess surpluses. In addition, given the state of the economy and the financial condition of the district, the Administration is recommending that the Board allow the remaining excess surplus to flow to the undesignated fund balance for future contingencies.

8. Administrative policy 3.05 states that school carryover can be applied only to non-position salary accounts. Prudent fiscal practice is to use the funds for one-time expenditures. Finance staff published and explained these parameters to the principals and reviewed requests for carryover to validate that the policy requirement is met. The requests also align with the schools' educational plans.

9. The attachment displays the amount of excess carryover requested by schools and the purposes for which the funds will be used. Descriptions of excess carryovers as "Offset negative 3rd-Friday caused by declining enrollment" could include funding for regular staffing. Such use of excess carryover is not in strict compliance with Administrative Policy 3.05(4)(c) in that the funds could be used for staffing.

10. The Administration also requests carryover of the amounts below to continue activities into FY10:

School Operations Fund

Amount	
$6,390,630	PLAN
$250,000	Recreation — Driver's Education
$16,108	Funding for potential outstanding receivables for schools that have closed.
$603	Clearwire Network Connection
$6,657,341	TOTAL — SPECIAL PROJECT CARROVER

Statute, Administrative Policy or Board Rules Statement

11. Administrative Policy 3.05(4)(b) requires the Board's approval of the carryover of any departmental surpluses.

12. Administrative Policy 3.03(2) mandates that use of unreserved fund balance requires a two-thirds majority vote of the Board.

13. The City Attorney opined that carryover of unexpended balances at year-end should be authorized by the Board of School Directors by approving expenditure appropriations for those funds in the subsequent year's budget.

Fiscal Impact Statement

14. Approval of the schools' automatic and special project carryovers would use $14,291,241 of the FY09 School Operations Fund — fund balance of $61,704,035.

Implementation And Assessment Plan

15. Funds will be carried forward to FY10 budgets upon the Board's approval.

Administration's Recommendation

1. In accordance with the City Attorney's opinion, the Administration is requesting that the Board authorize FY10 expenditure appropriations for the carry-over of FY09 school surpluses equal to or less than 3% of the relevant schools' budgets. The amount to be carried over is $7,633,900.

School/Special Projects	Automatic Carryover
African-American Immersion	(109,272)
Bay View	163,176
Bradley Tech. & Trade	(491,234)
New School for Community Service	30,474
Custer	172,127
Genesis High	27,432
Hamilton	(34,313)
Kilmer	114,531
King	39,167
H. S. of the Arts	(141,346)
Pulaski	193,884
Reagan	88,165
Riverside	176,701
South Division	91,384
Vincent	(173,136)
Washington — Expeditionary Learning	45,402
Washington — Information Technology	15,700
Washington — Law, Ed. & Public Serv.	68,362
Burroughs	(312,222)
Languages	159,061
Lincoln Center	(65,427)
Milwaukee Education Center	(392,621)
Morse	90,524
Northwest	245,282
Roosevelt	74,321
Wedgewood	(252,541)
ALAS	58,846
Alliance	15,259
Audubon	27,617
Community	2,853
DIAL	(100,867)
DuBois	22,714

School/Special Projects	Automatic Carryover
Entrepreneurship	41,581
Foster & Williams	53,961
Learning Lab & Institute (MLLI)	(210,556)
Franklin	(44,461)
Gaenslen	(71,862)
Grant	(106,499)
Grantosa Drive	(15,822)
Green Bay Avenue	107,693
Greenfield	(13,704)
Hartford Avenue	51,251
Hi-Mount	58,183
Holmes	7,215
Hopkins Street	(235,219)
Keefe Avenue	95,468
King, M. L.	48,890
LaFollette	(168,011)
Lancaster	(103,455)
Longfellow	54,280
MacDowell	113,762
Manitoba	82,042
Maryland Avenue	60,403
McNair	31,314
Golda Meir	(20,649)
Metcalfe Park	31,113
Mitchell	88,648
River Trail	111,442
Rogers Street	(40,583)
Sherman	(83,497)
Sign Language	152,021
Sixty-fifth Street	65,727
Starms Discovery	91,978
Story	99,515
Thirty-fifth Street	91,367
Thoreau	(10,665)
Thurston Woods	85,408
Tippecanoe	(5,231)
Townsend Street	(63,275)
Trowbridge Street	5,102
Twenty-seventh Street	(162,720)
Victory	(1,813)
Vieau	149,013
WCLL	76,810
Wheatley	18,980
Accelerated Learning	30,969
Allen-Field	67,422
Barton	37,514
Brown Street	(254,026)
Browning	(80,898)
Bruce	(4,057)
Bryant	(91)
Madison Academic	239,182
Montessori	40,656
Professional Learning Inst.	(26,887)
SUPAR	(28,212)
WORK Institute	(15,498)
Audubon	104,425
Fritsche	156,502
Northern Star	(43,697)
ALBA	53,973
Chinese Language	25,171
Fairview	(54,315)
Honey Creek	63,104
Humboldt Park	64,936
IDEAL	20,100
Kosciuszko	18,882
Westside Academy	88,884
Whittier	3,623
Alcott	49,065
Auer Avenue	81,858
Bethune	119,537
Burbank	131,879
Burdick	(3,828)
Carson	104,582
Carver	2,803
Cass Street	(142,942)
Clarke Street	90,646
Congress	107,361
Cooper	41,578
Craig	76,696
Curtin	31,378
Doerfler	128,724
Eighty-first Street	5,744
Fernwood	(3,998)
Fifty-third Street	(382,340)
Clemens	77,697
Clement Avenue	70,116
Dover Street	60,393
Elm Creative Arts	73,564
Emerson	54,481
Engleburg	118,803
Fletcher	30,619
Forest Home	94,481
Fratney Street	28,515
French Immersion	80,420
Garden Homes	(159,552)
Garland	34,061
German Immersion	54,999
Goodrich	(15,810)
Hampton	91,770
Hawley	42,148
Hawthorne	32,787
Hayes	75,047
Kagel	85,913
Kilbourn	5,072
Kluge	49,505

School/Special Projects	Automatic Carryover
Lincoln Avenue	(126,875)
Lloyd Street	(303,170)
Lowell	26,325
Maple Tree	(158,729)
Morgandale	26,089
Neeskara	18,454
Ninety-fifth Street	(11,778)
Parkview	3,899
Pierce	102,250
Riley	141,297
Siefert	41,686
Silver Spring	(1,938)
Sixty-eighth Street	25,591
Spanish Immersion	98,911
Starms EC	15,698
Stuart	6,702
Twenty-first Street	21,448
Whitman	(46,732)
Zablocki	(39,143)
Lady Pitts	52,085
LEAP/Fritsche	(29,175)
Marshall	(330,959)
Project Stay	61,086
School-to-Work	5,181
Transition High	43,464
Total Automatic Surplus	7,633,900
Total Deficit	(5,695,651)
Total School Carryover	$1,938,249

2. The Administration recommends that the Board approve the expenditure appropriation for carryovers of department FY09 surpluses to FY10 as follows:

School Operations Fund

Amount	
$6,390,630	PLAN
$250,000	Recreation — Driver's Education
$16,108	Funding for potential outstanding receivables for schools that have closed.
$603	Clearwire Network Connection
$6,657,341	TOTAL — SPECIAL PROJECT CARROVER

* * * * *

(Item 3) Action on a Recommendation To Amend the Approved Fiscal Year 2010 Budget for the School Operations, Construction, and Extension Funds

This item initiated by the Administration

Note: This item reflects information received since October 14, 2009.

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 typically available before mid-October.

2. On July 1, 2009, 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 2009.

3. In July and August, the Board approved several actions based on updates on revenues and expenditures. The Board:

a. reduced the FY10 School Operations budget by $2,898,970 (SCF-0-0CTG-DW-ECTG) (contingent account), from $988,067,995 to $985,169,025, to allow the district to meet the estimated FY10 revenue limit;

b. increased funding for the City of Milwaukee Employee Retirement System (ERS) employer share of pension (DWC-0-0-EMB-DW-EPLR) by $7.4 million, from $100,000 to $7.5 million;

c. transferred $7.4 million from the contingent fund account (SCF-0-0CTG-DW-ECTG) to the ERS account,

d. used $1.5 million from excess carryover to restore 56 general aide positions;

e. set aside $80,000 to train educational assistants for positions as handicapped children assistants; and

f. recognized $12.6 million in new revenues due to the Microsoft settlement and budget $11,028,039 of that amount to retire the Dell and Apple leases; another $430,000 to purchase 500 computers and 400 monitors from the existing Dell contract; and $1,141,961 for deposit in the WiMax account.

4. Actions a through c, above, reduced the FY10 Contingent Fund account by a total of $10,298,970, from $24,980,335 to $14,681,365. Actions d and e used applied surplus resulting from school carryovers in excess of 3% to fund the expenditures. Action f was the result of recognizing additional expenditures and revenues related to the Microsoft settlement.

5. The October 15 Department of Public Instruction's (DPI's) 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 FY10 School Operations, Construction, and Extension Fund budgets.

Administration's Analysis

6. 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.

7. Revenue Limit

October FY09	$877,606,667
July/August FY10	$880,274,510
October FY10	$883,804,202
Difference FY09 to FY10	$6,197,535

a. The main factor affecting the changes to the revenue limit are the shifts in student enrollments and changes to the annual per-pupil increase in the revenue limit. The annual increase in the per-pupil revenue limit, which is established in the state budget process, is $200 for FY10. That is the smallest increase in several years. In FY09, for example, the increase in the per-pupil revenue limit was $274.68.The July and August 2009 enrollment estimate was 1,799 less than the September 2008 actual enrollment, while the September 2009 actual was 416 less than the July 2009 projection, for a total year-to-year decline of 2,215.

b. The state revenue-limit formula provides for a declining enrollment exemption. This exemption increases the revenue limit when enrollment declines and decreases the revenue limit when enrollment increases. In July and August, the projected revenue limit was decreased $3 million, mainly due to the lower-than-expected increase in the state-imposed annual per-pupil revenue.

c. The October amount is based on October 15's certified equalization aid information from DPI and MPS-certified third-Friday enrollment counts. The revised revenue limit is

$883.8 million, an increase of $3.5 million from the August revenue-limit projection. The increase is due to:

- a $1.6 million increase in the transfer of the service-exemption portion of the revenue limit, from $5.8 million to $7.4 million; and
- a declining enrollment-exemption increase of $1.9 million, from $21.8 million to $23.7 million.

d. Wisconsin Act 28, the 2009-11 biennial budget bill, created a revenue-limit exemption that allows revenue-limit exemptions for spending on energy-efficiency measures and renewable-energy products that result in the avoidance of, or reduction in, energy costs. MPS projects $5.7 million for this purpose. The information presented in this item does not, however, assume any increase in revenue-limit authority that can be attributed to energy-efficiency measures and renewable-energy projects.

e. State equalization and integration aid, net of non-MPS charter and Milwaukee Parental Choice Program (MPCP) deductions, for MPS was certified in October at $584.6 million for FY10, a decrease of $2.8 million from the $587.4 million certified for FY09. Poverty aid of $9.7 million, which is under the revenue limit, decreased $123,479 from the $9.8 million received in FY09.

FY09 May Certified	FY10 July Estimate	FY10 October Certified	Difference FY09 to FY10
	Equalization and Integration Aid		
$587,415,000	$582,491,570	$584,579,530	($2,835,470)
	Poverty Aid		
$9,864,309	$9,740,560	$9,740,560	($123,749)
	Total Aid		
$597,279,309	$592,632,132	$594,320,090	($2,959,219)

f. 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:

(1) changes in the state formula that reduced aids;

(2) declining enrollment that reduced aids;

(3) declining property values that increased aids;, and

(4) 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.

g. The 2009-11 state budget changed the district's voucher-school tax formula: Historically the district has paid 45% of the estimated cost of the program. For FY10, the state will pay to the City of Milwaukee 3.4% of MPCP's costs to offset the voucher-school property-tax levy, lowering the net private school levy from 45% for MPCP costs to 41.6% of program costs. The offset, which is considered state aid for revenue-limit purposes, is estimated at $4.4 million. In future years, the offset will be 6.6% of the program costs.

h. For FY10, the MPCP deduction decreases $3.8 million, or a total of 6.6%, mainly due to the new MPCP cost offset. It is anticipated that there will be an increase in the enrollment from 19,900 students in FY09 to about 20,500 students in FY10. Overall, the FY10 MPCP aid deduction will be $54,133,414 million; the FY09 deduction was $58 million. Accordingly, the Board will need to levy $54,133,414 million to fund MPS's 41.6% portion of MPCP costs. $54.1 million represents about 18.3% of the total revised FY10 levy.

Description	FY09 MPCP Deduction October	FY10 MPCP Deduction July/August	FY10 MPCP Deduction October	Difference FY09 to FY10
Deduction under old law	($57,976,425)	($59,427,450)	($58,557,780)	$581,355
State payment to City to defray cost of MPCP, per state budget	n/a	n/a	$4,424,366	($4,424,366)
Net MPCP Deduction	($57,976,425)	($59,427,450)	($54,133,414)	($3,843,011)

i. Based on the proposed budget that was adopted by the Milwaukee Board of School directors in June 2009, the budget amendments adopted by the Board in July and August, and the amendments listed in this board item, the FY10 all-fund tax levy for FY10 will change from the levy for FY09 by $8.05 million, or 2.8%.

All-Fund Tax Levy

	FY09 October	FY10 July/August	FY10 October*	Difference July to October
Total Tax Levy	$287,778,700	$295,370,316	$295,833,114	$ 462,798
MPCP Portion	($57,976,425)	($ 59,427,450)	($54,133,414)	$5,294,036
Net MPS Tax Levy	$229,802,275	$235,942,866	$241,699,700	$5,756,834

**The tax levy does <u>not</u> assume any levy for energy efficiency measures and renewable energy projects.*

j. Categorical grant funding decreased $1,182,111 from the June budget, including Title I and IDEA ARRA funds. Federal grants decreased $1,566,598 million, state grants increased $568,420 million, and private grants decreased $183,753.

k. Since May, the district has become eligible for a number of additional grants under the American Recovery and Reinvestment Act (ARRA). Applications are submitted as eligibility information is received. At the end FY09, the state used $75,840,846 of ARRA funds for equalization aid to the district. The amount of ARRA funds to be used for equalization aid in FY10 is not yet known.

l. To date, the *new* ARRA grants include:

<u>Grant Description</u>	<u>Amount</u>
<u>Awards Received</u>	
School Nutrition Equipment	$141,330
Homeless children and youth	$106,252
Head Start: 51 seat expansion	$501,756
Head Start: program supplement	$466,424

Awards Pending

Title II D: ESEA formula $1,921,000
Title II D: Enhancing Education Through Technology $308,000
School improvement funds (SIG I ARRA) $1,500,000

7. Enrollment Variance: Based on the third-Friday count, FY10, enrollment is down 2,215, or 2.4%, compared with the FY09 official third-Friday count, and down less than ½ percent, compared to the original FY10 third-Friday projection.

Enrollment Category	Official FY09 3rd-Friday	Original FY10 3rd Friday Projection	Official FY10 3rd Friday	Change from Projection
MPS Elementary/K8/Middle/High	79,297	78,148	77,767	(0.48%)
Alternative/Partnerships/Other Contracted Sites	2,882	2,823	2,482	(12.08%)
Non-instrumentality Charters	3,190	2,503	2,195	(12.3%)
Chapter 220 in Suburbs	2,525	2,300	2,409	4.74%
Open Enrollment in Suburbs	4,367	4,688	5,193	10.77%
TOTALS	92,261	90,462	90,046	(0.46%)

8. Other revenue changes since July and August budget updates include decreases of $311,892 in bilingual aid, $311,784 in in-bound Open Enrollment revenue, and $65,884 in tuition. Increases include $350,000 of common school fund (library aid), $600,000 in Medicaid revenue, $430,295 in at-risk aid, $3,000,000 in federal indirect revenue, and $2,200,000 in federal commodities.

9. The Administration has identified the following needed changes to the FY10 budget as adopted in June 2009 and beyond July and August Board actions. 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

Expenditure Amendments		Amount
a.	MPS Traditional and Instrumentality Charter Schools Enrollment was based on the projected September enrollment of 78,148 students. The revised count, based on actual fall enrollment, is 77,767, a decrease of 381 students.	($1,769,762)
b.	Special Education "Site Allocations" to Schools Need for special education classroom staff was higher than anticipated, increasing this cost.	$164,228
c.	English as a Second Language (ESL) "Site Allocations" to Schools Increase two paraprofessional assistant positions — one at South Division, and one at Pulaski for ESL expansions.	$57,876
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.	($3,226)
e.	Building Operations School Staff	$21,524

Expenditure Amendments		Amount
	Add 0.5 FTE for a building services helper I position at Alliance Charter school. Funds were originally set aside for METRO, which has since closed.	
f.	Non-instrumentality Charters The budget was based on the projected September enrollment of 2,503 students. The revised count, based on actual fall enrollment, is 2,195 students, a decrease of 308 students. The budget was based on a projected average of the September and January student count of 2,419.4 FTEs. The revised projected average is 2,116.1 FTEs, a decrease of 303.3 FTEs, thereby reducing this cost by $2,358,158. Other cost changes include a $150,000 decrease in special education cost reimbursements due to school closures, partially offset by a $45,000 increase in common school fund reimbursement based on past costs.	($2,463,158)
g.	Special Needs Fund Adjust costs to reflect current estimates and historical trends.	($400,000)
h.	School Special Funds Maintain reserves for possible mid-year adjustments of $241,839 for special education classrooms and $45,991 for English as Second Language classrooms. <u>Increases</u>: Reserve for special education staffing changes $140,313 Transfer of support costs to central district-wide High Scope account $3,226 Hearing interpreter (.75) FTE) for staff member $31,868 <u>Reductions</u>: Reserve for English as a Second Language fall staffing changes ($74,929) Building operations site allocations reserve($170,394). Reserve for possible non-instrumentality charter per-pupil rate increase ($418,498) Reserves for site allocations and per-pupil allocations from schools closed after January 2009 ($2,098,076)	($2,586,690)
i.	Open Enrollment The budget was based on the projected September 4,688 students (4,608 FTE); the actual count for September is 5,193 students (5,142.2 FTE), an increase of 505 students (534.2 FTE). The per-pupil rate was estimated in spring at $6,484 and has been adjusted to reflect the DPI's estimate of $6,443, a $41 per-pupil decrease. The net result of these variables is an increased cost.	$3,252,923
j.	Agency Programs for At-Risk Students Decrease per-pupil for at-risk seats by $77.70 per-pupil, from $9,151.73 to $9,074.03, to reflect a decrease in per-pupil versus estimate from June applied to 1,692.5 FTE ($131,507). The main cause of the decrease in the per-pupil was the change in the revenue limit's per-pupil. Reduce 3.25 special education teachers — agency for $298,942 due to transfer of funds and positions to IDEA ARRA funds.	($430,449)

Expenditure Amendments		Amount
k.	Transition High School	($622,043)
	Transfer MATC contract program to Marshall High School to reflect district inclusion of these students at Marshall when reporting student counts to Department of Public Instruction (DPI).	
l.	Marshall High School	$622,043
	Add MATC contract program from Transition High School to reflect district inclusion of these students at Marshall when reporting student counts to Department of Public Instruction.	
m.	Leases	($95,934)
	Adjustments to French Immersion's lease from Milwaukee Leadership Training Institute, which was closed at end of June 2009.	
n.	Allied Health Program	$298,942
	Increase Allied Health program by adding 12 staff positions and funds for postage, expert contract services, and supplies due to reduction in allowable IDEA ARRA costs, necessitating a reduction in ARRA part-time funding. (Details of affected positions are in the positions section of this item.)	
o.	Contracted K-8 programs	($130,143)
	Decrease per-pupil for contract seats by $165.00. A reduction of $47,685 reflects the change in the per-pupil from $6,607 to $6,442. The per-pupil is the same as the per-pupil paid to MPCP schools, and this amount was reduced in the state budget. The total reduction of ($130,143) also includes a 12.8 FTE reduction, from projected 289 FTE to revised 276.2 FTE, for ($82,458).	
p.	Utilities	$348,225
	Gas — buildings $86,630	
	Water — buildings 9,350	
	Sewer tax $67,870	
	Chilled water/steam $69,885	
	Storm water $6,860	
	Snow/ice $107,630	
q.	Administrative Fees	($64,839)
	Reduction to departmental income due to closure of many non-instrumentality charter schools at end of June 2009.	
r.	Benefits	$16,141,247
	The benefits increase will not be passed along to schools and departments as a rate increase in FY10. This increase changes the benefits rate in school operations fund from 62.8% to 68.7%. In FY10, each $1 million of cost increase is a 0.18% rate increase.	
	Increase of $12 million to reflect revised actuarial information and increased FY09 expenditure for health and vision plans.	

Expenditure Amendments		Amount
	Increase of $2.459 million to reflect passage of the state budget, which increases the number of dependents covered under MPS health plan. This expands the current age from age 25 to age 27 and does not impose ANY requirement that the dependent be living with or supported by the parent. Such dependents can be working full time, and if they are not covered under a health plan, MPS will be required to cover them even if dependents are divorced. Also included is cost for coverage of autism spectrum disorders and hearing aids and cochlear implants for children under the age of 18. Except for autism coverage, the mandated effective date of the coverage is January 1, 2010. Autism coverage is effective November 1, 2009. Estimate does not include employer's share of social security to be calculated on the imputed wages of the cost of coverage for the employee. City pension-employer share August estimate reflected an increase of $7.4 million. The revised cost provided by the City is $7,508,420, an increase of $108,420. The following increases are due to increases in benefit-related costs for staff changes and a 0.6% Wisconsin Retirement System (WRS) January 2010 rate increase. Social Security $1,510,799 WRS — Employee Share $876,783 WRS — Employer Share $1,576,029 City Pension — Employee Share $702,539 Life Insurance $53,115 Benefits Offset (Funds collected from grants, School Nutrition, and individual budgets.) ($3,145,438)	
s.	Unallotted Salaries To reflect contract settlement with trades groups from June 1, 2009, to June 1, 2010.	$250,630
t.	School Nutrition Recognize estimated use of federal commodities.	$2,200,000
u.	Debt Service Reflects net of QZAB (Qualified Zone Academy Bonds) borrowing reduction ($713,136) offset by increased ADA (Americans with Disabilities Act) borrowing of $113,394.	($599,742)
v.	Common School Fund Increase funds in centrally-managed library materials account to reflect Oct. 15 DPI information of $28.69 per-pupil estimated reimbursement rate, based on census count for children ages 4-19.	$350,000
w.	Special and Contingent Funds —Contingent Account Reduce contingent account to $500,000. The FY10 Contingent Fund account was $14,681,365 after August Board action. Note $250,000 of the contingent account is reserved for possible litigation arising from mayoral takeover actions.	($14,181,365)
SUB-TOTAL — SCHOOL OPERATIONS OTHER EXPENDITURE AMENDMENTS		$360,287

School Operations Fund

Revenue Amendments	Amount
a. Revenue Limit	
Property tax levy	($4,530,241)
State Equalization and Integration Aids and Non-MPS Charter Schools	$2,040,140
These general aids are based on district spending, enrollment and property value. The amount of change from the August estimate of $582,000,000 is an increase of $2 million.	
Poverty Aid	
Aid to offset the equalization-aid reduction attributable to the Milwaukee Parental Choice Program is reduced $123,749 from amount reported to the Board in July.	
Computer Aid	
Aid to offset property tax revenue lost by the district due to the state's exemption of computers from such local taxes is $4,327,384, an increase of $402,343 from estimated July amount of $3,925,051.	
b. Other Revenue	
Net changes to lease revenue occurring after adoption of the June budget.	($95,934)
Changes below in revenue estimates from June are due to revised state budget information and review of FY09 actual revenues.	
Indirect revenues	$3,000,000
Bilingual aid	($311,892)
Tuition reimbursement (non-open enrollment)	($65,884)
At-risk aid	$430,295
Common school fund (Library Aid) — revised amount per Oct. 15 DPI information of $28.69 per-pupil estimated reimbursement rate based on census count for children ages 4-19.	$350,000
School meal sales — to recognize current trends/estimates.	($2,700,000)
Federal reimbursement for meals — to recognize current trends/estimates.	$2,700,000
Recognize federal commodities as resource.	$2,200,000
In-bound Open Enrollment was based on the projected 407.2 FTE; the actual is 361.4 FTE, a decrease of 45.8FTE. The per-pupil rate estimated in spring was $6,484 and was adjusted to $6,443 estimate by DPI this fall, a $41 per-pupil decrease. The net result of these variables is a decrease in revenues.	($311,784)
Medicaid revenue (change in law — can claim transportation and administrative time for processing claims.)	$600,000
c. Applied Surplus	
Eliminate use of applied surplus shown in FY10 proposed budget to restore fund balance.	($2,944,413)
SUB-TOTAL — SCHOOL OPERATIONS OTHER REVENUE AMENDMENTS	$360,287

Construction Fund

These amendments do not assume any increase in revenue limit authority for energy efficiency measures and renewable energy projects.

Expenditure Amendment	Amount
Maintenance projects funded with ARRA Qualified School Construction Bond authority — budget adopted in June assumed $53,069,187 in authority. City of Milwaukee reduced amount to $48 million and requested substitute projects.	(5,069,187)
Maintenance projects previously identified for funding through ARRA or resulting from approved school changes.	$6,307,183
SUB-TOTAL — CONSTRUCTION FUND EXPENDITURE AMENDMENT	$1,237,996

Revenue Amendment	Amount
Property sale	$287,390
In light of sale of Clairmont.	
ARRA Qualified School Construction Bond authority — budget adopted in June assumed $53,069,187 in authority. City of Milwaukee reduced amount to $48 million.	(5,069,187)
Tax Levy	$6,019,793
Increase due to reduction of School Operations tax levy so that maintenance projects funded with ARRA Qualified School Construction Bond authority can continue as planned in the budget adopted in June.	
SUB-TOTAL — CONSTRUCTION FUND REVENUE AMENDMENT	$1,237,996

Extension Fund

Expenditure Amendment	Amount
ARTS Program	$244,000
Increase funding for Arts at Large programming to meet demand.	
Special and Contingent Funds — Contingent Account	($848,837)
The FY10 Extension Fund contingent fund account of $0 was increased by June amendments of $848,837.	
Employee Benefits	$28,245
The following increases are due to increases in benefit-related costs for staff changes and a 0.6% Wisconsin Retirement System (WRS) January 2010 rate increase.	
Social security $13,373	
WRS — employee share $15,705	
WRS — employer share $19,635	
City pension — employee share $1,851	
Life insurance ..... ($1,742)	
Benefits offset (Funds collected from grants and individual budgets.) ..... ($20,577)	
SUB-TOTAL — EXTENSION FUND EXPENDITURE AMENDMENT	($576,592)

Revenue Amendment	Amount
Tax Levy	($576,592)
Reduce tax levy due to reduction of contingent account funding.	
SUB-TOTAL — EXTENSION FUND REVENUE AMENDMENT	($576,592)

RECAPITULATION OF NET AMENDMENT AMOUNTS

	Operations	Construction	Extension	Total
July-August Board Action	11,281,030	$0	$0	$11,281,030
October Amendments	$360,287	$1,237,996	($576,592)	$1,021,691
Total Amendments since June	$11,641,317	$1,237,996	($576,592)	$12,302,721

10. 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	(2.00)	($183,964)	
Agency — non-MPS schools — contracted at-risk		$183,964	
There is one MPS teacher for each agency (partnership) school. The reduction is for two partnership schools that are no longer contracted with MPS and their seats were assigned to other partnership schools that already have MPS teachers.			
Office of Board Governance			
Positions (TBA) already funded at $150,000		$3,562	
Benefits		$96,438	
General service — accountability		$50,000	
General service —governance		($150,000	
To reflect funding of positions (TBD) and benefits, as well as general services, for Office of Accountability.			
Superintendent			
Safety aide coordinator — School Safety Operations	1.00	$84,242	
Vacancy and turnover		(84,242)	
Assistant director of school safety — 10-month — School Safety Office	1.00	$70,906	$58,458

	Positions	Board Funds	Categorical Funds
Assistant director of school safety — 12-month — School Safety Office	(1.00)	($70,906)	($58,458)
Educational Services			
ARRA Saturday academies for reading and math			($235,124)
After school tutoring			$235,124
Employee training specialist	5.00		$714,167
Assistant principal	1.00		$129,624
School technical support director	1.00		$156,766
School secretary I	2.00		$115,322
Vacancy and Turnover			($21,986)
Consultant Services			$44,253
Duplicating			$15,000
Other expenses			$95,000
Travel			$15,000
Supplies			$4,763
Software			$46,536
These items reflect transfer of instructional technology positions and funding from Technology to Educational Services			
Diversified Community Schools			
Charter teacher — lead administrator	0.50	$68,620	
Charter teacher — lead administrator	0.50		$68,620
0.50 K-8 principal — Safe and Healthy Schools			($68,620)
Vacancy and turnover		($22,000)	
Contract services		($46,620)	
To provide administrative oversight/staff evaluations for teacher-led schools.			
Special education teacher — agency	(3.25)	($298,942)	
Transfer of funds and positions to IDEA ARRA funds — see Special Services below.			
Special Services			
Special education teacher — IDEA ARRA	3.25		$298,942
Part-time certificated — IDEA ARRA			($298,942)
School secretary I — Allied Health	3.00	$36,000	
Special education supervisor — Allied Health	1.00	$50,800	
Psychologist — Allied Health	2.00	$27,500	
Social worker — Allied Health	2.00	$27,500	

	Positions	Board Funds	Categorical Funds
Teacher — Allied Health	4.00	$42,000	
Expert/contracted services — Allied Health		$60,000	
Postage — Allied Health		$30,000	
Supplies — Allied Health		$25,142	
Represents four-months' costs. Increase due to reduction in allowable IDEA ARRA costs, necessitating a reduction in ARRA part-time funding.			
Research and Assessment			
Senior school data-support specialist — realignment of research functions	(2.00)		($301,746)
Research manager — realignment of research functions	1.00		$136,980
Programmer analyst — realignment of duties	1.00		$89,949
Contract services — outside program evaluations			$74,817
Office of Finance and Operations			
Technology specialist — hiring of program manager resulted in more accurate determination of IRIS project-support needs.	(1.00)		($150,873)
Database specialist — IRIS project	1.00		$118,905
Contracted services — IRIS project			$31,968
Employee training specialist	(5.00)		($714,167)
Assistant principal	(1.00)		($129,624)
School technical support director	(1.00)		($156,766)
School secretary I	(2.00)		($115,322)
Vacancy and Turnover			$21,986
Consultant Services			($44,253)
Duplicating			($15,000)
Other expenses			($95,000)
Travel			($15,000)
Supplies			($4,763)
Software			($46,536)
These items reflect transfer of instructional technology positions and funding from Technology to Educational Services			
School Nutrition Services			
Field supervisor	(1.00)	($138,852)	
Supervising dietitian	1.00	$146,201	
School secretary I	(1.00)	($67,692)	
Accounting clerk	1.00	$72,243	

	Positions	Board Funds	Categorical Funds
Vacancy and Turnover		($11,900)	
TOTALS	12.00	$0	$0

POSITIONS SUMMARY

Board Funds — primarily due to Allied Health change — a school program budget	8.25
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 that have been developed 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 $1,340,173,039, based upon current law and revenue-limit calculations. Excluding categorical grants, the three statutory funds will total $1,072,818,849. This compares with the FY09 total of $1,005,850,288 — a change of $66,968,561 for the three statutory funds.

	FY10 June Adopted Budget	**August through October 2009 Adjustments**	**FY10 Adopted Amended Budget**
Operations Fund	**$988,067,995**	**$11,641,317**	**$999,709,312**
Construction Fund	**$58,716,301**	**$1,237,996**	**$59,954,297**
Extension Fund	**$13,731,832**	**($576,592)**	**$13,155,240**
Totals	**$1,060,516,128**	**$12,302,721**	**$1,072,818,849**

14. The allowable property tax levy (School Operations and Construction Funds only) under the revenue limit is now $285,606,808. The property tax levy for all taxing funds (School Operations, Construction and Extension) is $295,833,114. Based on current assessed valuation information, the estimated tax rate per thousand will increase from $9.82 in FY09 to $10.64 in FY10, an increase of 82 cents, or 8.35%. For the owner of a city home worth $127,500, the city-wide average, the estimated tax-rate increase of 82 cents generates a tax increase of $104.55 over FY09. Of the 82-cent increase, 53 cents — or $67.85 of the $104.55 increase for a city home worth $127,500 — is attributed to a decline in assessed property values in the City of Milwaukee. Assessed values decreased by $1,440,243,656 (4.9%), from $29,238,415,204 in FY09 to $27,798,171,548 in FY10. The balance of the rate increase of 29 cents — or $36.98 for the owner of a city home worth $127,500 — is attributed to an increase in the tax levy.

Property Tax Levy	FY10 July Information to MBSD	August through October 2009 Adjustments	FY10 Adopted Amended Budget
Operations			
MPS	$221,634,878	$763,795	$222,398,673
Private Schools (MPCP)	$59,427,450	($5,294,036)	$54,133,414
Total Operations	$281,062,328	($4,530,241)	$276,532,087
Construction	$3,055,000	$6,019,793	$9,074,793
Extension	$10,802,826	($576,592)	$10,226,234
TOTALS	$294,920,154	$912,960	$295,833,114

15. The following table shows a comparison of the revised property tax levy with the prior year's property tax levy.

Property Tax Levy	FY09	FY10	$ Change	% Change
Operations				
MPS	$201,657,731	$222,398,673	$20,740,942	10.3%
Private Schools(MPCP)	$57,976,425	$54,133,414	($3,843,011)	(6.6%)
Total Operations	$259,634,156	$276,532,087	$16,897,931	6.5%
Construction	$17,001,718	$9,074,793	($7,926,924)	(46.6%)
Extension	$11,142,826	$10,226,234	$916,592	8.2%
TOTALS	$287,778,700	$295,833,114	$8,054,414	2.8%

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's budget scheduled for November 6, 2009.

Administration's Recommendation

The Administration recommends that the Board amend the FY10 Budget as noted in this board item. The recommendation would adjust the School Operations Fund, the Construction Fund, and the Extension Fund for the changes described above. The Administration 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 ~~$988,067,995~~ **$999,709,312** will be required for the operation of the Milwaukee Public Schools, for the repair and keeping in order of school buildings and equipment, and the making of material improvements to school property during the 2008 Fiscal Year; and that ~~$TBD~~ **$276,532,087** 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 2010, 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 ~~$58,716,301~~ **$59,954,297** will be required for the 2010 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, ~~$3,005,000~~ **$9,074,793** by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2010, 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 ~~$13,731,832~~ **$13,155,240** will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2010 Fiscal Year, and that ~~$10,802,826~~ **$10,226,234** 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 2010, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources

* * * * *

With respect to Item 2, 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.

With respect to Item 3, Director Falk moved to approve the administration's recommendation.

Director Blewett moved a substitute, to approve the administration's recommendation, taking $225,000 from the $1.4 million fund balance to be designated for the talent development fund.

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

Ayes—Director Blewett and President Bonds—2.

Noes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner and Woodward—7.

The question being on the original motion to approve the administration's recommendation, it was adopted, the vote being as follows:

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

Noes—None.

The Board adjourned at 10:00 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 22, 2009

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

Present—Directors Blewett (6:52 PM), Falk, Miller, Petersons (6:44 PM), Thompson, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Spence—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:

JoAnn Lens
Teacher, Hawley Environmental School

JoAnn Lens recently earned the distinction of Elementary School Teacher of the Year, an honor she shares with another elementary school teacher in the City of Madison. It is a significant honor for which there was competition among teachers statewide. Ms. Lens was considered for the title of Teacher of the Year after having been named a Kohl Teacher Fellow by the Herb Kohl Educational Foundation.

JoAnn Lens is a graduate of Milwaukee's Marquette University. Her career at MPS extends 18 years. Ms. Lens began her career with the district as a fourth-grade teacher at 35th Street School, after which she became a writing specialist. Ms. Lens joined the staff at Hawley Environmental School in the year 2000 and since that time has taught fourth grade there. In addition to her classroom work, she is a member of the technology and environmental education committees at Hawley.

As a fourth-grade teacher, Ms. Lens and her students work closely with members of the Urban Ecology Center, planting native prairie plants in Milwaukee's Menomonee Valley. The focus extends from plants to birds because Ms. Lens and her fourth-graders also work with the International Crane Society in Baraboo, Wisconsin, following the annual whooping crane migration. As a teacher she has excelled in supplementing classroom lessons with field trips that are in line with the school's environmental focus. JoAnn Lens has for three years worked on providing descriptive feedback and test analysis as part of a mathematics assessment committee under the Milwaukee Math Partnership.

Hawley Environmental School Principal Glen Stavens states that Ms. Lens makes traditional elementary school learning exciting. Principal Stavens reports that Ms. Lens brings herself into the learning process by her continuous interactions with the boys and girls. Ms. Lens ignites the learning process by creating curiosity in students and by encouraging problem solving, personal responsibility, and respect for self, family, and community.

JoAnn Lens is currently working on a Masters Degree in Curriculum and Instruction at National Louis University.

Ms. Lens was surprised by the announcement in early September that she had won the Elementary School Teacher of the Year award from the Wisconsin Department of Public Instruction. In posing with the award later, she chose to have her photo taken with her fourth-grade students. "I do it because of them," she said.

The Milwaukee Board of School Directors recognizes and honors JoAnn for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

Proclamation in Honor of JoAnn Lens in Honor of Her Being Named a Teacher of the Year

by Director Blewett

WHEREAS, JoAnn Lens is a fourth-grade teacher at Hawley Environmental School; and

WHEREAS, JoAnn Lens has been named a Wisconsin Elementary School Teacher of the Year; and

WHEREAS, JoAnn Lens has earned a $3,000 award from the Herb Kohl Educational Foundation, which supports the Teacher of the Year awards as a way to recognize outstanding educators and to help ensure that classrooms have caring and competent teachers in which to nurture tomorrow's leaders; and

WHEREAS, JoAnn Lens has displayed many of the qualities that make an outstanding educator, including an inspirational love of learning; the ability to foster community connections, and a passion for pursuing and promoting advances in education; and

WHEREAS, JoAnn Lens inspires her students by actively engaging them in the development of the rules, goals, and activities of their classroom; and

WHEREAS, JoAnn Lens has earned a positive reputation for her cheerful and intrepid pursuit of innovation, especially in promoting technological advancements; and

WHEREAS, State Superintendent Tony Evers has thanked JoAnn Lens for "[showing] us the power of an educator to make a positive impact in the lives of students, their families, and the community"; and

WHEREAS, Superintendent Evers honored JoAnn Lens during his State of Education Address on September 24, 2009, at the State Capitol in Madison; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors recognize and congratulate JoAnn Lens on her being named a Wisconsin Elementary School Teacher of the Year; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board, and that an engrossed copy of this Resolution, suitably signed and sealed, be prepared and presented to JoAnn Lens in honor and recognition of her accomplishments and of her service to the children of Hawley Environmental School and of the Milwaukee Public Schools.

Adopted by consensus.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of September 3, 15, and 24, 2009, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Negotiated Labor Agreement with Local 1616-888J (Part-Time Hourly Recreation Workers)

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:

Local 1616-888J (Part-Time Hourly Recreation Workers) —
Three-year contract (April 1, 2007, through March 31, 2010)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract as highlighted below:

1. Three (3) -year contract (April 1, 2007, through March 31, 2010).

2. Effective April 1, 2009:

Job Classification	Minimum	Maximum
Recreation Leader Vc	$25.00	$25.00

POSITION: Children's Instructor IV

3. Effective March 31, 2009, the maximum pay rates for all ranges, except Recreation Leader Vc and Recreation Leader VI, shall be increased by 50¢; this shall not apply retroactively to wage increases.

4. Salaries: 4/01/07.....10¢ per hour increase
4/01/08.....10¢ per hour increase
4/01/09.....15¢ per hour increase

A complete package, including all tentative agreements, is available upon request.

Sincerely,

William G. Andrekopoulos
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, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

* * * * *

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

The Director, Office of Board Governance/Board Clerk presented 24 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 Panel and Independent Hearing Officers of September 24, 28, 29, and 30, 2009, and of October 1, 6, 7, 8, 9, 13, 14, 15, 19, and 20, 2009.

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

Ayes—Directors Falk, Miller, Petersons, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of Item 3 of the Report of the Finance/Personnel Committee, administrative appointments and promotions.

On the motion of Director Thompson, the balance of the reports was adopted, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Woodward presented the following report for the Committee on Special Education:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education presents the following report:

(Item 1) Informational Report on the Needs Assessment and Compliance Plan Developed in Partial Fulfillment of the Requirements of the Jamie S. Settlement Agreement between the Disability Rights of Wisconsin and the Department of Public Instruction

Your Committee reports having received the following informational report from the Administration and from Dr, Alan Coulter, Independent Expert in the Jamie S. Settlement Agreement, and Alisia Moutry, Chief of Staff for the Independent Expert:

Administration's Report

1. On September 13, 2001, the Disability Rights of Wisconsin filed a lawsuit in federal court against the Department of Pubic Instruction (DPI) and the Milwaukee Public Schools relative to the delivery of services to students with disabilities.

2. On September 11, 2007, the federal judge issued findings of liability for certain aspects of the MPS Child Find obligation and for the DPI's obligation to exercise appropriate oversight under the Individuals with Disabilities Education Improvement Act-2004 (IDEA).

3. DPI reached a settlement agreement with Disability Rights Wisconsin on February 27, 2008. The court approved the settlement agreement — to which Milwaukee Public Schools is not a party — in July 2008. A copy of the Jamie S. settlement agreement between Disability Rights Wisconsin and the Department of Public Instruction can be found as attachment #1 to this item, under separate cover.

4. The Jamie S. settlement agreement provides for appointment of an independent expert, Dr. Alan Coulter, who, along with a local chief of staff, was charged to develop a needs assessment and a compliance plan to monitor the following four areas of the outcome standards of the Jamie S. settlement agreement listed below:

a. timely initial evaluations for special education;

b. parental participation in initial IEP team meetings;

c. referral of regular education students who reach a set number of suspensions in a given school year to a system of EIS designed to address academic or behavioral concerns that caused suspension;

d. referral of regular education students who are retained in a given school year to a system of EIS designed to address academic or behavioral concerns that caused retention'

5. The Needs Assessment was completed in May and June of 2009. The report was completed in July of 2009. A copy of the "Milwaukee Public Schools Needs Assessment Report in Partial Fulfillment of the Requirements of the Jamie S. Settlement Agreement" is included as attachment #2 to this item, under separate cover.

6. The Jamie S. Settlement Agreement Compliance Plan for the Milwaukee Public Schools was completed on September 17, 2009. A copy of the "Jamie S, Settlement Agreement Compliance Plan for the Milwaukee Public Schools" is included as attachment #3, under separate cover.

7. Dr, Alan Coulter, Independent Expert in the Jamie S. Settlement Agreement, and Alisia Moutry, Chief of Staff for the Independent Expert, will present to the Milwaukee Board of School Directors' Committee on Special Education a general overview of the findings of the Needs Assessment and recommendations of the Compliance Plan developed as a part of the Jamie S. settlement agreement.

* * * * *

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 0809R-023 by Director Morales To Develop Social and Emotional Learning Targets for All Grade Levels That Do Not Currently Have Them

Background

At its meeting on August 28, 2008, the Board referred Resolution 0809R-023 by then-Director Morales to the Committee on Innovation/School Reform:

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.

At its organizational meeting on April 28, 2009, Director Miller requested that the resolution be carried over for consideration during the 2009-10 Board year.

Administration's Analysis

1. The Administration is in agreement with the intent of the resolution because of the importance of students' social and emotional health.

2. Currently social and emotional learning targets exist for four-year-old kindergarten. Learning targets for "Personal/Social" behaviors are embedded in the School Counseling learning targets in grade bands of kindergarten-grade 2; grades 3-5, grades 6-8 and grades 9-12.

3. The Safe Schools/Healthy Students federal grant has a component that implements training and support for early childhood teachers in the area of social and emotional growth and development and strategies for teachers to use in the classroom.

4. Social-emotional development is not linear and varies depending on the demands of each situation. For example, expectations for students' social competence at recess are quite different from the expectations for students' social competence in a science lab. Social-emotional learning targets would not accurately reflect this variance. A focus on developmental expectations and social competencies in each particular learning environment is more practical. A tiered approach to social-emotional competencies requires education and assessment for all students, interventions for students that require additional support, and intensive support for the few students requiring such support.

5. Positive Behavioral Interventions and Supports (PBIS) is a research-based systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students. Data shows 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.

a. PBIS is a Response to Intervention (RtI) approach that uses interventions organized into three tiers:

- Tier 1, or Universal Interventions, provides support to all students.
- Tier 2, or Secondary Interventions, provides additional support to small groups of students.
- Tier 3, or Tertiary Interventions, provides intensive support to individual students.

b. PBIS takes three to five years to implement at the school level. Schools implement one tier per year. The school staff members are provided professional development on a tier in the year prior to its implementation at the school level.

- Currently 30 schools have begun implementing Tier 1 of PBIS through a joint effort between the Administration and the Milwaukee Teachers' Education Association (MTEA).
- Beginning in February 2010, the first cohort of PBIS schools will receive professional development on Tier 2, so they can add Tier 2 at the start of the 2010-2011 school year.
- The second cohort of schools will receive professional development on Tier 1 in February 2010, so they can implement Tier 1 at the start of the 2010-2011 school year.

6. Positive Behavioral Interventions and Supports has the potential to tie together the existing work of Health and Wellness, Student Services, and Support Services to significantly enhance children's social and emotional health. Some of these existing efforts include Restorative Justice, Life Skills, Second Step, Steps to Respect/Bullying, etc.

7. Based on the district's direction with early intervening services and requirements of the Response to Intervention model, the Administration recommends that a focus on social-emotional competence is a more appropriate way to address the social and emotional needs of students than is spending time and money developing learning targets. Research is clear that an instructional emphasis on both academic and social competence is needed for optimal student achievement.

Strategic Plan Compatibility Statement

8. 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: 75% of ninth graders will graduate in four years.

Statute, Administrative Policy or Board Rules Statement

9. This item is consistent with Administrative policy and procedure.

Fiscal Impact Statement

10. This item does not authorize expenditures. Costs associated with any expansion of the Positive Behavioral Interventions and Supports model would be submitted to the Board in the FY11 budget recommendations.

Implementation and Assessment Plan

11. The implementation and assessment will be done in conjunction with Positive Behavioral Interventions and Supports.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and direct the Administration to report back to the Board no later than February 2010.

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

* * * * *

(Item 2) Action on Resolution 0910R-012 by Directors Woodward and Bonds to Develop a Technology and Science Program at Clarke Street Elementary School

Background

At its meeting on July 30, 2009, the Board referred Resolution 0910R-012 by Directors Woodward and Bonds to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More* Action Plan states in Goal 1 that students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship; 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 expressing their concern about the nation's ability to sustain its scientific and technological competitiveness in the 21st century; and

WHEREAS, Students who enroll in science and technology courses are more likely to handle college-level coursework without the need for remedial education; and

WHEREAS, Training in science and technology enables students to be thinkers, problem solvers, and innovators in any career field; and

WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More* Action Plan further states, in Goal 8, that the District will build partnerships to support student achievement; and

WHEREAS, Since 1948, Manpower Inc. has been a proven business leader with an emphasis on creating initiatives to create jobs and opportunities for underserved and disadvantaged groups; and

WHEREAS, Manpower Inc. has continually demonstrated the vision needed to anticipate the needs of employers; and

WHEREAS, Whitefish Bay Middle School, a National Blue Ribbon School of Excellence, provides exploratory, hands-on experiences integrated with its academic programs; and

WHEREAS, The mission of Clarke Street School, once a 90-90-90 school, is to provide high-quality teaching in a rapidly changing technological world; and

WHEREAS, School families are clamoring for innovative curriculums and are seeking schools where parental involvement and student-achievement levels are high; now, therefore, be it

RESOLVED, That a technology and science program be developed for Clarke Street Elementary school; and be it

FURTHER RESOLVED, That the program feature a unique partnership with Manpower Inc. as well as a mentoring partnership with students from Whitefish Bay Middle School; and be it

FURTHER RESOLVED, That the Administration be prepared to present this program in the December 2009 Board cycle for implementation in the 2010-2011 school year.

Administration's Analysis

1. The Administration concurs with this resolution and seeks to implement a coherent continuous technology and science curriculum program beginning with the 2010-2011 school year. The technology and science educational program will support the mission of Clarke Street School to provide high-quality teaching in a rapidly changing technological world. The program will be realized through an innovative curriculum that uses engineering and technological concepts and skills to learn science. This highly successful hands-on, project- and problem-based curriculum is called Gateway To Technology, and is the middle-school-aged Project Lead The Way curriculum that promotes science, technology, engineering, and mathematics (STEM) learning.

2. Research

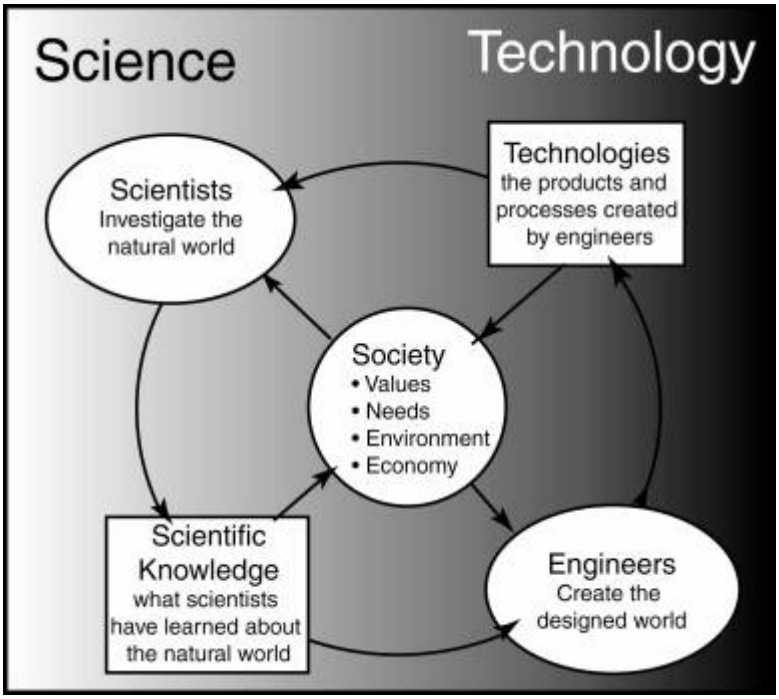
a. Learning in science and technology enables students to be critical thinkers, problem solvers, and innovators in any career field. In September 2009, the National Academy of Engineering and the National Research Council reported on the findings of an expert committee charged with evaluating the status of engineering lessons in K-12 schools and judging their effectiveness. They concluded that engineering studies, or lessons on how products are designed and built, have the potential to bolster student engagement and understanding in mathematics and science, despite the topic's relatively modest and undefined presence in the nation's schools. The study called for engineering to be integrated into K-12 curriculum.

b. *Engineering in K-12 Education,* published by the National Academies Press, states that engineering education in K-12 classrooms is a small but growing phenomenon that may have implications for engineering and also for the other STEM subjects — science, technology, and mathematics. Specifically, engineering education may improve student learning and achievement in science and mathematics, increase awareness of engineering and the work of engineers, boost youth interest in pursuing engineering as a career, and increase the technological literacy of all students. The teaching of STEM subjects in U.S. schools must be improved in order to retain U.S. competitiveness in the global economy and to develop a workforce with the knowledge and skills to address technical and technological issues.

c. Additionally, current research in this area has identified many reasons to introduce children to engineering, beginning with the elementary grades, in order to learn science and technology concepts and build related skills:

- Children are fascinated with building and with taking things apart to see how they work. They engineer informally all the time.
- Engineering projects integrate other disciplines, such as mathematics, science, literacy, and social studies.
- Engineering fosters problem-solving skills.
- Engineering embraces project-based learning and encompasses hands-on learning.
- Scientific and technological literacy are necessary for the 21st Century.
- Learning about engineering will increase students' awareness of and access to scientific and technical careers.

d. The following graphic provides a clear visual of how science and technology interrelate and the difference among science, engineering, and technology:



Museum of Science, 2004-2009

3. Curriculum

a. **Project Lead the Way (PLTW)**

(1) Clarke Street School is scheduled to begin implementation of the Gateway To Technology middle-school-aged Project Lead The Way (PLTW) curriculum in Fall 2010. Project Lead The Way is a nationally established "best practice" program in STEM education focused on preparing young people for future technical and engineering careers in America. PLTW includes the middle-school Gateway to Technology curriculum and a five-course high-school curriculum. The program offers project-based courses meeting national science, math and literacy standards; intensive teacher and counselor professional development; equipment and software specifications; post-secondary articulations; strong support for continual education; national recognition; and a proven record of performance.

(2) Careers in engineering and technology stand out as significant opportunities for MPS students. Wisconsin now holds the number one ranking in the nation for concentration of employment in manufacturing, much of which is in skilled, technical, or engineering-related fields. Growth in civil engineering and biotechnical fields also promise future opportunities for MPS graduates with the kind of strong background in science, technology, and math provided by PLTW.

b. Marquette University College of Engineering, Fifth-Grade Volunteer Project (5GVP)

(1) Additionally, a project which MPS science has implemented for 21 years, **the Marquette University College of Engineering, Fifth-Grade Volunteer Project (5GVP),** will be integrated as part of the technology and science program to help prepare middle-grades students for PLTW. 5GVP is a volunteer service to the community performed by engineering students at the University for MPS fifth-grade students. The objectives of the project are to encourage students to develop and use their abilities to do technical work, to learn science concepts, and to demonstrate that science and engineering can be fun. It also exposes MPS students to role models — university students who are about to embark on well-paid, enjoyable careers in engineering.

(2) Pairs of engineering students conduct 45-minute classes on one of several scientific topics: light, sound, electricity, magnetism, simple machines, phases of matter, the environment, and your senses. Each class consists of hands-on experiments conducted by the MPS students and demonstrations by Marquette engineering students. Marquette's portable engineering equipment is used, allowing the students an excellent learning experience in working with the sophisticated equipment used in university and industry laboratories. The technologies used include lasers, prisms, stereo and fiber optics, polarizers, electromagnets, gyroscopes, vacuum pumps, tornado tubes, distillation units, generators, and singing rods.

c. Discovery Education

Clark Street School is one of more than 140 MPS schools that will implement Discovery Education Streaming Plus during the 2009-10 school year. Discovery Education's library of digital differentiated resources in science, mathematics, language arts, and social studies will be incorporated as part of Clark's technology and science program. Video clips, virtual labs, interactives, animations, audio files, and podcasts will be seamlessly integrated into PLTW lessons and activities to enhance the curriculum.

4. Partnerships

a. A major component of the technology and science program includes new and established partnerships to support student achievement at Clark Street School. Professional development for teachers, school administrators, and instructional/curriculum leaders will be supported through PLTW and science-related workshops and institutes. Well-established professional development providers including Discovery World, , Discovery Education, Marquette University, Milwaukee School of Engineering, and Milwaukee Area Technical College will partner with MPS to support school and district staff in their learning.

b. The MPS STEM Partners and the MPS Science Education Coalition — businesses, higher-education, and professional organizations who have come together to work with MPS to strengthen youth in science, technology, engineering, and mathematics — will serve to extend student learning outside the walls of the classroom. These partners at the District level include:

- Engineers and Scientists of Milwaukee (ESM)
- Milwaukee School of Engineering (MSOE)
- Milwaukee Metropolitan Sewage District (MMSD)
- Urban Ecology Center
- GE Healthcare
- Rockwell Automation
- P & H Mining/Joy Global
- Harley Davidson
- Brady Corporation and Manpower

Specific partnerships will be developed from these groups to assist Clarke Street School. These partnerships will offer mentoring, tutoring, and shadowing for students and teachers, advice on curriculum, participation in career fairs, and partnerships with individual schools. Additionally, these entities may be used to evaluate the technology and science program at Clark Street School.

c. Manpower Inc., a proven business leader with an emphasis on creating initiatives to create jobs and opportunities for underserved and disadvantaged groups, has partnered with Clark Street School for many years. Manpower leaders have focused a keen interest on the school, offering donations as well as tutoring and mentorship. Manpower has been a supporter of the *I Have a Dream Foundation* at Clarke Street School (see description below under Brady Corp). Over the years, Manpower has supplied avenues for internships.

d. Brady Corporation, a major supplier to manufacturers and maintenance organizations, is a leading Milwaukee employer in manufacturing, precision engineering, and materials expertise. The focus of the Brady Corporation Foundation is to support organizations and programs that work to develop current and future leaders for the region's businesses and communities. Brady Corp. has been involved with Clarke Street School for many years as well. Currently, Brady supports the *I Have a Dream Foundation*, which works to ensure that all children have the opportunity to pursue higher education. *I Have a Dream* empowers children in low-income communities to achieve higher education by providing them with guaranteed tuition support and equipping them with the skills, knowledge, and habits that they need to gain entry to higher education and succeed in college and beyond. Brady Corporation has already helped to bring the PLTW program to Clarke Street School and is interested in the growth and evaluation of PLTW throughout MPS.

e. Clark Street will continue and possibly expand its existing student networking partnership with Whitefish Bay Middle School. This partnership aims to build relationships among the students through activities such as field trips, mentoring, plays, socials, etc.

5. District Support

Career and Technical Education, Science Education and Instructional Technology offices will provide extensive district support in working with school administration and teaching staff during the 2009-10 and 2010-11 school years to plan, develop, and implement the technology and science program. Career and Technical Education will have an additional staff person devoted exclusively to assisting new PLTW schools with implementation in 2010 and 2011. The Science Education Office will coordinate 5GVP and collaborate with Instructional Technology to align Discovery Education to the curriculum and provide teacher professional development.

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 and applicable law.

Fiscal Impact Statement

8. Approval of this item does not authorize expenditures. Implementation of Gateway to Technology (PLTW) at Clarke Street School will be funded through the District's previously approved allocation of funding from the American Recovery and Reinvestment Act. Funding will cover the computer lab, technical supplies, teacher professional development, and textbooks. Implementation of Discovery Education will be funded through Common School Funds. The Marquette University College of Engineering, Fifth-Grade Volunteer Project, (5GVP) requires no MPS expenditures and will be coordinated through the Science Education Office.

Implementation and Assessment Plan

9. For implementation of Gateway to Technology (PLTW), the following steps will be taken by the Administration:

- Schools sign up with national PLTW network ..... February 2010
- Teachers enroll for Summer Professional Development Institute ..... March 2010
- Career and Technical Education purchases supplies and computer labs ..... March-April 2010
- Teachers participate in professional development ..... Summer 2010
- Labs set up ..... August 2010
- Program begins ..... September 2010

10. Dr. Sammis White, University of Wisconsin-Milwaukee, currently leads an evaluation of PLTW in three K-8 or middle schools. In 2010, the evaluation will expand to additional schools, giving a broader context for understanding the impact of the PLTW program on student learning, performance, and preparation for college and careers.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution to support the development and implementation of a STEM program at Clarke Street School for the school year beginning in the Fall of 2010.

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

* * * * *

(Item 3) Action on Areas To Be Opened for Study of Texts to be Used Beginning with the 2010-2011 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 for which adopted texts have been in use for six years or more and 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 includes educator proficiency, student proficiency, and access to information resources and learning tools.

4. The Superintendent is recommending opening these subject areas for adoption-study during the 2010-2011 school year.

Elementary

Literacy (Gr. K-8)
English as a Second Language (Gr. K-8)

5. Due to the significant number of students with print disabilities, MPS needs to ensure that alternative formats (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 these 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. The Administration is analyzing the impact of moving to an eight-year cycle for textbook adoptions. The Administration anticipates completing its review by December 2009 and anticipates submitting to the Board in January 2010 recommendations to revise current policies and procedures.

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. The Administration is conducting a review of current policies and procedures and will be submitting recommendations to the Board in January 2010.

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 lead by a curriculum specialist shall be established to study and evaluate available materials and make recommendations to the Superintendent concerning textbook and instructional material adoptions for the subject areas.

b. Principals and teachers are notified.

c. Parents are notified and invited to serve on the parent advisory committee for textbook and instructional material evaluation. 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 process of evaluating textbooks and instructional materials, 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 and instructional material evaluation committees for the various subject areas are obtained.

f. Textbook-and-instructional-material-evaluation committees are appointed.

g. Curriculum specialists provide training for textbook and instructional material evaluation committee members on selecting materials to promote multiculturalism and deep thinking.

h. Textbook-and-instructional-material-evaluation committees establish criteria for evaluating materials, based on the most recent literature and research related to instruction in the relevant areas. The committees obtain and evaluate available materials, meet with parents and publishers' 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-and-instructional-material-evaluation committees formulate recommendations with respect to the subject areas and the materials under evaluation for possible adoption. The textbook-and-instructional-material-evaluation committee will recommend a single adoption for a subject/course or it may recommend delaying adoption, pending further study.

k. Recommendations from the textbook-and-instructional-material-evaluation committees are reviewed by the Director of Educational Services and then forwarded to 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's approval. 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-and-instructional-material-evaluation committees would be appointed no later than February 2010. The committees will conduct the study during the months of March, April, and May 2010 and submit a recommendation to the Superintendent in the beginning of May 2010. The Superintendent will submit recommendations to the Board of School Directors in May 2010.

11. Upon adoption, the schools will begin the purchasing process based upon the information communicated to schools by the Department of Educational Services.

12. Professional development training will be scheduled for the first semester of 2010-2011. Texts adopted through this review cycle are expected to be in the schools during the second semester of 2010-2011 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 2010. Approximately $6,300,000 would be needed for the purchase of textbooks and instructional materials if all the recommendations for textbooks and instructional materials are approved. Recommendations for textbooks and instructional materials will be developed based on the amount approved in the FY11 adopted budget. At that time, the recommendations for purchase of textbooks and instructional materials will include the costs of the texts.

15. The table below provides cost estimates.

2010-2011 Textbook and instructional material Adoption Data Collection Grid

Curricular Area participating in the 2010-2011 Textbook and instructional material Adoption Process:

Curricular Area for Adoption	Subject	Enrollment	Estimated Cost per Student	Estimated Cost
Literacy(Gr. K-8)	Reading	57,000	$101	$5,772,500
English as a Second Language (Gr. K-8)		5,000	$100	$500,000
Estimated Total				$6,272,500

16. In FY09, MPS paid no shipping and handling for orders of textbooks and instructional materials.

Committee's Recommendation

Your Committee recommends that the Board approve the subject areas listed below for textbook and instructional material evaluation:

Literacy (Gr. K-8)
English as a Second Language (Gr. K-8)

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

* * * * *

(Item 4) Informational Report on Title I Services Provided To Non-Public School Students

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

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 must be comparable to the services and other benefits provided to public school children and teachers participating in the program and must be provided in a timely manner.

3. Funds to be provided for the provision of Title I services are determined each year under ESEA-mandated non-pubic school equitable-participation guidelines. (The percentage of funds set aside for private-school students is based upon the percentage of eligible Milwaukee-resident students being served by non-public schools that year.). Participating non-public schools receive services up to an allocation amount based upon an approved federal formula.

4. In July 2006, the Milwaukee Public Schools posted Request for Proposals (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 to 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 the following three service providers, based upon selections made by participating non-public schools: Catapult Learning, Learning Exchange, and Nonpublic Educational Services, Inc.

5. In the spring of 2007, the Milwaukee Board of School Directors authorized the Administration to enter into one-year contracts, with options for up to two additional years, with the three recommended service providers for the provision of Title I services under RFP #534.

6. At its meeting on August 27, 2009, the Board directed the Administration to discuss the RFP process with non-public schools and to report back to the Board by September 2009 the results of the discussion regarding the RFP process for next year's vendors.

7. The Administration met with non-public schools at the first ESEA Title Program Consultation, which was held on September 9, 2009. There were 117 individuals in attendance, with 88 schools represented. Non-public school officials were given the opportunity to vote on the RFP process for next year's vendors. The schools were given two options:

- Option one: Issue RFP #534 annually
- Option two: Issue RFP #534 every three years, with two renewals.

8. Out of the 88 schools in attendance, a total of 62 schools voted. The results are outlined below.

Issue RFP #534 annually 24

Issue RFP #534 every three years, with two renewals.....38

9. Based on the results of the survey of non-public schools, the Administration will continue to issue RFP #534 every three years, with two renewals, for Title I services to non-public schools. In addition, the Administration will also issue a separate RFP for Title I services for private agencies providing educational services for Milwaukee Public Schools' students under contracts with MPS Diversified Community Schools and Early Childhood departments. The new RFPs will be for services to begin with the 2010-2011 school year.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/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; 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 October 2009. Adequate funding is available in the accounts as noted below.

EMERGENCY GENERATOR REPLACEMENT

Lincoln Center of the Arts Middle School

Prime Contractor
Wil-Surge Electric, Inc.
13201 W. Silver Spring Road
Butler, WI 53007

Low Bidder, Base Bid of $133,888.00

Prime Contractor Info				HUB			COIN	Student	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	(Req. %)	Pd Emplymt (Req. Hrs.)	Ed. Exp. (Req. Hours)
No	25	4	2	15%	15%	$20,083.20	15%	0	10

Funds are budgeted for the Lincoln Center of the Arts Middle School's emergency generator replacement project from FY06 Major Maintenance Funds, contracted services for electrical, account code FAR00MM2LN ECNCELC6, (W.O. #012381). Project is to begin on November 2, 2009, and is scheduled for completion on January 28, 2010.

Milwaukee School of Languages

Prime Contractor
Wil-Surge Electric, Inc.
13201 W. Silver Spring Road
Butler, WI 53007

Low Bidder, Base Bid of.....$53,741.00

Prime Contractor Info				HUB			COIN	Student	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	(Req. %)	Pd Emplymt (Req. Hrs.)	Ed. Exp. (Req. Hours)
No	25	4	2	15%	15.1%	$8,100.00	15%	0	10

Funds are budgeted for the Milwaukee School of Languages's emergency generator replacement project from FY05 Major Maintenance Funds, contracted services for electrical, account code FAR00MM2ML ECNCELC5, (W.O. #012400). Project is to begin on November 2, 2009, and is scheduled for completion on January 28, 2010.

ADA REMODELING

Sherman Multicultural Arts School

Prime Contractor
Wil-Surge Electric, Inc.
13201 W. Silver Spring Road
Butler, WI 53007

Low Bidder: Base Bid of $294,474.00, plus $1,646.00 for Mandatory Alternate Bid #1, to replace all existing pushbutton-type fire alarm stations located in the 2003 building addition with new Edwards addressable single-action manual-pull stations with clear polycarbonate cover (sounder in the cover to be connected to the existing 24VDC buzzer circuit wiring), for a total cost of.....$296,120.00

Prime Contractor Info				HUB			COIN	Student	
Certified	Total # of Employees	Total # of Minorities	Total # of Women	Req.	Submitted	$ Value	(Req. %)	Pd Emplymt (Req. Hrs.)	Ed. Exp. (Req. Hours)
No	25	4	2	20%	20%	$59,000.00	30%	150	10

Funds are budgeted for the Sherman Multicultural Arts School's ADA remodeling project from FY03 Major Maintenance Funds, contracted services for electrical, account code FAR00OSASE ECNC, (W.O. #2-601758). Project is to begin on November 2, 2009, and is scheduled for completion on January 28, 2010.

Construction Contracts

Total construction contract dollars awarded.....$483,749.00
Total dollars HUB participation.....$87,183.20
% of HUB participation.....18.08%
% Minority employees within company.....16.00%
% Women employees within company.....8.00%

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 may 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-5540 Authorization To Purchase Projectors from Lifeline Amplification Systems

The Administration requests authorization to enter into a blanket purchase order with Lifeline Amplification Systems, Inc., to provide projectors to all MPS schools and departments. Lifeline Amplification was the low complying bidder to Bid 5540.

This award is for one year, with an option to extend for two additional one-year periods. It is estimated the majority of projectors will be purchased within the first year for an estimated total dollar value of $504,000. If the award is extended, the total combined value for years two and three is projected to be $300,000.

Budget Code: Varies by MPS location placing order.
Budget Amount.....$504,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

B-5542 Authorization To Purchase Polycarbonate Materials from E&T Plastics

The Administration requests authorization to enter into a blanket purchase order with E&T Plastics to provide polycarbonate materials to the District's Facilities and Maintenance Services (FMS) organization. Polycarbonate is used by FMS for window replacement in MPS facilities. E&T Plastics was the low complying bidder to Bid 5542.

This award is for one year, with an option to extend for two additional one-year periods. The annual dollar value is estimated to be $126,000. When used for repairs, the expenditure is charged to the school or department receiving the repair.

Budget Code: Varies by MPS location placing order.
Budget Amount.....$126,000
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, attached is the monthly report on contracts awarded with a value under $25,000 (pp. **Error! Bookmark not defined.-Error! Bookmark not defined.**). This is an informational report, and no action is required.

CONTRACTS UNDER $25,000
October 1-13, 2009

Vendor	Location		Budget Code		Amount	Purpose
Broydrick & Associates Inc	FN	Financial Services	SFR00GOVFN	ECTS	20,000	Lobbying/communication with legislators and regulatory agencies
Confidence Driving School	RC	Community Rec.	DRD00DEDDW	ECTS	20,000	Provide driver education instruction training
Milwaukee Teacher Education Center	ML	Milw. Sch. Of Languages	GEN00BDHML	ECTS	19,600	Support of teacher
Deborah Fair	SF	Siefert School	GEN00BDESF	ECNS	10,800	Direct instruction training
Alta Fitness Llc	RS	Riverside Univ High School	GEN0IBDHRS	ECNS	10,500	Athletic training services and strength and conditioning services
News 2 You Products	DE	Division Of Special Services	SD50SIA0DW	ECTS	10,000	Provide training for reading program
Impact Strategies Inc	OW	Wellness & Prev. Rm 265	HFS0IV90OW	ECNS	9,990	Facilitate/plan HIV prevention and human growth & development training
Success For All Foundation Inc	GB	Green Bay Avenue School	GENPSBDKGB	ECTS	9,960	Staff professional development for reading program
Impact	IV	Department Of Innovation	GEN0SHL0IV	ECTS	9,950	Provide comprehensive assessment for issues including alcohol & drugs
Flood The Hood With Dreams	IV	Department Of Innovation	GEN0SHF0IV	ECTS	9,900	Conflict resolution training
98.3 Fm Wjmr	IC	Media/Internal Communications	INF00MEDIC	EADV	9,860	Advertising enrollment
Medical College Of Wisconsin	OW	Wellness & Prev. Rm 265	OSC0SV90OW	ECNS	9,500	Evaluate MPS Title IVA funded programs
Lisa Christensen Quinn	EL	Elm Creative Arts School	GEN00BDEEL	ECNS	9,199	Arts implementor, grant writer, research art integration projects
Impact Strategies Inc	IV	Department Of Innovation	GEN0SHF0IV	ECTS	9,000	Facilitate collaboration between MPS & community mental health provider
Language Source Llc	DE	Division Of Special Services	SSU0AIA0DW	ECNS	7,500	Language interpretation services
Good Karma Broadcasting Llc	RC	Community Rec.	ATH00IATDW	EDDU	7,500	Broadcast of football/basketball games, in-studio program
First Stage Childrens Theater	WL	Wheatley School	GEN0ABDKLE	ECTS	5,500	Theater performance and plays for students
First Stage Childrens Theater	WL	Wheatley School	GEN0ABDKLE	ECTS	5,500	Theater performance and plays for students

Vendor	Location		Budget Code		Amount	Purpose
Jean R Feldman	CI	Rm 253 Curriculum & Instruc	SD10SUE9EY	ECNS	5,500	Keynote address, workshop sessions for Early Reading First Conference
Bruce Michael Redlin	PO	Professional Learning Inst.	GENHIBDSPO	EOTH	5,500	Performance and compliance audit for Professional Learning Inst.
Urban Ecology Center	MD	Maryland Avenue School	GEN0SBDKMD	ECTS	5,000	Environmental educational field trips
Traylor,Zenobia M	GM	Golda Meir School	GEN00BDKGM	ECNS	5,000	Practices/performances with student's singing group
Robert Half Accountants	FN	Financial Services	FSC0AD30FN	ECTS	4,999	Budget and financial services for ARRA GRANT
Robert Half Accountants	FN	Financial Services	FSC0AD30PZ	ECTS	4,999	Budget and financial services for ARRA GRANT
Focus Training Inc	TE	Career & Technical Education	SD10SCA0TE	ECNS	4,700	Planning and event implementation for career development conference
Arthur L Jones	DW	System Wide Charges	SSV00SDSSN	ECTS	4,500	Preside and hear student expulsion cases
Keith Mcelroy	PA	George Washington Carver Acad	GENLIP50PA	ECNS	4,500	Science shows and presentations
Cornerstone Edu Consulting Llc	TL	Ronald Reagan High School	GENHSBDHTL	ECTS	4,000	Collaborate w/MYP leader/train staff on IB MYP curriculum/expectations
Urban Ecology Center	FI	French Immersion School	00000CMPFI	ESUP	4,000	Environmental educational field trips
Lakefront Communications Llc	CS	Cass Street School	GENPIBDKCS	ECTS	4,000	Scholar athlete, advertising
Michael Allen	BG	Burroughs Middle School	AGP0IBDMBG	ECNS	3,884	Monitoring, mentoring, counseling students in life skills
Warren Dugan	TE	Career & Technical Education	SD10SCA0TE	ECNS	3,500	Prepare, formulate student scores for career development conference
Ricoh Americas Corporation	MD	Maryland Avenue School	GEN0SBDKMD	EGSV	3,010	Annual lease payment
Please Assign Number	CT	Custer High School	GENHSBDHCT	ECTS	3,000	Imagine the possibilities presentation
Holly Bruno	CI	Rm 253 Curriculum & Instruc	SD10SUE9EY	ECNS	2,800	Provide workshop sessions for Early Reading First Conference
Luis A Hernandez	CI	Rm 253 Curriculum & Instruc	SD10SUE9EY	ECNS	2,800	Keynote address, workshop sessions for Early Reading First Conference
Riverwest Outdoor Enterprise Llc	IV	Department Of Innovation	GEN0SF20IV	ECTS	2,800	Provide indoor climbing experience, teach team work, leadership
Keith Mcelroy	WL	Wheatley School	GEN0SBDKLE	ECNS	2,700	Science shows and presentations

Vendor	Location		Budget Code		Amount	Purpose
Bach Copy Systems	HC	Honey Creek Elementary School	GENLIT10HC	ECTS	2,500	Copier service and maintenance
Xalaat Africa	TL	Ronald Reagan High School	GENHIBDHTL	ECNS	2,400	Teach hand drumming for winter concert
Impact	IV	Department Of Innovation	GEN0SHF0IV	ECTS	2,350	Development, preparation of two substance abuse prevention trainings
Sonya Whitaker	CI	Rm 253 Curriculum & Instruc	SD10SUE9EY	ECNS	2,300	Keynote address, workshop sessions for Early Reading First Conference
High Scope Foundation	CI	Rm 253 Curriculum & Instruc	KDSLSSSFDW	ECNS	2,100	Provide workshop on Highscope Ready School Assessment
Urban Ecology Center	W1	Westside Academy I	GEN0SBDSWE	ECTS	2,000	Environmental educational field trips
Mad Science Of Milwaukee Inc	WH	Whittier School	00000CMPWH	ECNS	1,788	Science workshop for students
Focus Training Inc	EN	Milwaukee Entrepreneurship	GENHICA0EN	ESUP	1,500	Provide teamwork, communication skills, leadership training
Please Assign Number	RK	King High School	GEN00BDHRK	ECNS	1,250	Student Government, alumni prom, fun raiser
Ricoh Americas Corporation	MD	Maryland Avenue School	GENPIBDKMD	EGSV	1,200	Copier maintenance agreement
Administrative Assistants Ltd	TC	Department Of Technology	TSV00APDTC	ECTS	1,000	Intervention demonstrattion
Brian Montgomery	CS	Cass Street School	GENPIBDKCS	ECTS	999	Basketball coaching services
Milwaukee Teacher Education Center	IS	Rogers Street Academy	GEN0SBDKIS	ECTS	980	Instructional coach
Center For Teaching Entrepreneuersh	TZ	Transition High School	ORCHSTRNTZ	ECTS	950	Instruct students on all facets of employment & business skills
Maurice E Beckley	PK	Pulaski High School	GEN0SBDHPK	ECTS	950	Disc jockey services — to be reimbursed by school
Maurice E Beckley	XW	Expeditionary Learning	GEN0ABDHXW	ECTS	950	Disc jockey services — to be reimbursed by school
Maurice E Beckley	MT	Bradley Tech	GEN00BDHMT	ECNS	950	Disc jockey services — to be reimbursed by school
Need In Deed	OW	Wellness & Prev. Rm 265	OSC0SV90OW	ECNS	900	Provide consultation supporting My Voice framework for service learning
Steven Ewing & Company	AU	Auer Avenue School	GEN0IBDKAU	EOTH	885	Obscure the faces of minor children visible on video recording
Please Assign Number	BD	Burdick School	MBM0ABDKBD	EMMB	883	Provide material and install carpeting in main offices
Please Assign Number	CC	Milw Academy Of Chinese Language	GENLSBDSCC	ECNS	805	Teach African drum lessons

Vendor	Location		Budget Code		Amount	Purpose
Foundation For Families	TZ	Transition High School	ORCHSTRNTZ	ECTS	800	Mentoring womenhood training and follow up activities
Danceworks Inc	MD	Maryland Avenue School	GEN0SBDKMD	ECTS	750	Mad hot ballroom and tap program
Dianna Dentino	GM	Golda Meir School	GEN0SBDKGM	ECNS	700	Sign language interpretation between teachers and parents
Mad Science Of Milwaukee Inc	MD	Maryland Avenue School	00000CMPMD	ECNS	596	Science workshop for students
Homer Blow Mccarter	VN	Vincent High School	GEN00BDHVN	ECTS	550	Disc jockey services — to be reimbursed by school
Please Assign Number	DZ	WEB Dubois High School	GENHIBDSDZ	ECNS	500	Disc jockey services — to be reimbursed by school
Venchileni Smith	HA	Hamilton High School	GEN0ABDHHA	ECTS	500	Disc jockey services — to be reimbursed by school
Lakefront Communications Llc	CS	Cass Street School	GENPIBDKCS	ECTS	400	Scholar athlete, advertising
Oticon Inc	DE	Division Of Special Services	AUD0SIF0DW	ESUP	240	Will be cancelled and a purchase order issued for materials
Jordan Lee	TL	Ronald Reagan High School	GENHIBDHTL	ECNS	200	Disc jockey services — to be reimbursed by school
Parents Plus Of Wisconsin	EY	Early Childhood/Head Start	SD90SHS9EY	ECNS	200	Provide training for the Family Partnership Associates
Dale Check	CP	Cooper School	GENPIBDKCP	ECNS	200	Disc jockey services — to be reimbursed by school
Kellie M Carson	CO	Congress School	00000CMPCO	ECTS	200	Disc jockey services — to be reimbursed by school
Robert M Skubal	BD	Burdick School	GEN0SBDKBD	ECTS	200	Disc jockey services — to be reimbursed by school
Sandra N Lopez	HU	Humboldt Park School	GEN0SBDSHU	ECNS	125	Provide services to translate for Spanish-speaking parents
				Total	311,252	

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, 2009, 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	$ 934,154,167	$ 26,037,384	$ 960,191,551	$ 259,202,902	$ 943,364,588	$ 16,826,963	98%
Categorically Aided	225,301,475	25,354,592	250,656,067	53,070,566	227,244,708	23,411,359	91%
School Nutrition	34,598,457	184,085	34,782,542	8,259,806	38,071,919	-3,289,377	109%
Construction	23,025,832	24,405,780	47,431,612	-278,328	21,827,942	25,603,670	46%
Extension	14,071,832	2,637,840	16,709,672	273,791	12,972,543	3,737,129	78%
Total All Funds	$ 1,231,151,763	$ 78,619,681	$ 1,309,771,444	$ 320,528,737	$ 1,243,481,700	$ 66,289,744	95%

Below is a summary of expenditures, encumbrances, and commitments as of June 30, 2009, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

Fund	Amended Budget	Approved Transfers(l)	Revised Bud get	Current Monthly Expenditures	Year-to-Date Commitments, Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 934,154,167	$ 26,037,384	$ 960,191,551	$ 155,045,275	$ 964,201,824	$ -4,010,273	100%
Categorically Aided	225,301,475	25,354,592	250,656,067	29,385,246	236,132,378	14,523.689	94%
School Nutrition	34,598,457	184,085	34,782,542	5,033,160	36,790,086	-2,007,544	106%
Construction	23,025,832	24,405,780	47,431,612	1,915,978	47,065,032	366,580	99%
Extension	14,071,832	2,637,840	16,709,672	1,855,077	14,533,238	2,176,434	87%
Total All Funds	$ 1,231,151,763	$ 78,619,681	$ 1,309,771,444	$ 193,234,736	$ 1,298,722,558	$ 11,048,886	99%

[1] Represents Board-approved transfers during fiscal year 2009 and appropriations for purchases encumbered in fiscal year 2008.

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 is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2008, through June 30, 2009.

SCHOOL OPERATIONS FUND

Expenditures, encumbrances, and commitments through June totaled $964,201,824, or 100% of the revised budget.

DISTRICT CONTINGENT FUND

The balance at June 30, 2009, was $500,000. Fund transfers and the dates on which they were approved are as follows:

Balance — July 1, 2008	$ 500,000
Approved Transfers:	
School Superintendent Search (June)	—200,000
Balance — June 30, 2009	$ 300,000

CONSTRUCTION FUND

Expenditures, encumbrances, and commitments through June totaled $47,065,032, or 99% of the revised budget.

EXTENSION FUND

Expenditures, encumbrances, and commitments through June totaled $14,533,238, or 87% of the revised budget.

REVENUES AND EXPENDITURES
Current-Year Versus Three-Year Average
As of June 30, 2009

	Percent Realized Revenues		Percent Expended Expenditures	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	98%	97%	100%	97%
Categorically Aided	91%	81%	94%	81%
School Nutrition	109%	109%	106%	111%
Construction	46%	45%	99%	99%
Extension	78%	87%	87%	92%

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
Alcott	James Crain	Undetermined	Ping Pong Game Table for Physical Education Classes and Camp Alcott
Allen-Field	AT&T Telecom	$2,000.00	Backpacks and school supplies — pencils, pens, paper
Audubon M.S.	Target	$121.39	Take Charge of Education
Bradley Tech	Kevin Condon	$300.00	Clothing for students
Brown Street Academy	WE Energies	Undetermined	Parent/Community Involvement Carnival — T-Shirt and Sweater
Brown Street Academy	Educators Credit Union	Undetermined	Parent/Community Involvement Carnival — Miscellaneous Items
Brown Street Academy	Sprecher Brewery	Undetermined	Parent/Community Involvement Carnival — Two 4-packs of soda
Brown Street Academy	AMF Bowling	Undetermined	Parent/Community Involvement Carnival — AMF Fun Pack
Brown Street Academy	Panera Bread	Undetermined	Parent/Community Involvement Carnival — Two "Be Our Guest" certificates
Brown Street Academy	Milwaukee Public Museum	Undetermined	Parent/Community Involvement Carnival — Four admission tickets
Brown Street Academy	Milwaukee Wave	$65.00	Parent/Community Involvement Carnival — Family Pack for 4 seats
Brown Street Academy	Photo Booth	Undetermined	Parent/Community Involvement Carnival — Miscellaneous Items
Brown Street Academy	Morris Designer Blinds	$500.00	Parent/Community Involvement Carnival — Donation

School	Donor	Amount	Gift or Purpose
Brown Street Academy	Oconomowoc High School	$1,000.00	Parent/Community Involvement Carnival — Gift card
Brown Street Academy	Einstein's Bagels	Undetermined	Parent/Community Involvement Carnival — Bagels and Cream Cheese
Brown Street Academy	Einstein's Bagels	Undetermined	Parent/Community Involvement Carnival — Bakery items
Brown Street Academy	Starbucks	Undetermined	Parent/Community Involvement Carnival — Miscellaneous Items
Brown Street Academy	Anointed Hands Massage	Undetermined	Parent/Community Involvement Carnival — One 60-minute massage
Brown Street Academy	Red Lobster	$15.00	Parent/Community Involvement Carnival — Three $5 Gift Certificates
Brown Street Academy	Pick N Save	$20.00	Parent/Community Involvement Carnival — Gift Certificate
Brown Street Academy	Betty Brinn Children's Museum	$24.00	Parent/Community Involvement Carnival — Family Day Pass for 4 admissions
Brown Street Academy	Milwaukee Bucks	$148.00	Parent/Community Involvement Carnival — Four tickets
Brown Street Academy	Milwaukee Admirals	$64.00	Parent/Community Involvement Carnival — Four tickets
Brown Street Academy	Sentry	$25.00	Parent/Community Involvement Carnival –Gift Card
Brown Street Academy	Wal-Mart	$25.00	Parent/Community Involvement Carnival — Gift Card
Brown Street Academy	Sam's Club	$50.00	Parent/Community Involvement Carnival — Gift Card
Brown Street Academy	Pick N Save	Undetermined	Parent/Community Involvement Carnival — 20-Inch Mountain Bike
Brown Street Academy	Pick N Save	$25.00	Parent/Community Involvement Carnival — Gift Card
Brown Street Academy	Comedy Sportz	$120.00	Parent/Community Involvement Carnival — Ten $12 Certificates
Brown Street Academy	Sentry Foods	$25.00	Parent/Community Involvement Carnival — Gift Card
Brown Street Academy	McNally Law Offices	$250.00	Parent/Community Involvement Carnival — Donation
Brown Street Academy	McNally Law Offices	$100.00	Parent/Community Involvement Carnival — Donation
Brown Street Academy	Milwaukee Brewers	Undetermined	Parent/Community Involvement Carnival — Miscellaneous Items
Brown Street Academy	Jake's Deli	$40.00	Parent/Community Involvement Carnival — Two $20 Gift Certificates
Brown Street Academy	Lena's Midtown	Undetermined	Parent/Community Involvement Carnival — Miscellaneous Items
Brown Street Academy	Wal-Mart	$50.00	Parent/Community Involvement Carnival — Gift Card
Brown Street Academy	Milwaukee Brewers	Undetermined	Parent/Community Involvement Carnival — 20 Game Tickets
Brown Street Academy	Ava Morris	$50.00	Parent/Community Involvement Carnival — IPic Gift Certificate

School	Donor	Amount	Gift or Purpose
Brown Street Academy	Anointed Hands Massage	Undetermined	Parent/Community Involvement Carnival — One 60-minute massage
Brown Street Academy	Wal-Mart	$40.00	Parent/Community Involvement Carnival — Gift Card
Brown Street Academy	Sam's Club	$50.00	Parent/Community Involvement Carnival — Gift Card
Burdick	Office Max	$1,018.49	Classroom supplies
Burdick	Mid-States Aluminum Foundation, Inc.	$500.00	Mother-Daughter Book Club
Burdick	A.E. Burdick Alumni Group	$500.00	School Honors Program
Clement	Target	$308.49	Books — Take Charge of Education
Clement	Stanford University	$200.00	Math kits for students
Clement	Foremost Farms	$45.00	Educational supplies
Clement	Target	$1,000.00	Take Charge of Education
Cooper	Time Warner Cable	$3,000.00	Time Warner Apple Award for 3 teachers
Curtin	Target	$31.16	Take Charge of Education
Fernwood Montessori	Take Charge of Education	$348.34	Educational materials
Fernwood Montessori	Kemps Nickels for school	$170.00	Educational materials
Fernwood Montessori	Foremost Farms	$70.00	Educational materials
Fernwood Montessori	Roundy's	$234.48	Educational materials
Franklin	Second Harvest, WITI-TV and Sendik's	$5,000.00	Backpacks with school supplies
Green Bay	Target	$78.98	Take Charge of Education
Greenfield	AT&T Pioneers	$1,800.00	Book bags and school supplies
Hampton	Ryan J. Schweiger	$500.00	Field Trips for students in Room 103
Hampton	Kelsy Baxter	Monetary Donation	Field Trips for students in Room 103
Hampton	Debbie Henzel	Monetary Donation	Field Trips for students in Room 103
Hampton	Jay Amato	Monetary Donation	Field Trips for students in Room 103
Hampton	Paul Sparks	Monetary Donation	Field Trips for students in Room 103
Hampton	Andy Parman	Monetary Donation	Field Trips for students in Room 103
Hampton	Brittany Sheehan	Monetary Donation	Field Trips for students in Room 103
Hampton	Melody McConico	Monetary Donation	Field Trips for students in Room 103
Hampton	Tim Oigelshe	Monetary Donation	Field Trips for students in Room 103
Hampton	Nadine Sonneman	Monetary Donation	Field Trips for students in Room 103
Hampton	Donna Rao	Monetary Donation	Field Trips for students in Room 103
Hampton	Robin Jansen Mead	Monetary Donation	Field Trips for students in Room 103

School	Donor	Amount	Gift or Purpose
Hampton	Cheryl Baxter	Monetary Donation	Field Trips for students in Room 103
Hayes	Target	$58.77	Take Charge of Education
Keefe	Target	$500.00	Books — The Heart of America — Target Volunteers School Library Makeover
Keefe	Office Max	$1,018.49	A Day Made Better — Enhance Learning — School supplies
Lancaster	SchoolPAX	$22.37	Contribution
Lancaster	Target	$59.95	Take Charge of Education
Lloyd	Walnut Way Conservation Corp.	$200.00	Donation — To assist neighborhood parents
Lloyd	Beverly Conner	$200.00	Donation — for school playground equipment
Lloyd	Drew Enterprises Inc.	$500.00	Donation — for radio advertisement to recruit students
Longfellow	Ernst & Young	$7,404.00	Miscellaneous Items for student use
Manitoba	Payless Shoesource Foundation	$1,000.00	Donation — for school support
Milwaukee German Immersion	Gert Wilhelm	$1,912.66	German Materials
Milwaukee German Immersion	Consulate General of the Federal Republic of Germany	$20,787.00	German Program Support
MPS Recreation	Kathy Kirchhoff	$50.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	National Vision Administrators, LLC	$1,120.00	Donation of $500 for the 2009 MPS Run Back to School event, and $620 for eyeglass repair kits
MPS Recreation	American Legion's Women's Post Unit 448	$75.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	MetLife	$100.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	Stay Well	$200.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	United Healthcare	$500.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	Medco	$500.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	Forward Dental	$500.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	The Horton Group	$500.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	Hays Companies of Wisconsin	$1,000.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	Aetna	$2,000.00	Donation — for the 2009 MPS Run Back to School event
MPS Recreation	Aurora	$1,500.00	Donation — for the 2009 MPS Run Back to School event

School	Donor	Amount	Gift or Purpose
MPS Recreation	ING	$2,200.00	Donation — $500 for the 2009 MPS Run Back to School event, and $1,700 for flashing lights and water bottles
MPS Recreation	Trustmark Life	$1,910.00	Donation — $500 for the 2009 MPS Run Back to School event, and $1,410 for miscellaneous items
MPS Recreation	Dental Associates	$950.00	Donation — $350 for the 2009 MPS Run Back to School event, and $600 for toothbrushes
MPS Recreation	Anthem Blue Cross & Blue Shield	$5,891.00	Donation — $5,000 for the 2009 MPS Run Back to School event, and $891 for bike helmets
MPS Recreation	SHPS	$2,180.00	Donation — $2,000 for the 2009 MPS Run Back to School event, and $180 for pill containers
MPS Recreation	Allen & Murphy, LLP	$100.00	Donation — for Milwaukee Heat Wheelchair Basketball Team
MPS Superintendent's Office	On Course Information Services	$400.00	Office supplies for schools
Reagan	UMOS	$7,000.00	Capacity building
Reagan	Mid-States Aluminum	$1,500.00	Purchase of calculators
Riley	Target	$176.34	Take Chare of Education
Riley	Foremost Farms	$42.70	School items
Riley	Roundy's	$83.24	School items
Riverside	Wells Fargo	$35.00	Donation — Educational Matching Gift Program
River Trail	Target	$61.50	Take Charge of Education
River Trail	Park Knoll Block Watch	$200.00	Donation — Hoops
Roosevelt	Master Lock Corp.	$265.00	36 combination locks and 2 master keys for music instrument storage
Silver Spring	Packers Green Bay Football	$60.00	Signed Packer football for student incentives
Team Milwaukee Special Olympics	South West Aquatics Team	$700.00	Donation — To the Aquatics Team for swimsuits and bags
Thurston Woods	Target	$78.51	Take Charge of Education
Thurston Woods	Ramelann Kalagian	$300.00	Food for Math Olympics
Thurston Woods	WE Energies	$50.00	Pens and pencils for Math Olympics
Thurston Woods	Campione Bakery	$100.00	4 cases of garlic bread for parent dinner
Thurston Woods	Follett Educational Services	$60.00	Pizza certificates
Whittier	Target	$2,000.00	Donation — for school to hold a Family Reading Night
Whittier	Wells Fargo	$250.02	Classroom supplies

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; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	Appointments	
5 Chester Barwinski Fac. & Maintenance Services	School Engineer I $38,919.66/yr.	09-21-09
5 Wesley Jackson MHSA	School Engineer I $30,660.95/yr.	09-21-09
5 Gregory Miller Fac. & Maintenance Services	School Engineer I $42,312.66/yr.	09-21-09
	Promotions	
2 Levent Cobin Clarke	School Engineer II $45,820.32/yr.	10-05-09
2 James Gentry Fac. & Maintenance Services	School Engineer I $37,223.21/yr.	09-21-09
2 Steven Morris Marshall Campus	Boiler Attendant Trainee $30,770.95/yr.	09-21-09
2 Danny Pratt Fac. & Maintenance Services	School Engineer I $37,223.21/yr.	09-21-09
4 Brian Vila Morse	School Engineer III $53,621.88/yr.	09-21-09
2 Andrew Williams Auer	School Engineer II $42,427.32/yr.	09-21-09
	Changes In Status	
Carol Crockett[1] Milwaukee German Immersion	Handicapped Children's Assistant $16,015.77/yr.	09-17-09
Jessica Cruz[2] Wedgewood Park International	School Secretary I $27,076.41/yr.	10-05-09
Sara Delgado[2] Riley	School Secretary I $29,038.17/yr.	09-28-09
Adrienne Lathan[3] Madison	School Secretary I $29,038.17/yr.	10-05-09
Samantha Shields[4] Professional Learning Institute	School Secretary I $14,520.00/yr.	10-02-09
Barbara Wells[1] Milwaukee School of Languages	Handicapped Children's Assistant $16,015.77/yr.	09-17-09

[1]From substitute to regular
[2]From a 12-month to a 10-month position
[3]Demotion from School Secretary II
[4]From a School Secretary I, 10-month position to a 10-month part-time position

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
4,nr,a	Irene D. Alarcon Bilingual Education	B	$35,729.00	1	08/31/2009
5,nr	Kristal T. Allen Cross-Categorical Special Education	B	$35,729.00	1	09/03/2009
5,r	Lindsey M. Brooks-Lipor Cross-Categorical Special Education	B	$35,729.00	1	09/11/2009
5,nr	Regina E. Casati Spanish	B	$35,729.00	1	09/11/2009
5,r,b	Cheri L. Damkoehler Art	BB	$52,368.00	10	09/28/2009
5,r	John W. Emerson Social Studies	B	$46,821.00	8	08/31/2009
5,r	Jennifer Fruhbauer Mathematics	B	$38,901.00	3	09/14/2009
5,r	Alan J. Gabor Jr. Mathematics	B	$35,729.00	1	09/14/2009
2,r,a	Rodney E. Gary Cross-Categorical Special Education	B	$35,729.00	1	09/1/2009
2,r	Heather A. Harper Cross-Categorical Special Education	B	$35,729.00	1	09/01/2009
5,r	Cheryl L. Hoffren Speech Pathology Services	B	$35,729.00	1	09/15/2009
5,nr	Karin D. Isabell Cross-Categorical Special Education	B	$35,729.00	1	09/09/2009
5,r	Lauren M. Jagiel Mathematics	B	$35,729.00	1	09/14/2009
5,r,b	Andrea M. Kendall Spanish	BB	$50,707.00	9	09/28/2009
5,r	Christine A. Kleczewski Italian	B	$35,729.00	1	09/8/2009
5,r	Nancy L. Lieber Library Media	B	$35,729.00	1	09/08/2009
5,nr	Nicole L. Mabry Health & Physical Education	B	$35,729.00	1	09/21/2009
5,r	Bradley J. Nuss Language Arts	B	$37,314.00	2	09/21/2009
5,r	Nancy K. Smith Grade 2	D	$56,679.00	9	09/16/2009
5,nr,a	Karen J. Stabelfeldt Montessori	B	$35,729.00	1	09/14/2009
5,nr	Terrence D. Weber Tech Ed	B	$35,729.00	1	09/08/2009
5,r	Rochelle M. Weidensee Mathematics	B	$35,729.00	1	08/31/2009

5,r	Bradley J. Yates Mathematics	B	$35,729.00	1	09/14/2009

Approval of Certificated Appointments — School Social Workers

5,r	Emily E. Hahn Social Worker	2A	$48,636.00	1	09/08/2009

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, December 2009:		
Keith, Heddy	Day-To-Day	September 15, 2009
Illness Leave, June 2010:		
Buss, Teresa	Custer	November 18, 2009
Illness Leave Ext., January 2010:		
West, Larry	Leave	October 1, 2009
Personal Leave Ext, June 2010:		
Garcia De La Garza, Elia	Leave	August 31, 2009

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Nancy Annaromao	Teacher	10/15/09
Amy Asp	Teacher	09/30/09
James Bloom	Specialist	10/02/09
Denise Brondino	Teacher	10/30/09
Renee Brown	Teacher	09/08/09
Wendy Cooper	Teacher	11/24/09
Catherine Gietzen	Soc. Worker	10/02/09
Jean Heller	Teacher	10/02/09
Tracy Hill	Teacher	09/04/09
Richard Hodges	Teacher	09/17/09
Quiana Johnikin	Teacher	09/18/09
Trace Matabele	Teacher	09/24/09
Christopher Sipek	Teacher	09/08/09
Benjamin Stark	Teacher	10/16/09
Jessica Stoltenberg	Teacher	09/04/09
Mark Thompson	Teacher	09/11/09

Classified retirements

Name	Position	Effective Date
Nancy Schauer	General Ed. Assistant	09-19-09

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for September 2009 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 assignment following approval by the Board:

5(r)	Dana Berlin	Summer School Admin. Coordinator Educational Services	Schedule III, Range 10A $97,304
4(r)	Diane Rosado	Prevention Intervention Coordinator Educational Services	Schedule III, Range 10A $98,647
5(r)	David Solik Fifarek	Mgr of Pupil Transportation Services Division of Business Services	Schedule III, Range 10A $68,313
2(r)	Jacquelyn O'Murray	Assessment Specialist Division of Research and Assessment	Schedule III, Range 09C $79,159
2(r)	Yolanda Tynes-Allison	Professional Development Supervisor Educational Services	Schedule III, Range 08A $88,817
2(r)	Donald L. Bennett	Recreation Supervisor — After-School Programs Division of Recreation and Community Services	Schedule III, Range 07A $85,903
5(nr)	Ashley J. Adsit	Assistant Recreation Supervisor — After-School Wellness Division of Recreation and Community Services	Schedule III, Range 04A $46,562

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		

Director Petersons moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

* * * * *

(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 632 Contract with Apex Learning for Online Course-Enrollment Access and Professional Development Services

The Administration requests authorization to enter into a contract with Apex Learning for online course-enrollment access and professional development services to support after-school academic programs. Apex Learning was selected for a contract award pursuant to RFP 632. Services will be provided to students in grades eight and nine in all schools that have a Community Learning Center (CLC) program and all Schools Identified for Improvement (SIFI).

Lower-performing eighth-grade students will participate in after-school academic skill-development tutoring. Lower-performing ninth-grade students will participate in an after-school academic skill course taught by a certified MPS reading or mathematics teacher.

Apex Learning will provide the following online courses and professional services:

(1) access to ClassTools Achieve — Apex Learning's general studies and Advanced Placement spell-out on first-reference courses digital curriculum in all core subjects for a maximum of 440 simultaneously enrolled students;

(2) two days of onsite training session on the ClassTools Achieve solution prior to the launch of the program for all participating teachers; and

(3) three hours of additional online professional services for 22 teachers.

User support via phone and email for all participating students, teachers, staff, and administrators is also provided at no additional charge. Phone support is available Monday through Friday from. 3 a.m. to 5 p.m. during the regular school year (mid-August through mid-June). Hours are adjusted during the summer semester. The contract period is November 1, 2009, through October 31, 2010.

Budget code: GEN0IRV0CI-ECTS (After School Tutoring — Contracted Services)
Budget amount: $72,600
HUB Set 5%
HUB Proposed..... 5%
Total HUB $3,630

APEX Leanring

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N	Req'd 5	Paid Employment
PRIME Price Quote..... $72,60	Proposed 5	Hour Commitment .....N/
Total # of Employees..... 15	$ Value.....$3,63	Education Hour
Total # of Minorities..... 1		Commitment.....N/
Total # of Women..... 7		

CLC Increase Funding for 21st-Century Community Learning Centers (CLCs)

The Administration requests authorization to increase funding for Community Learning Centers (CLCs). In July 2009, the Board approved contracts for 54 CLCs ($99,000 per site). The base funding for these contracts was secured through 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). The grant cycle was July 1, 2009, through June 30, 2010.

The Administration requests authorization to increase the contract amount of each CLC by $5,000 to provide enhanced physical activities and nutrition-education opportunities in each CLC program. Funds will be used to provide wellness-related programs in the areas of fitness, nutrition, lifelong activity skills, and community health for CLC participants, their families, and the community.

The funding is available in a Division of Recreation and Community Services budget account specifically designated for wellness promotion. At the time the Administration sought approval of the CLC contracts, the total amount of the wellness funding that would be available for each site was not known.

Agency	Site	Amount
Boys and Girls Clubs	Allen Field Elementary School	$ 5,000
	Audubon Middle School	5,000
	Bethune K-8 Academy	5,000
	Carver K-8 Academy	5,000
	Cass Street K-8 School	5,000
	Clarke Street K-8 School	5,000
	Eighty-first Street K-8 School	5,000
	Engleburg Elementary School	5,000
	Fifty-third Street K-8 School	5,000
	Fratney Elementary School	5,000
	Gaenslen K-8 School	5,000
	LaFollette K-8 School	5,000
	Lincoln Elem. School	5,000
	Lloyd Elem. School	5,000
	Maple Tree K-8 School	5,000
	Marshall Campus	5,000
	Metcalfe K-8 School	5,000
	Milwaukee Education Center MS	5,000
	Mitchell K-8 School	5,000
	North Division Complex	5,000
	Pierce Elementary School	5,000
	Riley Elementary School	5,000
	Rogers Street K-8 Academy	5,000
	Sherman K-8 School	5,000
	Siefert Elementary School	5,000
	Thirty-fifth Street K-8 School	5,000
	Townsend K-8 School	5,000
	Vieau K-8 School	5,000
	Wedgewood Park Middle School	5,000
	Zablocki Elementary School	5,000
COA Youth and Family Centers	Auer Ave. K-8 School	$ 5,000
	OW Holmes K-8 School..	5,000
	Hopkins K-8 School	5,000
	Lincoln Center MS of the Arts	5,000
	Riverside University High School..	5,000
	Washington High School Complex..	5,000
Latino Community Center	Kagel Elementary School	$ 5,000
	South Division High School	5,000
Journey House	Bay View High School	$ 5,000
	Fritsche Middle School	5,000
	Humboldt Park K-8 School	5,000
	Longfellow K-8 School	5,000
Neighborhood House	Milwaukee High School of the Arts	$ 5,000
Northcott Neighborhood House	Green Bay K-7 School	$ 5,000
	Greenfield K-8 School	5,000
	Keefe Avenue K-8 School	5,000
	Northwest Secondary School	5,000
	Wheatley K-8 School	5,000

Neu-Life Community Resource Ctr	Twenty-seventh St. K-8 School..	$ 5,000
	Gwen Jackson Elementary School	5,000
Our Next Generation, Inc	Westside I & II K-8 Academy	$ 5,000
Silver Spring Neighborhood Center	Browning Elementary School	$ 5,000
	Burroughs Middle School	5,000
	Thurston Woods K-8 School	5,000

Budget Code: CSV00CNRXX-ECTS (Wrap-around Program — Contracted Services)
Budget Amount $270,000
HUB Set 0%
HUB Proposed 0%
Total HUB $0

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor? N/A	Req'd N/A	Paid Employment
PRIME Price Quote N/A	Proposed N/A	Hour Commitment N/A
Total # of Employees N/A	$ Value N/A	Education Hour
Total # of Minorities N/A		Commitment N/A
Total # of Women N/A		

RFP 464 Contract with Education Research Group to Evaluate the Effectiveness of the MPS Building Blocks to Literacy Program

The Administration requests authorization to enter into a contract with Education Research Group to determine the extent to which the MPS Building Blocks to Literacy program has prepared children to enter kindergarten with the necessary cognitive, early language, and literacy skills for success in school. Education Research Group was approved to provide educational research pursuant to RFP 464.

The evaluation plan is designed to yield both formative and summative evidence reflecting on process and contributions associated with ERF. The mixed-method design will involve quantitative and qualitative data-collection instruments for triangulation purposes.

For assessing three–year-olds, pre- and post-assessment results from the Peabody Picture Vocabulary Test and Get It, Got It, Go! will be used. For four-year-olds, pre- and post-assessment results from the PPVT, Phonological Awareness Literacy Screening for Preschool, and the Expressive Vocabulary Test (EVT) will be used. The contract period is through June 30, 2010.

Budget code: SD10SUE0EY-ECNS (SUPAR Charter — Consulting Contracts)
Budget amount: $47,000
HUB Set 0%
HUB Proposed 0%
Total HUB $0

Education Research Group

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor? N/A	Req'd N/A	Paid Employment
PRIME Price Quote N/A	Proposed N/A	Hour Commitment N/A
Total # of Employees N/A	$ Value N/A	Education Hour
Total # of Minorities N/A		Commitment N/A
Total # of Women N/A		

RFP 553 Contract with Milwaukee Christian Center To Provide Services to At-Risk Youth

The Administration requests authorization to enter into a contract with Milwaukee Christian Center (MCC) to provide services to at-risk youth. MPS was awarded a five-year Alternative Education Grant by the Department of Public Instruction, beginning with the 2007-08 school year. This five-year grant was

written to help expand and align the District's General Educational Development (GED) Option #2 program. A partnership with a community agency to help facilitate the alternative education program was a requirement of the grant application. That partnership is with MCC, which is one of three Milwaukee Fresh Start organizations. MCC was approved as a grant implementation partner pursuant to RFP 553.

The Governor's Wisconsin Fresh Start Initiative focuses on assisting at-risk youth ages 18-24 in achieving self-sufficiency through a comprehensive, competency-based employment-and-training program that includes secondary education, HSED/GED spell-out on first reference, career assessment, and placement in employment or post-secondary education.

The specific focus for the partnership is Youthbuild, a component of MCC's Neighborhood Improvement Project that assists low-income and at-risk young adults in earning their GEDs while teaching them valuable life and hands-on construction skills that help overcome barriers to self-sufficiency.

Because students are enrolled in the GEDO #2 program, they will not receive educational services through the Youthbuild program, but will be organized into adult-supervised structured crews and paid a wage while building affordable single-family homes that are sold to low- and moderate-income buyers. Through this partnership, students who are 17 years old or older will be able to participate in the program. The contract is through June 30, 2010, and will cover eight students working in the program for a 40-week period.

Budget code: ORC0SZI0SM-ECNS (Alternative Education — Consulting Services)
Budget amount: $32,737
HUB Set 0%
HUB Proposed..... 0%
Total HUB $0

Milwaukee Christian Center

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N/A	Req'd ..... N/A	Paid Employment
PRIME Price Quote..... N/A	Proposed ..... N/A	Hour Commitment .....N/A
Total # of Employees..... N/A	$ Value..... N/A	Education Hour
Total # of Minorities..... N/A		Commitment.....N/A
Total # of Women..... N/A		

RFP 537 Contract with the QTI Group To Provide a Temporary Administrative Staff Person

The Administration requests authorization to enter into a contract with the QTI Group to provide the services of an administrative assistant to the Department of Strategic Planning and Grants Development for various administrative support, accounting, and documenting functions associated with funds received by MPS through the American Recovery and Reinvestment Act (ARRA).

The contract will be for one year, with the option to extend for two additional one-year periods, contingent on ARRA funding. QTI was approved to provide temporary services pursuant to RFP 537.

QTI will be required to provide a maximum of 1,950 hours of administrative services in each contract year at a cost of $27.60 per hour. The amount to be encumbered in the first year of the contract is $44,850. The amounts to be encumbered in the second and third years, if the contract is extended, are $53,820 and $5,000, respectively.

Budget code: FSC0AD3XPZ-ECTS (ARRA Implementation — Contracted Services)
Budget amount: $44,850
HUB Set 10%
HUB Proposed..... 10%
Total HUB $0

QTI Group

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N/A	Req'd 10%	Paid Employment
PRIME Price Quote..... $44,850	Proposed 10%	Hour Commitment .....N/A
Total # of Employees..... N/A	$ Value.....$4,485	Education Hour
Total # of Minorities..... N/A		Commitment.....N/A
Total # of Women..... N/A		

RFP 464 Contract with the University of Wisconsin-Milwaukee's Center for Urban Initiatives and Research (CUIR) to Evaluate District Training and Support for School-Based Learning Teams

The Administration requests authorization to enter into a contract with the University of Wisconsin-Milwaukee's Center for Urban Initiatives and Research (CUIR) to evaluate District training and support for school-based learning teams. This project will be funded by the American Recovery and Reinvestment Act. The University of Wisconsin-Milwaukee CUIR was selected as the recommended vendor for these services in September 2009 through Request for Proposals 464.

The contract period is for one year, with the option to extend for one additional year. The annual cost not to exceed is $100,000, with the total amount over the maximum two-year period not to exceed $175,000.

Budget Code: SYS0SD30RH-ECTS (Title I ARRA — Contract Services)
Budget amount: $100,000
HUB Set 0%
HUB Proposed..... 0%
Total HUB $0

UW-Milwaukee (CUIR)

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N/A	Req'd ..... N/A	Paid Employment
PRIME Price Quote..... N/A	Proposed ..... N/A	Hour Commitment .....N/A
Total # of Employees..... N/A	$ Value..... N/A	Education Hour
Total # of Minorities..... N/A		Commitment.....N/A
Total # of Women..... N/A		

RFP 464 Contract with the University of Wisconsin-Madison's Wisconsin Center for Education Research to Evaluate programs and services That address Transitions to and from High School

The Administration requests authorization to enter into a contract with the University of Wisconsin-Madison's Wisconsin Center for Education Research for the purpose of evaluating programs and services that address transitions to and from high school. This project will be funded by the American Recovery and Reinvestment Act. The University of Wisconsin-Madison was selected as the recommended vendor for these services in September 2009 through Request for Proposals 464.

The contract period is for one year, with the option to extend for one additional year. The annual cost not to exceed is $100,000, with the total amount over the maximum two-year period not to exceed $175,000.

Budget Code: SYS0SD30RH-ECTS (Title I ARRA — Contract Services)
Budget amount: $100,000
HUB Set 0%
HUB Proposed..... 0%
Total HUB $0

UW-Madison (WCER)

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N/A	Req'd .....N/A	Paid Employment
PRIME Price Quote..... N/A	Proposed .....N/A	Hour Commitment .....N/A
Total # of Employees..... N/A	$ Value.....N/A	Education Hour
Total # of Minorities..... N/A		Commitment.....N/A
Total # of Women..... N/A		

RFP 464 Contract with the University of Wisconsin-Milwaukee's Center for Urban Initiatives and Research (CUIR) to Evaluate Programs to Improve Parental Involvement

The Administration requests authorization to enter into a contract with the University of Wisconsin-Milwaukee's Center for Urban Initiatives and Research (CUIR) for the purpose of evaluating programs to improve parental involvement. This project will be funded by the American Recovery and Reinvestment Act. The University of Wisconsin-Milwaukee CUIR was selected as the recommended vendor for these services in September 2009 through Request for Proposals 464.

The contract period is for one year, with the option to extend for one additional year. The annual cost not to exceed is $75,000, with the total amount over the maximum two-year period not to exceed $150,000.

Budget Code: SYS0SD30RH-ECTS (Title I ARRA — Contract Services)
Budget amount: $75,000
HUB Set 0%
HUB Proposed..... 0%
Total HUB $0

UW-Milwaukee (CUIR)

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N/A	Req'd .....N/A	Paid Employment
PRIME Price Quote..... N/A	Proposed .....N/A	Hour Commitment .....N/A
Total # of Employees..... N/A	$ Value.....N/A	Education Hour
Total # of Minorities..... N/A		Commitment.....N/A
Total # of Women..... N/A		

RFP 464 Contract with the University of Wisconsin-Madison's Wisconsin Center for Education Research (WCER) to Evaluate Leadership Development and Career-Path Programs

The Administration requests authorization to enter into a contract with the University of Wisconsin-Madison's Wisconsin Center for Education Research (WCER) for the purpose of evaluating leadership development and career-path programs. This project will be funded by the American Recovery and Reinvestment Act. The University of Wisconsin-Madison was selected as the recommended vendor for these services in September 2009 through Request for Proposals 464.

The contract period is for one year, with the option to extend for one additional year. The annual cost not to exceed is $75,000, with the total amount over the maximum two-year period not to exceed $150,000.

Budget Code: SYS0SD30RH-ECTS (Title I ARRA — Contract Services).
Budget amount $75,000
HUB Set 0%
HUB Proposed..... 0%
Total HUB $0

UW-Madison (WCER)

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N/A	Req'd .....N/A	Paid Employment
PRIME Price Quote..... N/A	Proposed .....N/A	Hour Commitment .....N/A
Total # of Employees..... N/A	$ Value.....N/A	Education Hour
Total # of Minorities..... N/A		Commitment.....N/A
Total # of Women..... N/A		

RFP 464 Contract with the University of Wisconsin-Madison-Wisconsin's Center for Education Research to Evaluate After-School Tutoring Programs

The Administration requests authorization to enter into a contract with the University of Wisconsin-Madison's Wisconsin Center for Education Research for the purpose of evaluating after-school tutoring programs. This project will be funded by the American Recovery and Reinvestment Act. The University of Wisconsin-Madison was selected as the recommended vendor for these services in September 2009 through Request for Proposals 464.

The contract period is for one year, with the option to extend for one additional year. The annual cost not to exceed is $75,000, with the total amount over the maximum two-year period not to exceed $150,000.

Budget Code: SYS0SD30RH-ECTS (Title I ARRA — Contract Services)
Budget amount: $75,000
HUB Set 0%
HUB Proposed..... 0%
Total HUB $0

UW-Madison (WCER)

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N/A	Req'd .....N/A	Paid Employment
PRIME Price Quote..... N/A	Proposed .....N/A	Hour Commitment .....N/A
Total # of Employees..... N/A	$ Value.....N/A	Education Hour
Total # of Minorities..... N/A		Commitment.....N/A
Total # of Women..... N/A		

RFP 464 Contract with the Education Research Group to Evaluate Early Childhood Program Expansion and Curricula

The Administration requests authorization to enter into a contract with the Education Research Group for the purpose of evaluating early childhood program expansion/curricula. This project is partially funded by the American Recovery and Reinvestment Act. The Education Research Group was selected as the recommended vendor for these services in September 2009 through Request for Proposals 464.

The contract period is for one year, with the option to extend for one additional year. The annual cost not to exceed is $50,000, with the total amount over the maximum two-year period not to exceed $100,000.

Budget Code: SYS0SD30RH-ECTS (Title I ARRA — Contract Services) and SYS0S1EORH-ECNS (Title I Evaluation — Consultant Services)
Budget amount: $50,000
HUB Set 0%
HUB Proposed..... 0%
Total HUB $0

Education Research Group

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N/A	Req'd .....N/A	Paid Employment
PRIME Price Quote..... N/A	Proposed .....N/A	Hour Commitment .....N/A
Total # of Employees..... N/A	$ Value.....N/A	Education Hour
Total # of Minorities..... N/A		Commitment.....N/A
Total # of Women..... N/A		

RFP 656 Contract with Soliant Health for Speech Pathology Services

The Administration requests authorization to enter into a contract with Soliant Health to provide MPS with a speech pathologist. Soliant Health will provide speech services to MPS students with Individual Education Plans (IEPs) requiring speech and language services, including therapy, evaluation, IEP development, and all related reporting requirements.

The District has been unable to hire speech pathologists in sufficient numbers to fill vacant MPS positions. The contract being requested is for the period November 2, 2009, through June 16, 2010. Soliant was approved to provide speech pathology services pursuant to RFP 656. Services to be provided include:

- 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;
- Medicaid billing and other record keeping as necessary.

Expenditures will initially be charged to the central account listed below, but will be subsequently charged to the schools using the service.

Budget Code: SSU0AIF0DW-ECTS (IDEA — Contract Services)
Budget Amount $62,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

Soliant Health

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... No	Req'd 0%	Paid Employment
PRIME Price Quote..... TBD	Proposed 0%	Hour Commitment .....N/A
Total # of Employees..... 2,666	$ Value.....0	Education Hour
Total # of Minorities..... 536		Commitment.....10
Total # of Women..... 1,346		

RFP 656 Contract with Soliant Health for Nursing Services

The Administration is requesting authorization to enter into a contract with Soliant Health 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 meet the current need, making it necessary to contract for these services. Soliant Health has been approved to provide nursing services pursuant to RFP 656.

This contract is for the 2009-2010 school year. Soliant will provide six full-time nurses at a cost not to exceed $450,000.

Budget Code: NRR0SNG0DW-ECTS (Nursing Supplement — Contracted Services)
Budget Amount $450,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

Soliant Health

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... No	Req'd 0%	Paid Employment
PRIME Price Quote..... TBD	Proposed 0%	Hour Commitment .....N/A
Total # of Employees..... 2,666	$ Value.....0	Education Hour
Total # of Minorities..... 536		Commitment.....10
Total # of Women..... 1,346		

RFP 656 Contract with On Assignment for Nursing Services

The Administration is requesting authorization to enter into a contract with On Assignment 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 meet the current need, making it necessary to contract for these services. On Assignment has been approved to provide nursing services pursuant to RFP 656.

This contract is for the 2009-2010 school year. On Assignment will provide three full-time nurses at a cost not to exceed $222,045.

Budget Code: NRR0SNG0DW-ECTS (Nursing Supplement — Contracted Services)
Budget Amount $222,045
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

On Assignment

Prime Contractor Information	HUB Participation	Student Engagement
Certified HUB Vendor?..... N/A	Req'd .....N/A	Paid Employment
PRIME Price Quote..... N/A	Proposed .....N/A	Hour Commitment .....N/A
Total # of Employees..... N/A	$ Value.....N/A	Education Hour
Total # of Minorities..... N/A		Commitment.....N/A
Total # of Women..... N/A		

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. Contract with MATC to Perform Accuplacer Testing

The Administration is requesting authorization to enter into a sole-source contract with Milwaukee Area Technical College ("MATC") to administer Accuplacer Testing to MPS students identified by the Administration and to interpret the results. MATC identifies those students whose results fall short of placing them into occupational programs. MATC then provides a preparation class for those students to prepare them for a second opportunity to take the Accuplacer Test. A pilot program held in the spring of 2008 had exceptional results, with a large percentage of the students successfully testing into occupational programs. The Administration expanded the program to 550-600 high-school seniors in 31 schools and to 1,518 high-school juniors. Funding for this program was set aside by the Administration to specifically address the Board's stated concerns regarding the number of MPS students who failed to test into occupational programs, but instead tested into basic skills.

The program implements MPS's Strategic Plan for ensuring that MPS graduates go on to post-secondary education.

Budget Code: GEN-0-0-SSF-DW-ECTV (School Special Funds).....$194,956.65
HUB % set..... 0%
Total HUB $.....0

B. Contract with MATC to Provide Classroom Instruction for Cosmetology

The Administration is requesting authorization to enter into a sole-source contract with Milwaukee Area Technical College ("MATC") to provide classroom instruction in the field of cosmetology. MATC is the only vendor capable of providing MPS with a licensed instructor to teach a cosmetology class and has been providing a cosmetology instructor at Custer High School for the past six years.

The term of the contract is one year, with the option to extend for two additional one-year periods. The cost not to exceed for the first year is $42,000. The cost over the maximum three-year life of the contract is not to exceed $168,000.

Budget Code: GENHSBDHCT-ECTS (Custer HS — Contracted Services) $120,000
HUB % set..... 0%
Total HUB $.....0

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

* * * * *

(Item 6) Report on a Request to Withdraw Resolution 0910R-016 by President Bonds Regarding the Selection of the Vendors of MPS Health and Dental Benefit Plans

1. At its meeting on July 30, 2009, the Board referred Resolution 0910R-016 by President Bonds to the Committee on Finance/Personnel:

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 up 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, Wisconsin State Statute Chapter 111.70, Employment Relations, indicates that health and dental benefits are mandated subjects of bargaining; and

WHEREAS, Currently, MPS has to negotiate the selection of the vendor of the health and dental benefit plans, including the third-party administrator and/or insurance company that negotiates and manages the provider network; and

WHEREAS, MPS is finding that this process discourages competition, thus inflating the cost of providing healthcare to its employees; now, therefore, be it

RESOLVED, That the Board direct the Administration to lobby for a law that makes the identity of the third-party administrator and/or the insurance company a prohibitive 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 vendors (i.e. third-party administrator and/or insurance company, including the network) that provide the healthcare and dental benefits offered to district employees; and be it

FURTHER RESOLVED, That the Administration report the results of such activities back to the Board no later than the April 2010 Board cycle.

2. Board Rule 1.08(5) 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.

3. In accordance with Board Rule 1.08(5), President Bonds has requested the Committee's consent to withdraw Resolution 0910R-016 from further consideration. Your Committee reports that it has granted President Bonds's request to withdraw Resolution 0910R-016 from further consideration.

* * * * *

(Item 7) Action on a Request to Amend the Project Agreement with the Urban Open Space Foundation for the Construction of Green Space at Brown Street Academy

Background

1. In September 2006, the Milwaukee Board of School Directors entered into a project agreement with the Urban Open Space Foundation, now named Center for Resilient Cities, for the construction of green space at Brown Street Academy.

2. The greening of Brown Street Academy is part of a larger initiative to improve Johnson Park and to green the Fond du Lac Avenue corridor.

3. Brown Street Academy, 2029 North 20th Street, is located in the Fond du Lac corridor and in the target area of this initiative. The development of this green space is intended to:

- create learning landscapes where students will be engaged in experimental and environmental education activities;
- serve as a neighborhood hub that will become a social centerpiece for an area critically deficient in open spaces; and
- serve as a landscaped storm water-infiltration facility to improve water quality by capturing and infiltrating water on site.

4. The project agreement identified October 2009 as the date for the Urban Open Space Foundation to have two-thirds of the funds necessary for the project to be secured and in place.

5. In order for this partnership and project to continue, the project agreement must be amended.

Administration's Analysis

6. The rain garden and the preliminary design of the Nature Explore Outdoor Classroom is complete.

7. Curriculum development related to the Nature Explore Outdoor Classroom is underway. The Center for Resilient Cities partnered with Dimensions Educational Research Foundation and has conducted an evidence-based workshop for the Brown Street principal and interested teachers on the integration of the classroom into the school's multiple-intelligences educational plan. The principal has appointed a third-grade teacher to be the lead on the Nature Explore Outdoor Classroom.

8. The Center for Resilient Cities has also implemented a Junior Master Gardener Program (4-H curriculum for third through fifth grades) with the school's third grade. The program was extended to the fourth grade this year and will build to include fifth grade in subsequent years. The students garden outdoors at a community garden adjacent to the school and in the winter months grow various plants in the classroom.

9. Funds in place as of September 1, 2009: $420,300.

10. The project agreement, as attached to the minutes of your Committee's meeting, is amended in the following areas:

- The Urban Open Space Foundation name was changed to the Center for Resilient Cities. All references to the Urban Open Space Foundation were changed to the Center for Resilient Cities.
- The fundraising deadline was eliminated, and the agreement instead calls for an annual review of fundraising efforts to be conducted jointly between MPS and the Center for Resilient Cities. The review will identify available funds to help determine what components of the project will move forward.
- The project scope is revised to include the Nature Explore Outdoor Classroom.
- The project cost has been revised to $1,023,761
- The project schedule has been revised to coincide with fundraising efforts.

11. The Division of Facilities and Maintenance Services and the principal of Brown Street Academy have reviewed the proposed amended project agreement and find it acceptable.

Strategic Plan Compatibility Statement

12. 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: Facilities are welcoming, well-maintained and accessible.

WTAM measurable objective: 100% of MPS schools will receive a condition rating of good or better (6 – 10) on the building condition report.

Statute, Administrative Policy or Board Rules Statement

13. The Board's authorization is required for the amendment of this project agreement.

Fiscal Impact Statement

14. This item does not authorize expenditures. The $1,023,761 cost of this project will be funded entirely by the Center for Resilient Cities through fundraising activities. There is no funding commitment required from the District.

Implementation and Assessment Plan

15. Upon approval by the Board, the Administration will amend the project agreement for the construction of green space at Brown Street Academy.

Committee's Recommendations

Your Committee recommends that the Board approve the amended project agreement. as attached to the minutes of your Committee's meeting, for the construction of green space at the Brown Street Academy. The project agreement is amended in the following areas:

- The Urban Open Space Foundation name has been changed to the Center for Resilient Cities. All references to the Urban Open Space Foundation have been changed to the Center for Resilient Cities.
- The fundraising deadline was eliminated, and the agreement instead calls for an annual review of fundraising efforts to be conducted jointly between MPS and the Center for Resilient Cities. The review will identify available funds to help determine what components of the project will move forward.
- The project scope is revised to include the Nature Explore Outdoor Classroom.
- The project cost has been revised to $1,023,761
- The project schedule has been revised to coincide with fundraising efforts.

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

* * * * *

(Item 8) Report on the Council of Great City Schools' Review of Operations of the Department of Human Resources of the Milwaukee Public Schools

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

Background

1. In the spring 2009, the Council of the Great City Schools (CGCS) was asked to review the Department of Human Resources (HR) and make recommendations regarding the operational effectiveness and efficiencies of the department. During a two-and-a-half-day visit, the CGCS team held in excess of 65 interviews with staff from both within and outside Human Resources as part of a process of determining how the department rated when compared against the indicia of a "high-performing HR organization" in the four areas of:

- organization;
- leadership;
- management; and
- operations.

2. The department was also asked to complete a self-assessment survey of HR practices. The tool used to conduct the assessment was a survey consisting of 18 standards and 174 indicators of best practices in the following five functional areas:

a. Staff development;
b. Recruitment hiring, salary and benefits;
c. Personnel evaluation;
d. Human resources management; and
e. Absenteeism and personnel records management.

(The self-assessment evaluation tool was adapted from a State of Florida survey tool developed in 2003.)

Administration's Response to the CGCS Findings

The Administration's response to the CGCS' findings is outlined below.

3. Organization

   a. The review team found that the department was appropriately placed in the organization, but should review its organizational structure and strategic alignment on a periodic basis. While the team questioned the placement of the professional-development responsibility in another department, it noted that this was not an atypical practice in urban school districts.

   b. The review team also questioned whether managing the district's overall organizational development and health was the functional responsibility of any department. Ultimately, however, the review team made no recommendations in this area.

4. Leadership

   a. In this particular area, the review team correctly noted that more work needs to be done in terms of the department's development and alignment of its functions, processes, and accountability to the District's Strategic Plan and the Human Capital Management functional plan; however, the review team's methodology of a large number of interviews in a short period of time and reliance on the self-assessment tool without further follow-up also appeared to allow the team to make several erroneous findings that it would rely on later in the report to support some of its recommendations.

      (1) For example, the team cited a statement from an unidentified source that the department had failed to develop a strategy for what we believe is a reference to PI 34 — which is the state's Administrative Rule related to educator quality, licensing, and initial educator support — as evidence of lack of strategic planning and/or a sense of urgency around budgetary and staffing issues. In fact, the department has in place several strategies to deal with this issue, including mentoring, individual monitoring, and support in the form of staff development and goal-setting opportunities.

      (2) Secondly, the review team also cited a budget increase in FY09 of $2.5 million to "attract and retain high-quality employees" as evidence of a lack of planning with respect to resource allocation. In fact, that expenditure reflected the implementation of the citywide mentor and induction program for initial educators, a requirement of PI 34 and in the form of a best practice model.

   b. Finally some of the shortcomings observed by the review team were already being addressed in a number of the District's functional plans, such as the Accountability and Evaluation, Instructional Improvement, and Professional Development functional plans.

5. Management

   a. The review correctly noted that improvement is needed in a number of areas. The department had previously recognized some of the issues and has already started to implement strategies to address them as follows:

      - continued work on the elimination of vestiges of divisional silos in the department;
      - renewed emphasis on documenting operational practices;
      - continued, but expanded, implementation of exit surveys; and
      - development of metrics that allow measurement of core HR functions and alignment with the District's Strategic Plan.

b. Another area currently the focus of attention is the development of consistent meaning around data. That lack of shared and consistent meaning in one instance led the review team to voice concerns about information regarding the percentage of school-based positions filled on the first day. Unfortunately, information provided to the team represented two different pieces of data. Use of consistent data would have narrowed the gap significantly.

c. The point is that this also is an area that needs to be addressed. Subsequent information is beginning to reflect the department's efforts in this area. While there continues to be some disagreement about the other statements in the review team's report under this section, even a perception that some of these problems exist warrants discussion and a plan by the department to address these issues.

d. The Administration does not agree with the statements of the review team related to the use of third-party administrators and the District's self-insured plans. Comparative analysis around best or common practices is regularly done by this division. Inasmuch as these are collectively bargained plans, the division sets the parameters, closely monitors compliance by the third-party administrators, provides the data they need to implement the benefits, and negotiates changes to the plans through the labor relations division with the assistance of the actuaries. Consistent with industry practice, the District hires third-party administrators (including their provider networks) in order to implement the self-insured plans because we lack the infrastructure to do the work. Such efforts have resulted in significant savings and cost avoidance to the district.

6. Operations

a. The review team's report includes comments regarding duplicative work, redundant practices, and parallel paper systems. The department has incorporated technology not only to reduce the time between application and placement, but to also efficiently maintain records and reduce paper. These operational improvements have shown positive results in moving up the staffing and hiring cycles and making the district more competitive, as well as enabling the District to implement employee salary changes in half the time.

b. Personnel records are maintained electronically in the certificated area, and the department is in the process of moving to electronic personnel records for classified personnel and, ultimately, will be implementing an integrated record-storage system. The Administration acknowledges that these changes have occurred fairly rapidly and that implementation has not been without its challenges; however, the department will continue to review the areas of training and support needed and welcomes suggestions for process improvement.

c. The department has moved toward a paperless environment through the implementation of automated processes (PeopleSoft suite) for both hiring and assignment and transfer of employees. Therefore, it is noteworthy that principals reported the need for keeping back-up documents for personnel transactions. The department communicates virtually everything electronically (about 85% email) with schools; however, this finding points to the need for more work in the customer-satisfaction area and employee training in customer service.

d. The Administration has reservations about the recommendations related to the reorganizing and restructuring of the department's divisions, given the opportunity for the divisions to communicate and collaborate on initiatives, the interdependence of the divisions in each other's work, and the impact on contractual processes. Such a move warrants a more thorough analysis.

7. Self Assessment Survey

Generally speaking, the Administration agrees with the recommendations related to the best practices survey.

Conclusions

8. While many of the concerns raised need to be addressed in the upcoming Human Capital Management functional plan, the department does not agree with the suggestion that the department's management team is risk-averse. The department believes, however, that more work needs to be done in the area of staff training and improved customer service. This is particularly relevant if concerns about departmental changes have caused maintenance of parallel records or if lack of knowledge about new methods of doing work have not enabled staff to be as helpful as they could be to customers.

9. It is noteworthy that no mention was made by the review team of the impact of collective bargaining agreements on the department's work and the need to work collaboratively with the unions to make changes. Although the Council indicated that it found a lack of urgency, the department would note that in the last three years, it has made significant changes in a number of areas:

- automation of the teacher application, transfer, and summer school processes;
- moving up of the hiring timelines significantly and opening up of the applicant choices available to schools;
- beginning of the automation of the classified application process, with the educational assistants being the first classification to be applicable;
- significant expansion of the support given to new teachers and new administrators;
- provision of additional training to substitute teachers who substitute primarily in special education classrooms;
- implementation of partnerships with national organizations such as Teach for America, the New Teacher Project, and New Leaders for New Schools as a way to open up recruitment of high-quality candidates. (These partnerships are part of our effort to improve efforts consistent with the latest research in the area of strategic human capital development.)
- improvement in data-collection methods as a first step toward better informing the work of the department; and
- reorganization of the staffing specialists (both certificated and classified) into the nine clusters as a way of bringing one-stop shopping to the schools.

10. The Administration believes that these improvements in operations demonstrate a sense of urgency. While progress has been made, the Administration recognizes that improvements are needed in a number of areas.

11. The department still needs to look at developing internal capacity to produce and retain quality educators. Progress has been made in that the District has addressed the late-hiring issue, however, work remains with respect to bumping issues, wage compensation, licensing challenges in the shortage areas, and, perhaps most important, evaluation processes.

* * * * *

(Item 9) Action on a Request To Enter into a Contract with the Boys and Girls Club of Greater Milwaukee for Intense and Targeted Case-Management Services for Students Moving from Incarceration to Milwaukee Public Schools

Background

1. The Boys and Girls Club was founded in 1887. The mission of Boys and Girls Clubs of Greater Milwaukee (BGCGM) is to inspire and empower all young people, especially those who need us most, to

realize their full potential as productive, responsible, caring citizens. BGCGM serves more than 32,000 members at 38 locations. The Clubs are open year around and provide an array of positive youth-development programming in six core service areas: health and life skills, character and leadership development, education and career development, arts and cultural education, sports fitness and recreation, and outdoor recreation and environmental education.

2. BGCGM has conducted several exemplary programs that provide additional guidance and structure to high–risk youth. BGCGM has worked in coordination with the Wisconsin Department of Children and Families in the Gang Prevention through Targeted Outreach (GPTTO) since 2000. The program focuses 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.

3. Milwaukee Public Schools submitted an application to the U.S. Department of Labor on June 18, 2007, for the project titled *Futures First Initiative*. On June 29, 2007, the district received notification of a two-year award in the amount of $4.8 million. At its meeting on December 18, 2007, the Milwaukee Board of School Directors received an informational report from the Administration regarding the Futures First Initiative.

4. The *Futures First Initiative* partners with Bradley Tech, James Madison Academic Campus, North Multiplex — Genesis, Milwaukee African American Immersion High School Truth Institute, South Division, and Transition High School. Transition High School opened in March 2008, serving students returning to MPS high schools after periods of incarceration or expulsion. At its meeting on April 29, 2009, the Board accepted an informational report from the Administration regarding the progress at Transition High School.

5. The continuation of the Futures First Initiative is built upon the premise that, at the community and school levels, pilot initiatives to reduce violence and gang activity are showing progress. These efforts require continued coordination on behalf of our youth most in need of additional support. Much of what we currently do to provide services to our adjudicated and expelled students focuses energy on remediation of the past and tightly controlling the present. This initiative continues and expands these efforts by providing a focus on a positive future for youth returning to school after periods of adjudication or expulsion through the addition of employment readiness, placement, and support services.

Administration's Analysis

6. The Administration requests authorization to contract with Boys and Girls Club of Greater Milwaukee (BGCGM) for the Futures First Initiative for the period November 1, 2009, through June 30, 2010. The professional services are case management with community-based services, with an emphasis on providing job-readiness skills, education, and job placement for up to 25 students returning to school from incarceration who require targeted and intense services. Contracted case mangers will establish a bond with incarcerated youth and maintain this attachment during students' entry into a Futures First Initiative school.

7. The Futures First Initiative grant term, which was for two years, was extended for a third year, with an additional allocation of $1,060,000. The selected vendor presented a proposal in response to RFP-577.

8. The Boys & Girls Club of Greater Milwaukee will provide services for the Futures First Initiative for targeted and intense case-management services in the following schools for 2009-10:

- Transition High School;
- Bradley Technical High School;
- North Complex — Genesis;
- Milwaukee African American Immersion;
- James Madison Academic Campus; and
- South Division High School.

9. The scope of services included in the contract are:

- assisting MPS and Futures First Initiative partners in the identification of students meeting enrollment criteria of 25 previously incarcerated youth;
- providing case-management services for youth that have been incarcerated to continue with community-based services after release;
- developing, in coordination with MPS Futures First Initiative staff, an individual service plan for each enrolled youth which establishes goals, action plans, and measures of success as related to academic and employment needs. The individual plan should include how the enrolled youth will be provided with services, and how the effectiveness of these services will be monitored and measured;
- providing follow-up services to enrolled youth by implementing the Target Re-entry program, which provides intensive case-management services to youth returning from Milwaukee County Correctional facilities;
- providing workspaces, communication, technology, and meeting space;
- collecting and reporting data to the MPS project coordinator on a quarterly basis, as required by the grant funder (the U.S. Department of Labor); and
- providing an appropriate setting for students in which to have access to necessary employment resources.

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: High school graduates are prepared for higher education, careers and citizenship.

WTAM applicable measurable objectives:

75% of ninth-graders will graduate in four years.

75% of students will complete rigorous coursework (4 years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies).

Statute, Administrative Policy or Board Rules Statement

11. The recommendation is consistent with state statutes and administrative policies, specifically, Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level.

Fiscal Impact Statement

12. This item authorizes expenditures. The budget for the U. S. Department of Labor Futures First grant for FY10 is $ 90,600.00 in GEN-0-S-F20-IV-ECTS.

Implementation and Assessment Plan

13. The Administration will continue the planning and implementation of the Futures First Initiative as specified in the U.S. Department of Labor's grant proposal. Since the grant was extended, the Administration has continued to support youth-employment services with the Milwaukee Area Workforce Investment Board (MAWIB) through appropriate procurement processes in order to ensure continuity of services to MPS students.

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 Boys and Girls Club of Greater Milwaukee in the amount of $90,600.00 to provide intense and targeted services for 25 previously incarcerated youth for the Futures First Initiative for the period November 1, 2009, through June 30, 2010.

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

* * * * *

(Item 10) Action on an Amendment to the 2009-2010 Inter-District Chapter 220 Contracts

Background

1. Section 121.85(3) of the Wisconsin Statutes allows the Milwaukee Board of School Directors to enter into annual written inter-district student transfer agreements with other school districts for the purpose of reducing racial imbalance.

2. Beginning with the 2002-2003 school year, a new provision was added to the Interdistrict Pupil Transfer Agreement, providing procedures to accommodate Milwaukee-resident Chapter 220 students displaced from suburban districts as a result of implementation of the Transportation Zone Plan.

3. The chart below highlights the number of contracted seats for the 2009-2010 school year, the actual enrollment for 2008-2009, and the number of contracted seats for the 2008-2009 school year for all 23 suburban school districts.

Chapter 220 District	**2009-2010 Contracted Seats**	**2008-2009 Actual Enrollment**	**2008-2009 Contracted Seats**
Brown Deer	26	26	32
Cudahy	30	38	35
Elmbrook	304	297	304
Fox Point/Bayside	91	87	92
Franklin	158	157	209
Germantown	31	32	34
Glendale/River Hills	4	10	10
Greendale	69	60	63
Greenfield	131	95	100
Hamilton/Sussex	110	111	110
Maple Dale/Indian Hills	36	24	35
Menomonee Falls	225	238	241
Mequon/Thiensville	87	89	92
New Berlin	38	37	37
Nicolet	102	98	107
Oak Creek/Franklin	135	135	131
St. Francis	75	80	85
Shorewood	142	140	141
South Milwaukee	80	96	109
Wauwatosa	288	314	328
West Allis/West Milwaukee	76	80	75
Whitefish Bay	232	229	238
Whitnall	52	52	52
TOTAL	2,522	2,525	2,660

4. The Brown Deer, Glendale/River Hills, and Nicolet School Districts 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 Chapter 220 for the 2009-2010 school year. Milwaukee-resident students already attending these districts, however, have a right to remain in the districts to complete their education at the elementary, middle, or high school, per State Statute 121.85(8)(3)(a).

5. MPS is responsible for providing transportation services for students participating in Chapter 220. Services are provided either by MPS or through a contract with the suburban school district. This year, seven (7) districts scheduled their own transportation. For those suburban districts that contract for their own transportation services, MPS initially pays the district 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).

6. The chart below details the districts that plan to provide their own transportation services for the 2009-2010 school year and the projected contract amount. Actual costs are based on September third-Friday enrollments. The Administration is requesting authorization to enter into contracts with the following suburban districts to provide transportation services for students participating in Chapter 220.

Chapter 220 District	2009-2010 Contracted Seats	2008-2009 Per-Pupil Cost	2008-2009 Contract Amount
Fox Point/Bayside	91	$2,378.43	$216,437.13
Germantown	31	$5,010.34	$155,320.54
Glendale/River Hills	4	$2,378.43	$9,513.72
Maple Dale/Indian Hills	36	$2,378.43	$85,623.48
Menomonee Falls	225	$2,891.29	$650,540.25
Nicolet	102	$2,378.43	$242,599.86
Oak Creek/Franklin	135	$4,011.57	$541,561.95
TOTAL	**624**		**$1,901,596.80**

Annually, the Administration reviews the contracts to insure that these suburban contracts cost the district less than if MPS had scheduled the transportation services.

Administration's Analysis

7. At its meeting on May 28, 2009, the Board approved the Inter-District Chapter 220 Contracts for 2009-2010 as outlined in the background section.

8. 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 transfer under Chapter 220.

9. Beginning in 2008-2009, DPI no longer transfers 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. Districts are reimbursed based on the number of eligible Milwaukee-resident students who receive Title I services provided by the host district. Based on FY09 Chapter 220 services, the district has set aside $789,506 in Title I-A for the 2009-2010 school year.

10. A copy of the proposed amendment to the FY10 Chapter 220 Interdistrict Transfer Agreement for the provision of Title I services is attached to the minutes of your Committee's meeting. This item recommends approval of the amendment to the contracts, pursuant to the provisions directed by the U.S. Department of Education.

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 measurable objective: 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 Wisconsin State Statute 121.85 and directions from the U.S. Department of Education regarding procedures for Title I funding.

Fiscal Impact Statement

13. 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. Based on FY09 Chapter 220 services, the district has set aside $789,506 in Title I-A for the 2009-2010 school year. Budget Code: GEN-0-S-TS0-DW-ECTS

Committee's Recommendation

Your Committee recommends that the Board approve the Amendment to Interdistrict Transfer Agreement for the 2009-2010 school year, as attached to the minutes of your Committee's meeting, related to the provision of Title I services.

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

* * * * *

(Item 11) Action on a Request to Approve Contracts for the MPS Partnership for the Arts

Background

1. As a part of the budget-adoption process for FY10, the Board approved $1,193,961 from the Extension Fund to support arts education activities for the 2009-10 school year and summer 2010. The Board's action stipulated that the Extension Fund dollars will be released only when a dollar-for-dollar resource match is received from outside MPS to support arts-related programs. The Board further indicated that the matching resources from outside MPS may include in-kind contributions.

2. This program is called the MPS Partnership for the Arts. This is the fourth consecutive year in which the MPS Partnership for the Arts program has been funded by the Milwaukee Board of School Directors. The primary goals are to:

- expand arts-related experiences for MPS children, youth, and adults who accompany children in activities;
- 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 Extension Fund dollars may be used only to fund arts-related activities outside of the regular school day, i.e., before and after school, on Saturdays, and during the summer. Matching resources from outside MPS may be used to fund arts-related activities during the regular school day and may include in-kind services. Extension Fund resources must be accessible to community arts groups providing services to Milwaukee's children and youth and to adults who accompany children in arts-related activities.

4. 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, Milwaukee Youth Arts Center, Milwaukee Artist Resource Network and others. Information was also accessible online at: www.MilwaukeeRecreation.net/Arts

Administration's Analysis

5. In September 2009, 39 proposals totaling $1,191,114 were received. After careful review of all the proposals by an administrative review team, 35 projects were approved for funding for a total of $999,994 ($665,967 for contracts worth $25,000 or more, and $334,027 for contracts worth less than $25,000). Approximately 25,000 students will be provided services in 100 schools and in other locations citywide.

6. The administrative team's review of the proposals was based on the established guidelines and criteria, including the need for the project; goals and expected outcomes; the quality of arts programming proposed; the past experience of community partners in providing arts programming to school-age children and youth; how the project supports improving academic achievement; program evaluation; reasonableness of the project budget; and documentation of the matching resources.

7. A list of the recommended projects is included as an attachment. Some of them involve Milwaukee students who attend non-public schools.

8. If the Board approves the listed recommended projects, 33 projects will be implemented during the Fall and Spring semesters of the 2009-10 school year; 20 will be implemented during Summer 2010; and 18 will be implemented both during the school year and summer.

9. The recommended projects involve at least 50 non-school community partners and 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.

10. Projects will also provide a balance of services to schools that do not currently have art or music specialists or have limited services, as well as to schools that have an arts focus and that are in need of additional resources to enhance current programming.

11. The commitments of matching resources from outside the MPS budget include documented cash matches that were awarded by foundations or individuals to the partner arts organizations or to schools to support implementation of the projects. They also include the value of in-kind services to be provided to support the projects. Applicants were required to submit documentation of the matching resources offered.

12. For 2009-10, 31 of the 35 recommended projects, or 89%, had documented cash matches totaling $1,052,945 and in-kind matching resources valued at $244,494 (including things like staff time, materials and supplies, and transportation.) In 2008-09, 79% of the approved projects had documented cash matches; in 2007-08, 85 % had cash matches; and in 2006-07, the figure was 54%.

13. Project amounts for 2009-10 range from $2,990 to $175,000. Eight of the 35 projects recommended are for $25,000 or more in district funds and require the Board's approval. The Administration is requesting the Board's approval to enter into contracts for these eight projects with partner organizations to provide arts education services:

- **Artists Working in Education, Inc. — $47,112**: The Truck Studio program will serve 1,750 students citywide at parks and playgrounds during a six-week period in the summer. The Truck Studio's fleet of vans is stocked with art supplies and staffed by professional and college-level artists and art educators who bring in-depth visual art experiences to children right in their neighborhoods.

- **Arts @ Large, Inc. — $175,000**: This arts-equity project will provide services in a model designed to build an arts-rich environment in MPS schools that lack art specialists or that have only a 0.1 FTE (full-time-equivalent) art specialist. Approximately 6,500 students in 16 MPS schools (and the CLCs in seven of those schools) will receive arts-education experiences through a variety of community arts partners that integrate performing, visual, and literary arts across the academic curriculum.
- **Boys and Girls Club — $67,825**: 4,800 students at 17 different Boys and Girls Clubs will receive instruction in "Cultural Dance," "Cultural Fashion," "Cultural Beat." The children will participate in drumming and drum making, keyboarding, pottery, murals, drawing, and photography taught by Americorps Art Advocates, professional artists, and groups such as Milwaukee Public Theatre.
- **Danceworks, Inc. — $143,620**: Approximately 4,000 students from 47 schools will participate in dance and arts programs, including Mad Hot Ballroom dance program, School Days Off Creative Workshops, Summer Creative Arts Camps, Saturday Spotlight Theatre and Creative Arts Workshops, Intergenerational Multi-arts Residency Program, and Studio Dance Classes.
- **Milwaukee Institute of Art & Design (MIAD) — $60,000**: Approximately 60 students citywide will have the opportunity to participate in MIAD's Saturday and summer pre-college programs to develop skills in art and design. The project supports the tuition, transportation, meals, lodging, and supplies for students to study with professional artists and designers in a college setting.
- **Milwaukee Art Museum — $36,410**: The Milwaukee Art Museum's High School Internship Program will provide year-round experiences and training for interested Milwaukee teens interested in art who will learn about art, make art, help teach art to younger children, and experience art-related careers.
- **Wisconsin Conservatory of Music — $70,000**: Approximately 2,400 students citywide will be provided arts-education experiences through a Saturday music centers summer program, an MPS middle-school band camp, and individual instruction scholarships. The program will be led by faculty from the Wisconsin Conservatory of Music.
- **Walker's Point Center for the Arts — $66,000**: Approximately 2,215 students from seven schools and one community center site will participate in Walker's Point Center for the Arts' "Site-On — Hands-On" arts-education program through after-school programs and a Summer Art Camp. Multicultural arts programming includes the visual arts, music, dance, drumming, and more through partnership with community arts organizations such as the Wisconsin Conservatory of Music and Milwaukee Public Theatre and experienced individual artists.

Strategic Plan Compatibility Statement

14. 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

15. 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

16. This item authorizes expenditures in the amount of $665,967 to support arts-education programs implemented outside the regular school day during 2009-10 and the summer of 2010. The funds are available in Budget Code: CSV-0-0-ART-XX-ECTS CONTRACT SERVICES — Extension Fund, with specific locations to be charged at the time at which costs are incurred. Although contracts extend into Summer 2010, all contracts are budgeted in FY10.

Implementation and Assessment Pan

17. Contracts will run from November 2009 to August 2010. In accordance with contract requirements, community arts partners and 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.

18. Contracts will be monitored through the Department of Recreation and Community Services and the Division of Teaching and Learning. Staff from these areas will also oversee the collection of evaluation data.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors authorize the following contracts for arts education services totaling $665,967 in Extension Funds:

- **Artists Working in Education, Inc. — $47,112**: The Truck Studio program will serve 1,750 students citywide at parks and playgrounds during a six-week period in the summer. The Truck Studio's fleet of vans is stocked with art supplies and staffed by professional and college-level artists and art educators who bring in-depth visual art experiences to children right in their neighborhoods.
- **Arts @ Large, Inc. — $175,000**: This arts-equity project will provide services in a model designed to build an arts-rich environment in MPS schools that lack art specialists or that have only a 0.1 FTE (full-time-equivalent) art specialist. Approximately 6,500 students in 16 MPS schools (and the CLCs in seven of those schools) will receive arts-education experiences through a variety of community arts partners that integrate performing, visual, and literary arts across the academic curriculum.
- **Boys and Girls Club — $67,825**: 4,800 students at 17 different Boys and Girls Clubs will receive instruction in "Cultural Dance," "Cultural Fashion," "Cultural Beat." The children will participate in drumming and drum making, keyboarding, pottery, murals, drawing, and photography taught by Americorps Art Advocates, professional artists, and groups such as Milwaukee Public Theatre.
- **Danceworks, Inc. — $143,620**: Approximately 4,000 students from 47 schools will participate in dance and arts programs, including Mad Hot Ballroom dance program, School Days Off Creative Workshops, Summer Creative Arts Camps, Saturday Spotlight Theatre and Creative Arts Workshops, Intergenerational Multi-arts Residency Program, and Studio Dance Classes.
- **Milwaukee Institute of Art & Design (MIAD) — $60,000**: Approximately 60 students citywide will have the opportunity to participate in MIAD's Saturday and summer pre-college programs to develop skills in art and design. The project supports the tuition, transportation, meals, lodging, and supplies for students to study with professional artists and designers in a college setting.

- **Milwaukee Art Museum — $36,410**: The Milwaukee Art Museum's High School Internship Program will provide year-round experiences and training for interested Milwaukee teens interested in art who will learn about art, make art, help teach art to younger children, and experience art-related careers.
- **Wisconsin Conservatory of Music — $70,000**: Approximately 2,400 students citywide will be provided arts-education experiences through a Saturday music centers summer program, an MPS middle-school band camp, and individual instruction scholarships. The program will be led by faculty from the Wisconsin Conservatory of Music.
- **Walker's Point Center for the Arts — $66,000**: Approximately 2,215 students from seven schools and one community center site will participate in Walker's Point Center for the Arts' "Site-On — Hands-On" arts-education program through after-school programs and a Summer Art Camp. Multicultural arts programming includes the visual arts, music, dance, drumming, and more through partnership with community arts organizations such as the Wisconsin Conservatory of Music and Milwaukee Public Theatre and experienced individual artists.

Contracts will run from November 2009 to August 2010. In accordance with contract requirements, community arts partners and 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.

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

* * * * *

Item 12) Action on a Request to Approve a Joint Agreement to Implement the Regional Workforce Alliance's Wired Grant for Headwaters

Background

1. On September 24, 2009, the Regional Workforce Alliance awarded a $71,784 WIRED Innovation to implement Headwaters, a project with the goal of developing, implementing, and disseminating curriculum to expose K-12 youth in the M7 region to water-related learning and work experiences that will lead to future success in careers and college. The M7 region consists of the seven counties of Southeastern Wisconsin: Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington, and Waukesha.

2. The curriculum designed will be for use in Project Lead the Way's pre-engineering and technical programs for grades 6-12.

3. Many community partners will join forces to implement Headwaters, including MPS, the Milwaukee School of Engineering, the Milwaukee Community Service Corps, Engineers and Scientists of Milwaukee, MATC, the Milwaukee Metropolitan Sewerage District, and the University of Wisconsin-Milwaukee.

Administration's Analysis

4. The Joint Agreements set forth the parties' respective duties to implement Headwaters, which are as outlined below.

a. The Milwaukee School of Engineering will provide technical assistance in modeling the curriculum to ensure that it matches Project Lead The Way standards and that it can be easily adopted in other school districts throughout the M7 region.

b. The Milwaukee Community Service Corps will enroll MPS Project Lead The Way students in paid training that will provide the perquisites necessary to acquire certifications required for entry-level technician positions in this emerging employment sector.

c. Engineers and Scientists of Milwaukee will disseminate the curriculum and model partnerships developed from Headwaters to PLTW schools throughout the M7 region. Engineers and Scientists of Milwaukee, working directly with the M7 Water Council, will also promote partnerships between K-12 schools, higher education, and water sector businesses.

d. A contracted Project Lead The Way coach/mentor will lead the curriculum-development process and forge the links for students entering Milwaukee Community Service Corps internships.

e. Volunteers at entities such as MATC, the Milwaukee Metropolitan Sewerage District, and the University of Wisconsin-Milwaukee will serve as subject-matter experts and reviewers for the curriculum to ensure that the new curriculum will articulate to MATC programs to provide true pathways for youth and to ensure that the curriculum serves real-world needs in our region.

f. MPS's Office of Career and Technical Education will assist in writing the curriculum and will serve as fiscal agent to receive, hold, and distribute the $71,784 received from the Regional Workforce Alliance.

5. MPS currently has 21 Project Lead The Way schools, and more than 3,400 students could benefit from this new curriculum.

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.

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

Statute, Administrative Policy of Board Rules Implication Statement

7. The item is consistent administrative policies and procedures and applicable law.

Fiscal Impact Statement

8 This item authorizes expenditures. MPS is the fiscal agent of this grant. MPS will receive, hold, and distribute the $71,784 received from the Regional Workforce Alliance as follows:

- $26,039 to Engineers and Scientists of Milwaukee;
- $6,189 to the Milwaukee School of Engineering;
- $12,000 to the Milwaukee Community Service Corps.;
- $7,560 to a Project Lead The Way coach/mentor; and
- $19,995.55 to Milwaukee Public Schools.

Implementation and Assessment Plan

9. Upon approval of this item, MPS will execute the Joint Agreement to Implement the Regional Workforce Alliance's Wired Grant For Headwaters. The Office of Career and Technical Education will monitor progress and make quarterly payments.

Committee's Recommendation

Your Committee recommends that the Board authorize execution of the Joint Agreement to Implement the Regional Workforce Alliance's Wired Grant for Headwaters, as attached to the minutes of your Committee's meeting. MPS will receive, hold, and distribute the $71,784 received from the Regional Workforce Alliance as follows:

- $26,039 to Engineers and Scientists of Milwaukee;
- $6,189 to the Milwaukee School of Engineering;
- $12,000 to the Milwaukee Community Service Corps.;
- $7,560 to a Project Lead The Way coach/mentor; and
- $19,995.55 to Milwaukee Public Schools.

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

* * * * *

(Item 13) Action on a Request to Approve a Sole-Source Contract with School Nutrition Services to Purchase Food-Service-Management Software

Background

1. The Governor and Mayor's report, *Toward a Stronger Milwaukee Public Schools* (Report), recommended that the District's School Nutrition Services use a comprehensive database to:

   a. track the cost each food-supply item and various substitutes over time;

   b. track the cost per meal and its relationship to student participation rates; and

   c. gather school-level data on productivity cost.

2. School Nutrition Services currently uses the following systems provided by Horizon Software International, LLC ("Horizon"):

   a. the point-of-sale (POS) terminal, which tracks meals by student eligibility for purpose of claiming reimbursement;

   b. Healthy Reimbursable Vending, which allows vending machines to disburse cashier-less reimbursable meal and to serve a *a la carte* POS terminals; and

   c. the Free and Reduced Suites, which scans lunch applications, performs site pre-approval, processes applications online, implements telephone notification for free and reduced status, manages the complete database, and performs verification-processing functions.

Administration's Analysis

3. As was recommended in the McKinsey Report, School Nutrition Services desires to use a comprehensive database to:

   a. track the cost each food-supply item and various substitutes over time;

   b. track the cost per meal and its relationship to student participation rates; and

   c. gather school-level data on productivity cost.

4. MPS has determined that Horizon's cost-accounting and inventory software package will allow School Nutrition Services not only to collect and analyze such data, but also to garner greater control over inventory, from purchase to leftovers.

5. Horizon is the sole source for this propriety software. Because MPS already uses Horizon's software for the management of lunch-application processing and meal counting and claiming, Horizon's software is the only one that can guarantee a seamless integration and data transfer between both systems, allowing effective gathering of data from existing database systems.

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

Statute, Administrative Policy or Board Rules Statement

7. The Administration's recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

8. This item authorizes expenditures of $321,794. Funds are reserved in the School Nutrition Office's FY10 budget as follows:

Equipment (DFS-0-0-NUT-DW-EEQ5): $192,414 for the installation, licensing, and full implementation services of VBOSS BOH software;

Maintenance Contracts (DFS-0-0-NUT-DW-EMTC): $39,380 for annual software maintenance;

Contracted Services (DFS-OC-NUT-DW-ECTS): $90,000 for six months of on site project training.

Implementation and Assessment Plan

9. Upon approval of this item, the Administration will order the software and begin installation.

Committee's Recommendation

Your Committee recommends that the Board authorize the sole-source contract to purchase food-service-management software to allow School Nutrition Services to collect and analyze the data suggested by the Report and to effectively track food inventory. Funds are reserved in the School Nutrition Office FY10 budget as follows:

Equipment (DFS-0-0-NUT-DW-EEQ5): $192,414 for the installation, licensing, and full implementation services of VBOSS BOH software;

Maintenance Contracts (DFS-0-0-NUT-DW-EMTC): $39,380 for annual software maintenance;

Contracted Services (DFS-OC-NUT-DW-ECTS): $90,000 for six months of on site project training.

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

* * * * *

(Item 14) Action on a Request for Authorization To Enter into FY10 Pupil-Transportation Contracts with Alliance Transport, Inc.

Background

1. At its meeting on April 23, 2009, the Milwaukee Board of School Directors approved transportation contracts for the 2009-2010 school year. Included were contracts for athletic and extracurricular services.

2. The Board also directed the Administration to negotiate a price reduction with the Milwaukee County Transit System (MCTS). Failing an acceptable rate agreement, the Administration was directed to move $3 million in contracts from MCTS to school bus contractors. The Administration reported to the Board in June 2009 that an acceptable rate agreement had not bee not reached, and the Board approved additional school bus contracts on June 25, 2009. With the change, one vendor — First Student — was no longer to accommodate all the athletic and extracurricular service it was awarded.

3. The Administration is requesting that the Board award a contract for athletic and extracurricular services to the next-lowest bidder, Alliance Transport, Inc. The Administration estimates expenditures of $80,000.

Administration's Analysis

4. All bus companies are required to purchase good and services from certified HUB firms equal to 3.5% of their contract value. The total HUB purchases for this contract are projected at. $3.9 million.

HUB-Certified	Employee Information			HUB Participation				
	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	NA	NA	NA	3.5%	3.5%	$ 2 , 8 0 0	Transportation	Service

Strategic Plan Compatibility Statement

5. Pupil transportation supports the MPS Strategic Plan, Goal 6: The district is accountable for measurable results; Goal 7: The district's central services departments support student learning.

Statute, Administrative Policy or Board Rules Statement

6. Contracts are being presented to the Board pursuant to Administrative Policy 3.09, Purchasing and Bidding Requirement

Fiscal Impact Statement

7. Total cost for this contract is $80,000. The contract amount is within the FY10 adopted budget for athletics transportation of $909,358.

Service	Amount	Budget Code(s)
Alliance Transport	$80,000	TSP-0-0-TRS-DW-EPPT0000

Implementation and Assessment Plan

8. This bus contract will take effect on November 1, 2009.

Committee's Recommendation

Your Committee recommends the Board approve the contract with Alliance Transport, Inc, as detailed in the table below.

Service	Amount	Budget Code(s)
Alliance Transport	$80,000	TSP-0-0-TRS-DW-EPPT0000

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 Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on October 1. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

(2) The Head Start Coordinator participated in a meeting of the Department of Educational Services' Project Team on October 16. The meeting was held to formally introduce the Department of Educational Services Project Teams and to provide information and updates. ERSEA/FPA meetings were held on October 14 and 28. The meetings focused on Program Governance, enrollment and family partnership agreements.

(3) The Head Start Coordinator participated in a Core Health Services meeting held on October 6. 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 Curriculum Generalist and Interim ERSEA Manager attended a ChildPlus Software training during the week of October 5 in Baltimore, MD. The training focused on how to use the software effectively to monitor the functions of the Head Start Program and to generate reports.

(5) Management meetings were held on October 5, 9, 16, and 23. The meetings focused on the program updates and changes and planning for the Policy Council meetings.

(6) The Education Manager conducted a training for New Head Start teachers on October 8. The training provided information regarding the use of the Galileo and the curricula used in the Head Start classrooms.

(7) The Head Start Policy Council meeting was held on October 10 at Central Services in room 206/208. The meeting focused on the changes and updates in the Head Start Program.

(8) Health Team meetings were held on October 12 and 26. The meetings focused on screenings at the school sites, mental health, disabilities, and educational programming.

(9) The Health, Mental Health and Disabilities Manager attended a TTA (Training and Technical Assistance) Mental Health Conference on October 14 and October 15. The conference focused on mental health as it pertains to Head Start Programs and families. Head Start teachers participated in after-school collaboration trainings with Head Start, High Scope, and SDC Head Start on October 13 and 15. The training focused on effective and engaging learning environments.

(10) The Health Team, along with the Head Start Coordinator, participated in the Health Services Advisory/Community Partners meeting on October 16. The meeting focused on the current status of the MPS Head Start Program as it pertains to health. The meeting also allowed for the participants to identify collaborative opportunities with MPS Head Start as well as amongst participants.

(11) A Dental Day for all Head Start students was held on October 17 at Marquette University's School of Dentistry. During this event, Head Start students received dental exams and fluoride varnish treatments.

(12) The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on October 21. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

(13) The Head Start Coordinator participated in a meeting for the State Superintendent's Advisory Committee on 4K and Community Approaches on October 28. The meeting was held to identify and address needs of 4K and Community Approaches.

(14) The Health, Mental Health and Disabilities Manager attended the ASC (Administrators' and Supervisors' Council) Convention on October 30. The conference was motivational and informational for MPS administrators and supervisors.

(15) The Family Partnership Associates and Curriculum Generalist conducted Parent Center meetings at each Head Start site during the month of October. The meetings focused on the program's governance.

(16) The next Policy Council meeting will be held Saturday, November 14, 2009, at Milwaukee Center for Independence at 12:00 noon.

Services Provided

(17) Site-monitoring visits were conducted at ALBA, Auer, Gwen T. Jackson, Hayes, Hopkins, MSLS, Sherman, Thurston Woods, and Westside Academy.

(18) Health screenings were conducted at Auer, Dover, Green Bay, Hopkins, Mitchell, Sherman, Thurston Woods, and Westside Academy.

Enrollment

(19) There were 1,006 students enrolled in the Milwaukee Public Schools Head Start Program for the 2009-2010 school year as of October 13.

* * * * *

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

Submitted by Director Bonds

- Sue Apps and Bill Kritek have been hired to serve as Co-Executive Directors of the MPA.
- UWM has completed and submitted the Teacher Quality Partnership grant application for close to $10 million to the U.S. Department of Education. $100 million in five-year grants with a maximum of $2 million per year will be awarded. $15,000 per year was built into the proposal for the MPA. Working with the Literacy, Math and Teacher & Principal Quality work groups is anticipated. Announcement of grant awards may be made shortly after the first of January.
- The Implementation Team held some discussion its role and purpose and work groups identified some areas to strengthen. The Team also discussed some things that the literacy effort can glean from the math effort.
- Initiatives and other work going on in MPS and throughout the partnership benefiting MPS relative to science and engineering were shared at the October Implementation Team meeting.
- Family Literacy & Tutoring Work Group Update:
  - Development of the reading portion of the tutor training was worked on over the summer.
  - The next tutor training offering will be a community-wide session for both new and current tutors and will target parents as well. A greater focus this year will be placed on getting parents trained.

- The work plan for the year is being developed.
- MPS has hired a permanent full-time Parent Coordinator —Tamara Johnson. She will be the new Family Literacy and Tutoring Work Group Co-chair.

• Teacher & Principal Quality Work Group Update:

- Work will continue on induction and alignment of mentoring programs. Review of data around mentoring concerning administrators as well as teachers will be done.
- Heavy work is being done at this time on the cooperating teacher and student teacher piece. MPS is trying to get a handle on student teachers in the district; this information has not been supplied by field directors from the universities. All local IHEs are being brought to the table around creating the student teacher piece. An online tool is being created that will work with pre-service/student teachers and also work with building capacity and quality teacher leadership in cooperating teachers. A subgroup will work on development and placement of the tool in a tiered process for the cooperating teacher piece. Attempt is being made to bring more field directors to the table.

• Comprehensive Literacy Work Group Update:

- Individuals from Marquette University and Alverno College have joined the work group.
- The proposal has been completed and submitted to the State for a Teacher Quality Partnership grant focused on erasing the implementation gap. It involves more of a hands-on approach to ensure that things end up in the classroom.
- Two subgroups have been developed – one is focusing on content area literacy and the other on comprehensive (developmental) literacy.
- One subgroup is collecting syllabi from the five higher education institutions involved in their project and identifying core essential elements in order to create something that can be offered to classroom teachers to develop various skills. Conversations include creating a strand that would lead to a certificate of comprehensive literacy.
- Research shows that marrying reading and English language arts gets the best results, so a focused effort is being made to include English language arts in everything that is done.
- A brief report was shared with the Implementation Team on what was accomplished in the work plan last year and the changes planned for this year:
  - Creation of the structure for the position of Literacy Coach/Leader has been completed.
  - Creation of the professional development model of comprehensive literacy will this year keep in mind the classroom teacher to make sure that the implementation gap gets addressed.
  - New steps will be taken regarding a delivery system for communications of comprehensive literacy professional development to assure that work is continuously aligned with what the district is doing.
  - Review of the recommendations of the External Literacy Review Committee Report has been completed. For this year, the District Literacy Plan will be reviewed.
  - Writing and applying for literacy-related grants will continue and be purposefully inclusive of English language arts.
  - Discussion will be held concerning where parents fit in.
  - Goals and time lines have been set for each subgroup and the monthly work group meetings will be more focused on reporting out and next steps.

- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership Update:
  - The K-12 Math Teacher Leader (MTL) meetings for the year have begun. Implementation Team members were invited to attend. Meetings will also be available to view on MediaSite through the MPS Portal.
  - Math Teaching Specialists have held monitoring sessions at all schools with the Principal, Math Teacher Leader and with teachers/Learning Team members included at some meetings. Needed support for principals has been noted.
  - Saturday Academies/stimulus funds are being used to support benchmark assessments and constructed response in math. In addition to the MTLs, many classroom teachers attended the last Saturday Academy.
  - For additional information on the work of the Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP), please see the August 2009 issue of *The MMP Messenger*.
- NEA Foundation Grant Update:
  - The Principal Investigator of the grant attended the Sharp Literacy Luncheon held on October 15th.
  - Presentation will be made at the WEAC Conference on October 29th.
  - The NEA Foundation's Closing the Achievement Gaps Initiative Cross-Site Convening took place in Milwaukee October 6-9, 2009. There were 90 in attendance from the five NEA Foundation Closing the Achievement Gaps grant sites (Kansas City, Kansas; Columbus, Ohio; Chattanooga, Tennessee; Seattle, Washington; and Milwaukee, Wisconsin) and the three sites invited to join this initiative (Springfield, Massachusetts; Omaha, Nebraska; and Durham, North Carolina). Activities included a reception at Discovery World; visits to eight NEA Focus Schools (Pulaski, South Division, Northwest Secondary, Green Bay, Gaenslen, Kagel, Lafollette and Metcalfe); role-alike discussions; networking; sessions on Creating a Learning System in the Initiative, Developing and Sustaining Virtual Learning Communities, New Roles for Unions in Human Capital, Developing Family/Community/School Partnerships, Emerging Insights from the National Evaluation, Communicating for Sustainability, and Next Steps; and team time for site teams to apply concepts from the day's sessions to their planning and implementation approaches. The Milwaukee team received a standing ovation at the end of the site visit.

The date of the next MPA Partners Meeting is TBA.

* * * * *

REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Report of the President of the Milwaukee Board of School Directors: September-October July 2009

(1) Conducted TV interviews with Mike Gousha and Black Nouveau regarding the proposed mayoral takeover of MPS.

(2) Served as panelist on mayoral takeover of MPS at Bobfest in Baraboo, Wisconsin.

(3) Met with Milwaukee legislative delegation regarding the proposed mayoral takeover of MPS.

(4) Met with numerous Democratic and Republican legislators and state senators in Madison and Milwaukee regarding the proposed mayoral takeover.

(5) Attended various news conferences regarding proposed mayoral takeover of MPS.

(6) Served on a panel to discuss mayoral takeover of MPS at Milwaukee Center for Independence.

(7) Served on a panel to discuss proposed mayoral takeover at Rotary Club.

(8) Attended debate on mayoral control of MPS at Riverside High School.

(9) Met with Mayor Barrett on MPS issues.

(10) Met with representatives of META on MPS issues.

(11) Attended numerous churches to discuss proposed mayoral takeover of MPS.

(12) Met with META & Administration on relationship building.

(13) Attended and presented at forum on proposed mayoral takeover of MPS at Coffee Makes You Black, 2803 N. Teutonia Avenue.

(14) Visited Vincent High School on October 16 to review recent incidents of student violence.

(15) Attended parent-teacher conference at Custer High School to provide insights on proposed mayoral takeover of MPS governance.

* * * * *

RESOLUTIONS

Resolution 0910R-023

by Director Woodward

WHEREAS, The Milwaukee Board of School Directors functions as a policy-making body; and

WHEREAS, Board members serve as trustees for the people of the City of Milwaukee by making decisions in a number of critical areas, including personnel, educational programs, instructional materials, facilities, finance, and public relations; and

WHEREAS, Such policy decisions cannot and should not be made when Board members have not had adequate time to evaluate and to properly debate the feasibility, legality, and possible future impact that their decisions will have on the District; and

WHEREAS, Any policy decision made will affect the taxpayers, school families, and other stakeholders of Milwaukee, who should also have adequate time to contact their elected school Board members to discuss concerns about future policy decisions; and

WHEREAS, Governance Policy 2.07(5) states that items shall be distributed to Board members sufficiently prior to the Board or committee meeting, if at all possible, to permit them to give items of business careful consideration; and

WHEREAS, Currently, items are being brought up at meetings without Board members being made aware that they will be heard, thereby depriving Board members of the opportunity to adequately review them and to investigate the possible effects of the policy; now, therefore, be it

RESOLVED, That Governance Policy 2.07 be amended to stipulate that the Milwaukee Board of School Directors will not take action on new items unless they have been published in the advance copy of the agenda (“blue book”); and, be it

FURTHER RESOLVED, That this change go into effect beginning with the next board cycle after adoption of this resolution.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0910R-024

by Director Blewett

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.

Referred to the Committee on Safety and Climate.

Resolution 091024R-025

by Director Blewett

WHEREAS, The functions of the Milwaukee Public Schools (MPS) Human Resources Department are essential to student success; and

WHEREAS, It is this Board's fiduciary responsibility to the public to ensure that funds allocated for human resources are used in the most efficient and effective manner; and

WHEREAS, Since its inception, MPS has implemented various changes to its organizational structure; and

WHEREAS, During these changes, there have been new positions created and numerous changes made to the staffing requirements, recruitment needs, fiscal resources, and allocation methods of the district, with little actual change in the operations of the district's Human Resource Department; and

WHEREAS, Changes in organizational structures call for changes to district policies, procedures, and practices to ensure efficient and effective operations throughout the district; and

WHEREAS, With changes to an organization's structure, there must also be an assessment of human resource needs, staffing needs, and possible duplication of services; and

WHEREAS, Effective human resource planning includes components on self-assessment of best practices and national standards, staff development, recruitment and hiring, human resource management, and evaluation; and

WHEREAS, When there are changes to the district's organizational structure, there must also be plans for succession that outline long-term cost implications of the departmental goals, targets, and strategies; and

WHEREAS, MPS continues to operate under various fiscal constraints and, therefore, must streamline processes to ensure efficiency in operations throughout the district; now, therefore, be it

RESOLVED, That the Board direct the Administration to include in its HR Plan, as part of the recommendations outlined in the Council of the Great City Schools' report of Operations of the Department of Human Resources of the Milwaukee Public Schools, procedures to require exit interviews for district employees; and be it

FURTHER RESOLVED, That as part of its regular operational practices and procedures, all individuals applying for openings within MPS, including transfer and promotional opportunities, be prompted to complete a follow-up survey that includes elements for individuals to indicate their satisfaction with human resource functions and to suggest improvements; and be it

FURTHER RESOLVED, That the Human Resource Plan include a component to ensure that all employees are given job descriptions with a clear method of evaluation for increased accountability and capacity for performance.

Referred to the Committee on Finance/Personnel.

Resolution 0910R-026

by Director Bonds

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.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-027

By Director Blewett

WHEREAS, In FY08, the Talent Development Fund (TDF) was created to provide additional funding and opportunities for MPS students in the areas of art, music, career, and technical education; and

WHEREAS, The MPS Partnership for the Arts supports programming only outside of the school day; and

WHEREAS, There is no other source of support for arts, career, and technical education programming outside of regular curricular offerings during the school day; and

WHEREAS, The TDF provided thousands of high-risk and impoverished students with educational opportunities that were otherwise beyond the reach of their individual schools; and

WHEREAS, The TDF provided direct services, such as additional music lessons or youth apprenticeships, to students; and

WHEREAS, The TDF provided for equipment and supplies, such as the purchasing, repairing, and renting of musical equipment; purchasing art supplies; updating of computer, career, auto, construction, and technical labs; robotics equipment for engineering and manufacturing; and equipment for healthcare classrooms; and

WHEREAS, The TDF provided student transportation for field-trips, tours, and student conferences; and

WHEREAS, The TDF provided opportunities for students to participate in local and regional career tours and fairs, and in local, regional, and state competitions in art, music, engineering, and robotics; and

WHEREAS, The TDF developed student leadership qualities by supporting student participation in local, regional, and state arts and career student organizations; and

WHEREAS, The TDF provided professional development in highly specialized technical areas, such as OSHA-certified training for construction education, and could provide training in high-need areas, such as driver's education and graphic design; and

WHEREAS, The strategic use of the TDF will strengthen and sustain arts, STEM, and career programming, at a time when budgetary constraints have forced the Milwaukee Board of School Directors to reduce the number of certificated teachers in many of these areas; and

WHEREAS, Milwaukee has been identified as one of a few Wisconsin school districts to be centers for Creativity in Education; and

WHEREAS, Creativity has been identified as a key component of 21st-Century employment skills; and

WHEREAS, The TDF helped Milwaukee Public Schools strengthen partnerships with arts, engineering, technical, and career agencies and institutions, including museums; and

WHEREAS, The Milwaukee Board of School Directors (MBSD) values its partnerships with arts, science, and other educational agencies and wishes to build upon these relationships to provide greater opportunities for arts, technical, and career education programming; and

WHEREAS, The MBSD welcomes opportunities to work collaboratively with other local school districts; and

WHEREAS, The TDF was funded in the FY2008 budget at $1.3 million and in the FY2009 budget at $500,000; now, therefore, be it

RESOLVED, That the Talent Development Fund be restored at the level of $500,000 for FY2010; and, be it

FURTHER RESOLVED, That this become effective immediately upon the Board's approval; and be it

FURTHER RESOLVED, That the Talent Development Fund be included for funding in the FY2011 and subsequent MPS budgets.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0910R-028

By Director Blewett

WHEREAS, Administrative Policy 6.01 states that the Milwaukee Board of School Directors is committed to employing the most effective staff possible for all schools and departments; and

WHEREAS, School principals set the tone for everything that happens in the schools that they administer, and a school that is kept on track will be more likely to be a school of high achievement; and

WHEREAS, Milwaukee Public Schools principals are charged with key duties that include planning the school's budget, overseeing staff, coordinating professional development, and evaluating both faculty and students; and

WHEREAS, Principals must also be skilled at facilitating communication among parents and teachers and community members and must be adept at addressing poverty, social needs, and academic shortcomings; and

WHEREAS, Schools need administrators who can effectively handle emergency situations, mitigate tensions between students, and create a school environment where students and staff feel safe; and

WHEREAS, MPS must have highly qualified individuals in place as principals to ensure that these duties are carried out effectively; and

WHEREAS, Administrative Policy 2.01(2)(g) charges the Superintendent with the responsibility of nominating for appointment and assigning the duties of principals and assistant principals; and

WHEREAS, Principals and assistant principals become part of the school community, so when changes are made in their assignments, it affects parental trust, stability, and, oftentimes, part of the continuity that keeps students that have connected with a principal in school; now, therefore, be it

RESOLVED, Administrative Policy 2.01(2)(g) be amended to include a requirement that the Superintendent is to report to the Board all appointments and reassignments of principals and assistant principals on a monthly basis; and be it

FURTHER RESOLVED, That this change become effective upon the Board's adoption of this resolution.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 6:58 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 22, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 7:31 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:

October 21, 2009

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 October Board meeting, scheduled to begin at 6:30 p.m.) on Thursday, October 22, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a performance evaluation of the Superintendent of Schools.

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 retire to executive session for the purpose stated above. The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to conduct a performance evaluation of the Superintendent of Schools.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 7:35 PM.

The Board adjourned from executive session at 8:24 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 19, 2009

Regular meeting of the Board of School Directors called to order by President Bonds at 6:34 PM.

Present—Directors Blewett (6:48 PM), Falk, Miller, Petersons (6:40 PM), Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

President Bonds requested a moment of silence in memory of Edqonn Simpson, a student at Kilmer High School, who was shot and killed on October 30, 2009, and Richard Wilson, a student at Milwaukee High School of the Arts, who passed away on November 11, 2009.

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:

John L. Outlaw
Retired MPS Teacher/Current MPS Substitute Teacher

John Outlaw's career as an educator for Milwaukee Public Schools has spanned 55 years: He was hired in 1956 as a science teacher at Roosevelt Junior High School and formally retired in 1987 as a guidance counselor at Riverside University High School. Anxious to continue serving the students of Milwaukee, Mr. Outlaw decided to become a substitute teacher and has served in this capacity for 22 years thus far, rarely missing a day.

Due to his expertise as a teacher and his positive rapport with students, Mr. Outlaw is a popular and highly respected substitute teacher who is frequently requested by the schools in which he substitutes, especially for long-term assignments. He has been widely recognized and received the Ben Beck Oldest Worker Award in September 2009 as part of the *Sterling Awards, Honoring Achievers Over 60.* In a congratulatory letter to Mr. Outlaw, U.S. Senator Herb Kohl shared the following words:

> With 31 years of experience as a full-time educator and 22 years as a substitute teacher, you have shared a lifetime of knowledge, skills and inspiration with thousands of students. I join the Sterling Awards Committee in applauding your lifetime of service.

The *Milwaukee Journal Sentinel* chose to profile Mr. Outlaw in a September 11, 2009, article titled "Reading, writing and respect." In this article, Mr. Outlaw shared his thoughts on working as a substitute teacher in Milwaukee Public Schools: "It keeps me in touch with the new state of education, the new techniques." In response to the article, Wisconsin's First Lady, Jessica Doyle, stated in a letter to Mr. Outlaw

> Wisconsin is known for its excellent education system, and it is because of the talent, hard work and dedication of teachers like you. Thank you for caring so deeply, and thank you for your service to our schools and children!

Mr. Outlaw continues to positively impact on the lives of countless students and their families as a dedicated educator. Always happy to share his knowledge and skills with his students beyond the regular school day, he started a camera club at Roosevelt Junior High School in the early 1960s. The members of this club used the skills they gained to become contributing members of high-school yearbook and newspaper staffs. Several members of Mr. Outlaw's camera club became highly successful professional photographers/journalists, including Kenny Bedford, an ABC news photographer; Clayborn Benson, founder of the Wisconsin Black Historical Museum and photojournalist at WTMJ for 39 years; and Melvin Love, a Milwaukee photographer with his own professional studio.

The Milwaukee Board of School Directors recognizes and honors John L. Outlaw for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

◊ ◊ ◊ ◊ ◊

Other Awards and Commendations

Staff

The Wisconsin Association of Health, Physical Education (P.E.), Recreation and Dance (WAHPERD) recently presented awards to two MPS employees during its statewide conference on Thursday, October 29, 2009, in Stevens Point, Wisconsin. Alan "Bud" Damato, Adaptive P.E. Specialist for the MPS Office of Wellness of Prevention, received the Recognition Award. Carrie Paterson, an Adaptive P.E. teacher at Gaenslen School, was presented with the Teaching Honor Award and the Midwest Adapted P.E. Teacher of the Year award. Both recipients have played major roles in supporting the Special Needs population at MPS.

Alan Damato has worked with MPS since 1980. In his current role, Damato works with physical educators, classroom teachers, and administrators to develop lesson plans and activities that are inclusive of all students, including those with disabilities. Among recent accomplishments, Damato helped administer a three-year, $1.4 million Physical Education for Progress (PEP) grant in 12 MPS schools. He also developed a unique partnership with the Professional Golf Association (PGA): a certified PGA instructor now visits MPS schools on a regular basis to introduce students to golf.

The Recognition Award with which Damato was presented is given as a commendation for continuous and extended service to WAHPERD and to professions represented by WAHPERD. "Service" is interpreted as organizational activities, publications and research efforts, excellence in teaching and/or administrative activities, and enhancement of WAHPERD's image and reputation among the public.

Having earned the Promising Professional Award in 1987, this is not Carrie Paterson's first time to receive a WAHPERD award. For more than 20 years, Paterson has taught at MPS and has been responsible for conducting the Adapted P.E. Program. She has mentored many of her peers, supported students with special needs, and reinforced their families while offering a caring, energetic, and supportive atmosphere for all.

The Adapted P.E. Teaching Honor Award received by Paterson is presented to instructors who conduct appropriate P.E. programs, as reflected in students' individualized education plans; utilize various teaching methods; serve as positive role models; participate in professional development; and provide service to individuals with disabilities. Having also received the Midwest Adapted P.E. Teacher of the Year Award, Paterson is now one of six people being considered for the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Adapted P.E. Teacher of the Year Award. This is the first time a teacher from Wisconsin has been considered for such an honor.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of October 20 and 22, 2009, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Request to Extend the Deadline for Administrative Follow-up to Resolution 0910R-008 by Director Falk Regarding ACT Testing for Eleventh- and Twelfth-Grade Students

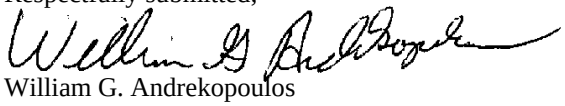
Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

At its June 25, 2009, meeting, the Milwaukee Board of School Directors referred Resolution 0910R-008 by Director Falk to the Committee on Innovation/School Reform. At its September 24, 2009 meeting, the Milwaukee Board of School Directors adopted the resolution and directed the Administration to bring a follow-up item, including a plan for updates to graduation policies and procedures, along with a plan for implementation, to the Board for approval by the November 2009 Board cycle.

The Administration is in the midst of working on the plan, but requests additional time for completion due to the nature and extent of other revisions that the Administration would like to propose. In addition, the Administration is still awaiting a City Attorney's opinion regarding the ACT requirement. Based on this, the Administration requests that the follow-up item be scheduled in December 2009.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

Director Falk moved to approve the Superintendent's request to extend the deadline for follow-up to Resolution 0910R-008.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

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

The Director, Office of Board Governance/Board Clerk presented 40 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 Panel and Officers of October 21, 22, 26, 27, 28, 2009, and November 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 16, 17,and 18, 2009.

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:

Report of the Innovation/School Reform Committee, Item 2, a request to close Twenty-Seventh Street K-8 School, effective with the close of the 2009-10 school year;

Report of the Innovation/School Reform Committee, Item 3, an update on the Bay View Area School-Improvement Initiative (Bay View High School and Fritsche Middle School) and a request to accelerate the relocation timeline;

Report of the Finance/Personnel Committee, Item 4, award of professional services contracts;

Report of the Finance/Personnel Committee, Item 6, an Intergovernmental Cooperation Agreement with the City of Milwaukee relating to the issuance of $48 million of Qualified School Construction Bonds;

Report of the Legislation, Rules and Policies Committee, Item 2, a resolution to create a standing committee on accountability and audit; and

Report of the Legislation, Rules and Policies Committee, Item 3, a resolution to reduce the number of standing committees of the Board.

On the motion of Director Thompson, the balance of the reports 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 SPECIAL EDUCATION

Director Woodward presented the following report for the Committee on Special Education:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education 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 activities that began on July 1, 2009.)

2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,541	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%

2. Special Services Information-Management System (SSIMS) Report as of October 30, 2009

- District data-quality projects
- Audit data to report the DPI-mandated reporting
- Implementation continued for the SSIMS/Encore Fall 2009 trainings for both new and veteran special services staff, including "hands-on" sessions, media site trainings, and drop-in HELP sessions.
- Initiated the project-development plan for the next anticipated updates for the SSIMS/ Encore application, which include the latest federal and state mandates.

* * * * *

(Item 2) Action on Resolution 0809R-048 by Director Bonds To Ensure the Ability To Serve More Cross-Categorical-Needs Students at More Schools

Background

At its meeting on March 26, 2009, the Board referred Resolution 0809R-048 by Directors Bonds to the Committee on Special Education:

WHEREAS, Like many urban school districts, Milwaukee Public Schools faces numerous challenges to continuously improve all elements of service delivery in Exceptional Education; and

WHEREAS, The district has developed initiatives to improve compliance assurance and service delivery and to identify and meet changing legal requirements; and

WHEREAS, Some MPS schools are serving a 40% student body of special needs students while other schools have a 9% or lower special education population; and

WHEREAS, While some schools may have a greater capacity to serve students with special needs, it is the district's legal obligation to ensure that these students have as much choice as possible in school selection; and

WHEREAS, Implementing and demonstrating the effectiveness of programs in continually improving compliance and service delivery, as well as increasing school-selection options, for students who require special services is the best means of avoiding future discontent with district services; and

WHEREAS, Offering special education options in a more equitable fashion throughout all Milwaukee Public Schools will be a true step in making MPS the national leader in both legal compliance and delivery of exceptional education services; now, therefore, be it

RESOLVED, That the Board direct the Administration to reallocate special education services throughout the district to ensure that all district high schools offer varying degrees of services relative to the percentage of students served at each school, thereby creating the ability to serve more cross-categorical-needs students at more schools; and be it

FURTHER RESOLVED That a plan for communicating to parents, schools, and the public about the additional program offerings and additional choices for our special education population be brought back to the Board for approval before the start of the 2009-2010 school year.

Administration's Analysis

1. The Individuals with Disabilities Education Improvement Act-2004 requires that each student with a disability and need for special education have a *current Individual Education Program (IEP)* in place. The IEP must include the following:

- present levels of performance;
- annual goals;
- benchmarks or short-term objectives (for students who take alternate assessments);
- how and when progress will be measured;
- special education and related services;
- program modifications or supports to school personnel;
- participation with non-disabled peers in the general curriculum and in extracurricular and nonacademic activities;
- participation in statewide assessments; and
- frequency, location, and duration of the specified services.

2 The *placement decision* for each child is made by the IEP team and must be based on the child's IEP. The placement describes the school and environment in which the IEP services will be provided. The placement should be as close to home as possible, and unless the IEP requires something different, the child should be educated in the school the child would attend if not disabled. The IDEA also requires that, in selecting the placement, the team consider any possible harmful effects on the child or the quality of the services provided. The team cannot remove a child from a regular classroom solely because of the need to modify curriculum.

3. Placements in the *least restrictive environment (LRE)* are required: To the maximum extent as appropriate, children with disabilities must be educated with non-disabled children. A children may be removed from regular education classes to special classes or separate schools only if the child's disability is so severe that education in the regular class with aide and services is not satisfactory. These decisions are mode by the IEP team. A description of the requirement for the least restrictive environment can be found in the Department of Public Instruction's Bulletin # 00.04 (Attachment #1 to the minutes of your Committee's meeting).

4. Education with non-disabled peers and participation in the general education curriculum are two fundamental components that contribute to high expectations and achievement outcomes for students with disabilities.

5. MPS must provide a *continuum of services* or range of special education placements, including instruction in:

- general education classes
- special education classes
- special schools (alternative settings)
- home instruction
- instruction in hospitals and institutions

6. The district must also provide for supplementary services such as resource rooms or itinerant instruction to be used with regular classes. MPS must also ensure that every student with a disability participates with non-disabled peers in extracurricular services and activities, to the greatest extent appropriate to the needs of the child. Examples include lunch, recess, counseling, athletics, transportation, recreational activities, and health services.

7. In order to ensure that a full continuum of possibilities is available to consider in the LRE decisions that are made for each student, the district has developed the capacity to provide a full range of environments and services as placement options. This range includes:

- consultation with family members and teachers;
- home instruction;
- in-classroom services and support;
- team teaching;
- inclusive programming;
- pull-out (separate) rooms or locations within the school, ranging from minimal through complete ; and
- alternative, non-MPS educational placements for students with more significant needs.

8. Many appropriate placements include a combination of service options. The vast majority of students' 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, alternative, and partnership school options.)

9. The continuum concept exists and is supported in each individual school to the extent that the school's resources can be configured to meet the needs of its students. IEP teams review and revise IEPs to change or modify required services for students to ensure that they have the support necessary to be successful in their respective schools. Staff members configure and reconfigure resource allocations to assist their students to be successful.

10. Students are able to access special services that meet their needs at their neighborhood schools or at most, if not all MPS sites (subject to other requirements that are in place for all students, such as transportation limitations, school capacity, entrance requirements etc.). Attachment # 2 to the minutes of your Committee's meeting describes the FY10 Special Education Service Profile.

11. In keeping with the necessity of offering a full continuum of services, the district recognizes two general categories of service delivery:

a. Multi-categorical Services — support services for students who require anywhere from 1 to 21 or more hours of direct service provision during a week.

Most students in this group have mild to moderate educational needs and receive a large percentage of their services provided in the regular classroom or in resource models of support. Multi-categorical services are available at every school served by MPS students (see attachment #2 to the minutes of your Committee's meeting.).

b. More Restrictive Placement (MRP) Services — support services for students who require 21 or more hours of special education services per week and the majority of whose special education needs are described as moderate to severe.

(1) Although the delivery of the MRP services is not required to be separate from the regular education classroom, they frequently involve small-group and pullout activities which require a separate room. The MRP options are designed for students with significant learning needs whose IEPs called for more specialized and intensive service interventions. This includes the need for targeted placements for low-incidence learning needs such as vision impairment, hearing impairment, and autism. It also includes placements for students who require more intense staff allocations to receive the services specified in their IEPS.

(2) MRP is a designation for a set of more intense services. MRP services are delivered in a variety of settings, ranging from full inclusion in regular classrooms to self-contained classes, depending on the needs of the individual students. Because not all schools have MRP units, the placements are designated as city-wide access, and Central Services staff assist with the placements in these units. Attachment #3 to the minutes of your Committee's meeting provides an overview of MRP service units across the district for the current school year.

12. Schools receive financial allocations for special education services in the three ways.

- Funds for special education teachers and support staff are built into the budget as part of a special education allocation.
- Funds (per-pupil allocation) for each child with a disability are provided to the school in the same manner is as the per-pupil for general education. Per-pupil funds cover curricular materials and other school operations and administrative activities on behalf of each child.
- A number of service providers are funded through IDEA flow-through dollars. These service providers are typically centrally assigned and provide itinerant services to students as needed throughout the district.

13. Long-term planning for support for special education services is included as part of the district-wide budget-planning cycle. Planning activities occur between special education administrators and building educational leaders/principals. Schools receive budget information in the Winter/Spring planning cycle. Adjustments in support allocations for special education (including adding or moving staff) also are made as a result of the Third-Friday adjustments in September of each year.

14. Schools access the special needs fund during the school year to support the addition of unexpected high-cost service-provision requirements that were unanticipated in the current year's budget-planning process. As each school year progresses, additional students with disabilities may be identified through the IEP process or new students with disabilities may enroll into the school. If the IEP population in a school increases to the level at which appropriate services cannot be delivered, Central Services considers the addition of a teacher, handicapped children's assistant, or educational assistant to support the school's growing needs. Dollars are set aside in an expansion fund to support such needs. Adjustments in itinerant staff are also made as needed throughout the year.

15. The decisions regarding allocation of special education staff for special education services are based on service needs within each school and on the overall needs of the district to serve all students with special education needs and are built into the budget planning process. The Department of Special Services works with central administration to view the district in its entirely and makes provisions for *all required services* for MPS students with disabilities. Staff works to ensure that a balance of service options is available across System of Support (SOS) Clusters, as well as within transportation regions.

16. Administrative staff participates in strategic planning sessions throughout the Fall in order to be fully informed of the expected changes or additions of schools and programs offered throughout the district. Data regarding population growth and shifts for students with disabilities are also gathered. Preliminary projections are made regarding district-wide needs during the months of November and December, prior to the onset of the budget-planning cycle.

17. The Milwaukee Public Schools currently provides IEP services to 4,322 high-school students in traditional and instrumentality charter high schools. In addition, the district provides IEP services to 137 high-school students in non-instrumentality charter schools and 512 students (grades 6-12) in partnership sites. Attachment #5 to the minutes of your Committee's meeting provides an overview of the service delivery for students receiving either multi-categorical or most restrictive placement services (MRP) in each MPS high school, as well as the total percentage of special education representation within each school. Partnership and non-instrumentality charter school information is also included.

18. The special education population within MPS high schools is as follows:

- MPS high schools with more than 500 students average 20.1% Special Education (range is from 10.1% to 32.3%)
- MPS high schools with less than 500 students average 22.0% Special Education (range is from 2.2% to 43.8%)

(Two small high schools that are designed to support special services students have significantly higher number of students with disabilities by design and were left out of this calculation).

19. A number of factors impact on the percentage of students with disabilities within a school or schools. Ongoing efforts are being made to ensure that these factors do not result in the district's failure to meet state and federal requirements to provide services to students with disabilities. Factors that impact on the percentage of students within a building include:

- history of provision of services for students with similar special education needs and a development of expertise in the area
- size of the facility
- long-range plans for program expansion

- stage of development (implementation years, merged school, downsize, change of focus, etc.)
- location of school and transportation accessibility
- cluster capacity
- program focus
- early enrollment
- entrance activities, requirements, applications
- three-choice parent selection results
- failure to reach regular education targeted enrollment in a given school
- parental and community preference
- contracted schools (contracted numbers)
- charter schools (contracted numbers)
- low-incidence populations
- late enrollees
- ongoing enrollment throughout the year
- recruitment practices of the school
- fiscal implications of high-cost services.

20 MPS, *as a district*, must ensure that a full continuum of services is provided where needed for students with disabilities. All students with disabilities must be served within the continuum of special education services. MPS must also ensure that all students with disabilities have the opportunity to participate in the general curriculum, as appropriate, based on their IEPs.

21. Not all schools provide the same types or levels of services and, therefore, will not provide services to the same number (or percentage) of students. The district has continued to balance the highly valued desire to provide parental choice and student selections (with a very wide variety of program offerings) with its ever-increasing fiscal demands and challenges. The Administration will continue to be committed to ensuring that students with disabilities can access all MPS programs and services.

22. Four strategies have been identified for analysis and development of procedures to ensure that policies encourage availability of programs or schools to all students.

a. The Administration will identify a recommended target range of special education population for MPS high schools. The Administration will then work with those schools with special education populations that are outside of the recommended range and focus support to ensure that students have access to high-quality high-school programs with significant opportunities for access to education with their non-disabled peers within each identified school. Planning to support balanced access will occur during the FY11 budget process, three-choice, and Spring enrollment activities, as well as during Third-Friday adjustments. The Administration will work within the SOS cluster model to support the range of special education services with in each cluster school group to meet the student population’s needs within each cluster.

b. The Administration will work to review early enrollment policies and procedures, including entrance requirements and application processes, to ensure that students with disabilities have access to the early enrollment process and access to schools that participate in the early enrollment process.

c. The Administration will continue to identify strategies to ensure that transportation polices are fiscally responsible and contribute to increased access to the range of MPS high-school programs for students with disabilities.

d. The Administration will work with charter and partnership contracts to ensure that contracts adhere to federal charter laws and that district contractual requirements are compatible with recruitment of appropriate representation of students with a range of disabilities and severity of needs.

23. The Administration will work to ensure that parents, schools, and the public receive information regarding the variety of choices available in the following ways:

a. The MPS *Directions* publication will be mailed to all MPS homes no later than early January for each school year. Three-choice activities begin in mid-January.

b. Parent and student information and recruitment activities and fairs for all high schools in the city are sponsored and coordinated by Great Schools.Com.

c. Individual high schools plan open-house activities and eighth-grade recruitment events for all potential students, including students with disabilities. Parents receive information regarding these activities via postcards and other mailings

d. Special education leadership liaisons (SELLs) and supervisors are provided training regarding recruitment and enrollment information to assist families with the student enrollment and assignment process, including sharing information regarding opportunities at all MPS high schools.

e. The Department of Special Services provides three-choice and Spring selection support to classroom teachers and special education service providers to assist them with enrollment information and support.

f. MRP and multi-categorical teachers work directly with families to identify schools that meet their children's needs during the selection process.

g. Parents are encouraged to visit high-school programs with their students to identify programs that are of high interest to their children.

h. The Department of Student and Parent Services hosts a monthly parental training activity, which includes breakout sessions on a number of timely issues, including special education. Parent Information Specialists conduct these meeting and provide information regarding locations and types of programs and services for students with disabilities. The Department of Parent and Student Services assists IEP teams with information regarding programs and services available in all MPS high schools.

i. The Parent Information Specialists are available to assist all parents during the selection process at the Parent Service Center at MPS Central Services.

j. Many high schools set up tables and are available to provide parents with information regarding their programs and services during the summer enrollment activities at MPS Central Services.

k. Additional support and information is available by contacting the Special Education Leadership Liaison (SELL) or the Department of Special Services.

Strategic Plan Compatibility Statement

24. 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.

Goal #2: School Staffs are responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

25. This item is consistent with administrative policies and procedures and applicable law.

Fiscal Impact Statement

26. Approval of this item does not authorize expenditures. Resources will be allocated as part of the annual budget process

Implementation and Assessment Plan

27. Following is the plan to address percentages of special education students in each high school and to disseminate information about program services:

a. The Administration will identify a recommended target range of special education population for MPS high schools. The Administration will work with those schools with special education populations that are outside of the recommended range and focus support to ensure that students have access to high-quality high-school programs with significant opportunities to access education with their non-disabled peers within each identified school. Planning to support balanced access will take place during the FY11 budget process, three-choice, and spring enrollment activities, as well as during Third-Friday adjustments.

b. The Administration will work within the SOS cluster model to support the range of special education services within each cluster's school group to meet the student population's needs within each cluster.

c. The Administration will work to review early enrollment policies and procedures, including entrance requirements and application processes, to ensure that students with disabilities have access to the early enrollment process and access to schools that participate in the early enrollment process.

d. The Administration will continue to identify strategies to ensure that transportation polices are fiscally responsible and contribute to increased access to the range of MPS high-school programs for students with disabilities

e. The Administration will work with charter and partnership contracts to ensure that contracts adhere to federal charter laws and that district contractual requirements are compatible with recruitment of appropriate representation of a student body with a range of disabilities and severity of needs. The MPS *Directions* publication will be mailed to all MPS homes no later than early January for each school year. Three-choice activities then begin in mod-January.

f. Parent and student information and recruitment activities and fairs for all high schools in the city are sponsored and coordinated by Great Schools.Com.

g. Individual high schools plan open-house activities and eighth-grade recruitment events for all potential students, including students with disabilities. Parents receive information regarding these activities via postcards and other mailings

h. Special education leadership liaisons (SELLs) and supervisors are provided training regarding recruitment and enrollment information to assist families with the student enrollment and assignment process, including sharing information regarding opportunities at all MPS high schools.

i. The Department of Special Services provides three-choice and spring selection support to classroom special education services providers to assist them with enrollment information and support.

j. MRP and multi-categorical teachers work directly with families to identify schools that meet their children's needs during the selection process.

k. Parents are encouraged to visit high-school programs with their students to identify programs that are of high interest to their children.

l. The Department of Student and Parent Services hosts a monthly parent training activity, which includes breakout sessions on a number of timely issues, including special education. Parent Information Specialists attend these meeting and provide information regarding locations and types of programs and services for student with disabilities. The Department of Parent and Student Services assist IEP teams with information regarding programs and service available in all MPS high schools.

m. The Parent Information Specialists are available to assist all parents during the selection process at the Parent Service Center at MPS Central Services.

n. Many high schools set up tables and are available to provide parent with information regarding their programs and services during the summer enrollment activities at MPS Central Services.

o. Additional support and information is available by contacting the Special Education Leadership Liaison (SELL) or the Department of Special Services

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt the resolution to ensure that all district high schools offer varying degrees of services relative to the percentage of students served at each school, thereby creating the ability to serve more cross-categorical-needs students at more schools, and direct that parents, schools, and the public receive information program offerings and choices for our special education population;

2. direct the Administration to immediately implement the following strategies:

   a. The Administration will identify a recommended target range of special education population for MPS high schools. The Administration will then work with those schools with special education populations that are outside of the recommended range and focus support to ensure that students have access to high-quality high-school programs with significant opportunities for access to education with their non-disabled peers within each identified school. Planning to support balanced access will occur during the FY11 budget process, three-choice, and Spring enrollment activities, as well as during Third-Friday adjustments. The Administration will work within the SOS cluster model to support the range of special education services with in each cluster school group to meet the student population's needs within each cluster.

   b. The Administration will work to review early enrollment policies and procedures, including entrance requirements and application processes, to ensure that students with disabilities have access to the early enrollment process and access to schools that participate in the early enrollment process.

   c. The Administration will continue to identify strategies to ensure that transportation polices are fiscally responsible and contribute to increased access to the range of MPS high-school programs for students with disabilities.

d. The Administration will work with charter and partnership contracts to ensure that contracts adhere to federal charter laws and that district contractual requirements are compatible with recruitment of appropriate representation of students with a range of disabilities and severity of needs.

and

3. direct that the Administration revisit this issue with the Board on an annual basis.

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

* * * * *

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 0708R-006 by Director Bonds To Establish a Multi-Cultural Early Childhood and Montessori School and on a Recommendation to Create a New Montessori Educational Program at Garden Homes Elementary School

Background

At its meeting on May 31, 2007, the Board referred Resolution 0708R-006 by Director Bonds to the Committee on Innovation/School Reform:

WHEREAS, Research continues to show that early childhood education is a key factor in the future success of students; and

WHEREAS, High-quality early childhood education helps prepare young children to succeed in school and become better citizens, and as such, they earn more, pay more taxes and commit fewer crimes; and

WHEREAS, Access to available and affordable choices in early childhood learning programs helps working parents fulfill their responsibilities; and

WHEREAS, There appears to be a continual need in the proposed area for such programs, as there are few high-quality early childhood programs or licensed childcare providers located in the area; and

WHEREAS, Failing to invest sufficiently in high-quality early care and education shortchanges taxpayers because the return on investment is greater than that of many other economic-development options; and

WHEREAS, Funding for the proposed programs may be attained through the Wisconsin Department of Public Instruction (DPI), which provides 0.6 funding for 4-year-old students; the MPS Head Start Program, which provides 100% funding for such programs, although limited to 1,000 students, in MPS; and the State of Wisconsin via the Wisconsin Shares childcare subsidy, along with funding from MPS through sources used for textbooks, recreation, and options available to new schools; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors instruct the Administration to established a Multi-Cultural Early Childhood and Montessori School; and be it

FURTHER RESOLVED, The program be developed with the following components:

- A 3-5-year-old class, to be located on the first floor of the school along with a licensed childcare service provided within the facility;
- 1st- through 3rd-grade classes to be housed on the second floor of the school; and
- 4th- through 8th-grade Montessori classes to be located on the 3rd floor or top level of the school; and be it

FURTHER RESOLVED, That the school be a city-wide specialty school, with at least 50% of the seats in the program to be reserved for students in the school's attendance area, who will be given first priority for attending the program; and be it

FURTHER RESOLVED That the curriculum in the early childhood program include a strong multi-cultural focus in the staffing, textbooks, and other materials used in the classroom to reflect the diverse student population being served (African American, Latinos, Caucasians, Asian Americans, etc.); and be it

FURTHER RESOLVED, That the Board reopen the building located at 4310 N. 16th Street, the former Emanuel Phillip Elementary School building, to house this program; and be it

FURTHER RESOLVED, That the building be renamed the Mary Church Terrell Multi-Cultural Early Childhood and Montessori School after Mary Church Terrell (1863-1954), an early childhood pioneer who dedicated her life to the education of children and believed that "educating young children would build the foundation for future generations"; and be it

FURTHER RESOLVED, That a plan for implementation be brought back to the Board for approval not later than November 2007 for the school to open in the 2008-2009 school year, pending information presented in the community assessment report for 2007.

Administration's Analysis

1. The Montessori approach to learning addresses multi-cultural aspects of the curriculum by allowing the student to explore the interconnected characteristics of the human condition. The student is able to experience cultures past and present, focusing on the similarities through the "fundamental needs of humans," and thereby gains an appreciation of cultures other than his or her own. Through in-depth studies, the student, at the various grade levels, is able to explore his or her own culture and compare it with others. Through these Montessori experiences, the student gains an appreciation of the past and a sense of responsibility.

2. Even though the district has expanded Montessori programs, waiting lists continue. As more parents become aware of the Montessori programs, more parents request these programs for their children. Fernwood, Craig, and Maryland Montessori schools generated wait lists at the early childhood entry level for the January 2009 enrollment period. In addition, MacDowell and Kosciuszko Montessori schools exceeded their projected fall enrollments and have local wait lists.

3. The Montessori programs are currently meeting high standards. They are making adequate yearly progress (AYP) and are showing high attainment yearly on the state tests. The stability rate for all the Montessori schools averages 87%, and the attendance rate averages 95%, both well above district totals.

4. The district's Montessori schools and programs serve a diverse population of 2,101 students: 47.5% of the students are African-American; 28% are white; 14% are Hispanic; 4% are Asian; 1% are American Indian; and the remaining 5.5% are identified as "other."

5. In September of 2009, at the request of the Administration, the University of Wisconsin-Milwaukee's Employment and Training Institute analyzed population patterns in the neighborhood near Philipp School. The analysis showed that:

a. 271 public school students live in the former Philipp attendance area; 876 public school students lived in the former Garden Homes attendance area prior to Philipp's closing after the 2005-06 school year;

b. 1,147 public school students reside in the former Philipp *and* Garden Homes attendance areas;

c. 398 students reside in the Philipp and Garden Homes areas *and* attend private schools.

6. The Philipp building has been designated as a historic building. This means that any proposed exterior modifications requiring a building permit need to be reviewed and approved by the City of Milwaukee's Historic Preservation Commission or its staff.

7. Closing Philipp after the 2005-06 school year allowed the district to redistribute to other schools $343,747 annually in operational savings. To reopen Philipp would have a negative impact on other schools' budgets. The district's *Working Together, Achieving More* Strategic Plan calls for the district to reduce the annual cost for excess space by $10 million in three years. The savings from Philipp are part of the $5.7 million which the district saved in FY09.

8. After the school closed, the Philipp attendance was attached to Garden Homes Elementary School. The building capacity of Garden Homes is 519. Garden Homes currently has 217 students enrolled.

9. The Administration analyzed options other than re-opening Philipp to meet the intent of the resolution. One option examined is to begin a Montessori program in the Garden Homes building, 4456 N. Teutonia Ave.

10. Below is a cost comparison between Garden Homes and Phillip for the proposed Montessori program.

	Garden Homes	Philipp
Building Modifications	$494,000	$941,393
Annual Operating Costs (AOC)	$245,734	$139,122
Building Square Footage	101,125	57,252
AOC per sq. ft.	$2.43	$2.43
Projected Capital Improvements (through FY15)	$132,865	$945,451
Subtotal all categories	$872,599	$2,025,966
Subtotal without Annual Operating Costs	$626,865	$1,886,844

Note: annual operating costs include utilities, building operations staff and supplies, building alarm, and trash/recycling.

11. In order to re-open Philipp in September 2010 for the Montessori program, $775,747 would be needed. This includes $636,625 for building modifications and $245,734 for annual operating costs. Another $304,768 for building modifications would be necessary in FY11

12. In order to use Garden Homes for a Montessori program, the district would need $115,450 to have the building ready for Fall 2010. This includes costs for building modifications only. The annual operating costs are already budgeted by the district. Another $378,550 for building modifications would be necessary to complete the project in FY11.

13. Priority enrollment at Garden Homes would be given to neighborhood students at the K-3 and K-4 entry levels. Once enrolled, children would be assured a stable learning experience by being eligible for busing if they move beyond the walk zone but remained in the bus region.

14. The Garden Homes building currently has enrollment of 217 students in K-4 through grade 5. The building capacity is 519 students.

15. As the traditional program is phased out, the Montessori program will expand. A model of the enrollment growth and staffing needs follows:

Model for a New Montessori School of 440 Students

		Year of Implementation									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Grade Level and Number of Students	**K3**	80	70	60	50	55	55	55	55	55	55
	K4	80	70	65	50	50	50	50	50	50	50
	K5		70	65	55	50	50	50	50	50	50
	1			60	60	50	47	45	45	45	46
	2				55	55	47	44	42	42	42
	3					50	50	43	41	39	39
	4						47	45	39	36	36
	5							44	41	34	33
	6								40	36	31
	7									35	31
	8										31
	Total	160	210	250	270	310	336	376	392	395	440
	#ofTeachers	4	7	6/3	5/4	5/5	5/5/2	5/4/3	5/4/4	5/4/4/1	5/4/3/2

16. The district has an early childhood contracted Montessori program, with a one- year contract, one-third of a mile away from Garden Homes Elementary School.

17. The proposed Montessori program would have a childcare facility within the building. The Montessori primary class structure is half-day K-3 and K-4. The childcare facility would allow for full-day programming for these students, providing a safe and secure learning environment. Additionally, all families will be offered before- and after-school childcare. Due to the childcare facility's being housed in the building, classroom space would be needed for this program, resulting in projected capacity at 440 students.

18. Funding will be needed for Montessori materials. Approximately $420,000 in Montessori materials would be needed over the first six years. These materials will be part of the textbook/instructional materials account in FY11 for $120,000 and the other indicated amounts in the subsequent fiscal years.

Year 1 ..... $120,000
Year 2 ..... $75,000
Year 3 ..... $75,000
Year 4 ..... $30,000
Year 5 ..... $30,000
Year 6 ..... $90,000

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

Statute, Administrative Policy or Board Rules Statement

20. The restructuring of Garden Homes from a traditional school to a Montessori program is consistent with the provisions of Administrative Policy 5.01, Facilities.

Fiscal Impact Statement

21. This item authorizes expenditures. Building modifications in FY10 are estimated to cost $115,450, which would be funded through projects savings at other sites and charged to the moves/remodel account in the Construction fund (budget code: FAR00MRPDW ECNCMIS0). The Administration is proposing that the District delay exterior painting projects at Clarke Street School (budget code FAR00MM2CK ECNCPNT0) and/or Project STAY (budget code FAR00MM2PS ECNCPNT0), depending on total funding needed for moves and remodeling related to the Garden Homes and to Bay View/Fritsche matters, which the Administration has submitted to the Board for consideration as separate items. In FY11, an additional $378,550 would be needed for building modifications at Garden Homes. This would be part of the district's capital improvements budget.

22. For materials, $420,000 would be needed from the district's textbook/materials account over the years FY11 through FY16.

Implementation and Assessment Plan

22. Upon approval, the Administration will work with the Garden Homes school community to assist with all of the activities required to implement the recommendation.

23. In addition, the Administration will revise the Montessori transportation regions for phase-in consistent with the phase-in for the new Montessori school.

Committee's Recommendation

Your Committee recommends that, in lieu of adopting the Resolution, the Board direct the Administration to establish a new Montessori education program at Garden Homes Elementary School and phase out the traditional education program at Garden Home, beginning with the 2010-2011 school year, with the understanding that the Administration will facilitate the relocation of students who do not wish to remain at Garden Homes Elementary School.

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

* * * * *

(Item 2) Action on a Request To Close Twenty-Seventh Street K-8 School, Effective with the Close of the 2009-10 School Year

Background

1. On May 28, 2009, the Milwaukee Board of School Directors voted to eliminate the Urban Waldorf educational program at Urban Waldorf Elementary School. The Board also voted to add the SAGE program and change the name of the school to its previous name, Twenty-seventh Street School. The Board directed the Administration to bring back a recommendation to the Board in November 2009 regarding a new program focus for the school.

2. 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.

3. Under-enrolled and under-performing schools dilute the impact of district 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 also had academic performance profiles that varied from or were consistently below district average. The Superintendent said that those schools would be reviewed for closure at the end of this school year.

4. Twenty-seventh Street School, 1312 N. 27th Street, was one of the 14. Its academic performance profile was consistently below district average. The Administration is now seeking authorization to close Twenty-seventh Street School at the end of the 2009-10 school year.

Administration's Analysis

5. The student enrollment data support the request:

Enrollment at the 27th Street Site

Year	Enrollment
1999	316
2000	308
2001	371
2002	444
2003	480
2004	514
2005	488
2006	458
2007	421
2008	427
2009	334

6. Enrollment at the school declined by 35% over the last six years. The student mobility rate rose from 8.6% in 2007-2008 to 9.3% in 2008-2009. (Mobility is a measure of how many students change schools during the year.) The student stability rate declined from 60.6% in 2007-2008 to 51.6% in 2008-2009. Only half of the student population at Twenty-seventh Street School who should have returned the next year did return. The school had a 20.4% mobility rate in K-5 in 2008-09. The school's attendance rate decreased from 90.7% in 2007-2008 to 84.5% in 2008-2009. See mobility, stability, and attendance charts attached to the minutes of your Committee's meeting.

7. Twenty-seventh Street K-8 School provides a four-year-old kindergarten through grade-eight educational program. The SAGE program, with a pupil-teacher ratio of 15:1, was implemented in 2009-10 in five-year-old kindergarten through grade three. The official September 2009 enrollment was 334 students, including 62, or 18.6%, with special education needs. Twenty-seventh Street K-8 School is a citywide school without an attendance area. Story K-8, Bethune K-8, Siefert K-5, and Westside K-8 schools have attendance areas surrounding Twenty-seventh Street School. All of these schools had 2009 enrollments below their facilities' capacities. Transportation is currently provided to 279 (83.5%) of Twenty-seventh Street students, at a cost of $268,066.

8. The Twenty-seventh Street facility is significantly under-used. Based on a building capacity of 768 and a third-Friday enrollment of 334 students, the building is 57% vacant. Closing Twenty-seventh Street School will allow the district to redistribute $628,400 in operational and administrative savings to schools in FY11.

9. Twenty-seventh Street's enrollment is projected to decline again in 2010-2011 and will not supply enough resources for adequate educational programs.

10. The school's staff turnover was 88% from 2004 to 2009. Of the 63 staff members assigned to the school during that period, 53 are active in the district, nine resigned or retired, and one died. Of the 53 active employees, 30 are assigned to other schools in the district.

11. In 2008-09, Twenty-seventh Street K-8 School was a low-value-added, low-attainment school in elementary and middle-grade reading and elementary mathematics. The school also was a high-value-added, low-attainment school in middle-grade mathematics. In the previous year, the school was a low-value-added, low-attainment school in reading and mathematics at both the elementary and middle-grade levels.

12. The school's test results remained low over a number of years. Less than half of the students are proficient in reading, and less than a third of the students are proficient in mathematics, according to the results of the Wisconsin Knowledge and Comprehension Exam — Criterion Referenced Test (WKCE-CRT).

a. Approximately 35.9% of the students scored proficient or better on the 2006-2007 WKCE-CRT, 42.4% were proficient or better on the 2007-2008 assessment, and 33.1% scored proficient or better on the 2008-2009 assessment. Reading scores on the 2008-2009 WKCE-CRT ranged from 22% proficient or better at the fifth-grade level to 48.6% at least proficient at the seventh-grade level.

b. Approximately 16.2% of the students scored at least proficient on the 2006-2007 WKCE-CRT assessment, 17.2% scored proficient or better on the 2007-2008 assessment, and 22.1% scored at least proficient on the 2008-2009 assessment. Mathematics scores on the 2008-2009 WKCE-CRT ranged from 9.3% proficient or better at the sixth-grade level to 28.1% at least proficient at the eighth-grade level. See the attached graphs relative to proficiency levels in reading and mathematics.

13. The greatest concerns resulting from recent special education continuous-improvement-focused-monitoring (CIFM) assessments were discipline, attendance, and some procedural issues. The school has been in intensive monitoring for several issues related to special education. Discipline is a concern for special education and non-special education students. The school had a total of 1,230 suspensions recorded for the 2008-09 school year, with 49% of students having at least one suspension. approximately 44% of non-special education students and 64% of special education students had at least one suspension recorded.

14. The school is a National Education Association focus school and has received support through this process and intensive monitoring as a school identified for improvement, level three, in reading and in mathematics. See attachment.

15. The district, the system of support (SOS) core team, the SOS academic support team, and the special needs department have provided support to the school. There was a change in administrative staff for each of the 2008-2009 and 2009-2010 years. The SOS core team conducted learning walks, held team meetings, and made school visits. The SOS academic support team conducted reading and mathematics professional development workshops with the staff. The special needs department gave additional language and unique reading and math programs. The school also has reading and mathematics support with a full-time math teacher leader, a Read 180 lab, and a full-time curriculum generalist. Additional support also is given because the school is an NEA school.

16. Letters went home to Twenty-seventh Street K-8 School's parents/guardians during the week of November 2, 2009, regarding the proposed closing. Parents and guardians were invited to a school meeting scheduled for November 3, 2009, at 5:30 p.m. at Twenty-seventh Street K-8 School. Five parents attended the meeting and did not object to the proposal to close the school. The administrative specialist met with school staff on November 3, 2009. Staff also did not object to the proposal.

17. Parents and guardians also have been informed of the November 10, 2009, meeting of the Committee on Innovation/School Reform Committee and of the opportunity to provide testimony to the Committee at that time.

Strategic Plan Compatibility Statement

18. 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

19. Closing of Twenty-seventh Street K-8 School 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." The proposed closing 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

20. The resulting operational savings from closing Twenty-seventh Street K-8 School will be shared by all schools in the district on a per-pupil basis, beginning with the FY11 school year. Closing Twenty-seventh Street School will allow the district to redistribute $628,400 to schools in FY11.

21. FY10 moving costs are estimated at $8,000 and would be funded by project savings in the Construction Fund. Future costs will be budgeted in the appropriate year (budget code: FAR00MRPDW ECNCMIS0).

Implementation and Assessment Plan

22. Upon the Board's approval, the Washington cluster system-of-support team will assist the Twenty-seventh Street school community with all of the activities required to close the school and will identify fall placements for all of the children.

23. The Administration will guarantee parents a higher-performing school for the 2010-2011 school year, and the necessary student assignment and transportation adjustments will be made.

24. 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 Twenty-seventh Street K-8 School, 1312 N. 27th Street, at the end of the 2009-10 school year and direct the Administration to report back to the appropriate committee of the Board no later than the March 2010 Board cycle:

1. To what schools have students from Twenty-seventh Street K-8 School been reassigned to for next year, how many students, and the academic evaluation of the receiving schools?
2. How many students at Twenty-seventh Street K-8 School have made no selection for next school year?
3. What provisions have been made for summer school programs for students of Twenty-seventh Street K-8 School for the summer of 2010?
4. How many students have already transferred out of Twenty-seventh Street K-8 School since the Board's action to close the school?

Director Falk moved to accept the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Thompson and Voeltner—7.

Noes—Director Woodward and President Bonds—2.

* * * * *

(Item 3) Update on the Bay View Area School-Improvement Initiative (Bay View High School and Fritsche Middle School) and Action on a Request To Accelerate the Relocation Timeline

Background

1. On Oct. 23, 2008, in response to recommendations from the Bay View Area School Improvement Task Force, the Milwaukee Board of School Directors approved a measure that included the language below.

- Approve the recommendation of the Bay View Area School Improvement Task Force for Fritsche and Bay View to share the Bay View building through a phased process:
  a. In the first year (2009-10), grades 6-8 would remain at the Fritsche site, adding 9th grade, and grades 10-12 would remain at the Bay View site but would not take any new 9th-graders.
  b. In the second year (2010-11), the Fritsche site would add a 10th grade, and the Bay View High School site would not take any new 9th- or 10th-graders.
  c. In the third year (2011-12), grades 6-12 would move to the Bay View building. The program would have an arts strand and additional AP (advanced placement) courses at the high-school level. Career-themed strands in fields like engineering, architecture and construction, health careers, and arts and communications would be added.
- Consider 9th- and 10th-graders at the Fritsche site to be students of Bay View for staffing identification and evaluation purposes for the first two years.

2. Since the October 2008 action by the Milwaukee Board of School Directors, an implementation team with representatives from the Fritsche Middle School and Bay View High School communities, with the support of district staff members, has coordinated planning and implementation of the initiative.

3. Fritsche Middle School's official September 2009 enrollment was 652 — 99.24% of the projection. Bay View High School's official September 2009 enrollment was 1,191 — 94.82% of the projection. The 268 incoming Bay View High School ninth-graders are located at the Fritsche facility, 2969 S. Howell Ave. The 131 second-year Bay View High School ninth-graders are located at the Bay View facility, 2751 S. Lenox St.

Grade Level	September Enrollment	
	Fritsche	Bay View
6	185	
7	218	
8	249	
9		376
10		304
11		269
12		242
TOTAL	652	1,191

4. Of the 652 students enrolled at Fritsche Middle School, 58 (8.9%) live in the attendance area, and 594 (91.1%) do not live in the attendance area. Of the middle-school students who live in the Fritsche attendance area and are associated with Milwaukee Public Schools, 58 (14.39%) attend Fritsche, and 345 (85.61%) do not. The term "associated with" means students attend a Milwaukee Public School or a suburban public school under the Chapter 220 or Open Enrollment program.

5. Of the 1,191 students enrolled at Bay View High School, 77 (6.47%) live in the attendance area, and 1,114 (93.53%) do not live in the attendance area. Of the high-school students who live in the Bay View attendance area and are associated with Milwaukee Public Schools, 77 (7.87%) attend Bay View, and 902 (92.13%) do not.

Administration's Analysis

6. The initial implementation of the Board's October 2008 direction has gone well with the support of staff, students, parents, and district support staff; however, the Fritsche and Bay View administration, with the support of the Fritsche and Bay View school governance councils and district staff, has determined that accelerating the move to the Bay View facility is feasible and recommended. More detailed planning has determined that grades 9 and 10 cannot be fully accommodated at the Fritsche site in 2010-11 and that the accelerated timeline will reduce costs associated with staff and student travel between the two facilities and will foster the high-school identity for students.

7. The sharing of staff and services at the Bay View site during the 2010-11 school year will strengthen the educational programs for both schools and facilitate planning for the expected implementation of a grades 6-12 charter school in Fall 2011. Bay View High School has requested a 2010-11 projected enrollment of 1,200, and Fritsche Middle School has requested a 2010-11 projected enrollment of 555.

8. The Bay View High School facility has been analyzed and has been deemed able, with modifications, to accommodate the combined projected enrollments for 2010-11. Each school will retain its individual school status for the 2010-11 school year, as previously planned, but share the Bay View High School facility.

9. Fritsche Middle School is an instrumentality charter school. The current charter school contract expires in June 2011. Upon approval of the Administration's recommendation, a contract amendment specifying the 2010-11 school year's location at the Bay View facility will be developed and submitted to the Milwaukee Board of School Directors for approval.

10. It is the intent of the implementation team to submit a charter school proposal by the January 5, 2010, MPS deadline to establish a single new charter school, to open in Fall 2011, that will enroll students in grades 6-12 at the Bay View facility and replace Fritsche Middle School and Bay View High School.

11. All students currently enrolled at Fritsche Middle School and Bay View High School who choose to continue at their schools will be accommodated throughout the transition period within the parameters of district enrollment and transportation policies and charter contract provisions.

12. A community informational meeting was held at Bay View High School on Thursday, November 5, 2009, to discuss the recommended accelerated timeline. Attendees at the informational meeting, as well as Bay View and Fritsche parents and staff members, have been informed of the November 10, 2009, meeting of the Committee on Innovation/School Reform and the opportunity to provide testimony at that time.

13. Fritsche LEAP is an alternative program for over-age at-risk students in grades 6-8. The official September 2009 enrollment was 61 students. A recommendation relative to the status and/or relocation of Fritsche LEAP for the 2010-11 school year will be brought to the Milwaukee Board of School Directors for consideration at a later date.

14. A recommendation relative to the use or closure of the Fritsche facility will be brought to the Milwaukee Board of School Directors for consideration at a later date.

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 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 Rule Statement

16. The recommendation is consistent with the provisions of Administrative Policy 5.01, Facilities, and Administrative Procedure 5.01(2), Facilities Retirement.

Fiscal Impact Statement

17. Implementation of the recommendation will result in the more efficient use of district facilities. The Bay View facility will be fully utilized, and the Fritsche facility will be closed or used for another purpose. Potential "school closing" savings that would be distributed to other schools will depend upon the future use of the Fritsche facility. Potential school consolidation savings that would be retained by the new charter school would not be available until the new school is established.

18. Funds to cover the program planning will be charged to the school budgets. FY10 costs of staff packing, unpacking, and moving of furniture, equipment, and supplies from Fritsche to the Bay View site are expected to be about $60,000. Necessary building modifications at the Bay View site include remodeling of six small rooms to become classrooms, modifying the library to accommodate the middle-school collection and multiple users, and adding sinks to the middle-school-level science classrooms.

19. The total estimated remodeling cost is $320,000, of which $155,000 would be funded in FY10. The $215,000 in FY10 moving and remodeling costs would be funded from deferring projects budgeted in the Construction Fund (budget code: FAR00MRPDW ECNCMIS0). The Administration is proposing that the District delay exterior painting projects at Clarke Street School and/or Project STAY, depending on total funding needed for moves and remodeling related to the Garden Homes and Bay View/Fritsche matters, which the Administration has forward to the Board as separate items for consideration.

Implementation and Assessment Plan

20. Upon the Board's approval of the Administration's recommendation, the Administration will continue to work with the implementation team, which includes representatives from the Fritsche Middle School and Bay View High School communities. In addition, district staff members will be available to assist the two school communities with all of the activities required to implement the recommendation.

21. The implementation team and school communities will collaborate under the leadership of the school principals to plan and implement the recommendation.

22. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored and will negotiate memoranda of understanding as needed.

Administration's Recommendation

The Administration recommends that the Board direct the Administration to:

1. accelerate the relocation timeline approved in October 2008 by relocating Fritsche Middle School and Bay View High School grades currently located at the Fritsche facility, 2969 S. Howell Ave., to the Bay View High School facility, 2751 S. Lenox Street, effective with the 2010-11 school year; and

2. authorize the Administration and the Office of Board Governance to develop a charter school contract amendment to reflect the location at 2751 S. Lenox Street, effective for the 2010-11 school year, the final year of the current charter school contract.

Committee's Recommendation

Your Committee is forwarding this item to the Board without recommendation.

Director Falk moved that:

1. The Board reaffirms its commitment to merge the Fritsche Middle and Bay View High School programs at the Bay View site beginning in the fall of 2011;

2. The Board is willing to support the relocation of the Fritsche Middle School program to the Bay View site for the fall of 2010 but only if the Fritsche Governance Council agrees to such through a modification of its charter school contract;

3. This is with the understanding that the Fritsche program would operate as a separate program from the Bay View High School program within the Bay View building for the 2010-2011 school year; and

4. The Fritsche Governance Council must come to an agreement to modify its charter school contract no later than January 1st, 2010, or the administration is directed to come forward with other possible modifications to the Fritsche/Bay View merger no later than the January Board cycle.

The motion prevailed, the vote being as follows:

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

Noes—Directors Blewett, Voeltner and Woodward—3.

* * * * *

(Item 4) Action on Suggested Strategies for Improving the Fiscal Competitiveness of Chartering with Milwaukee Public Schools

Background

1. The Wisconsin Charter School Program was created in 1993 to provide research-based, innovative educational opportunities for students. A charter school is a public school that, in accordance with enabling state statute, is exempt from most provisions of Wisconsin Statute Chapters 115 through 121, except as otherwise explicitly provided. In return for increased autonomy from state and local control, charter schools accept and are held to higher standards of accountability.

2. Section 118.40 Stats., the Wisconsin Charter School Law, authorizes the Milwaukee Board of School Directors to establish by contract Milwaukee Public Schools charter schools. Since 1996, Milwaukee Public Schools has offered charter school options within the district. The Board encourages creation of MPS charter schools as vehicles to support improvement of academic achievement of MPS students. MPS has two types of charter:

   a. instrumentalities, which employ MPS staff and are located in MPS buildings; and

   b. non-instrumentalities, which are staffed by non-MPS employees.

3. In Milwaukee, the City of Milwaukee, the University of Wisconsin-Milwaukee (UWM), and the Milwaukee Area Technical College (MATC) may also authorize charter schools. The City charters five schools, UWM charters 11 schools, and MATC does not have any charters. The charters authorized by the City and UWM are commonly referred to as 2R charters, in reference to a section of state statute that creates the authority for their operation.

Administration's Analysis

4. This year, a major non-instrumentality charter school operated by the United Community Center (UCC) discontinued its affiliation with Milwaukee Public Schools and chartered under UWM. This action caused the district to review its attractiveness as a charter authorizer. When charter schools leave MPS, the membership which determines the revenue limit for the district is reduced. At the same time, the state aid that is deducted from MPS is increased. So it is in the district's best financial interest to have the schools charter with MPS rather than with other charter authorizers.

5. The analysis showed that it is financially disadvantageous to MPS when Milwaukee schools charter outside the school district, but fiscally advantageous to the schools. Because MPS functions as the local education authority (LEA) for its charters, and the 2R charters are separate LEAs, the 2R charters receive more federal revenue. Also, the City and UWM charge lower administrative fees than does MPS.

6. In accordance with a memorandum of understanding with the Milwaukee Teachers' Education Association, Milwaukee Public Schools limits to no more than 8% of total enrollment the number of students enrolled in non-instrumentality charters and other contracted schools. The number of seats still available under the cap is 1, 591 FTEs (full-time-equivalent). If that many students were included in district membership from FY08 through FY10, district modeling shows that the FY10 revenue limit could have been $17 million more than it actually was.

7. MPS can pursue several strategies to become more attractive to non-instrumentality charter schools. These include increasing the per-pupil payment, providing bonus payments for particular levels of quality, reducing the district's administrative fee, providing school facilities at lower-than-market rates, and establishing virtual charter schools. The options are more fully described below.

a. Increasing the per-pupil payment

(1) Research indicates that lengthening the student day has a positive impact on student achievement. It also increases program costs. Although input-based, rather than outcome-based, in nature, the district could increase the per-pupil charter allocation for those schools that commit to a longer student day. If, for example, the current per-pupil rate of $7,775 is assumed to cover the state's minimum standard school year of 1,137 hours of instruction for grades 7-12, and a charter school has a school year of 1,251 hours of instruction, then a proportionately increased charter allocation would be $8,553 per pupil. It would not be necessary or appropriate to agree upon a specific calendar, as non-instrumentality charter schools have flexibility in this regard.

(2) Another idea being explored in the charter community is a payment-incentive structure that would encourage higher academic achievement. This strategy would require an increased student-performance threshold and establish quality conditions. While it might well reduce the number of qualifying charter schools and benefit high-performing schools with proven track records of student success, this strategy would assist the District in attracting new charter-management organizations that are not currently active in the Milwaukee market. Perhaps schools could be encouraged to gravitate to an outcome-based quality standard as a condition of renewal. This per-pupil amount would need to exceed the time-based per-pupil allocation and could be negotiated collaboratively.

(3) In the short run, increasing the per-pupil funding from the Operations Fund reduces money that would otherwise be available to traditional and other contracted schools. In the long run however, the increased revenue limit would benefit the entire district. As a result, the district should limit the maximum per-pupil to something less than the entire revenue limit as determined on a per-pupil basis.

b. Reducing the administrative fee

The district could reduce the administrative fee that it charges non-instrumentality charter schools to something less than the fees charged by UWM and the City of Milwaukee. Currently MPS's fee is 3%. UWM charges 0.82%, and the City charges 2%.Perhaps a fee scale that is gradually reduced over time would best mirror the district's costs for charter support, as the greatest need for support typically occurs in the first years of a charter.

c. Offering below-market real estate

(1) One asset that the District could exploit to attract and retain more non-instrumentality charters is its real estate. Leasing or ultimately selling district school buildings to schools that charter through the District could increase the District's revenue limit and reduce or eliminate maintenance costs associated with the vacant buildings. To improve affordability, lease costs could be spread over the life of the charter, with the District to allow the schools to gradually attain financial stability as their enrollments increase.

(2) The District might also assist its non-instrumentality charters by offering financing through land contracts or lease-purchase agreements, again allowing the charter schools to acquire high-quality school buildings on terms that would allow the schools to become financially stable as their enrollments grow.

d. Establishing virtual schools

Since it is unlikely that any of the strategies outlined above will apply to virtual charter schools, continued research into opportunities to become fiscally competitive for virtual charters should continue. The results of this research could be incorporated into the FY11 budget.

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 measureable objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rule Statement

9. This item is consistent with Administrative Policy 9.12, Charter Schools, and Administrative Procedures 9.12, Charter School Petitions and Proposals.

Fiscal Impact Statement

10. This item does not authorize expenditures.

Implementation and Assessment Plan

11. Upon approval of the Administration's recommendation, the Administration will investigate the payment, administrative fee, and virtual school options outlined above and bring back recommendations as part of the FY11 budget. The Administration will implement the real estate strategies outlined above on a case-by-case basis, as opportunities arise.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to pursue possible strategies for inclusion in the FY11 budget and that the real estate strategies be implemented on a case-by-case basis, as opportunities arise, to include, but not be limited to:

1. Increasing the per-pupil payment

    a. Research indicates that lengthening the student day has a positive impact on student achievement. It also increases program costs. Although input-based, rather than outcome-based, in nature, the district could increase the per-pupil charter allocation for those schools that commit to a longer student day. If, for example, the current per-pupil rate of $7,775 is assumed to cover the state's minimum standard school year of 1,137 hours of instruction for grades 7-12, and a charter school has a school year of 1,251 hours of instruction, then a proportionately increased charter allocation would be $8,553 per pupil. It would not be necessary or appropriate to agree upon a specific calendar, as non-instrumentality charter schools have flexibility in this regard.

    b. Another idea being explored in the charter community is a payment-incentive structure that would encourage higher academic achievement. This strategy would require an increased student-performance threshold and establish quality conditions. While it might well reduce the number of qualifying charter schools and benefit high-performing schools with proven track records of student success, this strategy would assist the District in attracting new charter-management organizations that are not currently active in the Milwaukee market. Perhaps schools could be encouraged to gravitate to an outcome-based quality standard as a condition of renewal. This per-pupil amount would need to exceed the time-based per-pupil allocation and could be negotiated collaboratively.

    c. In the short run, increasing the per-pupil funding from the Operations Fund reduces money that would otherwise be available to traditional and other contracted schools. In the long run however, the increased revenue limit would benefit the entire district. As a result, the district should limit the maximum per-pupil to something less than the entire revenue limit as determined on a per-pupil basis.

2. Reducing the administrative fee

    The district could reduce the administrative fee that it charges non-instrumentality charter schools to something less than the fees charged by UWM and the City of Milwaukee. Currently MPS's fee is 3%. UWM charges 0.82%, and the City charges 2%.Perhaps a fee scale that is gradually reduced over time would best mirror the district's costs for charter support, as the greatest need for support typically occurs in the first years of a charter.

3. Offering below-market real estate

    a. One asset that the District could exploit to attract and retain more non-instrumentality charters is its real estate. Leasing or ultimately selling district school buildings to schools that charter through the District could increase the

District's revenue limit and reduce or eliminate maintenance costs associated with the vacant buildings. To improve affordability, lease costs could be spread over the life of the charter, with the District to allow the schools to gradually attain financial stability as their enrollments increase.

b. The District might also assist its non-instrumentality charters by offering financing through land contracts or lease-purchase agreements, again allowing the charter schools to acquire high-quality school buildings on terms that would allow the schools to become financially stable as their enrollments grow.

4. Establishing virtual schools

Since it is unlikely that any of the strategies outlined above will apply to virtual charter schools, continued research into opportunities to become fiscally competitive for virtual charters should continue. The results of this research could be incorporated into the FY11 budget.

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

* * * * *

(Item 5) Action on the MPS Education for Employment Plan

Background

1. Education for employment is one of Wisconsin's 20 school district standards. Referred to as Standard (m), its purpose is to ensure that all students, regardless of career objective, are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum. The purpose of Education for Employment programs is to:

- prepare K-12 pupils for future employment;
- ensure technological literacy;
- promote lifelong learning;
- promote good citizenship;
- promote cooperation among business, industry, labor, postsecondary schools, and public schools; and
- establish a role for public schools in the economic development of Wisconsin.

2. Under s. 121.02(o)(m) of PI 26.01, every school board shall provide access to an Education for Employment program approved by the state superintendent. This chapter of the state statutes defines education for employment, describes the process for developing Education for Employment plans, and establishes performance indicators for Education for Employment opportunities.

Administration's Analysis

3. In the first half of the 20th century, the basic skills considered prerequisites to employment were reading, writing, and arithmetic. Vocational education in high schools had a clear objective: to prepare students for entry-level jobs in occupations that did not require post-secondary education or training. As the century progressed and the world's knowledge base expanded, education became focused on academic progress, and academic and application-based instruction became integrated. But the existence of "two" worlds of adult preparation prevailed.

4. This strategy prevailed for a good part of the last century. High-school graduates could obtain occupations with family-supporting wages. As the information and technology age exponentially grew, however, the skills and knowledge needed for jobs that provided family-sustaining wages increased dramatically.

5. As technology applications continue to expand, and the economy becomes more global, basic skills become much more integrated and relative to specific application. Today's citizens must be able to interact on a daily basis with a variety of technologies, solve complex problems, and communicate clearly and effectively. Today's jobs that offer an opportunity for economic independence demand strong academic and technical skills and technological proficiency.

6. The Wisconsin Department of Public Instruction has implemented the Education for Employment standard to answer the need for constructing a responsive educational program that serves our young people and our communities' economic health. The Education for Employment standard has been developed over the last 20 years, with revisions reflecting growth in knowledge and experience. The most recent changes took effect on July 1, 2009, requiring a written Education for Employment plan to be developed and approved by the local Board of School Directors.

7. The goals of Education for Employment are to:

   a. create the finest, best educated, most skilled workforce in America;

   b. define and deliver what all youth need to become productive, economically self-sufficient citizens, thereby enabling them to contribute to Wisconsin's economic development;

   c. enable career awareness at the elementary grade levels;

   d. foster career exploration at the middle-school grade levels, allowing research about career and occupational choices; and

   e. develop career planning and preparation at the high-school level, including career research, career decision making, understanding of employability skills, the study of practical applications of economics and entrepreneurship, and access to technical education programs.

8. The seven building blocks of an Education for Employment plan include:

   a. coordination and partnerships;

   b. skills for the future;

   c. career guidance;

   d. school-supervised work experience;

   e. world economy and labor markets;

   f. contemporary career and technical education; and

   g. accountability.

9. The Education for Employment standard states that

> All youth should be able to connect what they learn in school, understand and plan for future careers, master human relations skills needed for effective communication and work, understand the fundamentals of work and our economy, apply and manage technology and access contemporary technical training and school supervised work experience. These elements, when combined, push education outside the four walls of the school and make the community a classroom.

10. Each district must construct a local plan that must be approved by the local school board annually. The regional Tech Prep Council will also review the MPS E4E plan annually.

11. A copy of the recommended MPS Education for Employment Plan is being provided to the Board under separate cover.

Strategic Plan Compatibility Statement

12. 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 Rule Statement

13. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

14. This item does not authorize expenditure.

Implementation And Assessment

15. Upon approval by the Board, the MPS Education for Employment Plan will be submitted to the local Tech Prep Council and the Wisconsin Department of Public Instruction.

Committee's Recommendation

Your Committee recommends that the Board approve the Education for Employment Plan for Milwaukee Public Schools, as provided in the attachment to the minutes of your Committee's meeting.

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

* * * * *

(Item 6) Report on Activities To Review the Status of City-Wide and Neighborhood Specialty Schools

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

Background

1. 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 current schools. The review is part of the transportation-savings initiatives presented to address the Board's goal of saving $20 million annually in net transportation costs. The Administration is reporting on the process and timeline initiated to conduct the review. The Administration will forward recommendations to the Board relative to confirming city-wide or neighborhood specialty status for current schools in February 2010.

Administration's Report

2. City-wide specialty schools do not have designated attendance areas and accept students from throughout the city. Transportation is provided to all students whose residences are farther than one mile from their elementary schools or farther than two miles from their secondary schools. The following schools are designated as city-wide schools:

Bradley Tech High School
Elm Creative Arts
Golda Meir Gifted and Talented
Hayes Bilingual
King HS
La Escuela Fratney
Lincoln Middle School
Milwaukee Education Center
Milwaukee French Immersion
Milwaukee German Immersion
Milwaukee HS of the Arts
Milwaukee Sch. of Languages
Milwaukee Sign Language
Milwaukee Spanish Immersion
Morgandale Bilingual Center
Morse Middle School
New School for Community Service
Reagan High School
Riverside High School
Roosevelt Middle School
WI. Conservatory of Lifelong Learning

(Charter schools are not included, as their enrollments and transportation policies are included in their contracts.)

3. Neighborhood specialty schools are schools that reserve enrollment preferences for students located within a defined radius of the school. Unsubscribed seats are available for students who reside elsewhere in the city. Some neighborhood specialty schools have attendance areas; others do not. Transportation is provided if the student lives farther than one mile from school and closer than seven miles from school. The following schools are designated as neighborhood specialty schools:

Allen Field
Brown Street Academy
G. W. Carver Academy
Garland Early Childhood Center
Hartford Ave. University
Hawley Road
Hawthorne
Lloyd Street
River Trail
Sixty-Eighth Early Childhood Center
Starms Discovery Center
Starms Early Childhood Center
Tippecanoe School
Twenty-seventh Street
Victory Gifted & Italian Immersion

4. Schools with specialty-school status must be high-performing places of learning that employ effective educational practices and serve a distinct district need. The specialty is woven throughout the fabric of the school and is not merely a service provided by the school. Since city-wide and neighborhood specialty schools enroll students from the entire city, their transportation costs are significantly higher, on average, than attendance-area schools.

5. Previously, city-wide status has been granted on an individual school basis. The Administration is recommending that city-wide status for schools be based on a continuous, specific, district-authorized specialty, and that this specialty be available in Grades K4-12. Traditionally, the following specialties have been granted city-wide status:

- Arts
- Gifted and Talented
- Language Immersion
- Montessori

6. Schools designated as city-wide must implement the specialty school-wide, and they must substantially meet the criteria found in the matrix, as included in the attachments to the minutes of your Committee’s meeting, for distinguishing specialty schools,. An advisory group appointed by the Superintendent will review the requests for city-wide status, conduct site visits and staff interviews, and make recommendations to the Superintendent. The Superintendent will recommend to the Milwaukee Board of School Directors whether or not to grant city-wide status. Schools that do not meet these guidelines may apply to be neighborhood specialty schools or revert to traditional, attendance-area schools.

7. A neighborhood specialty school must employ a distinctive specialty, and it must substantially meet the criteria found in the matrix, as included in the attachments to the minutes of your Committee's meeting, for distinguishing specialty schools. A neighborhood specialty school is not required to have the specialty implemented in grades K-12, as are city-wide specialty schools. The specialty may be unique to that school. Schools that do not meet these guidelines will revert to traditional attendance-area schools.

8. The same advisory group appointed by the Superintendent will make recommendations to the Superintendent regarding requests for neighborhood specialty-school status, and the Superintendent will forward his recommendations to the Milwaukee Board of School Directors.

9. The timeline for reviewing existing city-wide and neighborhood specialty schools is as follows:

- November 2009: The advisory group appointed by the Superintendent solicits applications from current city-wide and neighborhood specialty schools. The applications will detail the school's capacity to address the matrix for distinguishing specialty schools.
- December 2009-January 2010: The advisory group will review applications and forward recommendations to the Superintendent.
- February 2010: The Superintendent will forward recommendations to the Board for approval in February 2010.

10. Any changes to city-wide or neighborhood specialty status would be effective immediately after the Board's action. Schools that no longer have city-wide or neighborhood specialty status would follow the enrollment and transportation guidelines for schools in the transportation regions in which they are located. Current students and students enrolled through the January or three-choice school-selection process would follow the district's "grandfathering" guidelines. Students would remain eligible for transportation service if they live farther than one mile from school, closer than seven miles from school, and do not change their residence.

11. Each city-wide and neighborhood specialty school will submit annually a report that details the school's ability to meet the criteria found in the matrix for distinguishing specialty schools. The Administration will establish guidelines and a process for new schools to follow in seeking city-wide or neighborhood specialty status. The Administration recognizes that there may be multiple schools implementing these specialties. In these cases, transportation regions will be established, similar to the transportation regions for Montessori schools.

12. Transportation costs for city-wide and neighborhood specialty schools are projected at $12.1 million for FY10. That is 44% of the $27.4 million regular transportation budget. Currently, 16,436 city-wide and neighborhood specialty-school students are transported. On average, city-wide and neighborhood specialty schools cost $179 per student more to transport than do attendance-area schools. An objective of the review would be to determine if the district wishes to continue to incur this expense for all city-wide and neighborhood specialty schools.

* * * * *

(Item 7) Report on School Entrance Requirements

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

Administration's Report

1. This item provides a summary of entrance requirements used by schools within the Milwaukee Public Schools and in other public school districts in the United States of America.

2. Currently, one elementary school in the Milwaukee Public Schools, Golda Meir Elementary School, has entrance requirements for admissions that apply to all regular education students. A copy of the

entrance requirements for Golda Meir is included in the attachments to the minutes of your Committee's meeting. All other traditional elementary schools for admissions are based on the Three-Choice school-selection process for early childhood grades, kindergarten, and first grade.

3. The following types of elementary schools have admission requirements for grades above first grade:

a. Language-immersion schools require appropriate language experience in any grade above first grade.

b. Elementary Montessori schools require previous Montessori experience in any grade above first grade.

4. In 1999, middle schools were allowed to develop applications or questionnaires based on the school's focus for use with early admissions.

5. Currently, at the middle-school level, Samuel Morse Middle School has entrance requirements for admission that apply to all regular education students. A copy of the entrance requirements for Morse is included in the attachments to the minutes of your Committee's meeting. Milwaukee School of Languages has seats reserved for regular education students that meet the entrance requirements for language experience in a language-immersion elementary school. Milwaukee School of Languages also accepts students that do not have any language experience into its partial language-immersion programs.

6. Citywide specialty high schools were allowed to have entrance requirements for all regular education students. Non-citywide high schools with specialty programs were allowed to have entrance requirements for regular education students in those specialty programs.

7. Beginning in the fall of 1998, all high schools were authorized by the Milwaukee Board of School Directors, through Administrative Policy 8.10, School Admissions, to develop admission standards. The schools were to define admission standards based on attendance, behavior, academic achievement, and an interest in the school's mission and specialty. In applying these standards, the high school could not discriminate on race, gender, religion, or national origin, except to the extent that such distinction was needed for the school to meet the MPS Standards for Racially Balanced Schools.

8. Currently, the following three high schools in the Milwaukee Public Schools have Board-approved entrance requirements for all of their regular education students:

a. Milwaukee High School of the Arts

b. Rufus King International Baccalaureate High School

c. Riverside University High School

Copies of the entrance requirements for the above schools are included in the attachments to the minutes of your Committee's meeting.

9. There are other schools in MPS that participate in the Early admission enrollment process, and some of their practices could be viewed as entrance requirements.

10. Other school districts within the United States have specialty high schools with entrance requirements and some elementary language-immersion schools with entrance requirements. Many of the districts reviewed post their entrance requirements and applications on their websites, thereby maintaining a level of transparency. In addition, some districts also maintain some central level of control over admissions to the specialty schools.

11. 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 student population based on race-neutral factors, such as socio-economic status, language, academic achievement, home language, mother's educational background, previous school, etc.

12. 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 English-language learner issues. Entrance to schools that provide specific language services are based on primary language and English-language proficiency levels.

13. 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 arts specialty high school. Both schools' entrance requirements are listed on the San Francisco Unified School District's website.

a. 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.

b. The arts specialty school's process includes one recommendation from a teacher. Students submit portfolios and participate in auditions/interviews by school staff and other practicing artists from the community.

14. Boston Public Schools has three traditional schools, called exam schools, that admit students on a competitive basis. Students are admitted to an exam school based on their grade-point averages and the results of an entrance test, the Independent Schools Entrance Exam. Each of these accounts for 50% of a student's score. 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.

15. Seattle Public Schools does not have any traditional high schools with entrance requirements or an application process. 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.

16. 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/program.

17. 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 in which they are interested in attending. There are no entrance requirements; students are accepted through a lottery.

18. The Administration will submit school entrance requirement recommendations to the Board by the spring of 2010 to be effective for the enrollment process in the 2010-2011 school year.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/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; Monthly Report of Contracts under $25,000; and Acceptance of Donations

Award of Contracts

Below is a contract award recommendation for November 2009. Adequate funding is available in the accounts as noted below.

Roof Replacement

Grantosa Drive School

Prime Contractor
Langer Roofing & Sheet Metal, Inc.
345 South Curtis Road
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$261,340.00

PRIME Contractor Info	
Certified	No
Total # of Employees	110
Total # of Minorities	19
Total # of Women	2
HUB	
Required	20%
Submitted	20%
$ Value	$52,300.00
COIN	
Required %	30%
Student	
Student Paid Employment (Required Hours)	0
Student Educational Experience (Required Hours)	10

Funds are budgeted for the Grantosa Drive School's roof-replacement project from FY09 Major Maintenance Construction Funds, contracted services for roofing, account code FAR00MM2GT ECNCROF9, (W.O. #008234). Project is to begin on November 30, 2009, and is scheduled for completion on February 5, 2010.

Public Address (P/A) Rack Relocation, Bid Pkg #1

Custer, Rufus King, Madison, Vincent, Burroughs, Congress, Garden Homes, Kluge, Milwaukee Sign Language, River Trail & Thoreau Schools

Prime Contractor
Northwest Technologies Group, Inc.
11905 West Ripley Avenue
Wauwatosa, WI 53226-3934

Low Bidder, Base Bid of.....$61,027.00

PRIME Contractor Info	
Certified	No
Total # of Employees	19
Total # of Minorities	3
Total # of Women	0
HUB	
Required	5%
Submitted	5%
$ Value	$3,052.00
COIN	
Required %	30%
Student	
Student Paid Employment (Required Hours)	0
Student Educational Experience (Required Hours)	10

Funds are budgeted for the Custer, Rufus King, Madison, Vincent, Burroughs, Congress, Garden Homes, Kluge, Milwaukee Sign Language, River Trail & Thoreau Schools' Public Address (P/A) Rack Relocation project from FY10 Major Maintenance Funds, contracted services for security, account code FAR00SPJDW ECNCPIN10, (Project #1506). Project is to begin on November 30, 2009, and is scheduled for completion on February 28, 2010.

Construction Contracts

Total construction contract dollars awarded..... $322,367.00
Total dollars HUB participation $55,352.00
% of HUB participation.....17.17%
% Minority employees within company.....17.02%
% Women employees within company 1.46%

Below is a professional services contract award recommendation for November 2009. Adequate funding is available in the accounts as noted below.

ADA Remodeling

Lloyd Street Elementary School

Prime Contractor
BMR Design Group, Inc.
503 West Lincoln Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$94,669.28

PRIME Contractor Info	
Certified	Yes
Total # of Employees	4
Total # of Minorities	3
Total # of Women	2
HUB	
Required	20%
Submitted	59%
$ Value	$55,853.28
COIN	
Required %	0%
Student	
Student Paid Employment (Required Hours)	300
Student Educational Experience (Required Hours)	10

Funds are budgeted for the Lloyd Street School's engineering consultant design services for the ADA Remodeling project from FY6 Major Maintenance Construction Funds, contracted services for ADA, account code FAR00OSALL ECNCADA6, (W.O. #2-685313). Project is to begin on November 30, 2009, and is scheduled for completion on December 1, 2010.

Professional Service Contracts

Total professional service contract dollars awarded.....$94,669.28
Total dollars HUB participation.....$55,853.28
% of HUB participation.....59.00%
% Minority employees within company.....75.00%
% Women employees within company.....50.00%

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-5547 Award of a Printing Bid To Action Printing for the Purpose of Printing the 2010-11 *Directions* Booklet

The Administration requests authorization to award Bid 5547 in the amount of $25,740 to Action Printing for the purpose of printing the 2010-11 *Directions* booklet. *Directions* is an annual publication that assists parents in selecting schools by explaining the school-selection process and describing the curricula offered at all MPS schools. Action Printing was the lowest complying bidder and has experience in printing the *Directions* booklet.

Budget Code: INF00MEDIC-EDUP (Public Affairs — Duplicating)
Budget Amount $25,740
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

Bid 5544 Award of a Bid To Technology International, Inc., for the Purchase of a Boiler for Rufus King School

The Administration requests authorization to award Bid 5544 in the amount of $181,440 to Technology International, Inc., for the purchase of a replacement boiler at Rufus King School. Technology International was the lowest complying bidder. Bid submissions were reviewed by the Division of Facilities and Maintenance to ensure boiler specifications were met.

Budget Code: FAR00MMSRK-ECNC (Major Maintenance — Construction Contract)
Budget Amount $181,440
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

Bid 5555 Milk Coolers From Schmidt/Kilbac

The Administration requests authorization to award Bid 5555 in the amount of $83,250 to Schmidt/Kilbac for the purchase of 45 milk coolers. Schmidt/Kilbac is the lowest bidder that complied with all bid specifications.

The coolers will be used for storing milk for the daily breakfast and lunch programs; storing produce used in the fresh fruit and vegetable program; and storing the cold pack for meals as elementary schools are converted to the new pre-portioned meal system.

Budget Code: LNC00LNHDW-EEQP (School Lunch —Equipment)
Budget Amount $83,250
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

Bid 5555 Re-Therm Units from D.A.Berther Inc

The Administration requests authorization to award Bid 5555 in the amount of $191,730 to D.A. Berther Inc. for the purchase of 30 re-therm units (ovens). D.A. Berther is the lowest bidder that complied with all bid specifications.

The re-therm units will be used primarily for heating and maintaining temperatures for the pre-portioned meals for daily lunch and dinner programs. Some units will be used as replacement equipment for existing worn-out ovens.

Budget Code: LNC00LNHDW-EEQP (School Lunch — Equipment)
Budget Amount $191,730
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

B-5541 Electronic Equipment from CDW-G and Xerographic Supply

The Administration requests authorization to enter into a blanket purchase order with CDW-G to provide electronic equipment to all MPS schools and departments. Electronic equipment includes cameras,

camcorders, televisions, VCRs, DVD players, DVDs, tapes, memory cards, computer accessories, etc. CDW-G was the low complying bidder to Bid 5541.

A secondary award is recommended for Xerographic Supply of Wisconsin. Schools and departments are to use the secondary vendor only in the event that the primary vendor, CDW-G, cannot provide the requested equipment.

This award is for one year, with an option to extend for two additional one-year periods. Annual purchases are estimated to be $200,000, with a maximum three-year cost not to exceed $600,000.

Budget Code: Varies by MPS location placing the order
Budget Amount $200,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

Bid 5549 Award of a Bid to the Journal Printgroup for the Purpose of Printing the 2010 Winter *Recreation Activity Guide*

The Administration requests authorization to award Bid 5549 in the amount of $33,664 to the Journal Print Group to print the 2010 winter *Recreation Activity Guide*. The Journal Print Group was the lowest complying bidder.

The *Recreation Activity Guide* is a quarterly publication that highlights the programs and services offered to the Milwaukee community by the MPS Recreation Division. The publication is sent to all City of Milwaukee households. The Recreation Division oversees the publication of the activity guide.

Budget Code: CSV00PRCRC-EADV (Recreation — Official Advertising)
Budget Amount $33,664
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

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 September 30, 2009, 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	$ 952,607,885	$ 17,762,942	$ 970,370,827	$ 81,116,730	$ 81,476,049	$ 888,894,778	8%
Categorically Aided	269,186,528	9,130,844	278,317,372	6,402,455	6,428,434	271,888,938	2%
School Nutrition	35,460,110	24,514	35,484,624	1,091,053	1,096,217	34,388,407	3%
Construction	58,716,301	25,790,445	84,506,746	27,606	383,519	84,123,227	0%
Extension	13,731,832	2,374,607	16,106,439	206,864	293,703	15,812,736	2%
Total All Funds	$ 1,329,702,656	$ 55,083,352	$ 1,384,786,008	$ 88,844,708	$ 89,677,922	$ 1,295,108,086	6%

Below is a summary of expenditures as of September 30, 2009, 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	$ 952,607,885	$ 17,762,942	$ 970,370,827	$ 64,375,038	$ 234,295,833	$ 736,074,994	24%
Categorically Aided	269,186,528	9,130,844	278,317,372	14,758,681	71,777,979	206,539,393	26%
School Nutrition	35,460,110	24,514	35,484,624	1,951,337	3,186,485	32,298,139	9%
Construction	58,716,301	25,790,445	84,506,746	3,439,598	84,506,746	0	100%
Extension	13,731,832	2,374,607	16,106,439	1,264,216	5,174,253	10,932,186	32%
Total All Funds	$ 1,329,702,656	$ 55,083,352	$ 1,384,786,008	$ 85,788,870	$ 398,941,296	$ 985,844,712	29%

[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 September 30, 2009.

School Operations Fund

Expenditures, encumbrances, and commitments through September totaled $234,295,833, or 24% of the revised budget.

District Contingent Fund

The balance at September 30, 2009, was $22,009,569. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2009 ..... $ 22,009,569

Approved Transfers:

None..... - 0

Balance — September 30, 2009..... $ 22,009,569

The $22,009,569 is an unusually high amount for the District's Contingent Fund. In June 2009, the Board took several actions to reduce budget expenditures and placed 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 revenue shortfalls and expenditure increases. After the results of the Board's actions in October are posted to School Operations, the balance of the Contingent Fund will be reduced to $500,000.

Construction Fund

Expenditures, encumbrances, and commitments through September totaled $84,506,746, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through September totaled $5,174,253, or 32% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of September 30, 2009

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg.	Current Year	3-Yr Avg.
School Operations	8%	9%	24%	25%
Categorically Aided	2%	4%	26%	21%
School Nutrition	3%	1%	9%	9%
Construction	0%	1%	100%	100%
Extension	2%	3%	25%	25%

Monthly Reports of 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
Audubon High School	Laurie Reinhardt	$100.00	Donation for Coffee Shop
Bradley Tech	Melissa Mahnke	$330.00	4 Pieces of furniture, toys and clothing — 3 Pieces of electronic equipment
Bradley Tech	Cathleen Pollock	$500.00	Clothing for teen parents
Browning	Delta Sigma Theta Kappa Eta Chapter	$200.00	Donation to 4th-grade WKCE healthful snacks
Emerson	Stanford University	$200.00	Donation
Emerson	Eta Phi Beta	$900.00	Donation for developmentally disabled
Green Bay	Sport PIcs LLC	$80.58	Donation for education of students
Lowell	Target	$152.85	Take Charge of Education
Milwaukee German Immersion	University of Wisconsin-Milwaukee	$500.00	Full participation in the Milwaukee Mathematics Partnership school case-study activities
Milwaukee Public Schools	Milwaukee Metropolitan Sewage District	$10,000.00	50 tons of Milorganite to fertilize athletic fields
Milwaukee Public Schools Homeless Program	Feed the Children	$41,201.20	Backpacks, school supplies, snacks, and books
Milwaukee Public Schools Music Program	Nancy Lucy	$1,250.00	Donation — Musical instruments: 2 violins, 1 clarinet, and 1 ukulele
Milwaukee Sign Language	Target	$204.91	Take Charge of Education
Milwaukee Sign Language	Roundy's Supermarkets Inc., Pick'N Save	$85.28	We Care Program

School	Donor	Amount	Gift or Purpose
North Division	29th Street Inc.	$1,806.00	Basketball equipment and recreation program
Northwest Secondary	Charlotte Grugrano	$200.00	Donation
Reagan	Department of Public Instruction	$2,000.00	WI Promise School recognition
Story	AT&T Pioneers	Undetermined	67 backpacks with supplies
Story	AT&T Pioneers	Undetermined	55 student dictionaries
Story	Purl Girls of the Evangelical United Methodist Church (EUM)	Undetermined	Hand-knitted accessories — 68 hats, 31 scarves, 38 sets, and 5 pairs of gloves
WHS of Information Technology	Society for Information Management	$1,500.00	iFair support
Vieau	Rockwell Automation	$1,000.00	Student involvement technology
Vieau	Catholic Knights	$125.00	Parental involvement
Zablocki	UWM	$500.00	Spring 2009 Milwaukee Mathematics Partnership School

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; and Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Promotions	
5	Phyllis Biel Finance/Payroll Department	Payroll Assistant I $36,324.04/yr.	11-11-09
4	Keren Gonzalez Special Services	School Secretary II $30,361.67/yr.	10-29-09
		Changes in Status	
	Cynthia Arias[1] Pulaski	School Secretary I $22,517.09/yr.	11-12-09
	Tammy Damato-Busshardt[2] Wedgewood Park International	School Secretary I $11,248.00/yr.	10-26-09
	Lisa Cortez Forberger[3] Student & Parent Services	School Secretary II $39,516.14/yr.	11-05-09
	Colleen Gollner[4] Special Services Center	School Secretary I $34,965.38/yr.	10-19-09

Adrienne Lathan[4]	School Secretary I	10-27-09
Special Services Center	$34,965.38/yr.	
Diane Oelerich[5]	School Secretary I	11-02-09
Milwaukee School of Languages	$23,422.58/yr.	
Vicky Pelczynski[6]	Handicapped Children's Assistant	10-26-09
Lowell	$16,015.77/yr.	
Melodie Taylor[6]	Handicapped Children's Assistant	10-15-09
Cooper	$16,015.77/yr.	

[1]From a 12-month to a 10-month position
[2]From a 10-month position to a 10-month part-time position
[3]Voluntary demotion from Human Resources Assistant
[4]From a 10-month to a 12-month position
[5]From a 10-month part-time position to a 10-month position
[6]From substitute to regular

Approval of Certificated Appointment — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r	Jessica K. Borzym Art Education	B	$35,729.00	1	11/09/2009
4,r	Patricia Briones Bilingual Cross-Categorical	B	$35,729.00	1	10/26/2009
4,r	Ana L. Esquin Smyczek Cross-Categorical	B	$35,729.00	1	10/26/2009
3,r	Lubna M. Fouad MRP/EBD	B	$35,729.00	1	10/19/2009
2,r	Creasie N. Fowler Cross-Categorical	B	$35,729.00	1	10/26/2009
2,r	Anthony D. Miller Cross-Categorical	B	$35,729.00	1	10/26/2009
2,r	Wendy Miller Cross-Categorical	B	$35,729.00	1	10/12/2009
2,r	Brandite E. Reed Music Education	B	$35,729.00	1	11/02/2009
5,r	Jeanette B. Seitz Music Education	B	$35,729.00	1	11/02/2009

Approval of Certificated Appointments — School Nurses

5,nr	Kristine L. Jeffrey School Nurse	2E	$36,927.00	1	09/29/2009

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2010		
Roth, Amy	Carson	November 16, 2009
Illness Leave, June 2010:		
Barker, Michael	Forest Home	January 11, 2010
Illness Leave, January 2010:		
Cable, Pierce	Bradley Tech	November 9, 2009

Personal Leave, June 2010:

Fitzgerald, Ann	Cass	December 10, 2009
Lance, Erin	Mitchell	November 30, 2009

Personal Leave Ext., June 2010:

Halleen, Melissa	Leave	August 31, 2009

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Rashele Bell	Teacher	10/30/09
Cheri Damkoehler	Teacher	10/13/09
Lavina Doberstein	Asst. Prin.	10/30/09
Jennifer Fruhbauer	Teacher	09/22/09
Frank Germanson	Teacher	06/16/10
Renee Higgins	Teacher	08/31/09
Peggy Holtman	Supervisor	12/04/09
Heddy Keith	Teacher	10/27/09
Daniel Keto	Teacher	11/03/09
Jill McRoberts	Teacher	10/06/09
Pedro Reyes-Guzman	Teacher	11/02/09
Peter Wenzel	Teacher	10/23/09

Classified Retirements

Name	Position	Effective Date
Maggie Hall	Social Work Aide II	10-23-09
Karen Leidy	Food Service Assistant	10-10-09
Nancy Manning	School Secretary I	10-24-09
Thomas Obst	School Engineer II	10-22-09
Duane Senner	School Engineer I	10-03-09
Linda Youngs	Bldg. Service Helper I	10-31-09

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for October 2009 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 assignment following approval by the Board:

2(r)	Erik Conner	Assistant Principal Lancaster School	Schedule 03, 10Z $62,580
5(r)	Harry Russo	Assistant Principal Doerfler School	Schedule 03, 10Z $84,065
2(r)	Raymond Unanka	Assistant Principal Starms Discovery	Schedule 03, 10Z $63,503
2(r)	Natosha Harris	Head Start ERSEA/FPA Educational Services	Schedule III, Range 7A $79,792
5(r)	Debra Brunner	Supervising Dietitian Division of School Nutrition Services	Schedule III, Range 8A $79,060

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 553 Contract with Gilder Lehrman Institute To Provide Services Associated with Teaching American History

The Administration is requesting authorization to enter into a contract with The Gilder Lehrman Institute of American History to provide educational services and materials associated with a three-year Teaching American History, Foundations of Democracy, grant.

Services and materials to be provided include:

- a one-day staff development workshop for up to 45 teachers on a focused topic within the scope of the grant;
- five reserved seats in an array of 40 summer seminars for teachers; and
- resource materials for history education for 45 teachers, valued at $100 per teacher.

MPS chose to partner with the Gilder Lehrman Institute in the District's application for a three-year Teaching American History grant. The grant period is September 2009 through August 2012.

This contract is for one year, with the option to extend for two additional one-year periods. The annual cost of the contract is $39,500, with the total three-year cost not to exceed $118,500.

Budget Code: SD10SDE0CI-ECTS (Teaching American History Program — Contract Services)
Budget Amount $39,500
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

Gilder Lehrman Institute

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote ..... NTE $39,500
Total # of Employees ..... N/A
Total # of Minorities ..... N/A
Total # of Women ..... N/A

HUB Participation
Required..... 0%
Proposed 0%
$ Value..... $0

Student Engagement
Paid Student Employment Hour Commitment ..... NA
Student Education Hour Commitment ..... NA

RFP 464 Contract with Herrick Research To Evaluate the Teaching American History Grant

The Administration is requesting authorization to enter into a contract with Herrick Research to evaluate the Teaching American History Grant — Foundations of Democracy. Herrick Research responded to RFP 464 for grant evaluators and was approved to provide evaluation services.

The contract period is December 1, 2009, through June 30, 2010, with the option to extend for two additional one-year periods. The cost for the first year is not to exceed $31,600, while the maximum cost for each of the second and third years is $29,600.

Budget Code: SD10SDE0CI-ECTS (Teaching American History Program — Contract Services)
Budget Amount $31,600
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $ $0

Herrick Research

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote $31,600
Total # of Employees ..... N/A
Total # of Minorities ..... N/A
Total # of Women ..... N/A

HUB Participation
Required..... 0%
Proposed 0%
$ Value..... $0

Student Engagement
Paid Student Employment Hour Commitment .....NA
Student Education Hour Commitment.....NA

RFP 653 Contract with the Wisconsin Charter School Association (WCSA) To Recruit Charter School Operators

The Administration requests authorization to enter into a contract with The Wisconsin Charter School Association (WCSA) to recruit proven, high-quality national charter school operators for the purpose of seeking charter status with MPS. WCSA was recommended for a contract award pursuant to Request for Proposal 653.

WCSA will be responsible for researching and identifying charter schools that operate with maximum efficiency to produce strong results despite possible funding disparities and facilities challenges unique to charter schools. The schools identified should demonstrate public accountability for both academic results and sound stewardship of public dollars. The schools identified should also have a minimum of 5 years of proven success in an urban setting comparable to Milwaukee. It is expected that WCSA will establish a strong partnership with MPS and become fully acquainted with the business of educating Milwaukee's children.

The contract will be for one year, with an option to extend for one additional year. The annual cost not to exceed is $44,500.

Budget Code: GEN0IG20CI-ECNS (ARRA — Consultant Services)
Budget Amount $44,500
HUB % set.....0%
HUB % proposed.....0%
Total HUB $ $0

The Wisconsin Charter School Association

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote $44,500
Total # of Employees.....N/A
Total # of Minorities.....N/A
Total # of Women.....N/A

HUB Participation
Required..... 0%
Proposed 0%
$ Value..... $0

Student Engagement
Paid Student Employment Hour Commitment .....NA
Student Education Hour Commitment.....NA

RFP 553 Extension of a Contract with ScholarCentric To Support an Expansion of the Success Highways Program

The Administration requests authorization to enter into a contract with ScholarCentric to provide implementation support, technical assistance, professional development, and student/teacher materials for the Success Highways program.

ScholarCentric is on the District's list of approved vendors for grant-implementation services based on its response to Request for Proposal 553.

Success Highways is a drop-out-prevention program that builds students' resiliency skills so they have the motivation to stay in school and to reach life goals. Success Highways was piloted at Pulaski High School during the 2008-2009 school year with funds from the US Department of Education's Smaller Learning Communities grant. Pulaski High School, with the support of the Small Learning Community's effort, is expanding the implementation school-wide for the 2009-2010 school year.

Budget Code: GEN0SBDHPK-ECNS (Undifferentiated Curriculum Consultant Services).
Budget Amount $20,500
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

ScholarCentric

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote ..... NTE $20,500
Total # of Employees ..... N/A
Total # of Minorities ..... N/A
Total # of Women ..... N/A

HUB Participation
Required 0%
Proposed 0%
$ Value $0

Student Engagement
Paid Student Employment Hour Commitment ..... NA
Student Education Hour Commitment ..... NA

RFP 658 Contract with AlertNow for a Hosted Autodialer System

The Administration requests authorization to enter into a contract with AlertNow to provide a hosted telephone autodialer service. Acquiring this new service is a component of the Department of Parent and Student Services' attendance-improvement initiative.

The autodialer service will be used primarily to increase the effectiveness of telephone calls made to the homes of students who are absent from school. The new service is hosted remotely by the vendor. An advantage of a hosted service is a much faster throughput of calls.

AlertNow was determined by an evaluation team to be the most responsive of 12 proposing firms and was recommended for a contract award pursuant to Request for Proposal 658. The contract is for a one-year period, with a cost not to exceed $175,000.

Budget Code: TSV00TLNDW-EMTC (Technical Services — Maintenance Contracts)
Budget Amount $175,000
HUB % Requirement 0%
HUB % Commitment 0%
Total HUB $ $0

AlertNow

PRIME Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote ..... NTE $175,000
Total # of Employees ..... N/A
Total # of Minorities ..... N/A
Total # of Women ..... N/A

HUB Participation
Required.....0%
Proposed 0%
$ Value..... $0

Student Engagement
Paid Student Employment Hour Commitment .....NA
Student Education Hour Commitment.....NA

Director Woodward moved to approve all contracts except the Wisconsin Charter School Association, and to send the charter school related contract back to the Committee for further consideration.

Director Thompson moved a substitute, to approve the Committee's recommendation.

The substitute motion prevailed, the vote being as follows:

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

Noes—Directors Blewett, Woodward and President Bonds—3.

* * * * *

(Item 5) Authorization to Enter into an FY10 Pupil Transportation Contract with Transit Express Inc.

Background

1. At its meeting on February 26, 2009, the Milwaukee Board of School Directors approved revising Administrative Policy 4.04, Pupil Transportation, to allow human-service vehicles and taxis to transport students to and from school.

Administration's Analysis

2. The Administration issued Request for Proposal #640 for alternative-mode transportation services. The Administration is seeking authorization to enter into a contract with Transit Express Inc., the successful bidder. The Administration is projecting that annual expenditures under this contract will be $90,000.

3. All bus companies are required to purchase goods and services equal to 3.5% of their contract value from certified HUB firms.

Employee Information				HUB Participation				
HUB Certified	Total	Minority	Women	Required	Proposed	$ Value	Type of Business	Type of Purchase
No	NA	NA	NA	3.5%	3.5%	$3,150	Transportation	Service

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: Decrease the percent of students transported to school on buses to 42.20%

Statute, Administrative Policy or Board Rules Statement

5. Contracts are being presented to the Board pursuant to Board Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

6. Total cost for this contracts $90,000. The contract amount is within the FY10 budget request of $1,369,372.

Service	Amount	Budget Code
Transit Express	$90,000	RST-0-0-TRS-DW-EPPT0000

Implementation and Assessment Plan

7. This bus contract will take effect on November 1, 2009.

Committee's Recommendation

Your Committee recommends the Board approve the contract with Transit Express, Inc., as detailed in the table below.

Service	Amount	Budget Code
Transit Express	$90,000	RST-0-0-TRS-DW-EPPT0000

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

* * * * *

(Item 6) Action on an Intergovernmental Cooperation Agreement with the City of Milwaukee Relating to the Issuance of $48 Million of Qualified School Construction Bonds

Background

1. At its meeting on June 4, 2009, the Board of School Directors adopted an FY10 American Recovery and Reinvestment Act (ARRA) Qualified School Construction Bond (QSCB) budget of $53.1 million to be used for deferred maintenance, FY10 major maintenance, and curriculum-enhancement projects. In addition, the Board directed the Administration to work with the City regarding the issuance of the Qualified School Construction Bonds.

2. Over the past few months, the Administration met with the City to discuss the amount of borrowing which the City would authorize on behalf of MPS and to agree on the language that would be included in the intergovernmental cooperation agreement (IGA), as attached to the minutes of your Committee's meeting.

3. At the Board's regular meeting on August 27, 2009, the Administration provided the Board with an update on QSCB discussions with the City. The Administration informed the Board that the City had concerns about the ability of the City to borrow $53.1 million, due to the effect that the borrowing might have on the City's credit rating, and was considering $30-$40 million of QSCB borrowing.

4. At its meeting on November 3, 2009 the City of Milwaukee's Common Council approved the IGA, as attached to the minutes of your Committee's meeting, authorizing $48 million in ARRA borrowing for MPS maintenance and remodeling projects.

5. On November 12, 2009, the City advised MPS of various borrowing strategies and introduced a strategy whereby bonds would be sold at a discount, resulting in an estimated savings of $4 million in interest costs. The strategy would require the Common Council to adopt a QSCB issuance not to exceed $57 million and to revise the IGA accordingly.

Administration's Analysis

6. The City of Milwaukee authorized $48 million of QSCB borrowing rather than the $53.1 million requested by the district. In addition, the City added an additional project, the Longfellow/Journey House project, at a cost of $2.6 million. Due to these changes, MPS was required to eliminate projects with a total cost of $7.7 million that were originally identified for QSCB funding. Eliminated projects are shown on Exhibit 1 of the IGA (see attachment to the minutes of your Committee's meeting) as contingency projects to be funded with unused QCSB funds or property tax levy.

7. The Board, at its meeting on October 20, 2009, adopted a $6 million increase in the Construction Fund levy. The levy increase will enable MPS to fund a portion of the projects previously identified for ARRA funding.

8. The Administration has negotiated and is in agreement with the terms of the IGA. The terms of the IGA are primarily consistent with past agreements and require that MPS:

a. reimburse the City annually for all debt-service costs;

b. reimburse the City for debt-issuance costs;

c. reduce the Construction Fund levy by the amount of the QSCB annual debt-service reimbursement; and

d. provide the City, consistent with state statutes, the ability to place any debt-service reimbursement shortfall directly on the MPS levy, should the Board fail to include in its budget the full amount of the reimbursement to the City.

9. Based on QSCB sales experience, it is estimated that MPS may need to issue the QSCB at a supplemental coupon rate of 1.10% to 1.25%. At a 1% supplemental coupon rate, the interest expense to MPS over the life of the bonds would cost an additional $8.2 million.

10. Under a discount-approach methodology, MPS could issue QSCB with an estimated maturity value of up to $57.0 million. The bonds would mature, with full payment being due, in December 2026. Annually MPS would deposit funds to a sinking fund which would be used to fund the bonds at their maturity. Assuming a return of 3% on the sinking fund's deposits, the net cost to MPS would be approximately $4 million less than borrowing the $48 million and having to pay a supplemental interest cost.

Strategic Plan Compatibility Statement

11. 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: Schools are welcoming, well-maintained, and accessible for students, families, staff, and the community.

WTAM applicable measurable objectives: 100% of MPS schools will receive a condition rating of good or better (6-10) on the Building Condition Report.

Statute, Administrative Policy or Board Rules Statement

12. This item is consistent with Administrative Policy 3.00, Fiscal Management.

Fiscal Impact Statement

13. The ARRA QSCB will allow the Board to borrow funds to fund construction projects with little or no interest cost to the district. Repayment of principal will occur over the next 15-17 years. The term of the payback will be based on the Internal Revenue Service's rules in effect at the date of issuance.

Implementation and Assessment Plan

14. Upon approval by the Board, the Board's President and the Superintendent will execute the agreement.

Committee's Recommendation

Your Committee recommends that the Board approve the intergovernmental cooperation agreement, as provided in the attachments to the minutes of your Committee's meeting, with the City of Milwaukee for the issuance of Qualified School Construction Bonds in the range of $48,000,000 to $57,000,000. The exact amount of the borrowing will be contingent upon the amount of bonds approved by the Common Council.

Vice President Blewett in the Chair.

Director Bonds moved to approve the recommendation and direct the administration to review the projects and report back to the Board in December 2009 a proposal to fund the Wheatley project.

President Bonds in the Chair.

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 a Contract with Versi-Fit Technologies to Provide Data Marts for the MPS Integrated Resource Information System (IRIS)

Background

1. During its budget deliberations for FY10, the Milwaukee Board of School Directors approved the Administration's plan to implement the Integrated Resource Information System (IRIS). This system, which is designed to support performance management, is an expansion of the district's existing and robust student data warehouse. When completed, IRIS will contain data such as finance/budget, after-school program participation, staff, professional development and survey measures of instructional practices and school climate. It will also have both teacher and community dashboards to complement the existing school and district leader dashboards to promote data-informed decision-making throughout the entire system.

Administration's Analysis

2. The Administration issued RFP 659 — Integrated Resource Information System Data Marts — on October 5, 2009. Specific requirements for the RFP included the following: commercial, off-the-shelf

(COTS) software with customization capabilities; product maintenance, including software upgrades; and data marts designed to meet the information needs of the IRIS project. (Data marts are tables of data all designed to link together, generally around a specific topic.)

3. Versi-Fit Technologies, with more than 10 years of K-12 data warehousing experience, was the sole respondent to the RFP. The response to the RFP was reviewed by a cross-functional IRIS planning team. The Administration recommends contracting with Versi-Fit for implementation of the IRIS data marts.

Strategic Plan Compatibility Statement

4. The resolution 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.

Measurable objective: 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 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

6. This item authorizes expenditures not to exceed $300,000. The contract period is for one year, with the option to extend for one additional year. The first year's (FY10) cost not to exceed is $300,000, with the total amount over the maximum two-year period not to exceed $390,960. Funds are available in SYS0SD30RH-ECTS (Title I ARRA — Data-Driven Decision-Making, Contract Services).

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with Versi-Fit to build and implement data marts to support IRIS. The first-year (FY10) cost not to exceed is $300,000, with the total amount over the maximum two-year period not to exceed $390,960. Funds are available in SYS0SD30RH-ECTS (Title I ARRA — Data-Driven Decision-Making, Contract Services).

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

* * * * *

(Item 8) Action on a Contract with TraceRoute to Provide Strategic Planning and Technical Assistance as Part of the Integrated Resource Information System (IRIS)

Background

1. During its budget deliberations for FY10, the Milwaukee Board of School Directors approved the Administration's plan to implement the Integrated Resource Information System (IRIS). This system is designed to support performance-management and is an expansion of the district's existing and robust student-data warehouse. When completed, IRIS will contain data such as finance/budget, after-school program participation, staff, professional development, and survey measures of instructional practices and school climate. It will also have both teacher and community dashboards to complement the existing school and district leader dashboards to promote data-informed decision making throughout the entire system.

Administration's Analysis

2. The Administration issued Request for Proposal #657 for strategic planning and technical assistance as part of the Integrated Resource Information System (IRIS). TraceRoute was the successful vendor. The Administration is seeking authorization to enter into a contract with TraceRoute.

3. TraceRoute was determined by an evaluation team to be the more responsive of two proposing firms, based on a combination of cost and technical factors. The contract is for one year, with the option to renew for one additional year. The cost would not exceed $100,000 per year, or a total of $200,000.

Budget Code: TSV0SD30OF-ECTS (ARRA — Contracted Services)
Budget Amount $100,000
HUB % Requirement 15%
HUB % Commitment 100%
Total HUB $ $200,000
Student Career Education Requirement ..... 10 Hours

PRIME Contractor Information
Certified HUB Vendor? ..... Yes
PRIME Price Quote ..... NTE $200,000
Total # of Employees 1
Total # of Minorities 1
Total #of Women 0

HUB Participation
Required 15%
Proposed 100%
Value $0

Student Engagement Commitment
Paid Student Employment Hours ..... NA
Student Education Hours 10

Strategic Plan Compatibility Statement

4. The 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.

Measurable objective: 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 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

6. The cost of this contract is $100,000 per year. The contract period is for one year, with the option to extend for one additional year. The first-year (FY10) cost not to exceed is $100,000, with the total amount over the maximum two-year period not to exceed $200,000. Funds are available in TSV0SD30OF-ECTS (Title I ARRA — Data-Driven Decision Making, Contract Services).

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with TraceRoute to provide strategic planning and technical assistance as part of the Integrated Resource Information System (IRIS). The contract period is for one year, with the option to extend for one additional year. The first-year (FY10) cost not to exceed is $100,000, with the total amount over the maximum two-year period not to exceed $200,000. Funds are available in TSV0SD30OF-ECTS (Title I ARRA — Data-Driven Decision-Making, Contract Services).

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 0910R-019 by Directors Miller and Blewett Regarding the Development, Relief, and Education for Alien Minors (DREAM) Act (Senate Bill 729)

Background

At its meeting on August 27, 2009, the Board referred Resolution 0910R-019 by Directors Miller and Blewett to the Committee on Legislation, Rules and Policies:

WHEREAS, The Milwaukee Public Schools currently has approximately 2,025 students of immigrant status; and

WHEREAS, A core belief of MPS is that children come first; and

WHEREAS, Despite coming to the United States as immigrants, many children with non-permanent-citizen status graduate from high school, have never had a criminal past, and want to be productive citizens; and

WHEREAS, The ability of this group of students ability to go to college or enlist in the U.S. military is hampered by their immigrant status; and

WHEREAS, Thousands of children currently caught up in the immigration system by circumstance deserve an opportunity to contribute their full potential to our community and to the nation as a whole; and

WHEREAS, Using education as a pathway for citizenship promotes a sensible, pragmatic, and equitable solution to the divisive issue of immigration; and

WHEREAS, The MPS *Working Together, Achieving More* Strategic Plan includes a goal that students will graduate prepared for higher education, careers, and citizenship; and

WHEREAS, The Development, Relief, and Education for Alien Minors (DREAM) Act (Senate Bill 729) would allow immigrant students who have grown up in the U.S., who have graduated from high school, and who have no criminal record the opportunity to apply for temporary legal status with the goal of becoming permanent citizens; and

WHEREAS, The DREAM Act would allow these students to dramatically increase their average future earnings, contribute more to the tax base, and serve our country, while at the same time lowering criminal justice and social service costs; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors supports the Development, Relief, and Education for Alien Minors (DREAM) Act (S. 729); and be it

FURTHER RESOLVED, That the Board urges the timely passage of this bipartisan legislation by the United States Congress.

Analysis

1. Every year, long-term residents of the United States and successful graduates of Milwaukee Public Schools are hampered or denied in their efforts to attend institutions of higher education because of their illegal immigrant or "alien" status. The Development, Relief, and Education for Alien Minors (DREAM) Act (Senate Bill 729) provides a path toward permanent citizenship for these students and affords them the opportunity to apply for temporary legal status. The bill would also allow students to claim state residency, where eligible, and apply for federal education aid.

2. The DREAM Act would allow immigrant students who have grown up in the U.S., who have graduated from high school, and who have no criminal record the opportunity to apply for temporary legal status with the goal of becoming permanent citizens.

3. The DREAM Act is a bill to amend the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 to permit States to determine State residency for higher education purposes and to authorize the cancellation of removal and adjustment of status of certain alien students who are long-term United States residents and who entered the United States as children, and for other purposes. (Congressional Research Service)

4. The DREAM Act of 2009 amends the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 to repeal the denial of an unlawful alien's eligibility for higher-education benefits based on state residence unless a U.S. national is similarly eligible without regard to such state residence. (Congressional Research Service)

5. The Act authorizes the Secretary of Homeland Security to cancel the removal of, and adjust to conditional permanent resident status, an alien who:

a. entered the United States before his or her 16th birthday and has been present in the United States for at least five years immediately preceding enactment of this Act;

b. is a person of good moral character;

c. is not inadmissible or deportable under specified grounds of the Immigration and Nationality Act;

d. at the time of application, has been admitted to an institution of higher education or has earned a high-school or equivalent diploma;

e. from the age of 16 and older, has never been under a final order of exclusion, deportation, or removal; and

f. was under age 35 on the date of this Act's enactment. (Congressional Research Service)

6. The Act sets forth the conditions for conditional permanent resident status, including: (1) termination of status for violation of this Act; and (2) removal of conditional status to permanent status. (Congressional Research Service)

7. The Act authorizes an alien who has satisfied the appropriate requirements prior to enactment of this Act to petition the Secretary for conditional permanent resident status and provides for:

a. exclusive jurisdiction;

b. penalties for false application statements;

c. confidentiality;

d. fee prohibitions;

e. higher-education assistance; and

f. a Government Accountability Office (GAO) report respecting the number of aliens adjusted under this Act. (Congressional Research Service)

Strategic Plan Compatibility Statement

8. 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

9. This item aligns to Board Governance Policy 1.01(2), Mission, which states that 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

10. There is no fiscal impact related to this item.

Implementation and Assessment Plan

11. Upon approval of this item, the MPS Office of Intergovernmental Relations will communicate the district's support for S. 729 and will work with federal-level representatives in advocating for timely passage of the legislation

Committee's Recommendation

Your Committee recommends approval of the resolution.

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

* * * * *

(Item 2) Action on Resolution 0910R-020 by Director Bonds to Create a Standing Committee on Accountability and Audit

Background

At its meeting on September 24, 2009, the Board referred Resolution 0910R-020 by Director Bonds to the Committee on Legislation, Rules and Policies:

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.

Analysis

1. As noted in Resolution 0910R-020, until May of 1999, the Milwaukee Board of School Directors had, as one of its standing committees, the Committee on Accountability/Audit, whose charge was as follows:

> The Committee on Accountability/Audit 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 principal and teacher evaluation process; the district report card; monitoring of reform initiatives; compliance with executive limitations; monitoring of decentralization; modification of technology; and policy and development in the area of its focus. The Committee shall have oversight responsibility relative to the annual audit plan and monitoring of organizational performance for all departments, functions, initiative, and schools, and for 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 the internal control, compliance, economical efficiency, and program effectiveness recommendations so that the Board can assure the public that all operations and programs funded with public resources are operating effectively, efficiently, and economically.

2. At its meeting on May 26, 1999, as part of its action on Resolution 9900R-010 by Director Bruce Thompson, the Board directed the Office of Board Governance to prepare an amendment to Board Rules to dissolve the Committee on Accountability/Audit and to transfer its functions to the Committee on Innovation/School Reform and the Committee on Finance/Personnel.

3. At its meeting on September 29, 1999, as follow-up to its previous action, the Board approved the reassignment of the functions of the former Committee on Accountability/Audit as follows:

a. To the Committee on Innovation/School Reform:

— the monitoring of and assessment of the District's progress in meeting the Board's goals and standards;

— oversight of the District's Accountability Plan/Report Card;

— the monitoring of reform initiatives;

— the monitoring of organizational performance of departments, functions, initiatives, and schools; and

— review of school audits

b. To the Committee on Finance/Personnel:

— review of the principal and teacher evaluation process

— review of compliance with executive limitations

— review of modification of technology

— oversight of all district audit activities

— review of reports from the Office of Board Governance and internal and external audits

c. To the Committee on Strategic Planning and Budget:

— Oversight of the Annual Audit Plan.

(Some of the items above may have been reassigned as the result of later Board action.)

4. Currently, the Board has six standing committees:

- Committee on Finance/Personnel (FP)
- Committee on Innovation/School Reform (ISR)
- Committee on Legislation, Rules and Policies (LRP)
- Committee on Safety and Climate (SC)
- Committee on Special Education (Spec Ed)
- Committee on Strategic Planning and Budget (SPB)

5. Of these committees, FP, ISR, and Spec Ed normally meet monthly (except in July, when the Board rules allow all items that would normally go through committee to come straight to the Board as regular items of business at the Board's regular July meeting.) The remaining committees (LRP, SC, and SPB) meet at the call of their respective chairs.

6. Each of the committees, except the Committee on Strategic Planning and Budget, is composed of five members of the Board. All nine members of Board serve on the Committee on Strategic Planning and Budget. Currently, the committee assignments of the Board break down as follows:

Board Member	No of Committees	Committees
Bonds	4	FP, LRP, SC, SPB
Blewett	4	FP, LRP,Spec Ed, SPB
Falk	4	ISR, LRP, SC, SPB
Miller	4	FP, ISR, Spec Ed, SPB
Petersons	4	ISR, Spec Ed, SC, SPB
Spence	3	SC, Spec Ed, SPB
Thompson	3	ISR, LRP, SPB
Voeltner	4	FP, ISR, SC, SPB
Woodward	4	FP, LRP, SE, SPB

7. From January 2008 through October 2009 (22 months), there have been 90 meetings of the Board's committees, for a total of 188.66 hours. That is an average of four committee meetings per month, lasting an average of two hours per meeting.

Committee Meetings (January 2008-October 2009)			
Committee	No. of Meetings	Total Hours	Average Length of Meeting (Hours)
F/P	22	57.11	2.60
ISR	22	54.19	2.46
LRP	10	10.06	1.01
SPB	20	53.17	2.66
SC	3	2.02	0.67
Spec Ed	13	12.12	0.93
Total	90	188.66	

8. In addition to the number of committee meetings conducted during that period, the Board also conducted 22 regular monthly meetings, for a total of 74.18 hours (or an average of 3.37 hours per meeting), and 50 special meetings, for a total of 43.37 hours (or average of 0.87 hour [52 minutes] per meeting). The average number of Board meetings, both regular and special, combined was three per month, with an average length of 4.24 hours.

9. The total number of Board and committee meetings during the period of January 2008 through October 2009 was 162, for a total of 262.84 hours (or an average of seven meetings and 12 hours a month).

Strategic Plan Compatibility Statement

10. Adoption of Resolution 0910R-020 would be consistent with the following goals of the Milwaukee Public Schools' Strategic Plan:

> Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility
>
> Goal 6, that the district be accountable for measurable results
>
> Goal 7, That the district's Central Services departments support student learning.

Statute, Administrative Policy or Board Rule Statement

11. Should the Board vote to adopt Resolution 0910R-020, it will have to determine the specific charge (i.e., functions, powers, and duties) of the newly created Committee on Accountability/Audit and will have to adopt a new Board rule, under Article II, Committees, codifying that charge.

12. If the Committee on Audit/Accountability assumes any of the functions, powers, or duties currently held by already existing committees, the Board rules containing the charges of those committees will have to be revised to reflect those changes.

13. Adoption of Resolution 0910R-020 will also require revisions to Board Rule 2.01, Standing, Special, and Functional Committees, to reflect the creation of the new committee.

14. 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…

If the Board should wish to take immediate action on this item, Board Rule 1.11 would have to be waived.

Fiscal Impact Statement

15. Adoption of Resolution 0910R-020 will have no direct fiscal impact.

Implementation And Assessment Plan

16. Should the Board adopt Resolution 0910R-020, the Office of Board Governance will review relevant Board Rules and will bring back to the Board for its approval recommendations for any revisions necessary to reflect the creation of the Committee on Accountability/Audit.

Committee's Recommendation

Your Committee reports having combined consideration of Item 2, Action on Resolution 0910R-020 by Director Bonds to Create a Standing Committee on Accountability and Audit, and Item 3, Action on Resolution 0910R-021 by Director Spence to Reduce the Number of Standing Committees of the Board, of this agenda. In regard to these two resolutions, your Committee recommends that the Board:

1. 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, in order to retain six committees of the Board;
2. direct that the Committee on Accountability/Finance and Personnel consider all audits;
3. direct that the Committee on Accountability/Finance and Personnel meet on a regular monthly basis;
4. authorize the Office of Board Governance to review and make the necessary revisions to all related Board rules; and
5. direct the Office of Board Governance to research the structure and committee structure of other similarly-sized school districts and report back to the Board through this Committee (Legislation, Rules and Policies) no later than January 2010.

Considered with Item 3 below.

* * * * *

(Item 3) Action on Resolution 0910R-021 by Director Spence to Reduce the Number of Standing Committees of the Board

Background

At its meeting on September 24, 2009, the Board referred 0910R-021 by Director Spence to the Committee on Legislation, Rules and Policies:

WHEREAS, Board Rule 2.01(1) states that there shall be five regular standing committees of the Board; and

WHEREAS, The current process is for a resolution to be

1) introduced to the Board at a regular monthly meeting,
2) referred to Committee,
3) assigned to staff for research and analysis
4) discussed at one of the Board's committee; and

WHEREAS, Depending upon the nature of some items, it is possible that more than one committee must consider the same item, thereby creating a delay in scheduling and in the Board's having the opportunity to make a decision relative to the resolution; and

WHEREAS, At the end of each Board year, there are numerous items that are carried over into the next Board year because they have not been scheduled and the Board has not had the opportunity to consider the item; and

WHEREAS, Members of the public are expressing an increasing desire to see more efficiency in the way in which publicly funded entities are run; and

WHEREAS, Streamlining the resolution process would both provide an avenue to more quickly dispose of items introduced through the resolution process and increase staff efficiency by allowing more time in between meetings to prepare agenda items and to conduct research; and

WHEREAS, All of the items that come to the Board for consideration can be categorized as either operational or educational; and

WHEREAS, Fewer Board committees would allow Board members more time to review and familiarize themselves with the material to be discussed, leading to improved decision making and more productive discussions at Board meetings; and

WHEREAS, The position of a Board member is part-time, and many Board members must conduct the duties of this office in addition to the obligations of a full-time job and family demands; and

WHEREAS, The possibility of numerous night meetings every month is often a deterrent to getting qualified citizens to run for and hold the position of school board director; now, therefore, be it

RESOLVED, The Board operate with two standing committees, an Educational Committee and an Operational Committee, with all Board items to be brought before and scheduled at one of the two committees, based upon the nature of the items; and be it

FURTHER RESOLVED, That Board Rule 2.01(1) be amended to read, "There shall be two regular standing committees of the Board: The Committee on Operations and the Committee on Education shall have five members each and will each meet once per Board cycle. Special committees consisting of Board members and/or other persons may be appointed by the Board President from time to time"; and be it

FURTHER RESOLVED, That this amendment become effective on January 1, 2010.

Analysis

1. Currently, the Board has six standing committees:

- Committee on Finance/Personnel (FP)
- Committee on Innovation/School Reform (ISR)
- Committee on Legislation, Rules and Policies (LRP)
- Committee on Safety and Climate (SC)
- Committee on Special Education (Spec Ed)
- Committee on Strategic Planning and Budget (SPB)

2. Of these committees, FP, ISR, and Spec Ed normally meet monthly (except in July, when the Board rules allow all items that would normally go through committee to come straight to the Board as regular items of business at the Board's regular July meeting.) The remaining committees (LRP, SC, and SPB) meet at the call of their respective chairs.

3. Each of the committees, except the Committee on Strategic Planning and Budget, is composed of five members of the Board. All nine Board members serve on the Committee on Strategic Planning and Budget. Currently, the committee assignments of the Board break down as follows:

Board Member	No of Committees	Committees
Bonds	4	FP, LRP, SC, SPB
Blewett	4	FP, LRP,Spec Ed, SPB
Falk	4	ISR, LRP, SC, SPB
Miller	4	FP, ISR, Spec Ed, SPB
Petersons	4	ISR, Spec Ed, SC, SPB
Spence	3	SC, Spec Ed, SPB
Thompson	3	ISR, LRP, SPB
Voeltner	4	FP, ISR, SC, SPB
Woodward	4	FP, LRP, SE, SPB

4. From January 2008 through October 2009 (22 months), there have been 90 meetings of the Board's committees, for a total of 188.66 hours. That is an average of four committee meetings per month, lasting an average of approximately two hours per meeting.

Committee Meetings (January 2008-October 2009)			
Committee	No. of Meetings	Total Hours	Average Length of Meeting (Hours)
F/P	22	57.11	2.60
ISR	22	54.19	2.46
LRP	10	10.06	1.01
SPB	20	53.17	2.66
SC	3	2.02	0.67
Spec Ed	13	12.12	0.93
Total	90	188.66	

5. In addition to the number of committee meetings conducted during that period, the Board also conducted 22 regular monthly meetings, for a total of 74.18 hours (or an average of 3.37 hours per meeting), and 50 special meetings, for a total of 43.37 hours (or average of 0.87 hour [52 minutes] per meeting). The average number of Board meetings, both regular and special, combined was three per month, with an average length of 4.24 hours.

6. The total number of Board and committee meetings during the period of January 2008 through October 2009 was 162, for a total of 262.84 hours (or an average of seven meetings and an average of 12 hours a month).

Strategic Plan Compatibility Statement

7. Adoption of Resolution 0910R-021 would be consistent with the following goals of the Milwaukee Public Schools' Strategic Plan:

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

Goal 6 — The district is accountable for measurable results

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

Statute, Administrative Policy or Board Rule Statement

8. Should the Board vote to adopt Resolution 0910R-021, it will have to determine the specific charge (i.e., functions, powers, and duties) of each of the newly created committees and create the appropriate Board rules, under Article II, Committees, to codify those charges.

7. Should the Board vote to adopt Resolution 0910R-021, Board Rule 2.01(1) should be amended as follow:

> There shall be ~~five~~ two regular standing committees of the Board. The ~~Committees on Special Education, Innovation/School Reform, Legislation, Rules and Policies, and on Finance/Personnel~~ the Committee on Operations and the Committee on Education shall have five members each and will each meet once per Board cycle. ~~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.

8. Should the Board vote to adopt Resolution 0910R-021, the Board would have to repeal the following Board Rules:

- Board Rule 2.05, Committee on Special Education — Powers and Duties
- Board Rule 2.06, Committee on Finance/Personnel — Powers and Duties
- Board Rule 2.07, Committee on Strategic Planning and Budget — Powers and Duties
- Board Rule 2.08, Committee on Legislation, Rules and Policies — Powers and Duties
- Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties
- Board Rule 2.12, Committee on Safety And Climate — Powers and Duties

9. Should the Board vote to adopt Resolution 0910R-021, Board Rule 2.02, Committee Meetings, would have to be amended as follows:

> (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, the Committee on Innovation/School Reform, and the Committee on Finance/Personnel shall meet monthly, except in July.~~
>
> ~~(3) The Committee on Strategic Planning and Budget and the Committee on Legislation, Rules and Policies shall meet at the call of the chair.~~
>
> (2) The Committee on Operations and the Committee on Education shall each meet once per Board cycle.
>
> ~~(4)~~ (3) 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.

10. 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…

If the Board should wish to take immediate action on this item, Board Rule 1.11 would have to be waived.

Fiscal Impact Statement

11. Adoption of Resolution 0910R-021 will have no direct fiscal impact.

Implementation And Assessment Plan

16. Should the Board adopt Resolution 0910R-021, the Office of Board Governance will review relevant Board Rules or administrative policies and procedures and will bring back to the Board for its approval recommendations for any additional revisions necessary to reflect the Board's action.

Committee's Recommendation

Your Committee reports having combined consideration of Item 2, Action on Resolution 0910R-020 by Director Bonds to Create a Standing Committee on Accountability and Audit, and Item 3, Action on Resolution 0910R-021 by Director Spence to Reduce the Number of Standing Committees of the Board, of this agenda. In regard to these two resolutions, your Committee recommends that the Board:

1. 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, in order to retain six committees of the Board;
2. direct that the Committee on Accountability/Finance and Personnel consider all audits;
3. direct that the Committee on Accountability/Finance and Personnel meet on a regular monthly basis;
4. authorize the Office of Board Governance to review and make the necessary revisions to all related Board rules; and
5. direct the Office of Board Governance to research the structure and committee structure of other similarly-sized school districts and report back to the Board through this Committee (Legislation, Rules and Policies) no later than January 2010.

Vice President Blewett in the Chair.

The Board considered Items 2 and 3 together.

Director Bonds moved to approve the Committee's recommendation with the following changes:

> The Committee on Safety and Climate functions be folded into the Innovation and School Reform Committee.
>
> The name of the Special Education Committee be changed to the Parent and Community Engagement Committee, which should address all of the current Special Education functions, Title I, Recreation, Parental Involvement, CLCs, community partnerships, and all other parental and community public hearing.

The number of Board committees be reduced from six to five.

The Board President will make the necessary changes to appoint the chairs relative to the reduction in the committee assignments.

To allow the changes to Board Committee assignments to become effective immediately upon Board approval.

And that the Board instruct the Office of Board Governance to update all related policies and procedures necessary to reflect the changes outlined in this resolution.

And that in order to act upon immediately upon this motion, the Board waive Board Rule 1.11, Amendments to the Rules, which states that 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. And 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 Board members of the Board shall be necessary for the adoption, amendment, or repeal of rules.

And replace all slashes in committee names with commas.

A two-thirds majority being required due the portion of the motion dealing with supension of Board Rule 1.11, the motion failed of adoption, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Woodward and Vice President Blewett—5.

Noes—Directors Petersons, Spence, Thompson and Voeltner—4.

Director Bonds moved to send both resolutions back to the Committee on Legislation and Rules for further consideration in December 2009.

The motion to refer 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 a Request to Revise Administrative Policy 3.05 to Require the Board's Approval to Carry over Year-End School Surpluses

Background

1. Under existing Administrative Policy 3.05, Fund Carryover, schools are allowed to carry over year-end budgetary surpluses to a subsequent fiscal year without the Board's approval. The City Attorney has opined that surpluses carried over from a prior year must be approved by the Board in the current fiscal year's budget. As a result, the Administration recommends the Board revise Administrative Policy 3.05 to take into account the City Attorney's opinion.

Administration's Analysis

2. Current Administrative Policy 3.05(4)(c) reads:

> School Surpluses. Schools and alternative schools may be allowed to automatically carry over a maximum of 1.5% of the total revised school budget each year, up to a total accumulated carryover of 3%, without written justification or Board approval. Amounts carried over can be applied only to non-position salary accounts. Requested carryover amounts in excess of the maximum may be allowed with Board approval.

3. Proposed Administrative Policy 3.05(4)(c) with revisions would read:

> School Surpluses. Schools and alternative schools, with the Board's approval, may be allowed to ~~automatically~~ carry over, for subsequent year expenditure, a maximum of 1.5% of the total revised school budget each year, up to a total accumulated carryover of 3%, without written justification~~. or Board approval.~~ Amounts carried over can be applied only to non-position salary accounts. Requested carryover amounts in excess of the maximum may be allowed with the Board's approval.

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

Statute, Administrative Policy or Board Rule Statement

5. This item authorizes amendment to Administrative Policy 3.05, Fund Carryover.

Fiscal Impact Statement

6. The item does not authorize expenditures.

Implementation and Assessment Plan

7. Following the Board's approval of the Administration's recommendation, Administrative Policy 3.05 will be revised to include recommended changes.

Committee's Recommendation

Your Committee recommends that Administrative Policy 3.05(4)(c), Fund Carryover, be revised to read as follows:

School Surpluses. Schools and alternative schools, with the Board's approval, may be allowed to ~~automatically~~ carry over, for subsequent-year expenditure, a maximum of 1.5% of the total revised school budget each year, up to a total accumulated carryover of 3%, without written justification~~. or Board approval.~~ Amounts carried over can be applied only to non-position salary accounts. Requested carryover amounts in excess of the maximum may be allowed with the Board's approval.

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 Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on November 5. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

2. Management meetings were held on November 6, 13, 18, and 27. The meetings focused on program updates and changes and Policy Council Meeting planning.

3. The MPS Head Start Walker's Point Health Check and Dental Day was held on November 7. In addition to physical and dental exams, children were able to obtain immunizations and blood tests for lead poisoning and anemia. All services were provided free through volunteerism by community healthcare providers.

4. The Head Start Coordinator participated in an Early Childhood staff meeting on November 9. This meeting focused on updates and planning for Early Childhood programs.

5. The Head Start Coordinator participated in a Core Health Services meeting held on November 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. ERSEA/FPA meetings were held on November 11 and 25. The meetings focused on home visits, health documents, enrollment, and attendance.

7. Health Team meetings were held on November 11 and 25. The meetings focused on screenings at the school sites, mental health, disabilities, and educational programming.

8. Head Start parents participated in the Milwaukee Public Health Department's "Healthy Family Meals Campaign," a series of nutrition-education workshops provided for interested parents and caregivers on November 12 and 17. The workshops focused on healthful shopping on a budget, making nutritious meals, and parents as role models, reinforcing the Head Start Program's emphasis on family-style dining in the classroom.

9. Head Start teachers participated in after-school collaboration trainings with Head Start, High Scope, and SDC Head Start on November 16 and 18. The training focused on effective and engaging learning environments.

10. The Head Start Policy Council meeting was held on November 14 at the Milwaukee Center for Independence. Mable Jones from The Jones Connection facilitated program-governance training for newly elected Policy Council representatives.

11. The Family Partnership Associates attended Parent Plus training on November 17 and 18. The training sessions focused on home visitation and building positive relationships with families.

12. The Head Start Coordinator participated in a meeting of the Department of Educational Services Project Teams on November 20. The meeting was held to formally introduce the Department of Educational Services Project Teams and to provide information and updates.

13. The Family Partnership Associates conducted home visits during the month of November. The home visits focused on education.

14. The next Policy Council Meeting will be held on Saturday, December 12, 2009, at Central Services in room 206/208 at 12:00 noon.

Services Provided

15. Site-monitoring visits were conducted at MSLS, Sherman, and Westside Academy.

16. Health screenings were conducted at Auer, Congress, Dover, Fletcher, Forest Home, Gwen T. Jackson, Kagel, Keefe, Mitchell, Sherman, Thurston Woods, and Westside Academy.

Enrollment

17. There were 1,006 students enrolled in the Milwaukee Public Schools Head Start Program as of November 2 for the 2009-2010 school year.

* * * * *

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

Submitted by Director Bonds

1. Work groups and their subgroups have continued to meet and proceed with their work, and MPA Co-Executive Directors have been meeting with them.

a. Teacher & Principal Quality Work Group Update:

A draft *Placement of Student Teachers Handbook* has been created and has been reviewed by the work group at its November meeting. The next draft will be presented to the MPA Implementation Team at its December meeting.

b. Comprehensive Literacy Work Group Update:

(1) Small-group teams met regarding determination of subgroup contact persons, goals, and timelines. Contact persons are Sharonda Robinson, MPS Literacy Curriculum Specialist, for the Balanced/Developmental Literacy Subgroup and Bernadette Halloran, MPS Literacy Specialist, for the Content Area Literacy Subgroup.

(a) The Balanced/Developmental Literacy Subgroup will be addressing background knowledge of balanced literacy, proper license, and using skills in content. Discussion was held about the various tiers (MPS vs. RtI) and a model for an Improving Teacher Quality grant. Review of course syllabi is in progress. A list of considerations/questions for course development has been brainstormed, and feedback is being gathered from members of all of the literacy groups.

(b) The Content Area Literacy Subgroup will be addressing understanding content-area connections, learning to read and write, and adolescent

literacy. The group has set timeline activities for November, December, and January and is moving forward with its work on IHE coursework for a 316 reading license, which is more common among the universities. November activities include collecting and aligning syllabi and deciding on essential elements.

(c) A set of essential questions and norms related to professional development courses for literacy coaches and teachers, as well as IHE courses leading to the reading license, have been developed for use in both subgroups.

(2) The general focus of the full Comprehensive Literacy Work Group will be on universal support for teachers. Discussion has taken place concerning modules, online modules, differentiation, and support relative to creation of the professional development model for comprehensive literacy.

(3) Announcement of the Wisconsin Improving Teacher Quality Program grant awards will be made in January. Collaboration on our proposal among IHEs has been deep and very collaborative. UWM, Stritch, Carroll, Marquette, and Alverno are included in the grant request.

(4) Session outlines for the National Writing Project Grant project have been completed. Planning and work on details will continue for two Saturday academies, with a format of classroom application and then practice. Several presenters have already been secured.

c. Family Literacy & Tutoring Work Group Update:

(1) The Family Literacy & Tutoring Coordinator attended the October District Advisory Council meeting and the overview of the Corrective Action Plan on Attendance.

(2) The parental involvement section of the MPS Strategic Plan and the Parental Involvement Functional Plan were reviewed to ensure alignment of work-group initiatives with district goals.

d. Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership Update:

(1) November Math Teacher Leader meetings will feature the External Evaluator/Researcher for the MMP, Dr. Carl Hanssen, presenting on how things are going with mathematics. District curriculum generalists, principals, and other administrators have also been invited to attend.

(2) A three-year professional development program called the “Math Alliance Project” is scheduled to begin in Spring 2010. Long-term outcomes are to improve the mathematics performance and proficiency of students in grades 4-9, particularly students with special needs and struggling learners, and to support a school culture for collaboration of general and special education teachers on improving math learning for all students.

(a) Specific goals are to:

- strengthen the mathematics content knowledge of general and special education teachers;
- enhance mathematics instructional and assessment practices, focusing on appropriate accommodations and modifications for students with special education needs; and

- increase collaboration on math instruction between general and special education teachers.

(b) Participants will take a series of seven courses through the UWM Departments of Mathematical Sciences, Exceptional Education, and Curriculum and Instruction. Courses will be co-taught by UWM faculty and experienced classroom teachers. Participants are also expected to grow in collaborative leadership for their schools throughout the project.

(c) The application process is underway. The program will waive tuition and provide books and materials for participants. The "Math Alliance" is a collaborative effort of MPS and UWM and is an initiative of the Milwaukee Mathematics Partnership. Funding for the project is provided by the Wisconsin Department of Public Instruction through the Elementary and Secondary Education Act (ESEA), Title II, Part B, Mathematics and Science Partnership Program.

(3) A number of free courses and workshops sponsored by the MMP in collaboration with MPS and UWM for MPS teachers and administrators are being offered during the school year and have begun. Currently, these include Teacher Leadership in Mathematics, Teacher Narratives as Reflective Practice in Mathematics, Geometry Labs, Algebra Labs, Advanced Algebra Workshops, and the Grades 7-9 Mathematics Labs Pilot.

(4) For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the October 2009 issue of *The MMP Messenger*.

2. NEA Foundation Grant Update:

a. Presentation was made on October 29 about "Closing the Achievement Gaps: What Works?" at the WEAC Conference held in Milwaukee. Presenters included Christine Anderson, Principal Investigator for the NEA Foundation Grant to Close the Achievement Gaps in MPS; Linda Post, Associate Professor — Curriculum & Instruction at UWM; Melinda Gladney, Curriculum Generalist at Metcalfe School; and Susan Mildren, Action Research Mentor Fellow.

b. The Year 5 Report of the NEA Foundation Grant to Close the Achievement Gaps in Milwaukee Public Schools was completed and submitted to the NEA Foundation.

c. Eight of the NEA Focus Schools are no longer identified as schools in need of improvement (SIFI). They are Bryant, Gaenslen, Green Bay, Kagel, Madison, McNair, Northwest, and Wedgewood.

d. Two teachers from each NEA Focus School will be trained for the National Writing Project as trainers. The NEA Foundation grant is paying for their participation.

e. The Milwaukee Grant Team's concept-application time at the NEA Foundation Site Convening centered on support for public education. The NEA Foundation has offered help and support from national experts to create a framework for PR, marketing, and communications. Meetings are continuing, with the inclusion of communications personnel from MPS and the MTEA. Mission and vision statements have been developed:

(1) Mission Statement — "Our mission is to develop and use a variety of communication systems that effectively inform, influence, and impact community opinions, and foster the public engagement and will to support Milwaukee Public Schools."

(2) Vision Statement — "Milwaukee Public Schools will achieve a first-rate reputation for effectively educating urban students with diverse needs. The community will see MPS as a 21st Century model district with many success stories of challenges, champions, and achievements. We will develop and use a variety of communication systems that best illuminate the strength and character of those who serve and are served by the gifts and talents in the district."

f. The Principal Investigator of the grant met with the curriculum generalists and has asked them to collect good news stories to promote the work of the NEA Focus Schools to the community.

g. The NEA Foundation is sponsoring a team from Milwaukee to attend a three-day learning lab on Systemic Change for Student Success at the Harvard Graduate School of Education in December 2009.

h. The NEA Foundation Gala is scheduled to take place in Washington, DC, on February 12, 2010.

i. Saturday, April 24, 2010, has been selected for the Action Research Regional Conference. Planning has begun, and all area colleges and universities are participating.

3. The date of the next MPA Partners Meeting is TBD.

* * * * *

(Item 3) Report of the Board's Delegate to the Wisconsin Association of School Boards (WASB)

Submitted by Director Falk

Meeting of the WASB Board of Directors, September 18-19, 2009, Madison, WI

1. Dave Anderson, Executive Director of WIAA, explained the history of the WIAA and discussed some of its current issues. This includes realignment of conferences, which always raises concerns when longtime rivals are placed into new conferences. The WIAA recommends that sports teams can continue competition against longtime rivals through non-conference games.

2. WASB is looking at changing its pension and healthcare insurance for its staff. No final decisions have been made. WASB is looking to see if this organization should join the state system. This could save a lot of money, but once we are in the state system, it is hard to get out. We have to make sure we really want to join the state system.

3. The WASB Board considered sending an additional Board member to the national FRN (Federal Relations Network) conference. Nancy Thompson was selected, with Terry Falk being chosen as an alternative if Nancy can't make it.

4. Executive Director John Ashley discussed the upcoming state convention in January to be held in Milwaukee. There will be a gubernatorial debate on Wednesday afternoon after the Delegate Assembly.

5. President Victoria McCormick talked about the conference that WSPRA (Wisconsin School Public Relations Association) will have in November. WSPRA is made up of communication directors and staff members in the three education organizations — school boards, teachers' union, and administrators' association.

6. Terry Falk discussed the attempted mayoral control of MPS. Board members gave their support to the present Milwaukee Board of School Directors.

Meeting of the WASB Board of Directors, November 6, 2009. Stevens Point, WI

7. WASB Government Relations Director, Dan Rossmiller, reported on recent legislative issues. Five legislative proposals related to the state's application for federal "race to the top" funds were introduced. Four passed. WASB is concerned about possible new requirements prohibiting use of state pupil test results in teacher evaluation and employment. Directors opposed expanding the state superintendent's authority to intervene in school district curricular decisions and expressed concern about the lack of any state-wide public hearings on the proposal. Directors also reiterated their concerns about proposed mayoral takeover legislation and noted that such legislation in some other states expanded to include "smaller" districts and presented difficult political issues for mayoral candidates.

8. The Board approved submission of two resolutions to the National School Boards Association's Delegate Assembly related to federal government assistance with school districts' costs for state longitudinal data systems that track student performance and the distribution of federal stimulus funding that would respect the authority of locally elected school boards.

9. The Directors discussed the recently completed WASB Regional Meetings. (Milwaukee will have its regional meeting on December 1.)

10. The State Education Convention in Milwaukee on January 20 will feature at its general session speakers Daniel Pink, Margaret Wheatley, and Christopher Gardner.

11. On Saturday, November 7, WASB delegates considered changes to legislation and policies supported by WASB. The delegates considered additional language supporting "elected" school boards, arts education, and value-added measurements similar to those that MPS is using.

* * * * *

RESOLUTIONS

Resolution 0910R-029

by Directors Falk and Bonds

WHEREAS, There is a nationwide trend of using "zero-tolerance" polices to draft codes of conduct for schools; and

WHEREAS, Such polices often result in excessive student suspensions used as a discipline tool, and increases student absences from instruction; and

WHEREAS, Emerging research indicates that these consequences are not likely to change the inappropriate behavior of the students involved, nor do they serve to deter other students from engaging in the same behaviors; and

WHEREAS, Excessive use of suspensions may, instead, make the suspended student's academic progress more difficult and may increase the likelihood of the student's dropping out of school or experiencing other negative outcomes; and

WHEREAS, Research is also showing that suspensions do not teach students more effective ways to handle conflict but, instead, result in a loss of academic instructional time for a subgroup of students who need it most; and

WHEREAS, For some students, long-term suspensions and expulsion may violate the Free Appropriate Public Education (FAPE) guarantee for students with disabilities; and

WHEREAS, The Cincinnati Public Schools District has implemented the A2S (Alternatives to Suspension) and the A2E (Alternatives to Expulsion) programs to reduce the number of suspensions and expulsions in a way that positively impacts on the student; and

WHEREAS, The A2S and A2E programs call for intervention through curriculum-based, service-learning projects designed to enhance what is taught in the classroom, to encourage development of caring for others, and to provide preparation for the work-world; and

WHEREAS, The A2S and A2E programs keep students in a classroom environment, keep them connected to teachers and mentors by providing separate instructional facilities for disruptive students, and provide follow-up support when the students return to their regular classrooms; and

WHEREAS, The ultimate goal of the A2S and A2E programs are to teach offending students to demonstrate better skills in communication, decision making, and problem solving through specialized instruction and working with community partners; and

WHEREAS, A key facet of the A2S and A2E programs is to help students better understand the connection between their own behaviors and their positive or negative consequences; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a plan for alternatives to suspension modeled after the Cincinnati Public Schools' A2S (Alternatives to Suspension) and A2E (Alternatives to Expulsion) programs; and, be it

FURTHER RESOLVED, That this plan is to be presented to the Board no later than the February 2010 Board cycle.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-030

by Director Woodward

WHEREAS, Members of the Milwaukee Board of School Directors, as well as MPS district administrative personnel, have overwhelmingly expressed a strong desire to support International Baccalaureate (IB) education throughout the community and particularly to identify means to strengthen and grow such high-quality educational programming; and

WHEREAS, Other district elementary schools that offer specialty programming at the elementary level, such as Elm Creative Art and Golda Meir Gifted and Talented elementary schools, continue to have wait lists each year; and

WHEREAS, The district offers the IB middle-years program at Wedgewood that serves grades 6-8 and will be implementing a middle-years program at Rufus King, and

WHEREAS, Both Schools will serve as feeder schools to the various high schools that have the IB program offering; and

WHEREAS, Many parents in this city are seeking the IB option at the elementary level, which would allow more students to be prepared for the college-bound programs at higher levels within MPS; and

WHEREAS, Creating an IB elementary school would be beneficial to the district, as more children would attend MPS schools; and

WHEREAS, The IB primary years program, for kindergarten through 5th grade, is designed to:

- relate students' experiences in the United States to a larger world community;
- help students apply higher-level skills to real-world problems;
- ensure that students are proficient in a second language before middle years;
- explore themes of global significance from multiple perspectives through inquiry-based learning; and

WHEREAS, As the district strives to continue to meet the demand for high-quality educational programs at all levels, MPS is being afforded a valuable opportunity in pursuing the IB option; now, therefore, be it

RESOLVED, That the Administration develop a plan to implement an IB elementary-school program option at Hopkins Elementary School, establishing an elementary feeder to the Wedgewood or Rufus King middle-years IB Program offerings; and be it

FURTHER RESOLVED, That the Administration shall identify an administrator capable and willing to work collaboratively with parents and teachers and lead the development of such a program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers develop and present a formal proposal, by June 2010, for opening the IB elementary-school program at Hopkins at the beginning of the 2011-12 school year; and be it

FURTHER RESOLVED, That the Administration explore adding a birth-to-3, SAGE, and/or all-day K-3 program to the Hopkins IB program; and be it

FURTHER RESOLVED, That the Administration and Hopkins School Community shall advertise for and recruit students to enroll in the program for the 2011-2012 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-031

by Director Blewett

WHEREAS, As future adult citizens of Milwaukee and the world, Milwaukee Public Schools (MPS) students will bear the cost of decisions made today; and

WHEREAS, There is an increased desire among citizens to implement environmentally preferable products and services into the mainstream; and

WHEREAS, "Environmentally preferable" products and services are those that have a lesser or reduced effect on human health and the environment when compared with competing products or services that serve the same purposes; and

WHEREAS, Environmentally responsible purchasing will:

- reduce pollution and the associated detrimental health effects
- strengthen communities by retaining and creating jobs locally
- save money in the long run, without mortgaging our children's future; and

WHEREAS, The use of environmentally sustainable products, services, and technologies can save MPS time, energy, and resources due to a reduced need for clean-up, replacement, and maintenance costs; and

WHEREAS, As both a public entity and an educational institution, MPS must take a leadership role in encouraging the use of "green" products, services, and technologies; and

WHEREAS, in October 2007, the Milwaukee Board of School Directors adopted resolution 0708R-035 by Director Blewett directing the Administration to capitalize on the experience and expertise within the community to create a green-initiative taskforce to develop a green initiative for the district; and

WHEREAS, In May of 2008, the district hosted a conference on "greening MPS" with community partners at which the City, County, State, and private industries, including engineering and construction firms, were all represented; and

WHEREAS, As more leaders such as MPS green their purchasing policies, more entities will follow suit, benefiting both individual organizations and the environment; and

WHEREAS, Making financial investments in companies that recognize the value of sustainability and that align their business goals accordingly is a way for MPS to invest in the community in a socially responsible way; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a plan to implement "green" purchasing for all goods, services, and technologies purchased by Milwaukee Public Schools; and, be it

FURTHER RESOLVED, That this plan be presented to the Board no later than the January 2010 Board cycle.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 9:30 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 19, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 9:35 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:

November 13, 2009

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 November Board meeting, scheduled to begin at 6:30 p.m.) on Thursday, November 19, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of continuing the performance evaluation of the Superintendent of Schools.

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 retire to executive session for the purpose stated above. The Board may reconvene in open session to take action on matters discussed in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Woodward moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to consider employment, promotion, compensation or performance evaluation data for the Superintendent of Schools.

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 9:38 PM.

Director Voeltner left at 9:46 PM.

The Board adjourned from executive session at 10:29 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 24, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:11 PM.

Present—Directors Falk, Petersons, Spence, Thompson, Woodward, and President Bonds—6.

Absent and excused—Directors Blewett, Miller and Voeltner—3.

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

November 19, 2009

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 PM, on Tuesday, November 24, 2009, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purposes of deliberating and of taking action in the matter of an appeal of disciplinary action under Part IV, Section N(1)(e)(2) of the contract between the Board of School Directors and the Milwaukee Teachers Education Association — Teachers.

The hearing will be held in public or private, under the provisions of Section 19.85(1)(b), Wisconsin Statutes. The Board may retire to executive session to deliberate the matter and reconvene in open session to take action on matters considered in executive session under the provisions of Section 19.85(1)(a), Wisconsin Statutes.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to the provisions of Section 19.85(1)(b), Wisconsin Statutes, to deliberate the disciplinary matter.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 6:18 PM.

The Board reconvened in open session at 7:13 PM.

Director Petersons moved that the Board uphold the Superintendent's decision to terminate Ms. Sannia Green from her employment based on the findings of facts and conclusions as written:

SANNIA GREEN HEARING

PROPOSED FINDINGS OF FACT AND CONCLUSIONS

September 29, 2009

(Revised findings and conclusions based on Board deliberations on September 29, 2009)

Findings of Fact

1. In the fall of 2008, the custodial mother of a student at Victory School requested that her child, who was already enrolled in special education with IEP Services for other health impairment, be given additional testing and assessments. Exhs. 4, 5.

2. In response to the mother' s request, a decision was made to activate the reevaluation process to determine if the child was qualified as cognitively disabled, and the mother signed a consent for testing and evaluation in the area of Cognitive Disability. Exh. 4.

3. An IEP meeting with the mother was scheduled for November 12, 2008; the mother and IEP team members, including Sannia Green, the Social Worker assigned to the matter, were notified of the meeting. Exhs. 5, 23-24,25-26.

4. Sannia Green, preparatory to the meeting, was required as part of her job duties to meet with, and interview a "parent" of the child and complete an SSW assessment form and an ABAS form (Adaptive Behavior Assessment System form). Accurate completion of these forms is critical to the IEP process and was critical to an IEP determination as to whether the child met criteria for Cognitive Disability. Exhs. 6,35-45, 136-140, 148-50, 156-60, 191-94.

5. The "parent" who was to be interviewed for purposes noted in item 4 is a defined term under the law and under MPS procedures known to Social Workers such as Ms. Green. Ms. Green knew or clearly should have been fully familiar with the meaning of the term, as well as of the critical importance that an appropriate qualifying "parent" be interviewed when completing the two forms. Exhs. 156-60, 191-94.

6. On November 3, 2008, Ms. Green entered information into the data system used and relied upon by IEP team members that was purportedly based upon information obtained in the parent interview described in item 4, above. The information Ms. Green entered into the system was replete with inaccuracies and also omitted significant facts about the child. Ms. Green identified the "parent" from whom she received this information as a "Mr. Mercado." Exhs. 5, 31, 32, 145-47.

7. The information she entered in the data system on November 3, 2008 is of a type that is used and relied upon by IEP team members in its assessment of a child. The accuracy of such information is critical to the IEP process. (Test. of Ms. Winston).

8. Ms. Green has contended that she interviewed "Mr. Mercado" at Victory School but records of visitors to the school and signed statements from staff show no visit from any such individual. Exhs. 18,19,20, 129-38.

9. The mother of the child in question has informed MPS personnel that she has never heard of a "Mr. Mercado"; she and the child's biological father (who is not named "Mercado") have indicated they were not interviewed by Ms. Green regarding his child. Exhs. 4,5,6, 7, 8,9, 13-14, 15-16, 17,21-22.

10. Around the time Ms. Green entered data from her supposed interview with "Mr. Mercado," she advised the Social Work Department that she could not attend the November 12, 2008 IEP meeting concerning the child in question (another Social Worker was assigned to substitute for Ms. Green at that meeting).

11. In earlyNovember, 2008, a special education teacher, Ms. Jaksic, noticed that the social work report completed by Ms. Green (as noted in item 6) did not appear to reflect the student in question and spoke with the child's mother. Exhs. 4,5.

12. The child's mother opted not to attend the November 12, 2008 IEP meeting, choosing to delay any such meeting until a Social Worker had properly interviewed her (as the "parent") so that the IEP team would have accurate information about her child when it met. Exhs. 5, 7,8,13-14.

13. Another IEP meeting was scheduled for December 1, 2008. Again, Ms. Green did not attend: she called in sick that day and Social Worker Melina Deckow was assigned to attend the meeting and read the Social Worker report at that meeting. At that meeting it was learned that a new, accurate report based upon an interview with a "parent" had not occurred since the first-scheduled, but postponed, IEP meeting on November 12,2008. The mother accordingly halted the meeting and it was rescheduled for December 3, 2008 so that an interview with her for purposes noted in item 4, above, and accurate, necessary information about the child, could be obtained. Exhs. 4,5, 6, 7, 8, 13-14, 17,27-28,29-30.

14. Ms. Deckow completed the required interview, paperwork, and reports so that an IEP meeting regarding the child took place as scheduled on December 3, 2008 with accurate information from a Social Worker. Exhs. 5, 7, 9, 17,33-34.

15. At a disciplinary hearing, Ms. Green was asked to provide a copy of the ABAS form (see item 4) she allegedly completed based upon information received from "Mr. Mercado." She stated she had completed this form during the interview using a photocopy of the ABAS form because no original blank forms were available. Ms. Green provided what she stated to be a copy of the form she completed during the interview with "Mr. Mercado." Exhs. 46-55. At a subsequent disciplinary meeting with Deborah Ford, the original of this ABAS form was requested from Ms. Green but she did not provide it.

16. At a disciplinary hearing, Ms. Green explained her absence at the December 1, 2008 IEP meeting as based upon confusion on her part about whether the case was still assigned to her; however, when she called in sick that day she specifically referenced the hearing and where her report was to be found. Exh. 12.

17. Parents frequently do not attend scheduled IEP meetings, and if this occurs it is entirely possible that if a Social Worker provides inaccurate information without benefit of a "parent" interview as described in item 4, above, or information that a social worker derived solely from an individual who does not qualify as a "parent," would be taken at face value by other team members; the IEP meeting and its outcome could be profoundly compromised as a result: a child who has special education needs could be improperly denied services or a child who does not qualify for special education services could be improperly classified and treated as ifhe or she did.

18. Ms. Green has been the subject of disciplinary actions, letters of concern, and poor evaluations in the past; these show her to be a less than satisfactory employee. Exhs.68-95.

19. Ms. Green has been employed by MPS as a Social Worker for over 20 years and can reasonably be expected to have fully understood the importance of proper completion of the forms described in item 4, above, the importance of information input by her in to the data system as described in item 6, above, and the importance that all such information be obtained from an individual who satisfies criteria for a "parent."

20. Ms. Green would be prohibited under state and federal law from providing an individual described by her as "Mr. Mercado" with information about the child in question such as his name, why questions about the child were being asked, and where the child attended school. Exhs. 98-127, 139, 179-84.

21. Ms. Green knew or should have known that providing unsubstantiated information about a child needed for the IEP process, or obtaining such information from a non-parent, is prohibited by law and MPS policies and procedures.

CONCLUSIONS

22. The evidence of record establishes that Ms. Green at best, negligently provided inaccurate information to the IEP team for purposes of an IEP assessment of the child in question.

23. Even if Ms. Green interviewed a "Mr. Mercado" as she claimed, this individual would not qualify as a "parent," any information received would not be relevant for IEP purposes and would violate state and federal requirements applicable to the IEP process, and information about the child given by her to him such as the child's name, school, and the purpose of the meeting would violate laws relating to the disclosure of pupil records and privacy.

24. Ms. Green's overall conduct with respect to this matter, constitutes a significant failure to carry out directives, assignments and instructions applicable to Social Workers, a failure or extreme negligence in the performance of assigned duties, and a failure to comply with school/department work rules, policies, and procedures; entails violation of state and federal laws applicable to the IEP process; and, under Ms. Green's version of events, would have entailed unauthorized and illegal disclosure of confidential information or records. See Exhs.1-3.

25. Ms. Green has a poor work record.

26. The Superintendent's recommendation that Ms. Green's conduct justifies her termination from employment by the Milwaukee Board of School Directors is amply supported by just cause, both as found by the Board in Conclusion 22, above, but even under Ms. Green's version of events as noted in Conclusion 23; Ms. Green's employment shall therefore be terminated effective immediately.

The motion prevailed, the vote being as follows:

Ayes— Directors Falk, Petersons, Spence, Thompson and President Bonds—5.

Noes—Director Woodward—1.

The Board adjourned at 7:14 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 1, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:38 PM.

Present—Directors Blewett (6:56 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:

November 25, 2009

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 Tuesday, December 1, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to confer with legal counsel regarding, and to take action on, litigation in which the Board is involved (*IFE&F v. MPS*).

Pursuant to Wisconsin Statutes, Section 19.85(1)(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 considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(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.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

The Board retired to executive session at 6:41 PM.

The Board reconvened in open session at 6:59 PM.

Director Spence moved that the Board authorize the administration to pay an additional $67,797.92 for the settlement of the lawsuit between IFE&F and the Milwaukee Board of School Directors.

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 adjourned at 7:02 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 3, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:12 PM.

Present—Directors Blewett (7:20 PM), Falk, Miller (6:16 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 25, 2009

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Michael Bonds, the Milwaukee Board of School Directors will hold a special meeting at 6:00 p.m. on Thursday, December 3, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to meet with representatives of Ray and Associates, the Board's consultants for its superintendent search, for the following purposes:

1. to develop and finalize interview questions and procedures with the Board; and
2. to review the semi-finalists for selection for the first round of interviews for the position of Superintendent of Schools.

In regard to Item 2, 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 retire to executive session to review and assess employment applications for the position of Superintendent of Schools.

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

LYNNE A. SOBCZAK
Board Clerk

By consensus, the Board took up Item 2 first.

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to review and assess employment applications for the position of Superintendent of Schools.

The motion prevailed the vote being as follows:

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

Noes—None.

The Board retired to executive session at 6:19 PM.

The Board reconvened in open session at 9:46 PM.

The Board took up Item 1, to develop and finalize interview questions and procedures.

The Board adjourned at 9:55 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 9, 2009

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

December 7, 2009

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 Wednesday, December 9, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of reviewing applications and interviewing applicants for the position of Superintendent of Schools.

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 retire to executive session to review and assess employment applications and to interview applicants for the position of Superintendent of Schools..

The Board will adjourn from executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of reviewing applications and interviewing applicants for the position of Superintendent of Schools.

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 6:10 PM.

The Board adjourned from executive session at 10:15 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 11, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 6:05 PM.

Present—Directors Blewett (6:18 PM), Falk, Miller (6:10 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:

December 7, 2009

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 Friday, December 11, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of reviewing applications and interviewing applicants for the position of Superintendent of Schools.

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 retire to executive session to review and assess employment applications and to interview applicants for the position of Superintendent of Schools..

The Board will adjourn from executive session.

LYNNE A. SOBCZAK
Board Clerk

Director Petersons moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of reviewing applications and interviewing applicants for the position of Superintendent of Schools.

The motion prevailed the vote being as follows:

Ayes—Directors Falk, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

The Board retired to executive session at 6:08 PM.

The Board adjourned from executive session at 10:23 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 12, 2009

Special meeting of the Board of School Directors called to order by President Bonds at 9:05 PM.

Present—Directors Blewett (9:10 PM), Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward (9:55 PM), and President Bonds—9.

Absent—None.

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

December 10, 2009

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 9:00 a.m. on Saturday, December 12, 2009, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of:

1. reviewing applications and interviewing applicants for the position of Superintendent of Schools; and
2. meeting with representatives of Ray and Associates, the Board's consultants for its superintendent search, to evaluate specific applicants for the position of Superintendent of Schools.

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 retire to executive session to review and assess employment applications and to interview applicants for the position of Superintendent of Schools.

At the conclusion of its executive session, the Board will not reconvene in open session.

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 reviewing applications and interviewing applicants for the position of Superintendent of Schools.

The motion prevailed the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner and President Bonds—7.

Noes—None.

The Board retired to executive session at 9:10 PM.

Director Thompson left at 1:25 AM.

Director Petersons left at 3:15 PM.

The Board adjourned from executive session at 3:33 AM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 17, 2009

Regular meeting of the Board of School Directors called to order by President Bonds at 6:40 PM.

Present—Directors Blewett (6:44 PM), Falk, Miller, Petersons, Spence, Thompson (7:32 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, 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:

BARBARA ERNEST
Retired MPS Teacher

Barbara Ernest has dedicated 38 years to the children of Milwaukee Public Schools as a professional educator in a variety of capacities, including her most recent position as lead teacher at I.D.E.A.L., classroom teacher, unit leader at an I.G.E. (Individually Guided Education) school, literacy coach, and reading teacher. Ms. Ernest was influenced by her mother, who taught in a one-room schoolhouse in a multi-age setting reminiscent of I.D.E.A.L., to enter the field of education.

Having a part in the creation of I.D.E.A.L. and seeing the lasting success of the program have been rewarding to Ms. Ernest. As lead teacher at I.D.E.A.L. for eight years, she fostered a professional learning community in which staff continue to value their colleagues and work together to achieve common goals. She has shared information, insight, and direction with other teachers interested in the teacher-led model or in starting a charter school. In her position as lead teacher, she hosted visitors from around the country and the world, promoting MPS and sharing the school's model of leadership and education. She believes the collaboration of the I.D.E.A.L. staff has helped to change the way that leadership is viewed in the district and also how charter schools are perceived in the district. Ms. Ernest is appreciative of the support and consideration that the Administration and Milwaukee Board of School Directors have given to I.D.E.A.L. since its creation.

Ms. Ernest was very involved in leading extra-curricular activities throughout her career. She received extensive training and coached the I.D.E.A.L. Future Problem

Solving Program (F.P.S.), an international academic competition designed to teach critical and creative thinking. Teams of I.D.E.A.L. students have qualified to compete at the state level for the past seven years. She has consistently engaged in professional development activities during her career, including I.G.E. (Individually Guided Education) training, literacy initiatives, MPS Leadership Academy, and special education training/classes.

Ms. Ernest has been widely recognized for her contributions to education. She recently received the 2009 Career Achievement Award from the Wisconsin Charter School Association. Under her leadership at I.D.E.A.L., the school received the New Wisconsin School of Promise Award four times and was named P.T.A. Staff of the Year, as well as P.T.A. School of the Year. The school also received the 2006 Milwaukee City Council PTA Event of the Year Award for its efforts to promote physical fitness and healthful lifestyles. I.D.E.A.L.'s partnership with the Southtown YMCA encourages these efforts and provides leadership opportunities for its students. The success of the I.D.E.A.L. Teachers' Cooperative has earned recognition from schools across the country thanks to Ms. Ernest's efforts.

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

◊ ◊ ◊ ◊ ◊

Other Awards and Commendations

Staff

The Wisconsin Charter Schools Association (WCSA) has named the recipients of its annual awards, with MPS charter schools claiming honors in a number of categories. The Annual Awards Gala was held on November 6 at Turner Hall in Milwaukee. The award categories and the MPS recipients are:

Charter School Person of the Year:
Silver Award: Kristi Cole, Acting Director of MPS Diversified Community Schools
Lynne Sobczak, Board clerk/Director, Office of Board Governance

Charter School Teacher of the Year:
Gold Award: Erin Fuller, Carmen High School of Science and Technology
Silver Award: Kim Johnsen, Wings Academy

High Achievement Charter School of the Year:
Silver Award: The Alliance School of Milwaukee, Teacher-Leader, Tina Owen

Charter School Innovator of the Year:
Gold Award: Danny Goldberg, former Director. Milwaukee Board of School Directors
Silver Award: Seeds of Health

Achievement Awards:
Barbara Ernest, recently retired from I.D.E.A.L. School
Dan Grego, Administrator of two MPS partnership schools, El Puente High School

◊ ◊ ◊ ◊ ◊

Teacher EXCEL Grant Program Awards for 2009-10

The Milwaukee Public Schools Foundation, Inc., sponsors a mini-grant program for teachers to fund creative classroom projects or activities that enrich student-learning experiences. Grants are for up to $750 each. This is the ninth year of the program. For 2009-10, 47 projects were funded, and 71 teachers were honored at a reception and awards program on December 2, 2009.

The Teacher EXCEL Grant program is supported by:

- generous donations of MPS employees through the annual Employee Combined Giving Campaign, through which employees may designate their contributions to the MPS Foundation; and
- contributions made in memory of Ann Shansky, who was an elementary teacher in MPS for 34 years. Ms. Shansky, an advocate of early childhood education, dedicated her life's work to education and development of children.

School	Staff	Project	Amount
Allen-Field	David Galarza, Doris Ortiz, Ann Nelson, Kirk Peterson, and Christopher Taylor	"Wisconsin's Capitol"	$650
Students at the fourth-grade level are learning about the state of Wisconsin. Students will complete a thematic unit that will enhance their perspective of their state's geography, government, economics, and civics. The project will culminate with a field trip to the State Capitol, in which the students will have the opportunity to tour the building, explore the history, and see how our government legislates our state.			
The Alliance School	Carolyn Joubert	"Visualizing Solutions"	$750
Visualizing solutions will increase the variety and depth of hands-on projects related to math with sixth- through ninth-grade special education students within their algebra and geometry classes. Students' recording of words, symbols, pictures, charts, tables, and graphs will increase their ability to communicate mathematical concepts and reasoning. Through the use of a sketchbook, balsa wood, and clay, students will better understand the practical, real-world applications of math. The use of hands-on applications is the key to engaging the students.			
The Alliance School	Alicia Moore	"Creative Response Lab"	$750
The purpose of this sixth- through ninth-grade project is to create a *Creative Response Lab* equipped with materials for middle- and high-school students to use to respond creatively to literature. The lab will provide students with access to audio-visual equipment, art supplies, book-making supplies, and sewing materials to allow them to utilize multiple intelligences when responding to literature. The Creative Response Lab will increase student engagement in literacy and literature by fostering a spirit of investigation, intellectual risk taking, and personal connections to themes of literature and literacy skills.			
Bay View High School	Theresa Schwantes and Dirk Anderson	"Family Blood Pressure awareness project"	$740
Tenth- through twelfth-graders will utilize Vernier blood-pressure sensors to monitor family members' systolic and diastolic blood pressures. This project will allow students to utilize this cutting-edge technology to learn about blood pressure and to introduce family members to blood-pressure monitoring. Students will create and interpret graphs of blood pressure over time.			
Clarke Street School	Lynn Brown	"Elementary Reading, My Dear Watson!"	$550
Fourth-grade students will read chapter books about young detectives and complete study guides based on Bloom's Taxonomy. They will write their own mysteries during writer's workshop. The culminating activity will involve students in solving a mystery by using fingerprints, composite sketches, and their detective notebooks.			
Community High School	Jane Wall	"Martial Arts/Building a Strong Body and Mind"	$750
Ninth- through twelfth-grade students will participate in martial arts training in two-hour sessions every week for eight weeks. Each session will take students to a higher application of martial arts, with students having the ability to gain martial arts certification and belt rank.			

School	Staff	Project	Amount
Community High School	Joel McElrone	"Going Green Home Inspection"	$750
Ninth- through twelfth-grade students will learn how to do a thorough home-of-the-future inspection. Students will participate in a home-inspection course through the National Association of Certified Home Inspectors (NACHI) Standards of Practice. Building scale-model homes with inspection and energy efficiency in mind will conclude the project.			
Cooper School	Kathy Masch and Carol Hanney	"Mother-Daughter Book Club"	$750
The Mother-Daughter Book Club, open to all middle-school girls, will meet monthly and discuss books about issues of concern to the members, such as peer issues, family struggles, puberty, loss, and friendship. Each month, different mother-daughter teams will lead the discussion and provide activities to complement the book. The book club will enhance mother-daughter relationships, provide a safe environment in which to discuss serious and sensitive topics presented in the books, and provide strong female characters from the books as role models.			
Craig Montessori	Jessica Bahr and Erin Stanley	"Vermiculture and Composting"	$500
Vermiculture and Composting will consist of creating a sustainable worm farm (vermiculture) and composting program. Fourth-, fifth-, and sixth-grade students will be actively involved in collecting and composting enough food for the worms to eat and to create castings that can be used as garden fertilizer. The students will help design collection containers, a plan for the fertilizer, a new worm farm, and composting bins. This project will also help build capacity for a student garden as well as motivate the school and neighborhood communities to become more environmentally conscious.			
Anna F. Doerfler School	Janet Moreno	"Old World Wisconsin"	$750
Fourth-graders are required to learn about Wisconsin. What better way than to learn our great historical heritage through a visit to Old World Wisconsin. The students will visit and tour early settlement buildings of Wisconsin pioneers. It will increase awareness about the 19th and 20th centuries. The culminating activity will be a descriptive essay comparing and contrasting the lifestyles of then and now.			
Fairview Charter School	Laura Yale and Wendy Novak	"All the World is a Stage"	$750
All The World is a Stage has been designed to combine activities in the academic areas of reading, literacy, music, art, drama, and technology in a second-grade classroom. This project will introduce students to the different aspects of the performing arts while focusing on improving reading skills, problem solving, and cooperative learning. This project incorporates activities to reach diverse learners through active engagement.			
Forest Home Avenue School	Pa Vang Xiong	"Math Kits"	$750
Math Kits will be an educational project that motivates K4 students to develop mathematical skills and incorporate family involvement. Each kit will focus on a specific math concept or skill such as shapes, colors, numbers, sorting, or graphing. A variety of literature books, manipulatives, puzzles, and games will be included in the kits to support students and their families in learning together.			
Benjamin Franklin School	Scott Fields	"Comics in the Classroom"	$750
Comics in the Classroom is designed to provide seventh- and eighth-grade students with classroom libraries from which they will be able to check out books to read during a 10-15 minute structured time for silent reading on a daily basis. Providing students with graphic novels will encourage them to make connections with their own experiences and with other books that they have read. Allowing students to check out individual books will ensure that they have an opportunity to read books in their entirety.			

School	Staff	Project	Amount
Fratney School	Carmen Reyes	"Early Literacy/Take Home Learning Packs"	$750
The purpose of the Early Literacy/Take Home Learning Packs is to provide resources and materials in Spanish and English for our K4 Spanish- and English-speaking children and families. The Take Home Packs will provide trade books and activities to help parents teach their children in the home environment.			
Gaenslen School	Jill N. Delie	"Minds in Motion!"	$750
Young children are active, creative, and spontaneous. Through the use of a variety of songs and games, this early childhood classroom of K3, K4, and K5 students with special needs will participate in a daily music and movement group. Materials such as bean bags, rhythm sticks, scarves, and musical instruments will be used in order to teach basic readiness skills while also developing social/emotional, language, and physical skills in these young children.			
Genesis High School	William Harvill and Karen Peterson	"Aspire to Inspire"	$750
In this ambitious venture, 50 high-risk high-school students will become socially, politically, culturally and economically mindful. The students become photojournalists and social activists while producing effective writing. Students will take part in interviewing, photographing and recording influential life stories. Their feature stories based on community leaders will be published in the school newspaper.			
Hamilton High School	Jacob Haskell and Kelly Kulinski	"Groundwater Model Project"	$750
The project will take high-school students on field trips to many fresh-water and renewable energy locations around Milwaukee as well as purchase a groundwater model to be used in the classroom to supplement the trip. Students will explore careers in these fields of study as well as have a greater understanding of our impact on the environment.			
Hampton Elementary School	Kate Rutkowski and Nicole Henzel	"Experience the Community with our Families"	$750
The purpose of this project is to take the K5 children into the community to learn about the community around them and to see specific examples of what is being taught in the classroom. Through these activities, students will be expected to write, read, and create projects with their families and return them to the classroom to display. The project will also focus on getting the parents involved by inviting them to attend the community experiences.			
Honey Creek Elementary School	Amy Hagenow	"Home/School Activity Bags"	$500
An activity bag will be provided for first-grade students to take home and to use with their families over the weekend. Activities will be provided in the academic areas of reading, writing, math, science, and spelling. Included in the bags will be directions, materials, a family game, and an evaluation form to be filled out by both the student and parent.			
Humboldt Park K-8 Charter School	Gail Saler	"Math + Family = Academic Success"	$750
Encouragement and support at home = confidence and success at school. Parents will be invited to an informational math night to strengthen the communication between parent and teachers regarding mathematics. Parents will be provided with specific board games and shown how these games can strengthen standards taught at school as well as improve a student's ability to communicate about math.			
Keefe Avenue School	Mark Eary	"Finding Milwaukee through the Lens of Youth"	$750
After reading *An Inconvenient Truth*, 50 eighth-grade students will go out into the community and take pictures of the movement of people, ideas, and products throughout Milwaukee. This project will help connect the environmental themes in the book to Milwaukee. The central issues examined will allow students to analyze, synthesize, and evaluate environmental issues.			

School	Staff	Project	Amount
Dr. Martin Luther King, Jr. School	Deirdre Lafford	"VersaTile Learning"	$750
Students in third and fourth grade will independently work with VersaTiles to build skills and enrich academic areas in math, reading/language arts, and science. with this teaching and learning tool, students will be able to build, maintain, and develop skills while working alone or with partners and self-checking material for accuracy. Independence and responsibility for personal learning will be impacted on by and developed with these materials.			
Dr. Martin Luther King, Jr. School	Lisa Loomis	"Ready, Set, Read"	$750
Ready, Set, Read will provide 27 first-grade students the opportunity to enjoy reading and to learn how to read in this new, inviting reading center. The students will have several opportunities throughout the school day to explore and work in this reading center and also to check out literacy materials and books to work on at home. The materials in this center will provide new opportunities for learning and reading.			
Lincoln Avenue School	Peggy Repka	"Exploring and Enjoying Wisconsin's Winter"	$750
Exploring and Enjoying Wisconsin's Winter project is to expose a third-grade classroom to different types of winter recreational activities in their community. Field trips to experience tobogganing, ice skating, cross-country skiing, and maple-syrup tapping will take place. The trips will enrich the students' learning experience by making them aware of resources in their community that are available to them to provide winter recreation and keep them active.			
Milwaukee Education Center	Richard Vail	"eFolios"	$750
Each student will create and maintain an eFolio that contains evidence of his/her proficiency. The eFolios will include the students' computer-generated work such as Inspiration organizers, Word documents, Power Point presentations, Excel worksheets, and other chosen items. They will also contain digital images and videos of students' oral presentations, demonstrations, experiments, science boards, and other non-computer-generated work samples. The eFolios will be shared with parents and students in varying forums.			
Milwaukee French Immersion School	Andrea Goldstein	"The Pleasure of Reading"	$750
Children learn to love to read by reading books that they are interested in. In an immersion class, books in the targeted language are important to offer. The classroom library will be built up with books in the targeted language that are interesting and at the level of the first-grade students.			
Milwaukee French Immersion School	Jane E. Nickodem and David Gass	"The Generations Project"	$750
The Generations Project is a year-long interdisciplinary experience focusing on oral and written communication skills, as well as photography and painting. A class of fifth-graders will interview, photograph, and paint family elders. The products of this project will be a biography and a 16"x 20" framed portrait of each family elder. The portraits will be exhibited not just at the school, but also at a Milwaukee art gallery at the conclusion of the project.			
Milwaukee School of Languages	Indalecio Manzano and Tao Zheng	"Calculus Activities using Probes and a CBL2"	$700
The purpose of this activity-based project is to collect and analyze real-life data with scientific probes using a CBL2 in a high-school calculus class. Four science activities connect calculus concepts to real-life science experiments in order to deepen students' understanding of calculus.			

School	Staff	Project	Amount
Milwaukee Spanish Immersion School	John Nekich	"Snow Shoeing"	$750
Students get introduced to an activity that can keep them active outdoors in the winter time with their families. After the first snowfall, students in third, fourth, and fifth grade will be introduced to snowshoeing during recess. The students will walk a challenge course on the playground while learning about alternatives to transportation that help to preserve our earth.			
Alexander Mitchell Integrated Arts School	Diane Rakowski and Carol Gad	"Unforgettable Edibles: Leaves, Stems, Roots and Shoots"	$740
Unforgettable Edibles: Leaves, Stems, Roots and Shoots is a project that will promote awareness of plant life cycles and encourage healthful (vegetable) eating habits in our students. Students will plant vegetable seeds and meet the needs of the plants as they grows into "Unforgettable Edibles." Students will also research the famous African American botanist, George Washington Carver, and the contributions that he made to the plant kingdom and the world.			
Morgandale Elementary School	Rachel Schlueter	"Linking Literature to Life"	$750
Students in a K4 classroom will be given the opportunity to link literature to real-life experiences. Seasonal thematic units, integrated subjects, and activities and experiences will provide the background knowledge needed to enhance learning and understanding in all subject areas. Parents will be involved in various aspects of the units and serve as support and reinforcement through classroom participation and activities at home.			
Pierce Elementary School	Isabel Roche-Román and Mulunda Jones	"We Are All Connected"	$750
We are all Connected is about teaching children the "connectedness" in nature and the importance of maintaining the balance among living things. Second- and third-grade students will learn about life cycles of plants and animals and the relationship between them through activities and field trips. In the end, students will have a better understanding of the basic principles of symbiotic relationships.			
Pierce Elementary School	Ellen Evans	"It's Treeeeeemendous"	$750
Its Treeeeeemendous is about trees and the benefits they afford the earth and us. Fourth- and fifth-grade students will study both deciduous and coniferous tress and how important trees are to our world. Through a variety of activities and field trips, students will come away with the knowledge and appreciation of trees. Perhaps this will spawn some future arborists.			
Project STAY Senior Institute	Cathleen Hunt, Brad Blatnik, and Heidi Miller	"From Diapers to the Dow"	$705
From Diapers to the Dow is the interdisciplinary "hook" that excites at-risk high-school students while exposing them to financial literacy. Each semester, 30 high-school seniors invest a hypothetical $100,000 in stocks, mutual funds, and bonds while competing for the best portfolio performance. The economic concepts learned through this hands-on, project-based curriculum help students develop positive spending and saving habits as citizens within the local, state, national, and global economic communities.			
Ronald Reagan College Prep High School	Kathleen Westrich	"Science, Technology and Critical Thinking Skills"	$750
High-school students will use Vernier data collection technology in biology and physics courses. Analysis of data collected with the Vernier software and sensors will be interdisciplinary by incorporating mathematics and graphing skills. The project will incorporate literacy skills by having students communicate in writing their data-based conclusions, a natural follow-up to the data-collection and analysis process.			

School	Staff	Project	Amount
River Trail School	Tina Johnson	"Baby, It's Cold Outside"	$750
The Baby, It's Cold Outside project consists of learning centers that are created, introduced, monitored, and maintained by special education third- and fifth-grade students during cold-weather recess. Students have the opportunity to strengthen their academic skills in reading, writing, math, and technology, as well as increase their self-concept and reinforce their retention of basic academic facts and skills.			
Roosevelt Middle School of the Arts	Kathleen Leonard and Corina Herr	"Learning Life Skills through Dance"	$750
Forty middle-school dance majors will be given the opportunity to work with guest artist, Alissa Ferrante. Students will work with Ms. Ferrante throughout the school year on a weekly basis in order to learn original choreographies incorporating jazz, tap, musical theatre, and modern dance. At the end of the school year, students will showcase their newly-learned skills as part of the dance concert, which is open to parents, students, and the public at large.			
Sixty-fifth Street School	Tracie Noah, Henry Leonard and Dan Kartz	"Adventures at Camp Silverbrook!"	$750
Forty-five students from grades fifth through eighth grade will be going camping for three days and two nights at Camp Silverbrook. All students attending camp will work cooperatively to fish, cook, build campfires, canoe, hike, orienteer, and function as a unit while learning about our environment, nature, cooperation, and themselves.			
Sixty-fifth Street School	Kimberly Gibbs	"A Trip to Madison, the State Capitol"	$750
Students in fourth grade will take a trip to Madison. They will visit the State Capitol, the Wisconsin Historical Museum, the Wisconsin Veterans Museum, and the UW-Madison Geology Museum. This day-trip will enhance students' understanding of Wisconsin by focusing on the areas of history, government, and geology. The students will complete a "Madison" scavenger-hunt booklet.			
South Division School	Eric B. Losin	"Mathematics Literacy with Airliners"	$645
Mathematics Literacy with Airliners gives teachers and students access to SMART boards from anywhere in the room. This technology allows the teacher to write out a math problem using a wireless slate and then hand it to a student to fill in the answer so his/her work is visible for the whole class to see. No matter where students sit in the room, they'll get all the benefits of interacting with digital resources and high-impact lessons. Students will justify their thought processes when they share their work.			
Stuart Elementary School	Marianne Soldavini	"Student Volunteers: Observing, Working and Writing"	$750
Thirty-eight third-, fourth-, and fifth-grade English-language learners will join with a third-grade room to participate in conservation work at the Mequon Nature Preserve as student volunteers during five visits. In addition to this outdoor work, students will go to the Milwaukee Public Museum to compare the rain forest habitat with the Mequon Nature Preserve. A book of reflective writing will be published.			
Thoreau School	Harry Orkowski and Alisa Nelson	"Lost and Found"	$750
This project is designed to get eighth-grade students out into the parks to apply basic orienteering skills and to learn to respect and protect the environment. Their basic skills will be obtained from a lesson from a state orienteering leader. The project will take place in both the homeroom and physical education class. Students will be learning and applying knowledge about Wisconsin plant and tree identification through study and Internet research.			

School	Staff	Project	Amount
Victory School for the Gifted and Talented	Carey Flesner and Diane Edwards	"Lego Education Robotics"	$700
LEGO Education WeDo Robotics for students aged 7-11 will provide students with a head start on simple robotics. Students will learn to build models, attach sensors and motors that are plugged into a computer, and configure behaviors using a simple programming tool. The activity pack is divided into four themes: Amazing Mechanisms, Wild Animals, Play Soccer, and Adventure Stories including science, math, technology, and language.			
Vieau School	Mary Thundercloud-Eary	"Our Earth Matters"	$750
Our Earth Matters is a project in which 30 sixth-grade students who are the recycling team for the school will learn how to protect the environment by researching ways to reduce, reuse, and recycle. The students will apply their knowledge and teach other students at school ways to create and live in a more eco-friendly environment.			
Whitman Elementary School	Julie Rezash	"Time Sure Flies When You're Growing Like a Weed"	$750
This first-grade project will include experiences with container gardening through the use of a greenhouse, composting, and learning to tell time. The class will measure and record the growth of various vegetables and herbs and the students' height and weight. The project also includes telling time using individual analog and digital watches. Journal writing will include the data and the experience of the greenhouse and composting project.			
Wisconsin Conservatory of Lifelong Learning	John Kish	"Rube-Goldberg Machine Competition"	$750
High-school students will participate in the building of a Rube-Goldberg machine, which consists of at least 20 simple machines all connected to each other, designed to dispense an appropriate amount of hand sanitizer into a hand. The group will compete in the local competition in February at Discovery World. This competition is designed to foster a creative spirit among the students, to offer a look into how engineers plan projects, and to learn teamwork in construction.			
Wisconsin Conservatory of Lifelong Learning	Char Harteau and Lynn Maholias	"Investigating Our Court System"	$750
Investigating Our Court System will affect 79 students in grades four and nine and their parents/guardians. The students will learn about federal and state laws, county government, and the three branches of government. The group will tour the Milwaukee County Courthouse and its jail facility, Marquette University Law School, the State Capitol, and the Wisconsin Supreme Court to listen to oral arguments. Students' communications about this project will be listed on the school's Student Learning Community (SLC).			

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of November 19 and 24, 2009, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item 1) Action on Recommended Appointments to the Superintendent Search Stakeholders Group

Office of
Board Governance

At a special meeting on August 4, 2009, the Board authorized the Board President to appoint a stakeholder group of no more than 11 members, to include representation from the following 11 groups:

- Hmong;
- Latino;
- African American;
- Native American;
- city government;
- business;
- union;
- parent organizations;
- colleges, universities and institutions of higher education;
- philanthropic partners; and
- community organization partners.

The President was to present his recommendations to the Board for approval.

The President has submitted the following appointments for the Board's consideration:

Representative	Organization/Person/Employment	Group Representing
Christine Neumann-Ortiz	Voces Dela Frontera	Latinos
Mayor Tom Barrett	Mayor, City of Milwaukee	City of Milwaukee
Tom Morgan	Milwaukee Teachers' Education Association (MTEA)	Union/Labor
Bouning Her	MPS Charter School/MATC	Hmong/Asians
Annette "Polly" Williams	African American Education Council	African Americans
Marvin Pratt	Marvin Pratt & Associates (Lobbying and Consulting)	Business
Roxanne Starks	PTA	Parents
Peter Akubeze	Pan-African Community Association (African Refugee Students)	Community Organization
Alphonso Thurman	UWM School of Education	Colleges
David Beaulieu	UWM Professor — Electra Quinney Chair/Native American Teacher Program	Native Americans
Julia Uihlein	David & Julia Uihlein Foundation	Foundation

Director Falk moved to approve the President's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

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

The Director, Office of Board Governance/Board Clerk presented 37 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 Panel and Independent Hearing Officers of November 20, 23, 24, and 30, 2009, and of December 1, 2, 3, 4, 7, 8, 9, 10, 11, 14, and 15, 2009.

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:

Innovation/School Reform Committee, Item 3, a request to amend the Instrumentality Charter School Contract with Montessori High School, an IB World School, to increase grade levels served;

Innovation/School Reform Committee, Item 9, transmittal of the Annual District Report Card;

Innovation/School Reform Committee, Item 12, Quarterly Report on District and School Improvement;

Finance/Personnel Committee, Item 4, action on prevailing wage rates;

Finance/Personnel Committee, Item 5, update and possible action on the establishment of an MPS Accountability Office and implementation of previously approved organizational changes;

Strategic Planning and Budget Committee, Item 3, a resolution to restore the Talent Development Fund to the level of $500,000 for FY2010;
Legislation, Rules and Policies Committee, Item 1, resolutions to be considered by the Wisconsin Association of School Boards Delegate Assembly;
Legislation, Rules and Policies Committee, Item 2, a resolution to create a standing committee on accountability and audit; and
Legislation, Rules and Policies Committee, Item 3, a resolution to reduce the number of standing committees of the Board.

In accordance with notice previously given, Director Blewett moved to discharge the Finance/Personnel Committee from further consideration of Resolution 0910R-025.

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

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

Noes—None.

Consideration of the resolution was laid on the table until after the vote on the acceptance of the balance of the Committee reports.

Director Spence moved to accept the balance of the reports of the Standing Committees.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily absent—Director Blewett—1.

The Board returned to consideration of Resolution 0910R-025:

Resolution 0910R-025

by Director Blewett

WHEREAS, The functions of the Milwaukee Public Schools (MPS) Human Resources Department are essential to student success; and

WHEREAS, It is this Board's fiduciary responsibility to the public to ensure that funds allocated for human resources are used in the most efficient and effective manner; and

WHEREAS, Since its inception, MPS has implemented various changes to its organizational structure; and

WHEREAS, During these changes, there have been new positions created and numerous changes made to the staffing requirements, recruitment needs, fiscal resources, and allocation methods of the district, with little actual change in the operations of the district's Human Resource Department; and

WHEREAS, Changes in organizational structures call for changes to district policies, procedures, and practices to ensure efficient and effective operations throughout the district; and

WHEREAS, With changes to an organization's structure, there must also be an assessment of human resource needs, staffing needs, and possible duplication of services; and

WHEREAS, Effective human resource planning includes components on self-assessment of best practices and national standards, staff development, recruitment and hiring, human resource management, and evaluation; and

WHEREAS, When there are changes to the district's organizational structure, there must also be plans for succession that outline long-term cost implications of the departmental goals, targets, and strategies; and

WHEREAS, MPS continues to operate under various fiscal constraints and, therefore, must streamline processes to ensure efficiency in operations throughout the district; now, therefore, be it

RESOLVED, That the Board direct the Administration to include in its HR Plan, as part of the recommendations outlined in the Council of the Great City Schools' report of Operations of the Department of Human Resources of the Milwaukee Public Schools, procedures to require exit interviews for district employees; and be it

FURTHER RESOLVED, That as part of its regular operational practices and procedures, all individuals applying for openings within MPS, including transfer and promotional opportunities, be prompted to complete a follow-up survey that includes elements for individuals to indicate their satisfaction with human resource functions and to suggest improvements; and be it

FURTHER RESOLVED, That the Human Resource Plan include a component to ensure that all employees are given job descriptions with a clear method of evaluation for increased accountability and capacity for performance.

Director Blewett moved to approve Resolution 0910R-025.

Director Spence moved a substitute, to consider Resolution 0910R-025 at the same time as the Board considers the functional plan regarding Human Resources.

The substitute 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.

Temporarily absent—Director Thompson—1.

The question being on the original motion to approve the resolution, it was adopted, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—Directors Petersons and Spence—2.

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:

COMMITTEE ON INNOVATION/SCHOOL REFORM

(Item 1) Action on a Request to Close Dr. Arthur A. Fletcher Elementary School at the End of the 2009-10 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 2009, operational cost for excess space has been reduced by $5.7 million.

2. On April 25, 2006, the Milwaukee Board of School Directors took action to close Happy Hill Elementary School, 7171 W. Brown Deer Rd., and merge Happy Hill and Granville Elementary Schools at the Granville site, 9520 W. Allyn St., beginning with the 2006-07 school year. The attendance areas of the two schools were also merged. In June 2006, the Board changed the name of the school to Dr. Arthur A. Fletcher School.

3. Under-enrolled and under-performing schools dilute the impact of the District's resources. On Sept. 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 district average or varying academic performances would be reviewed for closure effective at the close of this school year. Fletcher Elementary School, 9520 W. Allyn St., was included in the list of schools with varying academic performance profiles.

4. The Administration is now recommending the closure of Fletcher Elementary School.

Administration's Analysis

5. The student enrollment data supports the recommendation.

Year	Enrollment at Fletcher Site	
1999	393	
2000	383	
2001	336	
2002	311	
2003	242	
2004	195	
2005	165	
2006	350	(Happy Hill/Granville Merger)
2007	315	
2008	263	
2009	223	

6. Fletcher Elementary School provides a three-year-old Head-Start-through-grade-five educational program. The SAGE program, with a pupil-teacher ratio of 15:1, is implemented in five-year-old kindergarten through grade three. The official September 2009 Fletcher enrollment was 223 students, including 37 (16.6%) with special education needs. The enrollment also included 135 students (60.54%) who live in the attendance area and 88 students (39.46%) who do not live in the attendance area.

7. Transportation is provided to 98 students (43.95%) at a yearly cost of $74,632. Of the 803 elementary school students who live in the Fletcher School's attendance area and are associated with Milwaukee Public Schools (i.e., attend a Milwaukee Public School or a suburban public school under the Chapter 220 or Open Enrollment program), 135 students (16.81%) attend Fletcher, and 668 students (83.19%) do not attend the neighborhood school.

8. Fletcher students live in 27 attendance areas, including Fletcher's. The students associated with Milwaukee Public Schools who live in the Fletcher attendance area attend 75 MPS schools, including Fletcher, and 18 suburban schools. The largest MPS enrollments of students who live in the Fletcher attendance area, but attend school elsewhere, are at Bruce (50), Goodrich (49), Maple Tree (48), Engleburg (44), Stuart (31), Milwaukee Sign Language (30), Thoreau (29), and Bryant (28). Most of these schools are below their enrollment capacities.

9. An analysis of the Fletcher FY11 projected enrollment and fiscal resources completed by the Administration and the principal determined that, due to continued declining enrollment, the FY11 projected allocation for Fletcher will not supply enough resources for adequate educational programs. Continuation of the school in FY11 could result in a part-time principal, no specialists, and an expansion of combined-grade classes beyond the current level. None of these are viable, recommended strategies for dealing with Fletcher's projected FY11 budget shortfall.

10. Fletcher Elementary School in 2008-09 was a low value-added, low-attainment school in reading and a high value-added, low-attainment school in mathematics. In the previous year, the school was a high value-added, low-attainment school in reading and a low value-added, low-attainment school in mathematics. See the graphs provided under separate cover as attachments to this item relative to proficiency levels in reading and mathematics in the Wisconsin Knowledge and Concepts Exam — Criterion-Referenced Test (WKCE-CRT).

11. Letters went home to Fletcher parents/guardians during the week of November 23, 2009, regarding the proposed closing. Parents and guardians were invited to a school meeting scheduled for November 30 at Fletcher. In the letter, parents and guardians were also informed of the December 8, 2009, meeting of the Committee on Innovation/School Reform and the opportunity to provide testimony at a public hearing at that time.

12. A meeting of the Fletcher learning team was held on November 16, and a staff meeting was held on November 23 to discuss the Administration's recommendation to the Milwaukee Board of School Directors.

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 Rule Implication Statement

14. Closing of Fletcher Elementary School 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 resulting operational savings from closing Fletcher Elementary School will be shared by all schools in the District, beginning with the FY11 school year. (In FY10, $6 million in school-closing savings was distributed to schools.) The closing of Fletcher School is estimated to result in $532,244 in operational savings that will be available for distribution to other schools.

Implementation and Assessment Plan

16. Upon the Board's approval, the Vincent cluster system of support team will assist the Fletcher school community with all of the activities required to close the school and to identify Fall placements for all of the children. Parents will be encouraged to enroll their children in higher-performing schools.

17. The Administration will make the necessary adjustments in student assignment, attendance areas, and transportation.

a. The Fletcher attendance area will be divided between Lowell P. Goodrich Elementary School and Henry David Thoreau Elementary School.

b. The revised Goodrich attendance area will be defined as from the intersection of North 91st Street and West Good Hope Road, west to 124th Street, north to West County Line Road, east to North 76th Street, south to West Bradley Road, west to North 91st Street, and south to the starting point.

c. The revised Thoreau attendance area will be defined as from the intersection of the city limits at North 51st Street and West Bradley Road, west to North 68th Street, north to West County Line Road, west to North 76th Street, south to West Good Hope Road, east to North 51st Street, and north to the starting point.

(Please see the attached maps, which include the current Fletcher attendance area and the proposed redistribution of the Fletcher attendance area.)

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 close Dr. Arthur A. Fletcher Elementary School, 9520 W. Allyn St., at the end of the 2009-10 school year and divide the attendance area between Lowell P. Goodrich Elementary School and Henry David Thoreau Elementary School.

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

* * * * *

(Item 2) Action on a Request to Close the Robert M. LaFollette K-8 School Program at the End of the 2009-10 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 2009, operational cost for excess space has been reduced by $5.7 million.

2. Under-enrolled and under-performing schools dilute the impact of the District's resources. On Sept. 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 district average or varying academic performances would be reviewed for closure effective at the close of this school year. LaFollette K-8 School, 3239 N. Ninth St., was included in the list of schools with varying academic performance profiles.

3. Under the Neighborhood Schools Initiative, LaFollette transitioned from an elementary to a K-8 school by adding grade 6 in 2001, grade 7 in 2002, and grade 8 in 2003. Between May 2004 and January 2005 a new gymnasium was added to the LaFollette facility at a cost of approximately $1.2 million.

4. The Administration is recommending the closure of LaFollette K-8 School's program due to low enrollment. The Administration is exploring other potential uses for the LaFollette facility, which will be presented to the Milwaukee Board of School Directors at a future date.

administration's analysis

5. The student-enrollment data support the recommendation.

Year	LaFollette Enrollment
1999	509
2000	476
2001	448 (gr. 6 added)
2002	464 (gr. 7 added)
2003	439 (gr. 8 added)
2004	409
2005	350
2006	330
2007	310
2008	283
2009	216

6. LaFollette K-8 School provides a four-year-old-kindergarten-through-grade-eight educational program. The P-5 school has pupil-teacher ratios at or below 25:1 through grade five. The official September 2009 LaFollette enrollment was 216 students, including 55 (25.46%) with special education needs. The enrollment also included 93 students (43.06%) who live in the attendance area and 123 students (56.94%) who do not live in the attendance area.

7. Transportation is provided to 66 students (30.56%) at a yearly cost of $70,358. Students are eligible to receive transportation if they live more than one mile from the school and are within the Riverside transportation region. Of the 550 K-8 students who live in the LaFollette School attendance area and are associated with Milwaukee Public Schools (i.e., attend a Milwaukee Public School or a suburban public school under the Chapter 220 or Open Enrollment program), 93 students (16.91%) attend LaFollette, and 457 students (83.09%) do not attend the neighborhood school.

8. LaFollette students live in 32 attendance areas, including LaFollette's. The students associated with Milwaukee Public Schools who live in the LaFollette attendance area attend 70 MPS schools, including LaFollette, and two suburban districts. The largest MPS enrollments of students who live in the LaFollette attendance area, but attend school elsewhere, are at Gaenslen (37), M.L. King, Jr. (30), Green Bay (21), Holmes (21), Keefe (21), and Cass (20). All of these schools are below their enrollment capacities.

9. An analysis of LaFollette's FY11 projected enrollment and fiscal resources completed by the Administration and the principal determined that, due to continued declining enrollment, the FY11 projected allocation for LaFollette will not supply enough resources for adequate educational programs. Continuation of the school program in FY11 could result in a part-time principal, no specialists, and a reduction of regular education classroom teachers from nine to six. This would result in many combined-grade classes. None of these are viable, recommended strategies for dealing with LaFollette's projected FY11 budget shortfall.

10. LaFollette K-8 School in 2008-09 was a high value-added, low-attainment school in elementary reading, elementary mathematics, and middle-grades mathematics. Results are not available for middle-grades reading because the population assessed was either too small and/or exhibited great variability.

11. In the previous year, the school was a low value-added, low-attainment school in elementary and middle-grades reading and a high value-added, low-attainment school in elementary mathematics. It was a low value-added, low-attainment school in middle-grades mathematics. See the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) graphs relative to proficiency levels in reading and mathematics (attached to the minutes of your Committee's meeting).

12. A Community Learning Center (CLC) operates in partnership with the Boys and Girls Club of Greater Milwaukee in the LaFollette facility. There are currently 155 students enrolled in the CLC, with an average daily attendance of 99 students. Of the total students enrolled, 105 are enrolled in LaFollette during the day. The Community Learning Center is currently in the second year of a five-year grant. A decision regarding the location or relocation of the Community Learning Center will be made when the future use of the LaFollette facility is determined.

13. A health clinic operates in partnership with Children's Hospital in the LaFollette facility. It houses the administrative offices of the Children's Hospital's school-based nurse program. The program administrator is a nurse practitioner (NP) and occasionally provides that service to students. The primary LaFollette staff is a 0.75 licensed practical nurse (LPN). A decision regarding the location or relocation of the health clinic will be made when the future use of the LaFollette facility is determined.

14. Letters went home to LaFollette parents and guardians regarding the proposed closing. Parents and guardians were invited to a school meeting scheduled for November 24, 2009, at LaFollette. At the meeting, the Administration's recommendation to close the LaFollette K-8 School Program was discussed. During the week of November 30, parents and guardians were also informed in a letter of the December 8, 2009, meeting of the Committee on Innovation/School Reform and the opportunity to provide testimony at a public hearing at that time.

15. A meeting of LaFollette's learning team was held on November 19, and a staff meeting was held on November 24 to discuss the Administration's recommendation to the Milwaukee Board of School Directors.

Strategic Plan Compatibility Statement

16. 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 Rule Implication Statement

17. Closing of the LaFollette K-8 School's 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…"

Fiscal Impact Statement

18. Because the Administration is exploring other potential uses for the LaFollette facility which will be presented to the Milwaukee Board of School Directors in the future, there are no projected operational savings at this time available to be shared by all schools in the district. However, the closing of the under-enrolled LaFollette K-8 School program will allow district funds to be used more efficiently.

Implementation and Assessment Plan

19. Upon the Board's approval, the North cluster system of support team will assist the LaFollette school community with all of the activities required to close the school program and to identify Fall placements for all of the children. Parents will be encouraged to enroll their children in higher-performing schools.

20. The Administration will make the necessary adjustments in student assignment, attendance areas, and transportation.

a. The LaFollette attendance area will be divided between Keefe Avenue K-8 School and Dr. Martin Luther King, Jr. K-8 School.

b. The revised Keefe attendance area will be defined as from the intersection of West Capitol Drive and North 16th Street, west to North 19th Street, south to North Teutonia Avenue, southeast to West Burleigh Street, east to I-94, north to West Atkinson Avenue, northwest to North 16th Street, and north to the starting point.

c. The revised Dr. Martin Luther King, Jr. attendance area will be defined as from the intersection of West Keefe Avenue and North Richards Street, west to North Port Washington Road, south to North Dr. Martin Luther King, Jr. Drive, northwest to I-94, south to West Burleigh Street, west to North 11th Street, south to West Center Street, east to North Dr. Martin Luther King, Jr. Drive, north to West Locust Street, east to North Richards Street, and north to the starting point.

(Please see the attached maps, which include the current LaFollette attendance area and the proposed redistribution of the LaFollette attendance area.)

21. Although Hopkins Street K-8 School is also geographically contiguous to portions of the current LaFollette attendance area, the Administration is not recommending the inclusion of Hopkins in the redistribution. Hopkins is an academically lower-performing school, as measured by our value-added attainment reporting system. On Sept. 24, 2009, the Superintendent reported to the Milwaukee Board of School Directors that Hopkins Street K-8 School has a history of academic performance in both reading and math consistently below the district average for attainment and growth. Hopkins Street K-8 School has lost 32.5% of its enrollment since September 2005 (from 482 in Fall 2005 to 325 in Fall 2009).

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 direct the Administration to:

1. hold a LaFollette community school cluster involving the following schools: Lafollette, Hopkins, Martin Luther King, Wheatley, and 21st Street — and other neighboring schools, if the Administration considers this necessary — to discuss the status of schools in that area;

2. provide materials similar to those that were used in Director Falk's and Director Bonds' districts when they held school clusters in order to make an informed decision;

3. involve the key stakeholders (e.g., school board members, parents, schools, community representatives) in this process;

4. hold this community cluster prior to December 20, 2009; and

5. report to the Board no later than the Board's special meeting scheduled for January 5, 2010, its recommendations based on this school cluster.

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

* * * * *

(Item 3) Action on a Request to Amend the Instrumentality Charter School Contract with Montessori High School, an IB World School, to Increase Grade Levels Served

Background

1. The Marshall Montessori International Baccalaureate (MMIB) High School opened as a traditional school in the Fall of 2006. On January 5, 2007, the school submitted a petition to convert to an

MPS instrumentality charter school, to begin with the 2007-2008 school year. On January 24, 2007, the MPS Charter School Review Panel met to review the charter school petition and subsequently provided to the Milwaukee Board of School Directors a recommendation for approval of the charter concept.

2. On January 30, 2007, the Milwaukee Board of School Directors held a special board meeting and public hearing to consider the charter school petition for Marshall Montessori International Baccalaureate High School. At that meeting, the Board took action to approve the concept of the charter 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 Marshall Montessori International Baccalaureate High School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-2008 school year.

3. On April 19, 2007, the Board approved a five-year instrumentality contract starting with the 2007-2008 school year.

4. On October 23, 2008, the Milwaukee Board of School Directors approved the proposed revisions to the MPS Instrumentality Charter School Model Contract and authorized the Administration to implement the MPS Instrumentality Model Contract's revisions and to negotiate and implement amendments to the current instrumentality charter school contracts to reflect those modifications during the 2008-2009 school year.

5. On May 28, 2009, the Milwaukee Board of School Directors approved the negotiated model contract with Montessori International Baccalaureate High School, with modifications in terms that included a name change from Montessori International Baccalaureate High School to Montessori High School, an IB World School.

6. Montessori High School, an IB World School, is a teacher-led charter high school currently located at 6415 West Vernon Avenue.

7. Montessori High School's contract specified services for 310 full-time-equivalent students (FTEs) in grades nine through twelve for the 2009-2010 school year, 340 students for the 2010-2011 school year, and 335 students for the 2011-2012 school year.

8. Montessori High School's 2009 September state aid enrollment count was 299, including 71 students (24%) with special needs

Administration's Analysis

9. On September 1, 2009, Diversified Community Schools received a written request from Montessori High School to expand the grade levels of the school to include seventh and eighth grade, starting with the 2011-2012 school year.

10. Montessori education is based on human development using specific methods and materials developmentally appropriate for the child. There are three lanes of development, each lasting six years — Primary (ages birth-6), Elementary (ages 6-12), and Adolescence (ages 12-18). The adolescence lane is equivalent to grades seven through twelve. Expanding the grade levels to include grades 7 and 8 would allow the school to optimally serve the needs of the students and fully implement the Montessori education for adolescents.

11. This rationale is widely supported by the school community of Montessori High School. The expansion has been discussed over the past several years with an abundance of stakeholders, including the school staff, students, parents, school community partners, the Montessori City-wide Council, the MPS Montessori school community, international Montessori organizations, and the school's neighborhood community.

12. Montessori High School has exceeded projected enrollment in each of its first four years of operation. Montessori High School has developed a 12-month recruitment and marketing cycle that has proven to be successful in MPS. Montessori High School plans to implement these strategies to recruit the additional grade levels. Strategies including establishing strong relationships with targeted feeder schools,

direct mailing to MPS families, recruitment fairs, and web-based and multi-media recruitment and marketing will be used to ensure that the enrollment targets are met. In addition, contingent upon the Board's approval of this item, a Teacher-Parent Planning Committee will market the expansion throughout Milwaukee.

13. The following table outlines the modified contract number and grade-level distribution for the remainder of the contract term.

Year	Grade						Total FTEs
	7	8	9	10	11	12	
2009-10	0	0	110	75	65	60	310
2010-11	0	0	110	85	70	60	325
2011-12	25	25	110	90	75	60	380

14. Contingent upon the Board's approval to renew the contract with Montessori High School at the end of the current term, the following projection has been made.

Year	Grade						Total FTEs
	7	8	9	10	11	12	
2012-13	30	25	100	90	80	70	395
2013-14	40	30	100	90	80	70	410
2014-15	50	40	90	90	80	70	420
2015-16	75	50	80	80	80	75	440
2016-17	75	75	80	75	75	70	450

Strategic Plan Compatibility Statement

15. 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 Rule Implication Statement

16. This recommendation is consistent with Wisconsin State Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

17. When appropriate, the Administration will negotiate a Memorandum of Understanding regarding proposed modifications to the contract related to staffing, wages, hours, and working conditions of the bargaining union agreements in light of this item.

18. All approved MPS charter schools are paid in accordance with the Administrative Policy 9.12 and the Board-adopted budget.

Fiscal Impact Statement

19. This item does not authorize expenditures for FY10 beyond the FY10 contracted amount. Future expenditures for the expansion, totaling approximately $443,000 over a three-year period, are expected.

Implementation and Assessment Plan

20. The amended contract, as attached to the minutes of your Committee's meeting, will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the contract, as attached to the minutes of your Committee's meeting, with Montessori High School, an IB World School, which increases the grade levels served.

Director Spence 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 4) Action on a Recommendation for the Non-Renewal of the Instrumentality Charter School Contract with W.E.B. Dubois High School and for the Closing of the School at the End of the 2009-2010 School Year

Background

1. On December 20, 2004, the Milwaukee Board of School Directors approved a five-year charter school contract, to establish W.E.B. DuBois High School as an instrumentality charter school, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-2010 school year. W.E.B. DuBois High School is located at 4141 North 61st Street, Milwaukee, WI, 53216. The current contract specifies services for 400 full-time-equivalent students (FTEs) in grades 9 through 12. The school's September 2009 State Aid Enrollment Count was 328 students, including 68 students (21%) with special education needs.

2 The MPS Charter School Contract Review Team has conducted a review of the W.E.B. DuBois High School contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Administration's Analysis

3. In November 2009, the Charter School Contract Review Process was initiated early at the request of the school leader at W.E.B. DuBois High School. On November 20, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information and data relative to contract compliance provided by the MPS Division of Diversified Community Schools and various Central Services staff.

4. 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 Charter School Contract Review Checklist attached to the minutes of your Committee's meeting. The Charter School Contract Review Team met with representatives from W.E.B. DuBois High School and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to W.E.B. DuBois High School are included in the attachments to the minutes of your Committee's meeting.

5. On November 20, 2009, the Charter School Contract Review Team recommended a one-year renewal of the instrumentality charter contract with W.E.B. DuBois High School and that the school attend

to the areas in which it was found to be non-compliant or partially compliant. The Contract Review Team also recommended that, in order for the contract to be renewed next year, the school must meet three requirements in addition to the standard contract review items:

a. the school will need to provide evidence of completed student portfolios at all grade levels. These need to be in the e-portfolio format;

b. the contract review shall take place after the performance and financial audits are complete for the 2009-2010 school-year data, W.E.B. DuBois High School will need to have a clean audit in order for the contract to be renewed; and

c. the school shall establish local assessment measures to be implemented during the 2009-2010 school year to measure student growth. The school will need to provide evidence based on these local measures that the students are growing academically for renewal.

6. After consulting with the W.E.B. DuBois High School staff, the current school leader has concerns with the willingness of the staff to put forth the efforts needed to meet the recommendations of the Contract Review Team.

7. The Superintendent has reviewed the contract review checklist and recommendation of the Contract Review Team and has concluded that he does not concur with the recommendation for contract renewal for the 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 W.E.B. DuBois High 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, which is ground 3 for termination as stated in the contract;

c. the school failed to comply with all of the requirements of the Individuals with Disabilities in Education Act (IDEA). W.E.B. DuBois did not meet the federally and state-mandated requirement of 95% compliance on the Continuous Improvement Focused Monitoring Assessment (CIFM), which is ground 4 for termination; and

d. 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, Stats., or

6. Board determines that Charter School does not agree to modification and/or amendments required by the Board to this Contract.

If this 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, at a minimum, the end of the semester in which notice of termination is given, unless, in 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 2008-2009 school year, W.E.B. DuBois High School did not meet any of the contractually required applicable performance criteria.

a. On the Grade 10 Reading Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 19.7% of W.E.B. DuBois High School's students scored proficient or advanced, compared with 41.4% in MPS.

b. On the Grade 10 Mathematics Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 3.9% of W.E.B. DuBois High School's students scored proficient or advanced, compared with 28% in MPS.

c. On the Grade 10 English/Language Arts Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 13.1%% of W.E.B. DuBois High School's students scored proficient or advanced, compared with 36.4% in MPS.

d. On the Grade 10 Science Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 10.5% of W.E.B. DuBois High School's students scored proficient or advanced, compared with 27.9% in MPS.

e. On the Grade 10 Social Studies Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 13.1% of W.E.B. DuBois High School's students scored proficient or advanced, compared with 39.5% in MPS.

11. W.E.B. DuBois High School met only one, or 33%, of the three mandatory academic performance criteria:

a. W.E.B. DuBois High School *did not* meet the average daily attendance rate — 70.9%, compared with 79.7% in MPS.

b. W.E.B. DuBois High School did meet the mobility-rate criterion — 20.6%, compared with 21.9% in MPS.

c. W.E.B. DuBois High School *did not* meet the Adequate Yearly Progress (AYP) criterion for both mathematics and reading achievement.

12. The audit of the year ended June 30, 2008, revealed that 21% of the areas audited were found to be materially non-compliant. Of these, five, or 55%, were carry-over findings from previous years.

13. The Continuous Improvement Focused Monitoring (CIFM) assessment that was done in March for the 2008-2009 school year placed W.E.B. DuBois High School in intensive monitoring, with 92.54% compliance.

14. Additional areas of non-compliance can be found in the Contract Review Checklist attached to the minutes of your Committee's meeting..

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 measureable objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy, or Board Rule Implication 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 FY11 Proposed budget will not include funds for the school.

Implementation and Assessment Plan

18. Upon the Board's approval of this item, the W.E.B. DuBois High School's charter contract will expire, and the school will close at the end of the last regularly scheduled day of the 2009-2010 school year.

19. District employees will be reassigned in accordance with the provisions found in bargaining unit contracts.

20. MPS Department of Parent and Student Services will work with parents, students, and the school leader to enroll the students from W.E.B. DuBois High School in MPS regular, instrumentality charter, non-instrumentality charter, or partnership schools through the three-choice process in January.

Committee's Recommendation

Your Committee recommends that the Board:

1. allow the instrumentality charter school contract with W.E.B. DuBois High School to expire at the end of the contract's term in June 2009, in accordance with the Charter Contract, section III, grounds for termination:

   a. school violated the contract through failure of the school to follow the educational program outlined in Appendix A of the Charter School Contract;

   b. pupils enrolled in W.E.B. DuBois High 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, which is ground 3 for termination by the Board as stated in the contract;

c. the school failed to comply with all of the requirements of the Individuals with Disabilities in Education Act (IDEA). W.E.B. DuBois did not meet the federal and state-mandated requirement of 95% compliance on the Continuous Improvement Focused Monitoring Assessment (CIFM), which is ground 4 for termination;

d. 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; and

2. direct that the school close at the end of the last regularly scheduled day of the 2009-2010 school year.

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

* * * * *

(Item 5) Action on a Request for Mutual Termination of the Charter School Contract with Foster and Williams High School of the Visual Arts and Communications and on the Closing of the School at the End of the First Semester of the 2009-2010 School Year

Background

1. On May 31, 2006, the Foster and Williams High School of the Visual Arts and Communication submitted a charter petition to the Milwaukee Board of School Directors to convert to an MPS instrumentality charter school to begin with the 2007-2008 school year.

2. On June 26, 2006, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition's concept for the Foster and Williams High School of the Visual Arts and Communication.

3. On June 29, 2006, the Board approved the concept of the Foster and Williams High School of the Visual Arts and Communication with no contract contingencies. The action by the Board 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 Foster and Williams High School in anticipation of the establishment of an MPS instrumentality charter school beginning with the 2007-2008 school year.

4. School representatives of the Foster and Williams High School of the Visual Arts and Communication accepted the model instrumentality charter contract, with the following modifications in terms:

a. Kevin McDonough, or his successor, was to be the school leader of the charter school.

b. Foster and Williams High School of the Visual Arts and Communication was to be housed and share space at the John Burroughs Educational Complex, 6700 North 80th Street, Milwaukee, WI, 53223.

c. The contract term was to be for five years, beginning with the 2007-2008 school year and ending on the last regularly scheduled school day of the 2011-2012 school year.

d. The total cost of the contract was to be based on the charter school's full-time-equivalent (FTE) count, for up to a maximum of 240 students.

5. In April of 2007, the Board voted to approve a revised MPS instrumentality charter school model contract, and Foster and Williams High School of the Visual Arts and Communication's contract was amended to implement the updated terms of the revised MPS instrumentality charter school model contract.

6. The mission of Foster and Williams High School of the Visual Arts and Communication is to provide an intimate, language-rich environment that challenges students to stretch their limits and to see the world in a different way. The charter states that language and culture are the focus of this school and that deaf and hard-of-hearing students will not be seen as simply "special education students." They will be equal members of the community who contribute and partake in opportunities with all other students.

7. The September 2009, Third-Friday enrollment count for Foster and Williams High School of the Visual Arts and Communication was 140 students — 40 ninth-graders, 39 tenth-graders, 37 eleventh-graders, and 24 twelfth-graders. Forty eight percent (48%) were students with special education needs.

8. In November 2009, the Charter School Contract Review Process was initiated early at the request of the Superintendent due to concerns regarding safety, academic performance, and governance structure. On November 20, 2009, the MPS Charter School Contract Review Team convened to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff. Information and data were provided relative to contract compliance.

9. 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 Charter School Contract Review Checklist attached to the minutes of your Committee's meeting. The Charter School Contract Review Team met with representatives from Foster and Williams High School of the Visual Arts and Communication and reviewed any additional data provided by the school. The Charter School Contract Review team then finalized its findings and recommendation relative to contract compliance.

10 On November 20, 2009, the Charter School Contract Review Team recommended termination of the instrumentality charter contract with Foster and Williams High School of the Visual Arts and Communication due to low student achievement and failure to make consistent, significant academic progress.

11. Following a review of the report from the MPS Charter School Contract Review Team, the Superintendent concurred with the recommendation to terminate the instrumentality charter school contract with Foster and Williams High School of the Visual Arts and Communication. The findings concluded that the school had violated its contract because pupils enrolled at Foster and Williams High School of the Visual Arts and Communication 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.

Administration's Analysis

12. On November 23, 2009, Foster and Williams High School of the Visual Arts and Communication sent a letter to the Superintendent requesting mutual termination of the instrumentality charter school contract with Foster and Williams High School of the Visual Arts and Communication, effective at the end of the first semester of the 2009-2010 school year.

13. 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, Stats., or

6. Board determines that Charter School does not agree to modification and/or amendments required by the Board to this Contract.

If this 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, at a minimum, the end of the semester in which notice of termination is given, unless, in the discretion of the Board, termination should become effective sooner.

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.

Statute, Administrative Policy, or Board Rule Implication Statement

15. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12, Charter Schools, and Wisconsin State Statute 118.40, relative to charter schools. Administrative Policy and Procedure 9.12 detail a charter school contract review process and provide that, "The Board may alternatively use a procedure other than the one set forth in section 12(a) of Administrative Policy 9.12 Charter Schools, for the revocation of charters and terminations of contracts." Wisconsin State Statute 118.40, Charter Schools, addresses charter school contract revocation, but not mutual termination.

Fiscal Impact Statement

16. This item does not authorize expenditures. The Wisconsin Department of Public Instruction (DPI) requires the submission of an inventory of all equipment with a current per-unit market value of $5,000 or more and unused supplies with aggregate value of $5,000 or more purchased with federal funds. This submission must include the reason the charter school closed, an inventory of all applicable items, and a description of how these items will be used by other public schools. If the items will not be used by other public schools, these items must be sold and the proceeds forwarded to DPI.

Implementation and Assessment Plan

17 Upon the Board's approval of this item, the Administration will work with the Office of the City Attorney to prepare the mutual termination agreement.

18. The MPS Division of Student Services and Parent Information Center will work with parents, students, and the school leader to enroll the Foster and Williams High School of the Visual Arts and Communication's students in MPS regular, instrumentality charter, non-instrumentality charter, or partnership schools.

19. MPS staff will be reassigned in accordance with the provisions found in the bargaining unit agreements.

20. Options will be explored to include the Deaf and Hard of Hearing (DHH) program within other high-school options.

Committee's Recommendations

Your Committee recommends:

1. both that the charter school contract with Foster and Williams High School of the Visual Arts and Communication be terminated and that the school close at the end of the 2009-10 school year; and

2. that the Board direct the Administration to contact the parents of students in the deaf and hard-of-hearing program to see whether they wish their children to move to other programs prior to the school's closing or to remain at Foster and Williams until the end of the school year.

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

* * * * *

(Item 6) Action on a Request for Mutual Termination of Northern Star Charter School's Contract, Effective December 21, 2009, and the Closing of the School, Effective June 21, 2010

Background

1. On July 22, 2002, the Board approved a five-year charter school contract establishing Northern Star School as an instrumentality charter school. Northern Star opened as a teacher-led charter school beginning with the 2002-2003 school year and ending with the last regularly scheduled school day of the 2006-2007 school year.

2. Northern Star Charter School is a unique year-round school that offers block scheduling and programming for students who would most likely not attend school. Northern Star Charter School offers a drop-out recovery program that targets teen parents and those who are pregnant in the middle grades the opportunity to complete middle school and move on to high school and become productive participants in society.

3. Northern Star Charter School's community partners, which provide resources and support services for students, include the Community Education Program, the Parenting Network, the Milwaukee Urban League, Rosalie Manor, and Aurora Health Care.

4. When Northern Star Charter School opened in 2002, the school shared space at Madison University High School, 8135 W. Florist Avenue. On February 24, 2005, the Board approved the request from the school and supported the Administration's recommendation to relocate Northern Star Charter School to shared space at Custer High School, 5075 North Sherman Blvd., beginning with the 2005-2006 school year.

5. On May 31, 2007, the Board approved the Administration's request to grant a five-year renewal of the instrumentality charter school contract with Northern Star Charter School, with a maximum of 40 FTEs in grades 6 through 9. The terms of the charter school contract were to begin with the 2007-2008 school year and to end with the last regularly scheduled school day of the 2011-2012 school year.

Administration's Analysis

6. For 2009-2010, the school's funding allocation was based on 34 students in grades 6 through 9.

7. Due to significant financial changes that have affected Northern Star Charter School, from the previous school year's financial deficit and the 2009-2010 Third-Friday Count, Northern Star Charter School is requesting a mutual termination of the current contract, to be effective December 21, 2009.

8. For the stability of the students who currently attend the year-round program, Northern Star Charter School requests that the students remain at the current site until the end of the 2009-2010 school year.

9. The charter school contract between the Milwaukee Board of School Directors and Northern Star School states in Section III.C, Termination, that the contract may be terminated before expiration of its term if both parties agree in writing to termination.

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: 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 Rule Implication Statement

11. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12, Charter Schools, and Wisconsin State Statute 118.40, relative to charter schools. Administrative Policy and Procedure 9.12 detail a charter school contract review process and provide that, "The Board may alternatively use a procedure other than the one set forth in section 12(a) of Administrative Policy 9.12 Charter Schools, for the revocation of charters and terminations of contracts."

12. Wisconsin State Statute 118.40, Charter Schools, addresses charter school contract revocation, but not mutual termination.

Fiscal Impact Statement

13. This item does not authorize expenditures.

Implementation and Assessment Plan

14. Upon the Board's approval of this item, the Administration will work with the Office of the City Attorney to prepare the mutual termination agreement.

Committee's Recommendation

Your Committee recommends that the Board agree to the mutual termination of Northern Star Charter School instrumentality contract effective December 21, 2009, and closure of the school effective as of June 21, 2010.

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

* * * * *

(Item 7) Action on a Request for an Early Start Dates for Ronald Wilson Reagan College Preparatory High School, Wedgewood Park International School, and Rufus King International Baccalaureate High 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 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 this request, the Milwaukee Board of School Directors will move to submit a request to the Department of Public Instruction requesting an early start date for the 2010-11 school year for Ronald Wilson Reagan College Preparatory High School and Rufus King International Baccalaureate High School (grades 6-12). Both of these schools have requested an early start date for the 2010-11 school year. The request will cite the fact that the post-September 1, 2010, start date conflicts with the curriculum 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. Also, on November 1, 2009, Reagan submitted Application A of the IB Middle Years Program for grades 9 and 10. The second part of the MYP authorization, Application B, was submitted in November 30, 2009. 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 2009-10 school year.

6. The Wedgewood Park International School Community is also requesting an early start date for the 2010-2011 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 level. 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 our families are not on different calendars throughout the school year, it is imperative that we offer a common calendar to meet our families' 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 to work together on curriculum writing. The request for an early start date for the 2010-2011 school year will ensure Wisconsin continues to offer this unique collaboration and strong program offerings to students in the Milwaukee community.

8. At Rufus King International Baccalaureate High School, the IB program has been in place since 1979. Approximately 85% (612) of Rufus King's 720 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 by May 1, 2010, with the first 200 sixth-graders to be enrolled in fall 2010.

9. In June 2009, the Milwaukee Board of School Directors approved the expansion of Rufus King International Baccalaureate High School to include grades 6 through 8, to be located on two campuses beginning with the 2010-2011 school year. Pending the Board's approval in January 2009, Rufus King International Baccalaureate High School will be renamed to indicate the expansion of the educational program. The new name will be Rufus King International School, with designations for the high-school campus and the middle-years campus. 100% of the students entering the middle-years campus will 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 2011-2012 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 Baccalaureate High School for an early start date for the 2009-10 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 Baccalaureate 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 2010-11 school year for Ronald Wilson Reagan College Preparatory High School, Wedgewood Park International School, and Rufus King International Baccalaureate 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 Baccalaureate High School (grades 6-12) and direct the Administration to submit a request to

the Department of Public Instruction prior to the January 1, 2010, deadline for an early start date for the 2010-11 school year for Ronald Wilson Reagan College Preparatory High School, Wedgewood Park International School, and Rufus King International Baccalaureate High School (grades 6-12).

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

* * * * *

(Item 8) Action on a Request to Implement a Communicable Disease Prevention Program for Youth in School

Background

1. Healthy, resilient learners become active, engaged adults and community members. Ensuring health means addressing all aspects of health, including nutrition, activity, social and emotional wellness, human growth and development, and reproductive health. Ensuring adolescent health often means providing access to scientifically-based human-growth-and-development instruction as well as access to services that support healthful choices.

2. Developmentally, adolescents are primed to participate in risky behaviors related to alcohol, tobacco and other drug use, and sexual behaviors. On the 2009 Youth Risk Behavior Survey (YRBS), nearly 63% of Milwaukee public high-school students confirmed that they are sexually active, but almost 1/3 of those students also stated that they did NOT use condoms the last time they had sexual intercourse.

3. Nationally, sexually transmitted infections continue to rise. The U.S. has the highest rate of any developed country. Adolescent girls age 15-19 had the most chlamydia and gonorrhea cases of any age group, at 409,531, and young African American women age 15-19 had the highest rates of chlamydia and gonorrhea. Overall, the Centers for Disease Control and Prevention (CDC) estimates that 19 million new sexually transmitted infections occur each year, almost half among 15-24-year-olds.

4. Incidence rates of sexually transmitted infections (STIs) such as chlamydia (CT) and gonorrhea (GC) are particularly high in Milwaukee:

   a. In 2004, Milwaukee's rates of CT were 5 times and GC rates were 6 times the national average

   b. In the same year, 15- to 19-year-olds accounted for 40% of all CT and 37% of all of GC infections reported in the City of Milwaukee (MHD)

5. The risk of contracting communicable disease (STI, HIV) increases exponentially with each unprotected sexual encounter. Many of these infections can cause long-term reproductive-health problems like infertility and can be life threatening, as is the case with HIV infection. 2009 YRBS data paint a very clear picture of the communicable-disease risks borne by MPS high-school students:

   a. 24% have had 4 or more lifetime partners

   b. 44% have had sexual intercourse with one or more people during the last 3 months

   c. 34% did not use condoms during last sexual intercourse.

6. Condom use mitigates the risk of communicable disease associated with unprotected sexual encounters. When combined with education, access to information, supplies, support for healthful decision making, and consultation with healthcare professionals, mitigating the health risks associated with sexual behaviors is possible. MPS students have critical health needs related to sexual health in this area.

7. The approved MPS human growth and development curriculum addresses reduction of risk of communicable disease with an abstinence-based approach. The curriculum also identifies male condoms as

a risk-reduction method in 5th-grade lessons. The 7th- and 8th-grade lessons go through the correct steps on how to use a male condom.

8. Milwaukee is one of the top ten cities within the U.S. with the highest percentage of total births to teen mothers.

- 70% of teen mothers never finish high school.
- Girls born to teen mothers are 83% more likely to become teen mothers.

9. Wisconsin and federal law do not require parental consent in order for minors to receive family-planning services, and minors are not required to disclose medical records relating to this care. Therefore, minors in Wisconsin can obtain family-planning services, including condoms, without the consent of their parents.

administration's Analysis

10. Student health and wellness is comprehensive and includes reproductive health.

11. Students receive health services from highly qualified registered nurses who, by virtue of education and training, are competent to respond to student reproductive-health concerns.

12. High rates of STIs and their concomitant health impacts affect student health. Many adolescents are armed with the facts about protecting themselves from STIs, but do not use well known strategies (abstinence, condoms) because they do not pre-plan. From a developmental perspective, pre-planning to decrease is risk is inconsistent with adolescence. The CDC encourages better reproductive-health education, but also states that "children and teens need to know about condom use."

13. Access to condoms may be a barrier to use in part due to cost or embarrassment.

14. Research studies have shown that, when condoms are available in schools, students obtain them and are more likely to use them, yet were no more likely to be sexually active.

15. According to the CDC, approximately 4.5% of senior high schools make condoms available to students as a part of standard health services.

16. Recent research indicates that parents in most demographic categories support condom-distribution programs and education in high-school settings.

17. Providing student access to male condoms within the context of a nurse's visit supports student health by mitigating the health risks associated with unprotected sexual encounters and is consistent with the MPS human growth and development curriculum.

18. The City of Milwaukee's Office of the City Attorney has determined that providing a condom education and distribution program is a public-policy decision within the purview of the Milwaukee Board of School Directors.

19. The Milwaukee Health Department supports efforts to decrease the teen health consequences of unprotected sexual contact.

Strategic PLAN Compatibility Statement

20. This item supports The Milwaukee Public Schools' *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

21. This item is consistent with Administrative Policy 6.09, Human Immunodeficiency Virus (HIV) Infection, and Administrative Policy 7.09, Human Growth and Development

Fiscal Impact Statement

22. No school board funds will be used to purchase condoms. Extramural sources will be sought to fund program costs.

Implementation and Assessment Plan

23. School nurses in high schools will be equipped with a supply of male condoms for distribution to students, guided by an mps school nursing policy and procedure (to be developed).

24. Students will be required to come to the nurse's office to request a condom. Each student will have the opportunity for guidance and referral related to reproductive health when accessing a condom.

25. Condom packages will also include youth-friendly reproductive-health education information and directions for correct use.

26. The program will be cognizant of parental concerns and will maintain open lines of communication with parents and guardians related to the program policies and procedures within Wisconsin and federal law.

Committee's Recommendation

Your Committee recommends that the Board adopt a communicable-disease-prevention program focused on decreasing the health risks associated with unprotected sexual activity, which includes distribution of condoms.

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

* * * * *

(Item 9) Transmittal of the Annual District Report Card

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

Administration's Report

1. In accordance with the MPS Administrative Policy 2.16, District Accountability System, the Administration presents the Board and the community with its annual Report Card for the 2008-09 school year. School-by-school reports are presented along with a district overview.

2. Requirements of the Elementary and Secondary Education Act (ESEA) stipulate that school districts report two-year performance trends of students on statewide assessments in reading and mathematics, disaggregated by ethnicity, gender, socioeconomic status, migrant status, disability status, and English-proficiency status. According to ESEA, the graduation rate must be reported for high schools, and another indicator (attendance) must be reported for elementary and middle schools. Additionally, each school's performance is to be compared with the state's Adequate Yearly Progress (AYP) target, and professional qualifications of teachers must be reported. New requirements from the Department of Education also include the reporting of state results from the National Assessment of Educational Progress (NAEP).

3. The 2008-09 Report Card presents three-year trends in performance for state assessments, disaggregated by ethnicity, gender, socioeconomic status, English-proficiency status, and disability status. Graduation, promotion, and attendance rates are reported for applicable grades. Other data of interest to the community — including GPA, ACT, and AP/IB results; mobility and stability rates; suspension rates; and

enrollment information — are reported. As per past practice, principals have submitted brief text profiles of their schools; this profile is part of the first page of information for each school.

4. The Report Card also presents the eighth year of value-added analyses of student-achievement information to complement the attainment results required under ESEA. These measures level the playing field among schools serving diverse populations of students and help to improve our understanding of schools' achievement gains over time.

5. ESEA requires that Report Cards also contain information regarding the percent of classes taught by "highly qualified" teachers. Given the complexities in reporting data on teacher quality, the district relies on Department of Public Instruction's annual reports to provide this information to the community (see the following web-page for information on MPS: http://dpi.wi.gov/sig/index.html)

6. Administrators (school-based and Central Services) will utilize information in the 2008-09 Report Card to inform school-improvement planning and program evaluation and to define future research and policy needs.

* * * * *

(Item 10) Action on a Technical Amendment to Previously Approved Allocations to St. Charles for Private-School Placement of Students with Special Education Needs

Administration's Analysis

1. Under the provisions of Wisconsin Statute 115.85(2)(d), the Milwaukee Board of School Directors is authorized to contract with private, non-sectarian special education agencies to provide special education services to pupils enrolled in MPS.

2. At its meeting on June 26, 1996, the Board authorized the Administration to request a waiver from the provision of PI 11.06(1)(d)(2) of the Wisconsin Administrative Code, which requires the State Superintendent of Public Instruction to approve each individual placement of students with disabilities in private agencies.

3. 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 which was to serve 135 students with severe behavioral problems.

4. The Milwaukee Public Schools continues to have a need for programs serving special education students who are experiencing difficulty with their behavior.

5. The Administration is recommending that the District continue to contract with St. Charles for 135 seats to include 40 elementary seats (grades 4-7) and 95 secondary seats (grades 8-12). An additional 42 seats will be undesignated to allow for flexibility in matching students' needs with a larger variety of placements. For the 2009-2010 school year, there have been 40 seats designated as new severe seats. The total FTEs (full-time-equivalent) will be 217.

6. At the Board's meeting on June 25, 2009, the Superintendent submitted a communication requesting approval of additional allocations for private school placement of students with special education needs and of allocations to Milwaukee County for day-treatment programs for adjudicated youth. The Board approved the Superintendent's recommendation; however, the Administration later determined that a clarification was needed to the approval regarding the special education allocations. The needed technical amendments are noted below.

Strategic Plan Compatibility Statement

7. The recommendation supports the MPS Strategic Plan Goal 2, school communities work together for improvement in academic achievement, and Goal 8, the district builds partnerships to support student achievement

Statute, Administrative Policy or Board Rules Statement

8. The recommendation adheres to the provisions of 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

9. Approval of this item authorizes expenditures totaling $3,394,447 for FY10. This amount will be adjusted, if necessary, to align with the FY10 Board-approved budget. The seats in grades 4-7 will be funded at $12,338 per FTE. Seats in grades 8-12 will be funded at $10,753 per FTE. The 40 severe seats will be funded at $30,000 per FTE. The 42 "to be determined" seats will be funded at $16,176 per FTE. The difference in the rate is due to the additional services required for students in the elementary grades and for the severe student placements. Funding to cover the cost of the seats is included in the FY10 budget in account ARC-0-1-AGN-1S-ECTV. The costs for these seats are shown below:

	FTEs			
Agency	**FY07**	**FY08**	**FY09**	**FY10**
St. Charles	135	135	135	135
New Severe Seats	—	50	25	40
To Be Determined	23	23	48	42
Total	**158**	**208**	**208**	**217**
St. Charles — Grades 4-7	40	40	40	40
St. Charles — Grades 8-12	95	95	95	95
New Severe Seats	—	50	25	40
To Be Determined	23	23	48	42
Total	**158**	**208**	**208**	**217**

	FY07	**FY08**	**FY09**	**FY10**
St. Charles — Grades 4-7	$463,720	$478,560	$488,120	$493,520
St. Charles — Grades 8-12	$959,785	$990,565	$1,010,420	$1,021,535
New Severe Seats	—	$1,500,000	$750,000	$1,200,000
To Be Determined (budgeted)	$445,055	$445,055	$768,000	$679,392
Grand Total	**$1,868,560**	**$3,414,180**	**$3,016,540**	**$3,394,447**

Implementation and Assessment Plan

10. 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 has complied with performance standards specified in the contract.

11. All students will have functional behavioral assessments and behavior-intervention plans 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.

12. The school shall achieve a percentage of pupils in grades 4-12 meeting at least 80% of their IEP goals.

13. All students shall participate in district and statewide assessments, with accommodations and modifications if appropriate (as determined by the IEP Team). If alternative assessments are to be given (as determined by the IEP Team), they must reflect high standards and expectations.

14. The successful bidder(s), in collaboration with the Division of Special Services, will develop appropriate transition plans for all students.

15. The requirements of the "No Child Left Behind" (NCLB) Act include 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 amend its action of June 25, 2009, as follows:

1. authorize the Administration to renew the contract with St. Charles for FY10 for 135 special education seats~~, 40 new severe seats, and for 42 seats to be determined based on need and authorize expenditures as listed below which will be adjusted if necessary to align with the FY10 Board approved budget~~.

Agency	FTEs			
	FY07	**FY08**	**FY09**	**FY10**
St. Charles	135	135	135	135
New Severe Seats	—	50	25	40
To Be Determined	23	23	48	42
Total	**158**	**208**	**208**	**217**
St. Charles — Grades 4-7	40	40	40	40
St. Charles — Grades 8-12	95	95	95	95
New Severe Seats	—	50	25	40
To Be Determined	23	23	48	42
Total	**158**	**208**	**208**	**217**

	FY07	**FY08**	**FY09**	**FY10**
St. Charles — Grades 4-7	$463,720	$478,560	$488,120	$493,520
St. Charles — Grades 8-12	$959,785	$990,565	$1,010,420	$1,021,535
New Severe Seats	—	$1,500,000	$750,000	$1,200,000
To Be Determined (budgeted)	$445,055	$445,055	$768,000	$679,392
Grand Total	**$1,868,560**	**$3,414,180**	**$3,016,540**	**$3,394,447**

2. authorize the pre-approval of the use of the 42 "to be ~~assigned~~ determined" seats and the 40 "new severe" seats from the following list of agencies and schools with whom we have contracted in the past:
   - Willowglen Academy (Phoenix Care Systems)
   - St. Aemilian Lakeside
   - Banner Learning Corporation
   - Kradwell
   - St. Rose
   - St. Charles, Inc.

Access of a seat in a given agency will be based on the individual needs of the specific student within his or her IEP process.

The Administration will proceed with the understanding that contracts with approved agencies/schools may not exceed $3,394,447 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.

* * * * *

(Item 11) Action on Follow-up to Resolution 0910R-008 by Director Falk Regarding Changing Graduation Requirements to Include ACT Testing

Background

At its meeting on September 24, 2009, the Board adopted Resolution 0910R-008 by Director Falk:

WHEREAS, In the Spring of 2008, in response to Resolution 0708R-001, the Milwaukee Public Schools implemented a pilot to administer ACT testing to all 11th-grade students; and

WHEREAS, In FY09, the Board of School Directors approved an expansion of administering the weekday ACT test to all juniors in all schools in the district and allocated $250,000 in the budget to support the project; and

WHEREAS, In the FY10 budget, $150,000 has been allocated to continue to support this project; and

WHEREAS, The Administration reported back to the Board relative to the success of the ACT testing pilot and how it helped to promote rigor among staff, as well as increase student motivation; and

WHEREAS, A number of school districts in the country are administering what ACT has named the "District Choice State Testing" (DCST), which is weekday administration of the ACT test, and some states have adopted an augmented ACT as their high-school accountability tests; and

WHEREAS, According to the February 03, 2009, publication of *US News and World Report*, "Five other states already require students to take the ACT test: Illinois, Michigan, Kentucky, Colorado, and Wyoming. At least two of those states — Colorado and Illinois — have seen an 8 percent increase in their college-bound rates since the ACT test became a graduation requirement"; and

WHEREAS, Just as lawmakers in Illinois mandated in 2001 that all high-school graduates -- college-bound or not — take the ACT exam, lawmakers in Wisconsin are also engaging in conversation around an augmented ACT test in lieu of the WKCE as the state assessment; and

WHEREAS, The District must continue to make strides toward achieving Goal 1 as outlined in its Action Plan to Improve Milwaukee Public Schools, which is that "students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship"; now, therefore be it

RESOLVED, That ACT testing be offered to all 11th-grade and 12th-grade students district-wide who have not previously taken the test; and be it

FURTHER RESOLVED, That the Administration explore the cost, expectations, and desirability of adding the writing component to the test requirement; and be it

FURTHER RESOLVED, That the Board direct the Administration to develop standards for exemption from the test; and be it

FURTHER RESOLVED, That ACT testing be added to the MPS graduation requirements, with no score requirement and no increase in the number of credits required for graduation; and be it

FURTHER RESOLVED, That the Administration bring a plan for implementation and updates to graduation policies and procedures to the Board for approval by the November 2009 Board cycle for implementation in the 2010-2011 school year.

Administration's Analysis

1. On May 31, 2007, Director Falk introduced Resolution 0708R001 regarding a pilot administration of the ACT to MPS juniors in the spring of 2008, moving toward administration of the ACT to all MPS juniors in the spring of 2009. At its regular October 2007 meeting, the Board approved a plan for a two-pronged pilot of ACT testing during FY08 — Saturday administration for four schools, and weekday testing in two schools. Although some logistical issues were noted with both pilots, the weekday administration appeared the more beneficial for students.

2. When the Board of School Directors adopted the FY09 budget, it approved funding for district-wide ACT testing for all juniors. ACT granted approval for district-wide, weekday testing within MPS and scheduled April 22, 2009, as the test date for its new program, called "District Choice State Testing (DCST)." School-by-school participation rates and results for the MPS DCST program were presented to the Board of School Directors in September 2009.

3. Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, was most recently amended by Board action in December 2008 to increase specific unit requirements for graduation in both mathematics and science (specifically, requirements for students graduating in 2014-15 and thereafter include three units each of math, science, and social studies and four units of English/language arts). The Board also approved a change that requires graduates to have earned at least 0.5 credit in on-line courses. As staff examined the most recent version of Administrative 7.37 to incorporate district-wide ACT testing for juniors, it became evident that other changes were necessary to the policy as well. The Administration, therefore, proposes several additional changes to the graduation policy:

a. First, a technical change is required to clearly outline requirements for students in the classes of 2010 through 1014, as these were inadvertently excluded in the December 2008 policy update.

b. Second, current policy states that graduates must demonstrate proficiency via assessments (either established classroom assessments based on standards or the Wisconsin Knowledge and Concepts Examination [WKCE]) in the core content areas of mathematics, science, English language arts, and social studies. The Administration proposes to eliminate this requirement in favor of requiring ACT participation. This will position the district, its secondary school faculty, and students and families for the new state assessment system, which will likely include a high-school assessment that will be more oriented to post-secondary readiness than is the WKCE.

4. The Administration also intends to propose clarifications to existing policy regarding the types of graduation credentials that may be earned by students and to align these credentials to those recognized by the Department of Public Instruction (DPI). Specifically, the DPI recognizes two major types of credentials: regular diplomas and certificates of completion. Regular diplomas are granted to students who earn the required number of Carnegie units outlined in policy, while certificates of completion can be awarded under specific circumstances to students with disabilities who have aged out of eligibility for services and for some English-language learners (typically refugee students who arrive in the U.S. without formal education and are early English-language learners). Regular diplomas are also awarded to students who successfully complete the GED Option #2 program, following DPI guidelines.

5. Finally, the Administration proposes to strike references to the state-required fourth- and eighth-grade promotion requirements in Administrative Policy 7.37 and merge these requirements with the existing Administrative Policy 7.36, Promotion and Retention of Students. The Administration expects to bring recommendations for revisions to Administrative Policy 7.36 no later than May 2010.

6. The Administration sought the counsel of the City Attorney on the issue of revising graduation requirements to include ACT participation. Preliminary feedback from staff in the City Attorney's office indicates that it is permissible to include ACT participation as a graduation requirement as early as the class of 2011 if:

a. students and families are immediately notified of the new requirements, using a variety of methods (e.g., letters to families, assemblies for students, written notifications for students that are shared and discussed in homerooms/advisory periods, prominent posting of ACT test dates); and

b. students who miss the weekday testing options in the junior and senior year are provided, at the district's expense, an option to take the test on a Saturday national test date.

7. The Administration prefers to institute the requirement for ACT participation with the class of 2012 in order to ensure that adequate notice is given to students and to plan for the logistics necessary to support schools. The Administration will bring specific recommendations for policy changes to the Board's Committee on Legislation, Rules and Policies in the January 2010 Board cycle.

Strategic Plan Compatibility Statement

8. 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 Implication Statement

9. This item proposes conceptual changes to existing administrative policies and procedures. Recommendations for specific changes to Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, will be brought to the January 2010 meeting of the Committee on Legislation, Rules, and Policies Committee.

Fiscal Impact Statement

10. This item does not authorize expenditures.

implementation plan

11. Upon approval by the Board of School Directors, the Administration will make the proposed updates to graduation policy and immediately proceed to notify students, families, and staff of the changes. Relevant administrative procedures will be brought to the Board for its consideration in January 2010.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's plan to update graduation policy as described below:

1. add participation in the ACT as a graduation requirement for students in the class of 2012, with exemptions for students with significant disabilities and students who are early English-language learners;

2. modify graduation credentials to align with those recognized by the DPI;

3. remove 4th- and 8th-grade promotion requirements from Policy 7.37 and merge promotion policy with existing retention policies;

4. re-insert requirements for students graduating in the classes of 2010 through 2014, as they were inadvertently excluded during the most recent policy revision; and

5. remove existing requirements related to proficiency on established classroom assessments based on standards and the WKCE in favor of ACT participation.

Recommendations for specific changes to Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, will be brought to the January 2010 meeting of the Committee on Legislation, Rules, and Policies. Related administrative procedures will also be brought to the Board for its consideration in January 2010.

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

* * * * *

(Item 12) Quarterly Report on District and School Improvement

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

Administration's Report

The following is a quarterly report that delineates MPS activities related to corrective action requirements for the Milwaukee Public Schools district as Identified for Improvement — Level 4 and the work of the Department of District and School Improvement.

1. The Department of Public Instruction (DPI) issued the "Corrective Action Requirements for Milwaukee Public Schools District Identified for Improvement — Level 4"document to Milwaukee Public Schools on June 18, 2009. The three components of the plan are:

a. to increase student attendance through collaborative community-wide solutions;

b. to 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

c. to ensure a consistent, transparent, and high-quality system of accountability in Milwaukee Public Schools for school improvement, teacher quality, and financial and operational management.

2. **Corrective Action Benchmarks.** Benchmarks under each component remain in draft form, awaiting finalization by DPI. The following benchmarks have been completed between August 31 and November 16, 2009:

a. DPI was provided with reports on induction support, including mentors for all initial educators; a description of mentoring and induction services; and summary data from the human resources database, including an electronic list of all first-year assignments of educators and teachers hired with emergency licenses or permits.

b. The ESEA Consolidated Application, including Title I ARRA funds, was submitted.

c. All schools were surveyed regarding the number of instructional minutes provided to students in literacy and mathematics. DIFI supervisors are currently following up at SIFI schools and will sample up to 50% of schools in the district to verify survey information.

d. DPI received a summary of the MPS work with governance councils and parents related to attendance. Each school governance council has a committee dedicated to improving attendance. Representatives from the schools have met twice in cluster groups to discuss attendance. Facilitator training for cluster team facilitators has started.

e. MPS submitted the Comprehensive Literacy Plan to DPI by the required due date.

f. MPS submitted the District DIFI Plan for the 2009-2010 school year (see Attachment #1 to the minutes of your Committee's report).

g. MPS submitted a report delineating the after-school academic programs (ASAP) required by corrective action. All community learning centers (CLCs) and SIFI schools are required to provide after-school tutoring. Elementary schools use a prescribed mathematics or literacy intervention program. Middle and high schools use a prescribed online tutoring program (see Attachment #2 to the minutes of your Committee's report).

h. MPS provided an update to DPI regarding supplemental educational services (SES) offered to all SIFI schools.

i. MPS submitted a report summarizing current planning regarding programs for credit recovery and 9th-grade transition.

j. MPS submitted to DPI the list of specific programs used in mathematics for all students.

3. MPS Learning Teams are offered training and part-time certificated funding for before- and after-school learning team work.

a. 156 school learning teams participated in a three-hour training session that included a primer on MPS EdStat, a review of professional Learning Communities, and the opportunity for learning teams to begin a self-evaluation using the MPS Learning Team Rubric (see attachment #3 to your Committee's meeting).

b. School learning teams that participate in the learning team training receive American Recovery and Reinvestment Act (ARRA) funds ranging from $3,000 to $12,600 for part-time certificated learning team work. The amount of funding varies according to school size.

4. The Corrective Action Requirements support the MPS Strategic Plan, Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship, and Goal 4, School staffs are accountable for high-quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

5. The learning teams' activities support the MPS Strategic Plan, Goal 1, Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship, and Goal 2, School communities work together for improvement in academic achievement.

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following report:

(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

Award of Contracts

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

CONSTRUCTION CONTRACTS

ADA REMODELING

Kosciuszko Middle School

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207-4537

Lowest Responsive Bidder, Base Bid of $1,109,000.00

Prime Contractor Info
Certified ..... Yes
Total # of Employees 75
Total # of Minorities 7
Total # of Women 4

HUB
Required..... 25%
Submitted..... 31.6%
$ Value.....$350,000.00

COIN (Required %)..... 30%

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

Funds are budgeted for the Kosciuszko Middle School's ADA remodeling project from FY08 Major Maintenance Construction Fund, contracted services for ADA compliance, account code FAR00OSAKZ ECNCADA8, (W.O. #023960). Project is to begin on December 21, 2009, and is scheduled for completion on August 31, 2010.

Walker International Middle School Campus

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207-4537

Lowest Responsive Bidder, Base Bid of $634,000.00

Prime Contractor Info
Certified ..... Yes
Total # of Employees 75
Total # of Minorities 10
Total # of Women 4

HUB
Required..... 20%
Submitted..... 60.7%
$ Value.....$384,500.00

COIN (Required %)..... 30%

Student Engagement
Student Paid Employment (Required Hours).....200
Student Educational Experience (Required Hours) 10

Funds are budgeted for the Walker International Middle School Campus's ADA remodeling project from FY07 Major Maintenance Construction Fund, contracted services for ADA compliance, account code FAR00OSAWK ECNCADA7, (W.O. #023959). Project is to begin on December 28, 2009, and is scheduled for completion on August 13, 2010.

Grant School

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

Low Bidder, Base Bid of.....$653,974.00

Prime Contractor Info
- Certified.....No
- Total # of Employees.....50
- Total # of Minorities.....3
- Total # of Women.....2

HUB
- Required..... 25%
- Submitted..... 27.9%
- $ Value.....$182,210.00

COIN (Required %)..... 30%

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

Funds are budgeted for the Grant School's ADA remodeling project from FY05 Major Maintenance Construction Fund, contracted services for ADA compliance, account code FAR00OSAUS ECNCADA5, (W.O. #2-646179). Project is to begin on December 21, 2009, and is scheduled for completion on August 13, 2010.

ROOF REPLACEMENT

Wheatley School

Prime Contractor
SRS Roofing & Sheet Metal, Inc.
818 Bakke Avenue
Waterford, WI 53185

Lowest Responsive Bidder, Base Bid of $186,500.00

Prime Contractor Info
- Certified.....No
- Total # of Employees.....50
- Total # of Minorities.....4
- Total # of Women.....1

HUB
- Required..... 20%
- Submitted..... 20.1%
- $ Value.....$37,500.00
- COIN (Required %)..... 30%

Student Engagement
- Student Paid Employment (Required Hours) 0
- Student Educational Experience (Required Hours) 10

Funds are budgeted for the Wheatley School's roof-replacement project from FY10 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MMSWL ECNCROF0, (W.O. #011948). Project is to begin on January 1, 2010, and is scheduled for completion on April 30, 2010.

Construction Contracts

Total construction contract dollars awarded.....$2,583,474.00
Total dollars HUB participation $954,210.00
% of HUB participation.....36.94%
% Minority employees within company.....8.77%
% Women employees within company 4.59%

PROFESSIONAL SERVICE CONTRACTS

ADA REMODELING

Golda Meir School

Prime Contractor
Plunkett Raysich Architects, LLP
11000 West Park Place
Milwaukee, WI 53224

Base Bid of $119,900.00

Prime Contractor Info
Certified.....No
Total # of Employees.....75
Total # of Minorities.....2
Total # of Women.....23

HUB
Required..... 20%
Submitted..... 20%
$ Value.....$23,980.00

COIN (Required %)..... 0%

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

Funds are budgeted for the Golda Meir School's ADA remodeling project from FY09 Construction Funds, contracted services for ADA compliance, account code FAR00OSAGM ECNCADA9, (W.O. #018759).

Professional Services Contracts

Total construction contract dollars awarded.....$119,900.00
Total dollars HUB participation $23,980.00
% of HUB participation.....20.00%
% Minority employees within company.....2.70%
% Women employees within company 30.70%

Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report

Below is a summary of revenues as of October 31, 2009, 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	$17,762,942	$979,812,144	$672,801	$82,148,850	$897,663,294	8%
Categorically Aided	269,186,528	8,664,652	277,851,180	14,473,417	20,901,851	256,949,329	8%
School Nutrition	37,660,110	24,514	37,684,624	506,614	1,602,830	36,081,794	4%
Construction	59,954,297	25,790,445	85,744,742	170,525	554,043	85,190,699	1%
Extension	13,155,240	2,374,607	15,529,847	486,820	780,524	14,749,323	5%
Total All Funds	$1,342,005,377	$54,617,160	$1,396,622,537	$16,310,177	$105,988,098	$1,290,634,439	8%

Below is a summary of expenditures as of October 31, 2009, 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	$17,762,942	$979,812,144	$96,143,344	$323,759,318	$656,052,826	33%
Categorically Aided	269,186,528	8,664,652	277,851,180	25,771,971	98,196,830	179,654,350	35%
School Nutrition	37,660,110	24,514	37,684,624	4,523,737	7,907,275	29,777,349	21%
Construction	59,954,297	25,790,445	85,744,742	1,907,286	85,744,742	0	100%
Extension	13,155,240	2,374,607	15,529,847	792,473	5,882,097	9,647,750	38%
Total All Funds	$1,342,005,377	$54,617,160	$1,396,622,537	$129,138,811	$521,490,262	$875,132,275	37%

[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 is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2009, through October 31, 2009.

School Operations Fund

Expenditures, encumbrances, and commitments through October totaled $323,759,318, or 33% of the revised budget.

District Contingent Fund

The balance at October 31, 2009, was $500,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2009	$ 22,009,569
Approved Transfers:	
Board Amendments (October)	(17,009,569)
Balance — October 31, 2009	$ 500,000

Construction Fund

Expenditures, encumbrances, and commitments through October totaled $85,744,742, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through October totaled $5,882,097, or 38% of the revised budget.

Revenues and Expenditures
Current-Year versus Three-Year Average
As of October 31, 2009

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current-Year	3-Yr Avg	Current-Year	3-Yr Avg
School Operations	8%	9%	33%	33%
Categorically Aided	8%	10%	35%	29%
School Nutrition	4%	7%	21%	20%
Construction	1%	2%	100%	98%
Extension	5%	5%	38%	29%

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
Bryant	Blessed Savior Catholic Parish	Undetermined	Mittens and scarves for needy students
Dover	Dover Street PTA	$55.00	Donation — Freedom Mural
Fernwood	WEA Academy	$1,200.00	Stipend check for visiting Japanese teacher
Green Bay	UW Milwaukee	$500.00	Student education
Hawthorne	Northside Church of God, Women of the Church of God	$150.00	Hats and gloves for those in need
Hayes	Northwestern Mutual Foundation, Volunteer Support Program	$500.00	School needs
Hopkins	Lindsey Heights Program	$200.00	Donation
Jackson	U'SAgain, LLC	$57.00	Percentage share of textiles (shoes/clothes) collected on site
Jackson	County Board Supervisor Gerald p. Broderick	$780.00	Support for school field trips
Jackson	OfficeMax, Adopt A Classroom	$1,018.49	School instructional resources and supplies
MPS Division of Facilities and Maintenance Services	Pewaukee Public Schools	$11,600.00	168 Plastic chairs = $4,500, and 99 Student desks = $7,100
Milwaukee School of Languages	Jim and Ginger Halverson	Undetermined	Donation — 1 Yamaha Alto Saxophone and 1 Armstrong Flute

School	Donor	Amount	Gift or Purpose
Milwaukee Sign Language	Milwaukee Mathematics Partnership	$500.00	Full participation in the spring 2009 Milwaukee Mathematics Partnership school case-study activities, conducted by Hanssen Consulting, LLC
Morgandale	Donna Sabo	$61.00	Donation — Fabric, yarn, and wallpaper
Riley	Milwaukee SW Suburban Kiwanis Foundation	$300.00	Donation for pre-school
Riley	Rite-Hite Corporation	$567.00	Class field trip to Old World Wisconsin
Riverside	Jack K. Morrison	$50.00	Donation for the Historically Black College and University Tour
Riverside	S&R Pieper Family Foundation	$2,000.00	Donation for the Historically Black College and University Tour
Riverside	Western Lake Michigan CPOA Chapter	$800.00	Donation for the Historically Black College and University Tour
Stuart	Arts@Large	Undetermined	Technology bag with equipment
Stuart	Arts@Large	Undetermined	Six Art carts with supplies
Thoreau	Ms. Denise Anderson	$100.00	Donation for Dance Revolution Curriculum — Playstation PSP
WHS of Information Technology	Badger Meter	$500.00	iFair support
WHS of Information Technology	Goodwill	$250.00	iFair support
Whittier	Whittier PTO	$1,185.00	Classroom materials

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; Reappointment of Probationary Personnel; and Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		Appointments	
4	Alberto Aranda Fac. & Maintenance Services	Sheet Metal Worker $73,200.00/yr.	11-23-09
4	Jeanette Miranda Doerfler	School Secretary I $21,574.05/yr.	11-16-09
4	Yahaira Rodriguez Greenfield	School Secretary I $25,294.18/yr.	11-16-09

5	Lisa Tepp 35th Street	School Secretary I $21,574.05/yr.	12-01-09

Changes in Status

Larissa Arms[1] Kosciuszko Montessori	Handicapped Children's Assistant $16,015.77/yr.	11-20-09
Mary Brown-Lee[1] Fernwood	Handicapped Children's Assistant $16,015.77/yr.	11-16-09
Carmencita Cruz[2] ALBA	School Secretary I $34,965.38/yr.	11-30-09
Katherine Cureton[1] Longfellow	Handicapped Children's Assistant $16,015.77/yr.	11-20-09
Charletta Daughtry[1] Gaenslen	Handicapped Children's Assistant $16,015.77/yr.	11-20-09
Bridgette Duncan[1] Maple Tree	Handicapped Children's Assistant $16,015.77/yr.	11-09-09
Dunia Holt[1] Burroughs	Handicapped Children's Assistant $16,015.77/yr.	11-30-09
Cliffon King[1] Milw. School of Languages	Handicapped Children's Assistant $16,015.77/yr.	11-16-09
Shelly Staples[1] Northwest Secondary	Handicapped Children's Assistant $16,015.77/yr.	11-11-09

[1]From substitute to regular
[2]From a 10-month to a 12-month position

Approval of Certificated Appointment — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
2,r	Joseph T. Clayton Cross Categorical	B	$37,314.00	2	11/09/2009
2,r	Morgan A. Conyers Grade 2	B	$38,901.00	3	11/16/2009
5,r	Jeffrey A. Lingo Cross Categorical/MRP/EBD	B	$35,729.00	1	11/30/2009
5,r	Amy M. Marek Cross Categorical	B	$35,729.00	1	07/31/2009
4,r	Joseph R. Ramos Bilingual Early Childhood/EEN	B	$35,729.00	1	11/09/2009
2,r	Charlene A. Smith Cross Categorical	B	$35,729.00	1	11/09/2009
2,r	Roosevelt Stewart Biology	B	$35,729.00	1	11/19/2009

Approval of Certificated Appointments — Social Workers

5,nr	Kristy L. Tweedy School Social Worker	2A	$48,636.00	0	12/09/2009

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2010:		
Bluhm, Amy	Lincoln Avenue	December 2, 2009

Illness Leave, June 2010:

Midthun, Christine	Clement	November 24, 2009

Illness Leave, January 2010:

Brannon, Lori	South Division	November 3, 2009

Personal Leave, June 2010:

Abal-Bari, Aminah	Holmes	January 25, 2010

Extension of Personal Leave, June 2010:

Dunst, Janet	Leave	October 13, 2009

Removal As Appointed Teachers

Almendarez, Ramon	Pulaski	December 1, 2009
Cassidy, Susan	Custer	December 1, 2009
Gross, Sarah	Itinerant	December 1, 2009
Holly, Vincent	Victory	December 1, 2009
Odom, John	Itinerant	December 1, 2009
Rucka, Loreve	Itinerant	December 1, 2009

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Natalie Anderson	Teacher	11/20/09
Christopher Bamberg	Teacher	11/18/09
Claudia Burns	Teacher	11/06/09
Janet Dunst	Teacher	12/01/09
Sharon Filz-Strawn	Teacher	06/16/10
Elizabeth Gengembre	Teacher	11/09/09
Cheryl Hunter	Assist. Prin.	03/01/10
Joseph Kluber	Supervisor	01/08/10
Claudine Lienau	Nurse	11/17/09
Terry McKissick	Principal	12/22/09
Sharon Pittman	Teacher	12/22/09
Kirti Prasad	Teacher	06/16/10
Lyn Rohner	Teacher	11/20/09
David Todryk	Supervisor	11/05/09

Classified Retirements

Name	Position	Effective Date
Mary Dessereau	Supvr., Application Dev.	11-28-09
Faye Lasecki	Food Service Assistant	11-26-09
Robert Rispalje Sr.	School Safety Assistant	11-17-09

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Adame, Marisol	An, Lin	Antoniewicz, Samantha
Adedokun, Oludare A.	Anderson, Allyson J.	Arnold, Katie J.
Alarcon, Irene D.	Anderson, Julie A.	Arroyo, Marie
Aldape, Leticia	Andrekopoulos, Matthew	Atwood, Lindsey M.
Alfaro, Nicole M.	Andrews, Sarah L.	Baka, Anne R.
Allen, Kristal T.	Annis, Richard C.	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
Celmer, Andrea M.
Chavez, Zoila M.
Chiappa, Richard D.
Cipullo, Steven M.
Coleman, Lauren M.
Collins, Eamonn M.
Cook, Natalie G.
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.
Drewieske, Cassie J.
Dunbar, Erin C.
Dunnum, Michelle L.
Dyer, Katherine M.
Ebbinger, Jody L.
Eide, Brad D.
Elliott, Cassie R.
Elson, Martha K.
Emerson, John W.
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.
Harmon, Katharine J.
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.
Lin, Xiaoying
Lucas Foley, Angela R.
Lurie, David B.
Lustig, Linda
Lynk, Rodney B.
Mabry, Nicole L.
Marks, Jonathan T.

Matczak, Scott T.
Maynard, Elizabeth S.
McCormack, Caroline D.
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.
Poquette, Hannah
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.
Vangio, Asius K.
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 Two 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.
Green, Chelsey
Greenmeier, Catherine J.
Hall, Rebecca M.
Heinen, Lindsay M.
Heritsch, Jennifer L.
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.
Lienau, Claudine M.
Lor, Mai Yia
Lucas, Emily B.
Marx, Lindsey A.
Matthews, Heather L.
Mayo, Tiffanie E.
McNicholas, Meghan E,
Melger, Therese M.
Michalski, Mandy J.
Monson, Katie 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.
Sbraggia, Tracey L.
Schenk, Amanda O.
Schmitz, Timothy A.
Shirley, Tierra S.
Sojkowski, Mark J.
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 Three 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.
Feyen, Anne T.
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
Jumes, Michael
Kania, Michael
Kaphaem, Emily J
Kelly, Tamika L.
Keto, Daniel S.
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.
Lienau,Claudine M
Ligocki, Brian T.
Limberger, Lisa A.
Lippert Goodwin, Jason
.Loeser, Brian J.
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.
Pedersen, Laura E
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.
Race, Christopher 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 Four 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.
Rodriguez, Fidel
Sanders, Lori A.
Scherer, Jennifer L.
Strube, Karin L.
Wollenhaupt, Ross
Young, Brad K.

TEACHERS AND TEACHER LIBRARIANS
(Completing Five 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.
Culver, Karen C.
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.
Revis Castillo, Josephine
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.
Scharer, Christine M.
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
Spiering, Aaron C.
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.

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Adams, David
Bass Wilson, Marchell L.
Behmke, Jodi A.
Berry, Nicole
Breitrick, Thomas R.
Briseno Alonso, Armando
Bruce, Nina J.
Brusky, Joseph
Carson, Loucricia M.
Comaris, Shawn
Cortes, Yamilka
Damico, Michelle
Diaz, Marilyn
Drum, Charlene
Fellers, Rachael M.
Ferguson, Chequetta C.
Garcia, Hilda M.
Gavin, Jennifer M.
Golon, Ronald
Gonzalez, Joshua
Hanke, Jennifer A.
Hartmann, Shanen J.
Hayon, Sarah N.
Hernandez, Luz M.
Hernandez Suarez, Miguel
Hickey, Scott
Hilliard, Thaddeaus
Hoffmann, Matthew J.
Horn, Karen D.
Hufschmidt, Jennifer
James, Stephanie N.
Jerabek, Kimberly K.
Jonas, James C.
Kachache, Vicki
Kellogg, Rebecca L.
Krull, Heidi L.
Lang, Robert C.
Lelinski, Andrew C.
Little, Tasha N.
Madeska, Sarah
Makula, Laura L.
Mallegni, Elizabeth
Maloney, Jill D.
Mayer, Megan M.
Megahed, Sarah
McNulty, Erin A.
Nitz, Brenda L.
O'Brien, Dennis
Oldson, Ruth
Osowski, Karianne
Pazurek, David
Perez Beltran, Adriana
Petersen, Nicholas P.
Pfaffenroth, Marbeth I.
Pochinski, Daniel
Polebitski, Scott R.
Pompos, Jeffrey G.
Principe, Julie E.
Rasmussen, Stephanie M.
Rebholz, Kristin J.
Robles Rivera, Bernardo
Rostermundt, Kelly
Schneider, Paul L.
Schultz, Jennifer
Sellers, Chris R
Stuller, Amy D.
Tholl, Sharon L.
Torres, Kali B.
Toston, Tricia A.
Ward, Earnesteen
Wilcox, Tammy J.
Wise, Asima
Ziebell-Schmidt, Anne E.

PRINCIPALS
(Completing First of Eight Semesters)

Ricardo A. Anderson
Karen E. Nastulski
James B. Sayavong
Manuela Soto
Gregory L. Tolbert
Wanda I. Varela Katz

PRINCIPALS
(Completing Second of Eight Semesters)

Toni M. Dinkins
Jennifer L. Doucette
Cynthia A. Grant
John A. Sanchez
Donna F. Walker

PRINCIPALS
(Completing Third of Eight Semesters)

Helen Z. Bugni
Eduardo M. Galvan
Sharon D. McDade
Ava F. Morris

PRINCIPALS
(Completing Fourth of Eight Semesters)

Patrick D. Chatman
Jacqueline K. Richardson
Glen R. Stavens
Susan M. Stoner
Eugene T. Vlies

PRINCIPALS
(Completing Fifth of Six Semesters,
except for *Fifth of Eight Semesters)

Amita M. Antao*
James A. Dawson
Kathelyne Dye
Michelle A. Hagen*
Bridgette E. Hood
Edward M. Kupka*

Marie W. Newby Randle

PRINCIPALS
(Completing Sixth of Six Semesters)

Matthew Boswell
Gitanjali Chawla
Zannetta R. Cistrunk
Eric Gallien
Stanley W. McWilliams
Michelle D. Morris
Marybell Nieves Harris
Taimi L. Parey
Shiron Posley
Rita M. Tenorio

ASSISTANT PRINCIPALS
(Completing First of Eight Semesters)

Marisol Alvarado Patten
Georgia A. Becker
Kanika A. Burks
Keith A. Carrington
Tiffany H. Fisher
Mateba K. Harris
Tamara R. Hines
Tequila S. Kurth
Nancy E. Martinez
Lori J. Moore
Erick L. Owens
Sally J. Schumacher
Aaron D. Shapiro
Theopa C. Tolbert
Sharon Traylor
Andrew J. Vitrano

ASSISTANT PRINCIPALS
(Completing Second of Eight Semesters)

Teresa V. Adams
Ahmed Ahmed Yahia
Paulette K. Chambers
Mary L. Colla
Leah E. Gilliam
Rose M. Martin
Lolita A. Patrick
Mike B. Roemer
Adalberto Salas Barreto

ASSISTANT PRINCIPALS
(Completing Third of Eight Semesters)

Brian Babbitts
Tanzanique C. Carrington
Margaret B. Collin
Cherise R. Easley
Tamera L. Ellis
Christine M. Grudnowski
Shandowlyon L. Hendricks-Williams
Deborah L. Jolitz
Rhoda F. Jones-Goodwin
Derrick D. Rogers
Miguel M. Sanchez
Roberta L. Wilson

ASSISTANT PRINCIPALS
(Completing Fourth of Eight Semesters,
except * Fourth of Six Semesters)

Jeri E. Agee
Marcus L. Arrington
Daryl D. Burns
Jody L. Bloyer
Marny K. Donalson Gamble
Juanita J. Lee *

ASSISTANT PRINCIPALS
(Completing Fifth of Eight Semesters,
except * Fifth of Six Semesters)

Tayotis L. Caldwell
Katrina F. Fisher
Suzanne M. Gahan *
Anesia L. Hayes
Ahmed D. Hollowell
Sandra C. Hudson
Debra A. Mosley Magee
Phyllis D. Smith

ASSISTANT PRINCIPALS
(Completing Sixth of Six Semesters)

Virginia Clark
Ramon Cruz
Cynthia M. Dismuke
Larry D. Farris
Leon R. Groce
Christopher J. Hauser
Eddie Jones, Jr.
Keona S. Jones
Carol A. McKay
Eric Z. Rian
Eric T. Sullivan
Rosa M. Torres

SUPPORT STAFF
(Completing First 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 Second of Eight Semesters)

Brian Litzsey Kathy O'Bryant

SUPPORT STAFF
(Completing Third of Eight Semesters)

Richard J. Bukosky	Marie McClain	Rae Ellen Sena
Sandra J. Martin ^	Nicole C. McDowell	

SUPPORT STAFF
(Completing Fourth of Six Semesters)

Helen L. Hamilton Judith K. Walker Wied^

SUPPORT STAFF
(Completing Fifth of Six Semesters)

Percy E. Eddie

^Correction: both Sandra Martin and Judith Walker Wied were inadvertently omitted from the Tenure Report.

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for November 2009 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, teacher-librarians, principals, assistant principals, and members of the support staff as listed, contingent upon proper Wisconsin certification.

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)	Evangeline Scoptur	Labor Relations Representative Dept of Administrative Accountability	Schedule III, Range 09A $69,786

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

Codes:

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 Prevailing Wage Rates

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). 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.

3. Board Rule 1.14(3) mandates that a recorded affirmative vote of two-thirds of the Board membership is necessary to amend or repeal prevailing wage rates.

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as attached to the minutes of your Committee's meeting.

Director Spence 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) Update and Possible Action on the Establishment of an MPS Accountability Office and Implementation of Previously Approved Organizational Changes

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 the attached accountability reform organizational changes (Attachment #1 to the minutes of your Committee's meeting) and directed that implementation begin immediately, with full implementation to be realized by January 1, 2010. The Board further instructed that the Board President appoint a committee to study and to make recommendations concerning the structure of support offered to MPS charter schools.

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. Also on September 4, 2009, the Director of the Office of Board Governance sent a letter to MPS charter school leaders, inviting them to serve on a committee to study and to make recommendations concerning the structure of support offered to MPS charter schools. This committee met and developed the attached Charter School Services office draft (Attachment #2 to the minutes of your Committee's meeting). The committee further recommended that all charter schools be moved to one MPS Charter School SOS Cluster for support. This was done, the Superintendent met with this group in November, and the first MPS Charter School SOS Cluster meeting was held in December.

5. On October 8, 2009, the position descriptions for the Chief Accountability Officer and the Chief Audit Officer positions were submitted to the Director of Human Resources with a request to post both positions. The original intention was to fill these positions prior to the winter break. After further conversations with the Department of Human Resources, it is now expected that the positions will be posted shortly, to be filled in early 2010.

6. Additional conversations among the Office of Board Governance, the Department of Human Resources, and the City Attorney's office have confirmed that transitions in staff positions resulting from this reorganization may be made without impact on bargaining unit agreements or employee pension status.

Analysis

7. Since the meeting on September 3, 2009, the Office of Board Governance has considered the comments received from many interested and affected parties. Attachment #3 to the minutes of your Committee's meeting is a preliminary outline of the potential resources, both financial and human, that could be affected by the approved organizational accountability reform package.

8. The accountability reform measures adopted by the Board stated that the establishment of the Accountability Services office is an investment to ensure financial and resource accountability, and that this

reform will be at no additional cost to the taxpayers. It is understood that the cost of staffing and running this office must come from restructuring services and from reassigning, eliminating, or reassessing compensation levels for existing positions. Our efforts to move forward are centered around putting a Chief Accountability Officer in place and identifying those resources to be reallocated to establish the Accountability Services office and to implement the reform structure as outlined.

9. Given that both the Chief Accountability Officer and Chief Audit Officer positions remain unfilled at this time, the following is proposed:

a. The Office of Board Governance intends to fill the Chief Accountability Officer position during the month of January 2010. Upon the placement of the Chief Accountability Officer, he/she would develop a timeline to transition each of the functional service areas — Revenue Management Services (Grant Development, FY10 budget, p. 121, $969,268/7.75 positions), Financial Reporting Services (TBD), Accounting Services (General Accounting, FY10 budget, pp. 123-124, $2,342,049/21 positions), Insurance/Risk Management Analysis Services (TBD), and Contract Compliance Services (TBD) — under the Accountability Services Office.

b. The Chief Accountability Officer and the Director of the Office of Board Governance would work with the Administration to further define the resources, to transition the staff/positions and responsibilities, and to provide the Board with a report on the implementation by March 2010.

c. The Office of Board Governance intends to fill the Chief Audit Officer position during the month of February 2010. Upon the placement of the Chief Audit Officer, he/she would develop a plan to reorganize district resources into the previously approved audit functional service areas — Financial Audit Services, Departmental and Program Audit Services, Program Evaluation Services, Policy Audit Services, and Fraud Investigation Services — under the Audit Services Office.

d. The Chief Audit Officer and the Director of the Office of Board Governance would work with the Administration and current Audit Services staff to further define the resources and to transition the staff/ positions and responsibilities by April 2010.

e. At the beginning of January 2010, all resources and staff position(s) authority identified in the Office of Finance and Operations — Legislative Policy Development on June 4, 2009, in the adopted FY10 budget will be moved to the Office of Board Governance-Governmental Relations Services (p. 119, $283,527/2 positions).

f. As of January 1, 2010, the Office of Board Governance-Board Information Services will be renamed the Office of Board Governance-Constituent Ombudsperson & Information Services, and the Board Information Officer position will be re-titled as the Constituent Ombudsperson, consistent with the previous Board action.

(1) Efforts have already begun to train existing Office of Board Governance staff in the new functional service areas.

(2) Once the Accountability Services Office has been established, resources will be identified for the further refinement of the Research, Policy Analysis and Board Services functional areas (TBD). Also, resources will be identified for the Records Management Services (TBD) functional area. An MPS Records Management Plan will be developed and presented to the Board for consideration.

10. At the beginning of January 2010, the Charter School Services Office will be established, as proposed by the MPS charter school study committee mentioned in paragraph **Error! Reference source not found.**, above.

a. This new office would be funded by moving the resources and position authority currently allocated to support MPS charter schools:

- 0.5 Director (for the remainder of FY10), Diversified Community Schools;
- 0.5 Charter Teacher Led Administrator (for the remainder of FY10);
- 1 Secretary II position;
- 1 Charter School Program Manager position.

b. Also to be moved from Diversified Community Schools (FY10 budget, p. 105) are the total $14,934 part-time certificated and $9,379 Benefits — Other Wages, and one-half of all the non-salary, benefit, and wages budget of Diversified Community Schools ($71,551.50).

c. This transition will be more difficult, given that only charter schools will be moving under the Office of Board Governance, and that Diversified Community Schools will continue to serve other types of contracted school programs as well as oversee the Safe Schools Healthy Students grant. Also — due to the FY10 elimination of two School Program Manager positions and one secretarial position, as well as the recent departure of the Charter School Program Manager and the Administration's move of the former Alternative Schools Program Manager — the Director of Diversified Community Schools is the only non-clerical staff currently in the office who has significant experience with contracted schools. Therefore, it is proposed that, until July 1, 2010, the Charter School Services Office fund 0.50 of the Chief Charter School Services Officer position to allow for a smoother transition. This will allow both Diversified Community Schools and the Charter School Services Office to hire and train staff under the current experienced leader.

d. It is also proposed that the current 0.5 Charter Teacher-Led Administrator position also be funded 0.5 until July 1, 2010. After July 1, 2010, the Chief Charter School Services Officer position would become a full-time, fully funded position, and the Charter Teacher-Led Administrator position would be fully funded and re-titled as the second Charter School Program Manager position.

11. For all of the functional service areas that will be transferred under the Office of Board Governance, either in whole or in part, any applicable categorical funds, aids, grants, or any ARRA funds will also be transferred at the time of the move.

Strategic Plan Compatibility Statement

12. The adopted reorganization and establishment of the Accountability Services Office is consistent with all Strategic Plan goals and, specifically, Goal #6, that the District be accountable for measurable results.

Fiscal Impact Statement

13. The district's adopted FY10 budget will re reallocated to implement the Board's action.

Implementation And Assessment Plan

14. The Office of Board Governance will provide an update regarding the establishment of the Accountability Services Office and the implementation of the accountability reform measures no later than March 2010.

Committee's Recommendation

Your Committee recommends:

1. that the Board adopt the updated report;

2. that the Board adopt the following items:

   a. given that both the Chief Accountability Officer and Chief Audit Officer positions remain unfilled at this time, approve the following:

      (1) The Office of Board Governance intends to fill the Chief Accountability Officer position during the month of January 2010. Upon the placement of the Chief Accountability Officer, he/she would develop a timeline to transition each of the functional service areas — Revenue Management Services (Grant Development, FY10 budget, p. 121, $969,268/7.75 positions), Financial Reporting Services (TBD), Accounting Services (General Accounting, FY10 budget, pp. 123-124, $2,342,049/21 positions), Insurance/Risk Management Analysis Services (TBD), and Contract Compliance Services (TBD) — under the Accountability Services Office.

      (2) The Chief Accountability Officer and the Director of the Office of Board Governance would work with the Administration to further define the resources, to transition the staff/positions and responsibilities, and to provide the Board with a report on the implementation by March 2010.

      (3) The Office of Board Governance intends to fill the Chief Audit Officer position during the month of February 2010. Upon the placement of the Chief Audit Officer, he/she would develop a plan to reorganize district resources into the previously approved audit functional service areas — Financial Audit Services, Departmental and Program Audit Services, Program Evaluation Services, Policy Audit Services, and Fraud Investigation Services — under the Audit Services Office.

      (4) The Chief Audit Officer and the Director of the Office of Board Governance would work with the Administration and current Audit Services staff to further define the resources and to transition the staff/ positions and responsibilities by April 2010.

      (5) At the beginning of January 2010, all resources and staff position(s) authority identified in the Office of Finance and Operations — Legislative Policy Development on June 4, 2009, in the adopted FY10 budget will be moved to the Office of Board Governance-Governmental Relations Services (p. 119, $283,527/2 positions).

      (6) As of January 1, 2010, the Office of Board Governance-Board Information Services will be renamed the Office of Board Governance-Constituent Ombudsperson & Information Services, and the Board Information Officer position will be re-titled as the Constituent Ombudsperson, consistent with the previous Board action.

         (a) Efforts have already begun to train existing Office of Board Governance staff in the new functional service areas.

         (b) Once the Accountability Services Office has been established, resources will be identified for the further refinement of the Research, Policy Analysis and Board Services functional areas (TBD). Also, resources will be identified for the Records

Management Services (TBD) functional area. An MPS Records Management Plan will be developed and presented to the Board for consideration.

b. At the beginning of January 2010, the Charter School Services Office will be established, as proposed by the MPS charter school study committee mentioned in paragraph **Error! Reference source not found.** of the report above.

(1) This new office would be funded by moving the resources and position authority currently allocated to support MPS charter schools:

- 0.5 Director (for the remainder of FY10), Diversified Community Schools;
- 0.5 Charter Teacher Led Administrator (for the remainder of FY10);
- 1 Secretary II position;
- 1 Charter School Program Manager position.

(2) Also to be moved from Diversified Community Schools (FY10 budget, p. 105) are the total $14,934 part-time certificated and $9,379 Benefits — Other Wages, and one-half of all the non-salary, benefit, and wages budget of Diversified Community Schools ($71,551.50).

(3) This transition will be more difficult, given that only charter schools will be moving under the Office of Board Governance, and that Diversified Community Schools will continue to serve other types of contracted school programs as well as oversee the Safe Schools Healthy Students grant. Also — due to the FY10 elimination of two School Program Manager positions and one secretarial position, as well as the recent departure of the Charter School Program Manager and the Administration's move of the former Alternative Schools Program Manager — the Director of Diversified Community Schools is the only non-clerical staff currently in the office who has significant experience with contracted schools. Therefore, it is proposed that, until July 1, 2010, the Charter School Services Office fund 0.50 of the Chief Charter School Services Officer position to allow for a smoother transition. This will allow both Diversified Community Schools and the Charter School Services Office to hire and train staff under the current experienced leader.

(4) It is also proposed that the current 0.5 Charter Teacher-Led Administrator position also be funded 0.5 until July 1, 2010. After July 1, 2010, the Chief Charter School Services Officer position would become a full-time, fully funded position, and the Charter Teacher-Led Administrator position would be fully funded and re-titled as the second Charter School Program Manager position.

c. For all of the functional service areas that will be transferred under the Office of Board Governance, either in whole or in part, any applicable categorical funds, aids, grants, or any ARRA funds will also be transferred at the time of the move;

3. that the Board adopt the budgetary items as outlined in Attachment #3 to the minutes of your Committee's meeting; and

4. that the Board direct the Administration to find resources to fund any positions that are to become full-time.

Vice President Blewett in the Chair.

Director Bonds moved to adopt the Committee's recommendation, except that the Leadership Analyst and the Budget Specialist position authority currently listed in the Grant Development Office remain in the Administration and be moved to whichever department or division that the Administration determines appropriate, and that the Board Clerk and the Administration work together to determine the remaining positions and report back to the Board in January 2010.

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.

Temporarily absent—Director Spence—1.

President Bonds resumed the Chair.

* * * * *

(Item 6) Action on Resolution 0910R-017 by Directors Bonds and Woodward Regarding Diversity Training

Background

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.

Administration's Analysis

1. 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 are engaged in team-building activities that could 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.

2. In spring 2009, the Superintendent 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 in the 2009-2010 budget American Reinvestment and Recovery Act monies for multicultural training.

3. On June 4, the Milwaukee School Board approved $500,000 to be used for multicultural training during the 2009-2010 school year. As part of that allocation, the Superintendent solicited proposals from schools to help promote multicultural staff development in school communities. It was the Superintendent's intention that staff development be part of a district-wide initiative to advance the issues of race, ethnicity, language, and class.

4. The parameters of this RFP were quite broad: Each interested school community could submit a plan which served the needs of its students in regard to equity, anti-racism, and respect for multicultural diversity. A maximum of $35,000 in funding was available to individual schools. Funds could be used for staff salaries for after-school or Saturday professional development, consultants, books and materials, and related workshop expenses. 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.

5. In August, schools were again given the opportunity to submit proposals to receive funding for multicultural training, with a maximum of $20,000 for the second semester of the 2009-10 school year. Community High School and Hartford University School have been selected for this funding thus far.

6. After several meetings of the group that the Superintendent originally convened — including dozens of teachers, principals, Central Services administrators, and community representatives — the CLEaR (Class, Language, Ethnicity and Race) Justice Initiative Advisory Council (CJIAC) 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, while of great significance, could not be collapsed into this one particular initiative. During the Superintendent's Fall Institute for School Leaders, all principals and school leaders received a presentation from the CLEaR Justice Initiative Advisory Council.

7. The CLEaR Justice Initiative Advisory Council established the Multicultural Teachers Council. Each MPS school (including charter and partnership schools) has the opportunity to have one teacher

representative on the Multicultural Teacher Council. The two-hour after-school monthly meetings provide a forum for teachers to organize to support the CLEaR Justice Initiative.

8. Using Common School Funds, the district has purchased an online streaming service and is implementing it 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 implementation of core curriculum. An extensive library of K-12 multicultural content is included in this service.

Strategic Plan Compatibility Statement

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

Goal 3, Leaders and staff demonstrated continuous improvement through focused professional development.

WTAM Strategy: School-based professional development is intensive and targeted to improve student achievement.

WTAM applicable measurable objective:

The district will establish a district-wide professional development plan that encompasses 100% of teachers and differentiates career stages and needs of teachers.

Statute, Administrative Policy or Board Rules Statement

10. For new teachers, under Chapter PI 34 of the Wisconsin Administrative Code, the district is required to provide ongoing orientation that is collaboratively developed and delivered by school boards, administrators, teachers, support staff, and parents/families. The district is also required to provide support seminars which reflect the appropriate standards (teacher, pupil services personnel, administrator) and the mission and goals of the school district.

11. Milwaukee Public Schools does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, or sexual orientation and does not tolerate any form of discrimination, intimidation, threat, coercion, or harassment that insults the dignity of others by interfering with their freedom to learn or work.

Fiscal Impact Statement

12. This item does not authorize any additional expenditures.

Implementation and Assessment Plan

13. The implementation and assessment will be done in conjunction with the Department of Human Resources and the CLEaR Justice Initiative Advisory Council's multicultural trainings.

14. The Department of Human Resources will require its current culturally responsive teaching/diversity training as a part of its new-teacher orientation in August. Assessment in the form of a survey will collect new-teacher feedback, which presently reports that, overall, "an impact was made on these new teachers, and their teaching will never be the same [as a result of this training]."

15. CLEaR Justice Initiative Advisory Council will continue to appropriate funds to schools on a broader basis to provide comprehensive staff development in multicultural training to all schools' staffs (including educational assistants, secretaries, cooks, engineers, etc.). Individual schools presently receiving multicultural training funds have developed assessment tools to evaluate their multicultural staff trainings, which can be standardized in consultation with the Department of Research and Assessment, and the Department could also develop additional evaluation tools.

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.

Committee's Recommendation

Your Committee recommends that the Board:

1. allow the Administration to continue its present efforts to provide multicultural training through the CLEaR Justice Initiative Council's activities. The Administration thanks the Board for its current support through the ARRA funds designated for multicultural training programs currently available;

2. adopt the resolution, 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

3. 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 will bring back a report on the results of the plan in May 2010.

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

* * * * *

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

Committee's Recommendation

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

RFP 536 Contract with the QTI Group for Dispatching Services for Substitute Teachers and Clerical Staff

The Administration requests authorization to extend a contract with the QTI Group to provide dispatching services for substitute teachers and clerical staff.

In August 2006, the Administration issued Request for Proposal 536, soliciting dispatching services from qualified vendors. The QTI Group was the successful vendor. In October 2006, the Board authorized the Administration to enter into a contract with the QTI Group for one year, with the option to extend two additional one-year periods. The contract with the QTI Group is ending in January 2010, and the Administration is now requesting an extension of that contract to June 2010.

The reason for requesting an extension of QTI Group's contract is to capitalize on the District's investment in time and resources dedicated to train QTI personnel on MPS dispatching policies and procedures. QTI also has made an investment in technological resources to accommodate the District's dispatching requirements. A six-month extension will allow MPS to recover more of its investment in QTI. During this period, the Administration will issue a new request for proposal for dispatching services.

Budget Code: HMR00CTGDW-ECTS (Special and Contingent Funds — Human Resources Contract Services)

Budget Amount $67,933
HUB % set 10%
HUB % proposed 19%
Total HUB $ $12,974

QTI Group

Prime Contractor Information

Certified HUB Vendor? ..... NO
PRIME Price Quote $67,933
Total # of Employees 5
Total # of Minorities 3
Total # of Women 2

HUB Participation

Required 10%
Proposed 19%
$ Value $12,974

Student Engagement

Paid Student Employment-Hour Commitment ..... NA
Student Education-Hour Commitment ..... N/A

RFP 609 Extension of a Contract with Broydrick and Associates, Inc., for Legislative Liaison Services

The Administration requests authorization to extend a contract with Broydrick and Associates, Inc., to provide MPS with legislative liaison services.

Broydrick and Associates provides government, media, and public relations services to local, state, and federal clients. Broydrick currently works with the MPS Intergovernmental Relations and Finance staff to ensure that members of the Wisconsin Legislature address MPS legislative needs in a considered and positive manner.

Broydrick was recommended for a contract award pursuant to Request for Proposal 609. MPS entered into a $20,000 contract with Broydrick for services for FY10. Due to a greater-than-expected legislative workload, however, it is now necessary to increase the contract to $35,000 to fund services through June 30, 2010.

Budget Code: SFR00GOVFN-ECTS (Legislative Policy Development — Contract Services)

Budget Amount $15,000
HUB % set 5%
HUB % proposed 100%
Total HUB $ $15,000

Broydrick & Associates

Prime Contractor Information

Certified HUB Vendor? ..... Yes — WBE
PRIME Price Quote ..... NTE $15,000
Total # of Employees 15
Total # of Minorities 0
Total # of Women 9

HUB Participation

Required 5%
Proposed ..... 100% WBE
$ Value $15,000

Student Engagement
Paid Student Employment-Hour Commitment ..... NA
Student Education-Hour Commitment 20

RFP 671 Contract with WCER(Wisconsin Center for Educational Research) for the Alignment of the District's Personnel Evaluation Systems with the District's Strategic Plan

The Administration requests authorization to enter into a contract with WCER (Wisconsin Center for Educational Research) to facilitate the alignment of the District's personnel-evaluation systems with its Strategic Plan, WTAM *(Working Together, Achieving More).* WCER will be responsible for managing the design/redesign process and the input of all the stakeholders. The focus of the project is to better measure performance, improve accountability, incorporate best practices where appropriate, and ultimately improve student achievement.

The Administration issued Request for Proposal (RFP) 671 to solicit proposals from vendors qualified to manage the project. An evaluation team selected WCER as the most qualified respondent and recommends WCER be awarded a contract for these services.

The contract period is for one year at a cost not to exceed $125,000.

Budget Code: OGA00HROHR-ECNS (Human Resources — Consulting Services)
Budget Amount $125,000
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

WCER

Prime Contractor Information
Certified HUB Vendor? ..... No
PRIME Price Quote $125,000
Total # of Employees 18
Total # of Minorities 3
Total # of Women 6

HUB Participation
Required 0%
Proposed 0%
$ Value $0

Student Engagement
Paid Student Employment-Hour Commitment ..... N/A
Student Education-Hour Commitment ..... N/A

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 contract:

A. Sole-source Contract with Milwaukee Public Library Foundation to Provide Library and Literacy Services through the Extended Summer Reading Program

The Administration requests authorization to enter into a sole-source contract with the Milwaukee Public Library Foundation to provide library and literacy services through the extended summer reading program targeted at Milwaukee Public School students. Services will include direct outreach to students to present literacy-related activities, to facilitate library card sign-up, and to offer family events at area libraries.

The Providing Opportunities to Promote and Enhance Literacy grant requires that the Milwaukee Public Library Foundation provide these services.

The contract is for one year, and the amount is not to exceed $41,270.

Budget Code: GSP-0-S-UL0-CI-ECNS (General Support — Contracted Services)....$41,270
HUB % set 0%
HUB % proposed 0%
Total HUB $....$0

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

* * * * *

(Item 9) Action on a Request from the Department of Public Instruction To Release Unused 2009 Qualified School Construction Bond Authority

Background

1. In spring of 2009, MPS received the authority as part of the American Recovery and Reinvestment Act (ARRA) to issue $72.1 of Qualified School Construction Bonds (QSCB). Through the government, bond buyers receive tax credits rather than interest to provide the issuer a lower-than-market interest rate. Bond revenue can be used for construction, modernization, renovation, and repair of district facilities.

2. At its meeting on June 4, 2009, the Milwaukee Board of School Directors adopted an FY10 ARRA QSCB budget of $53.1 million to be used for deferred maintenance, FY10 major maintenance, and curriculum-enhancement projects. The Administration worked with the City regarding the issuance of the Qualified School Construction Bonds.

3. Subsequent to the Board's June action, the Wisconsin Department of Public Instruction (DPI) informed the district that the Internal Revenue Service had opined that Milwaukee Public Schools may pass a portion of its QSCB authority to the state when such authority is not used by MPS. DPI contacted MPS to encourage the district to release the uncommitted authority to the state.

4. At its meeting on August 27, 2009, the Board voted to defer the release of the remaining funds and asked the Administration to develop a plan and recommendation regarding these funds.

5. The City of Milwaukee's Common Council, at its meeting on November 3, 2009, approved $48 million in ARRA borrowing for MPS maintenance and remodeling projects.

6. MPS currently holds up to $24.1 million of unused 2009 QSCB authority that can be returned to the state for redistribution to other public school districts or returned to MPS.

7. On November 6, 2009, the letter attached to the minutes of your Committee's meeting was issued to the DPI, requesting that the DPI agree to make any bonding authority returned to the state by MPS available to MPS non-instrumentality schools, MPS partnership schools, and public school districts with free and reduced-price lunch rates of 50% or more.

8. DPI has informed MPS that agreeing to MPS's request would impair the credibility of the process already in place for distribution of QSCB funds.

9. In early December, federal legislation was introduced that would result in local school districts not being forced to give up their unused qualified school construction bond allocation to states to keep them from expiring at the end of the year. If adopted, this legislation would allow MPS to carry over any unused portion of the QSCB authority.

Administration's Analysis

10. Since the interest-free bond authority represents a district asset, the release of the borrowing authority requires Board action. Based on an assumed interest rate of 4.0%, the net present value of this asset is approximately $6.2 million.

11. The Administration has requested that the DPI agree to make any unused authority returned to the state by MPS available to MPS non-instrumentality schools, MPS partnership schools, and public school districts in which 50% or more of students qualify for free and reduced-price lunch. This would ensure minimal risk that the bonding authority would be used to expand capacity where MPS transfers could be recruited via the Open Enrollment program.

Strategic Plan Compatibility Statement

12. 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: Schools are welcoming, well-maintained, and accessible for students, families, staff, and the community.

WTAM applicable measurable objectives: 100% of MPS schools will receive a condition rating of good or better (6-10) on the Building Condition Report.

Statute, Administrative Policy or Board Rules Statement

13. This item is consistent with Board Governance Policy G 4.07, Asset Protection.

Fiscal Impact Statement

14. This item does not authorize expenditures. If the Board approves DPI's request and directs the Administration to release the uncommitted bonding authority to DPI, the district would transfer an asset (low- or interest-free borrowing authority) awarded to MPS by the federal government to the State of Wisconsin's Department of Public Instruction.

Implementation and Assessment Plan

15. Upon the Board's action, the Superintendent will transmit a letter informing the DPI of the Board's decision.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration, if necessary, to release any unused borrowing authority from the American Recovery and Reinvestment Act to the State of Wisconsin's Department of Public Instruction and/or to initiate actions, as necessary, to ensure unused borrowing authority remains available to the District.

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

* * * * *

(Item 10) Action on a Proposed Contract for a Response-To-Intervention Management Structure and Intervention-Tracking System

Background

1. The Milwaukee Public Schools has a need to formalize the intervention procedures and processes for students requiring academic and/or behavioral intervention.

2. The Milwaukee Public Schools has a need to track student interventions and related student progress in a manner that provides teachers with pertinent information for instructional decision making, and schools and the district with aggregate data to assist with large-scale planning.

3. The results of the September 2009 Discovery Education Benchmark assessment for grades three through nine indicate that 44.3% of students scored at a minimal level, and 20.5% of students scored at a basic level in mathematics. In reading, 14.0% of students scored at a minimal level, and 29.9% of students scored at a basic level. Many of these students require intervention in addition to the core instruction that is offered all students.

4. The district currently has limited means by which to monitor which students receive interventions or to assess the effectiveness of interventions. Procedures for selection and vetting of interventions vary from school to school. Similarly 20,405 suspensions were recorded between August and November 2009. Procedures, positive behavioral supports, and interventions for students in need of behavioral intervention are not formalized or monitored across the district.

Administration's Analysis

5. The Administration requests authorization to enter into a contract with Spectrum K12 School Solutions to provide strategic planning and technical assistance as part of the Integrated Resource Information System (IRIS). America Recovery and Reinvestment Act (ARRA) and Title I School Improvement Grant funding will be used to formalize an intervention-management structure within MPS using a response-to-intervention framework and to install and subscribe to software from Spectrum to track both academic and behavior-related student interventions.

6. These services will be used primarily to advance the MPS American Recovery and Reinvestment Act (ARRA) project to improve data-driven decision making and accountability and particularly the Integrated Resource Information System (IRIS) component. IRIS is a planned data-warehouse system that will provide the District's leaders and staff with the ability to assess student, teacher, classroom, and school impacts on gains in student learning. IRIS will also manage how staff, funding, and other resources at the school, classroom, and student levels relate to MPS's effectiveness in improving student learning.

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: 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

8. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

9. Spectrum was recommended for a contract award pursuant to the Request for Proposal (RFP) #661. Spectrum was determined by an evaluation team to be the most responsive of five proposing firms, based on a combination of cost and technical factors.

10. The Administration requests permission to negotiate a contract for a one-year period, plus annual renewals, with a cost not to exceed $808,000 for the first year and 388,000 for yearly renewal for up to five years. The five-year total is not to exceed $2,360,000. Funding to cover the contract is included in the:

a. Title I School Improvement Grant GEN-0-S-TV0-DO-ECTS (not to exceed $248,000)

b. ARRA IRIS funds TVS0S-D30-CI-ECTS (not to exceed $560,000)

11. If additional funds become available, the Administration requests permission to re-negotiate for a contract not to exceed $2,600,000, with annual maintenance fees not to exceed $80,000 for the first five years of contracted services.

Implementation and Assessment Plan

12. The scope of the project will include the following major components:

- Documentation of the current list of interventions, programs, and initiatives used to support students requiring intervention or support beyond core programming;
- Assistance to the district with the development of common definitions of response-to-intervention and tiered interventions through focus groups with teachers, administrators, and Central Services staff;
- Development of a process for the district to use in determining if interventions have a research or scientific basis with proven methods of rating fidelity;
- Development of a cross-department/division process for vetting interventions;
- Establishment of clear and simple guidelines for schools and the district to follow when selecting interventions;
- Provision of regular updates as needed to the Response to Intervention steering committee and other committees as requested;
- Recommendation of a high-quality assurance model and development of audit requirements, criteria, processes; and procedures for implementation and sustainment;
- Creation of a flowchart using standard response-to-intervention language depicting how the MPS data system integrates with response-to-intervention-processes
- Installation of a response-to-intervention software system for data entry and RtI monitoring;
- Creation of training documentation with step-by step processes for teaching and administrative staff;
- Provision of initial training for a train-the-trainer model complete with step-by-step processes to use for district staff; and
- Provision of a detailed plan for implementing all deliverables and a technical system. The plan will include: timeframe, overview of phases, milestones, assumptions, and assumed responsibilities.

13. The project is to be completed by July 31, 2010, with implementation to be initiated in Fall 2010.

Committee's Recommendation

Your Committee recommends that the Board approve the following software and professional services contract: RFP 661, Authorization To Enter into a Contract with Spectrum K12 School Solutions for Interventions Business Analyst and Information System Implementation, with a cost not to exceed $808,000 for the first year and $388,000 for yearly renewal for up to five years, with the five-year total not to exceed $2,360,000. The scope of the project will include the following major components:

- Documentation of the current list of interventions, programs, and initiatives used to support students requiring intervention or support beyond core programming;
- Assistance to the district with the development of common definitions of response-to-intervention and tiered interventions through focus groups with teachers, administrators, and Central Services staff;
- Development of a process for the district to use in determining if interventions have a research or scientific basis with proven methods of rating fidelity;
- Development of a cross-department/division process for vetting interventions;
- Establishment of clear and simple guidelines for schools and the district to follow when selecting interventions;
- Provision of regular updates as needed to the Response to Intervention steering committee and other committees as requested;
- Recommendation of a high-quality assurance model and development of audit requirements, criteria, processes; and procedures for implementation and sustainment;
- Creation of a flowchart using standard response-to-intervention language depicting how the MPS data system integrates with response-to-intervention-processes
- Installation of a response-to-intervention software system for data entry and RtI monitoring;
- Creation of training documentation with step-by step processes for teaching and administrative staff;
- Provision of initial training for a train-the-trainer model complete with step-by-step processes to use for district staff; and
- Provision of a detailed plan for implementing all deliverables and a technical system. The plan will include: timeframe, overview of phases, milestones, assumptions, and assumed responsibilities.

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

* * * * *

(Item 11) Informational Report on the Administration's Plan for Long-Term Staffing for Current General Assistants

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

Administration's Report

1. In accordance with the first part of the Board's directive of August 27, 2009, the 89 general assistants who were laid off were offered employment as follows:

- 13 were recalled to school-based general positions prior to August 31, 2009;
- 34 were placed as underfills in vacant paraprofessional positions;
- 33 were assigned to general assistant positions in SIFI that were funded with the earmarked board funds; and
- the remaining nine either retired, resigned, or took leaves of absence.

Currently there are 319 general assistants employed by the district.

2. Consistent with the second part of the directive from the Board, a review of the budgetary impact on this classification over the last nine years reveals a consistent decline in the number of positions in the general assistants which can reasonably be expected to continue and likely accelerate as budgets tighten. There is no dispute that general assistants have been deemed highly qualified under NCLB (as a result of a one-time district/union alternative assessment developed and implemented seven years ago); however, the limited versatility of the general assistant position as compared with that of the paraprofessional assistant continues to impact adversely on these employees in the school-based and district-wide budgets.

3. In the plan for long-term staffing, the Administration is recommending that emphasis be placed on providing additional staff development or training to general assistants. Such staff development or training will position them to meet the qualifications for promotion to paraprofessional positions or other employment opportunities in the district, all of which are anticipated to have a greater longevity than the general assistant position. Additionally, all of these positions also provide for increased salary opportunities.

4. A survey has been sent to all general assistants as a means of determining how much and what kinds of staff development or training would need to be offered in order to help them qualify for other positions in the district, including paraprofessionals, handicapped children's assistants, secretaries, childcare workers, and others.

a. Paraprofessional Position

(1) All general assistants will be credited with three academic credits, the equivalent of the 40 hours spent earning the PDA Certificate in 2005. We will also examine inservice records for additional equivalent credits earned. Based on a conversation with an area technical college, the district has been able to identify three associate degree programs that would allow general assistants to ultimately acquire 60-65 credits over time as a means of allowing them to underfill some existing paraprofessional positions until such time as they are able to apply for permanent assignment as a paraprofessional assistant:

(a) Early childhood;

(b) CUTEP; and

(c) a paraprofessional associate program.

(2) The first two programs have the added benefit of offering the opportunity to transfer the associate degree credits to a four-year university if the individual chooses to pursue teacher certification. Participants would be required to take a minimum of 12 credits per year (and summer), remain continuously enrolled, and earn a passing grade if they wanted to continue underfilling a paraprofessional assistant position. We are also exploring the option of having the classes at Central Services so that we can enroll more employees in each class.

(3) Based on a belief that the financial barriers would be significant for this group, we would propose that $1,000 per year (based on 12 credits to be taken) be underwritten by the Board for no more than three years and for up to 75 general assistants per year. Failure to complete the program would trigger repayment of the Board's contribution. (Estimated costs over three years = $225,000)

b. Handicapped Children's Assistant (HCA)

(1) The district is currently reviewing responses to an RFP for HCA training for approximately two classes of students (approximately 40-50 individuals). This training would be made available once in the spring of 2010 and once during the

summer of 2010. Participants would not only acquire the training needed to become an HCA, but they would also earn certificates which could be used to get employment outside the district, if needed.

(2) The cost of this training is approximately $1,300 per person. A commitment to work in an HCA position for at least two years, if offered, would be required, or the Board contribution would have to be repaid. (Estimated cost = $65,000)

c. Childcare Workers

The district has engaged in discussions with a number of providers in this area to identify the training needed to acquire this position and how much it would cost. Currently the training is essentially two classes/seminars and would cost approximately $250 per person, with the possibility of a group discount still available. (Estimated cost = $2,500)

d. Other Positions

The district has always sent notices of vacancies in other positions (School Safety Assistant, Building Service Helper I, and Food Service Assistant) to laid-off general assistants and is willing to look at a process by which such openings are brought to the attention of currently employed general assistants.

5. The Administration has also been engaged in discussions with the City of Milwaukee to determine if there is the opportunity for civil-service-exempt employees such as educational assistants to be given preference for appointments to MPS civil service positions such as secretaries, if they meet the qualifications.

6. Tuition reimbursement continues to be available for those general assistants who are seeking to enroll in teacher-certification programs.

7. The Administration has met with the MTEA to discuss the plan and get its input and identify those issues that would have to be negotiated.

8. Finally, the Administration continues to look at other funding sources that may be available to help defray the costs of these various plan components, including resources that may be available to general assistants to cover their portion of the costs.

9. The potential cost for the Administration's plan for long-term staffing for current general assistants would be $292,500. This amount is currently left over in the earmarked funds set aside in August from the FY10 budget.

* * * * *

(Item 12) Action on a Request for Authorization To Purchase Classroom Amplification Systems from Lightspeed Technologies

Background

1. Normal children's auditory systems do not fully mature until they are 13 to 15 years old. For this reason, they require louder and clearer speech signals than adults do for listening (learning). Extensive documentation supports the need to improve listening environments in typical schools because of the invisible and often forgotten negative effects of noise, distance, and reverberant (hard) surfaces on students' listening skills.

2. One of the most cost-effective ways for teachers to provide this is via classroom sound-field systems. This technology has been well researched and successfully used as a means of significantly enhancing academic progress by providing the favorable classroom listening environment required for children until they are 15 years old. These systems have had limited use in the district for the last several years in some schools. District research on the effectiveness has shown that these systems improve students' pre-academic and academic skills.

3. In addition to improving students' skills, use of sound fields has also dramatically lowered teacher absences due to vocal-related fatigue or illness. When systems were initially put into some district schools, 89% of teachers reported less vocal strain, and absences related to vocal fatigues were reduced by 86%.

4. A sound-field system includes strategically installed speaker(s), a receiver, and two wireless microphones. The teacher's voice is transmitted via the wireless microphone through the speaker(s), making his/her voice uniformly audible throughout the classroom during whole-group instruction or activity. The second microphone can be used for team teaching or by students.

Administration's Analysis

5. Given the research documenting the effectiveness of sound-field systems in improving students' academic success, the Administration recommends that the Board purchase sound-field systems for use in schools.

6. Based on internal research that showed a decrease in the number of teacher absences related to vocal-related fatigue or illness, the Administration recommends increased use of sound-field systems in an effort to reduce the cost of teacher sick leave and to improve consistent teacher presence in the classroom.

7. The district will buy 145 sound-field systems from Lightspeed Technologies for placement in SIFI schools in special education classrooms grades K-3 and some regular classrooms with significant numbers of special education students. The cost of these 145 systems is $236,208.

8. These systems will be acquired from Lightspeed Technologies under a sole-source authorization because competitive vendors of the systems do not exist.

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: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or Board Rules Statement

10. This item is consistent with administrative policy.

Fiscal Impact Statement

11. This item authorizes expenditures not to exceed $236,208, Budget code GSPOSIA0DW-EEQ5 (IDEA-ARRA-Equipment). Total HUB= $0.

Implementation and Assessment Plan

12. Once the systems are purchased and installed, training by an MPS audiologist and Lightspeed representative will take place for designated/involved classroom teachers.

13. The MPS audiologist will provide regular follow-up to trainings and integrity checks in affected classrooms. The effectiveness of these systems in increasing student achievement and reducing teachers' absence due to vocal fatigue will be analyzed at the end of a full semester of implementation for each of the classes.

Committee's Recommendation

Your Committee recommends that the Board authorize the purchase of 145 sound-field systems from Lightspeed Technologies for placement in SIFI schools in special education classrooms grades K-3 and some regular classrooms with significant numbers of special education students. The cost of these 145 systems is $236,208.

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

* * * * *

(Item 13) Action on a Proposed Contract with Learning Exchange To Implement the High-School Parental Involvement Program (RFP 642)

Background

1. Milwaukee Public Schools will receive approximately $64.5 million of additional Title I-A funding through the American Recovery and Reinvestment Act (ARRA). This funding presents the district with an unprecedented opportunity to engage in large-scale, targeted intervention strategies to improve educational opportunities for all Milwaukee students and their parents or guardians.

2. The Board of School Directors, at its meeting on June 4, 2009, approved a Title I ARRA budget that included funding to increase parental involvement at district high schools. The Administration's strategy is to contract with local community-based organizations to assist with the efforts, which will be aligned with system-of-support (SOS) clusters.

3. The Administration in July 2009 released RFP #642 seeking community-based organizations that would implement programs to increase parental involvement at the high-school level. A review team recommended that the district contract with the Learning Exchange to implement such a program.

Administration's Analysis

4. The objective of Learning Exchange Program is to implement a series of dynamic opportunities for parents of high-school students that support several of the MPS district's core beliefs, namely that:

- leadership and accountability are keys to the success of MPS;
- families are valuable partners; and
- community partnerships add value.

5. Learning Exchange has formed a partnership with United Neighborhood Centers of Milwaukee (UNCOM) to offer Journey for Student and Family Achievement. The objective of the program is to build student and family achievement throughout the community by creating new mindsets, skill sets, and toolsets among all the stakeholders regarding their current and emerging needs and opportunities so that they can learn how to compete and win as global citizens. Learning Exchange proposes to provide high-school parents with opportunities to attend seminars within their local communities through a partnership with UNCOM. The UNCOM locations are Silver Spring Neighborhood Center, Agape Community Center, Northcott Neighborhood House, COA Youth & Family Centers, Journey House, Milwaukee Christian Center, Neighborhood House of Milwaukee, and Next Door Foundation. The seminar topics, as appropriate, will consist of active learning skills, post-high-school pathway preparation for parents, the college entrance process, and self-coaching for parents. Seminars will be offered at flexible times and in language which parents can understand. In addition, each site will provide childcare.

6. Learning Exchange will provide services to the Vincent, Washington, Bay View, and Diversified Community Schools clusters. There are approximately 2,414 high-school students in the Vincent cluster; 1,872 high-school students in the Washington cluster; 2,938 high-school students in the Bay View cluster; and 2,428 high-school students in the Diversified Community Schools cluster.

Strategic Plan Compatibility Statement

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

Goal 2: School communities work together for improvement in academic achievement

WTAM Strategy: Increase parent/guardian involvement in their children's education.

WTAM applicable measureable objectives: 90% of MPS parents will agree that they are involved in important decisions affecting their schools.

Statute, Administrative Policy or Board Rules Statement

8. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

9. This item authorizes expenditures not to exceed $180,000.00.

Budget code PRT-H-S-P10-DW-ECTS (ARRA — Parent Involvement)

HUB % set	5% per cluster
HUB % proposed	5% per cluster
Total HUB $	5% per cluster

Implementation and Assessment Plan

10. Upon the Board's approval of the recommendation, the Administration will contract with the Learning Exchange to implement the described parental involvement programs at the high-school level in the Vincent, Washington, Bay View, and Diversified Community Schools clusters.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize a one-year contract with the Learning Exchange to implement programs to build student and family achievement throughout the community by creating new mindsets, skill sets, and toolsets among all the stakeholders regarding their current and emerging needs and opportunities so that they can learn how to compete and win as global citizens. The program will offer solutions to several constraints that have hindered parental participation at high schools in the past. Funding is not to exceed $180,000 for the 2009-2010 school year; and

2. direct the Administration to develop benchmarks with Learning Exchange and any other applicable parties and to report back to the Board.

Your Committee reports that it has directed the Administration to provide the Board with copies of the proposed contract with Learning Exchange prior to its December 2009 meeting.

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

* * * * *

(Item 14) Action on a Contract with the Boys and Girls Club of Greater Milwaukee To Implement the High-School Parental Involvement Program (RFP 642)

Background

1. Milwaukee Public Schools will receive approximately $64.5 million of additional Title I-A funding through the American Recovery and Reinvestment Act (ARRA). This funding presents the district with an unprecedented opportunity to engage in large-scale, targeted intervention strategies to improve educational opportunities for all Milwaukee students and their parents or guardians.

2. The Board of School Directors, at its meeting on June 4, 2009, approved a Title I ARRA budget that included funding to increase parental involvement at district high schools. The Administration's strategy is to contract with local community-based organizations to assist with the efforts, which will be aligned with system-of-support (SOS) clusters.

3. In July 2009, the Administration released RFP #642, seeking community-based organizations that would implement programs to increase parental involvement at the high-school level. A review team recommended that the district contract with the Boys and Girls Club of Greater Milwaukee to implement such a program.

Administration's Analysis

4. The Boys and Girls Club of Greater Milwaukee proposes to provide the Marshall and South clusters each with a parental involvement coordinator (PIC), who, in turn will, as appropriate:

a. provide parenting education for families;

b. coordinate parental involvement opportunities and community-involvement efforts on behalf of students and their families;

c. create a parent resource center and school newsletter;

d. assist school staff in developing family-involvement policies; and

e. coordinate quarterly parenting workshops.

5. There are approximately 649 high-school students in the Marshall cluster and 3,647 high-school students in the South cluster.

Strategic Plan Compatibility Statement

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

Goal 2: School communities work together for improvement in academic achievement

WTAM Strategy: Increase parent/guardian involvement in their children's education.

WTAM applicable measureable objectives: 90% of MPS parents will agree that they are involved in important decisions affecting their schools.

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 $90,000.00 Budget code: PRT-H-S-P10-DW-ECTS (ARRA — Parent Involvement)

HUB % set .....5% per cluster
HUB % proposed: .....5% per cluster
Total HUB $.....5% per cluster

Implementation and Assessment Plan

9. Upon the Board's approval of the recommendation, the Administration will contract with the Boys and Girls Club of Greater Milwaukee to implement the described parental involvement programs at the high-school level in the Marshall and South clusters.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize a one-year contract with the Boys and Girls Club of Greater Milwaukee to implement programs to improve parental involvement at the high-school level in the Marshall and South clusters. The Boys and Girls Club of Greater Milwaukee will provide each with a parental involvement coordinator (PIC), who in turn will, as appropriate:

   a. provide parenting education for families;

   b. coordinate parental involvement opportunities and community-involvement efforts on behalf of students and their families;

   c. create a parent resource center and school newsletter;

   d. assist school staff in developing family-involvement policies; and

   e. coordinate quarterly parenting workshops.

   Funding is not to exceed $90,000.00 for the 2009-2010 school year; and

2. direct the Administration to develop benchmarks with the Boys and Girls Club of Greater Milwaukee and any other applicable parties and to report back to the Board.

Your Committee reports that it has directed the Administration to provide the Board with copies of the proposed contract with the Boys and Girls Club of Greater Milwaukee prior to its December 2009 meeting.

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

* * * * *

(Item 15) Action on a Proposed Contract with New Resources Consulting for Support of the PeopleSoft System, Including Implementation of the ePerformance Module

Background

1. The District is implementing the PeopleSoft ePerformance module in order to automate the processing of employee-performance evaluations, as part of the larger efforts to improve the effectiveness of the employee-evaluation process and to improve the effectiveness of the teaching staff in general.

Administration's Analysis

2. MPS has been successfully using the PeopleSoft system since 1999, but has not yet implemented the ePerformance module of PeopleSoft. Implementing ePerformance will enable the automated entry and tracking of employee performance evaluations and should greatly increase the quality of evaluations, the compliance with the evaluation system, and the productivity of both school and Central Services staff in processing evaluations.

3. Staff from New Resources will assist MPS with installing the ePerformance software module and in configuring the module to support the specific requirements of MPS. New Resources will also assist in developing documentation and training on the system.

4. New Resources Consulting was recommended for a contract award pursuant to Request for Proposal 662. New Resources was determined by an evaluation team to be the most responsive of 24 proposing firms based on a combination of cost and technical factors.

Strategic Plan Compatibility Statement

5. 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. Central services' timely recruitment and hiring practices attract an effective, diverse workforce committed to serving the students of the district.

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

Statute, Administrative Policy or Board Rules Statement

6. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

7. This item authorizes expenditures not to exceed $295,000. The contract period is for one year. Funds are available in SYSOSD30RH-ECTS (Title I ARRA — Data-Driven Decision Making, Contract Services).

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with New Resources to configure, test, modify, and implement the Oracle ePerformance System. The cost not to exceed is $285,000. Funds are available in SYS0SD30RH-ECTS (Title I ARRA — Data-Driven Decision Making, Contract Services).

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

* * * * *

(Item 16) Action on a Proposed Contract with Stratagem, Inc., for Professional Services in Support of Specialized Reporting Required by the MPS DIFI Corrective Action Plan

Background

1. MPS has been successfully working to meet the requirements of the DIFI Corrective Action Plan. A number of the requirements of the Corrective Action Plan address teacher quality, and in order to comply with these requirements, MPS must implement new abilities for data recording and reporting. The related steps MPS is taking include developing an "eRoster" ability within the PeopleSoft data system to support the efforts of schools to address licensing problems with their staffs.

2. Stratagem will assist MPS staff in the maintenance of the eRoster software and in developing a number of specialized reports required by or related to the Corrective Action Plan.

Administration's Analysis

3. Stratagem, Inc., was chosen pursuant to Request for Proposal (RFP) 639 for Professional Services for Project Management and Specialized Data Warehouse Technical Services. Strategem's response provided for additional technical resources. Stratagem was determined to be the most responsive of 17 proposing firms, based on a combination of cost and technical factors. Stratagem was previously granted a separate initial award under this RFP.

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: 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

5. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

6. This item authorizes expenditures not to exceed $90,000. The contract period is for one year. Funds are available in (Title II – ARRA— Contract Services).

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract with Stratagem, Inc., to provide professional and technical assistance for the further development of the DIFI Corrective Action Reporting System. The cost for this engagement will not exceed $90,000. Funding will be provided from the ARRA — Title II Funds — Contract Services.

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

* * * * *

(Item 17) Action on a Request To Enter into a Professional Services Contract with the Institute for Research and Reform In Education To Provide Continued Support for Implementation of the First Things First Framework

Administration's Analysis

1. In June 2006, the Administration presented an informational item related to the planning and implementation of the First Things First framework as an improvement strategy in large, comprehensive high schools.

2. "First Things First" (FTF) is an education-reform initiative that aims to raise the academic performance of all students to levels required for post-secondary education and high-quality employment without remediation. Developed by the Institute for Research and Reform in Education (IRRE) in 1996, FTF strives to create meaningful change for all students — particularly young people in low-income communities. The FTF framework provides a set of expectations and articulates the ways in which these expectations can be met by schools and districts. FTF is designated as a research-proven comprehensive school-reform model and, because of this status, is included in The Catalog of Comprehensive School Reform Models, available through the Northwest Regional Education Lab. Research supporting the FTF framework is also available at www.irre.org.

3. The early planning and implementation of the FTF framework at Pulaski, Bradley Tech, and Madison High School were supported by funding from the Bill & Melinda Gates Foundation. Additional support came in the form of a grant for implementation of smaller learning communities from the U.S. Department of Education.

4. In its response to Resolution 0708-019 by Director Bonds, which called for ongoing fiscal and programmatic support of the FTF framework in five of our large high schools, the Administration committed to ongoing support of the FTF efforts and to continued efforts to identify and secure resources to pursue this end.

5. This item seeks authorization to enter into a professional services contract with the Institute for Research and Reform in Education (IRRE) to continue and intensify supports of the FTF framework in five

high schools and to support capacity building at the district level to maintain these efforts going forward. The five high schools are Bradley Tech, Custer, Madison, Pulaski, and Vincent. District-level supports include the implementation of cross-department teams, each focused on supporting one of the major improvement strategies in the FTF framework: instructional improvement, common planning time, and family and student advocacy.

6. Funds to support this effort are included in the U.S. Department of Education's Smaller Learning Communities grant in budget code SDV-0-S-S20-IV ECNS. The contract will provide services through February 28, 2010, in the amount of $393,000.00. IRRE responded to RFP 553.

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: 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 Rule Statement

8. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

9. This item authorizes expenditures for purposes identified in the Smaller Learning Communities Grant, budget code SDV-0-S-S20-IV ECNS.

Implementation and Assessment Plan

10. The Administration will continue the planning and implementation of the FTF framework as specified in the U.S. Department of Education's grant proposal and will identify additional sources of funds, such as School Improvement Grant funds, to support ongoing implementation as they become available later in FY10.

Committee's Recommendation

Your Committee recommends that the Board approve the request to enter into a professional services contract with the Institute for Research and Reform in Education to provide services for the implementation of the FTF framework at Bradley Tech, Custer, Madison, Pulaski, and Vincent High Schools and to provide district-level capacity building through February 28, 2010, in the amount of $393,000.00.

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 on the Activities of the Strategic Plan Implementation Group Regarding the MPS *Working Together, Achieving More* Strategic Plan

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

Background

1. At its meeting on July 26, 2007, the Board adopted the Milwaukee Public Schools' Strategic Plan, *Working Together, Achieving More — Action Plan to Improve Milwaukee Public Schools, 2007-2012.*

2. Following the adoption of the *Working Together, Achieving More* Strategic Plan, the Administration established a Strategic Plan Implementation Group to support the District's implementation efforts. The Strategic Plan Implementation Group began to meet in September 2007.

3. At its meeting on October 30, 2007, the Board approved the Administration's recommendations related to the implementation, monitoring, and maintenance of the *Working Together, Achieving More* Strategic Plan.

Administration's Report

4. The Strategic Plan Implementation Group is composed of teachers, principals, district staff, staff from the Milwaukee Teachers' Education Association and from the Administrators' and Supervisors' Council, and representatives of the African American Education Council. A list of the members is included in the attachments to the minutes of your Committee's meeting.

5. During its two years of existence, the Strategic Plan Implementation Group has provided guidance, encouragement, and thoughtful support to the Administration in furthering implementation of the *Working Together, Achieving More* Strategic Plan.

6. The group's influence has been felt most substantially in the areas of enhanced reading and mathematics instruction; consistent curriculum across all schools; reduction of class size in high schools; parental professional development; and enhanced accountability, including a tool for classroom visits to assess classroom-based standards and to identify where support is needed.

7. A brief report on the work of the Strategic Plan Implementation Group is included in the attachments to this item.

8. The district's appreciation is extended to the Implementation Group for its contributions and for its continued support and guidance to the District in its efforts in the implementation of the Strategic Plan. The Administration welcomes the Group's continued involvement as implementation continues.

* * * * *

(Item 2) Action on Parameters To Be Used in Preparing the FY11 Proposed Budget

Background

1. Each year, the Administration reports to the Board estimates of enrollment for the coming school year, any enrollment impact on the district's available revenues for the next fiscal year, and suggested changes to school allocation formulas.

2. 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.

3. The Administration believes that general state aid levels will be $4.2 million less than the FY10 aid amount of $584,579,530 certified on October 15, 2009, mainly due to continued decreases in

enrollment. It is important to note, however, that the decrease in general aids is projected to be partially offset by a decrease in the deduction for the Milwaukee Parental Choice Program (MPCP), from $54.1 million in FY10 to $51 million in FY11.

4. The Administration has taken steps in the last three years to address concerns about the impact of decentralized budgets on educational priorities.

a. The amount of school carryover allowed decreased in FY08 and FY09. School balances greater than 3% (1.5% per year) of the prior year's revised budgets were used to offset the cost of higher-than-projected enrollment increases in FY08 and to restore fund balance in FY09.

b. The Administration proposed major changes in the way in which MPS teaches and supports reading. For example, targeted reading support is provided to students in kindergarten through eighth grade who are two or more years behind in reading. Other core curriculum areas were also reviewed in an effort to establish a common curriculum for non-charter schools.

c. The Administration recommended minimum staffing levels for K-8 and elementary schools for art, music, and physical education (AMP) for FY10; however, funding to meet this standard proved inadequate in 43 traditional and six instrumentality charter schools.

d. Budget-preparation instructions for schools include minimum requirements for budgeting for substitute teachers, library materials, supplies, and equipment.

e. High schools received directed supplements beginning in FY08 to reduce class size and increase music, art programs, foreign language, and sports programs.

f. Funding for extracurricular activities was increased in FY08 and added to the central interscholastic athletics budget.

g. Technology standards were issued for school purchases. Centrally managed Microsoft settlement funds were used to update and standardize computers at schools, replacing school-based funding for technology.

h. All new ESEA fund increases were centrally directed toward specific programs.

i. District grant awards, such as Teaching American History and Futures First, are centrally managed, with services directed to schools.

Administration's Analysis

5. The Administration's current enrollment and fiscal projections for the next school year are below. They are likely to change as the process progresses and additional information becomes available.

a. Enrollment

(1) The projection of September enrollments for planning purposes is a joint effort by Student Services and the Office of Finance and Operations. Initial system-wide forecasts are prepared based on grade-progression and enrollment trends. The Administration then identifies the proportion of the total enrollment expected to be in alternative, contracted K-8 programs and partnership schools; in non-instrumentality charter schools; and in suburban schools under the Chapter 220 and Open Enrollment programs.

(2) 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.

(3) Preliminary system-wide projections for September 2010 (FY11) are as follows:

School	FY10 Actual Fall Enrollment	Enrollment for FY11 Budget	Projected Enrollment Change	Projected Percent Change
Elementary	19,065	18,612	(453)	(2.4%)
K-8	30,936	30,200	(736)	(2.4%)
Middle	6,338	6,051	(287)	(4.5%)
High	21,428	20,291	(1,137)	(5.3%)
SUBTOTAL	77,767	75,154	(2,613)	(3.4%)
MPS Alternative Schools	607	627	20	3.3%
Partnership Schools	1,556	1,556	0	0%
K-8 Contracted Programs	319	319	0	0%
Non-instrumentality Charters	2,195	2,456	261	11.9%
SUBTOTAL	4,677	4,958	281	6.0%
Chapter 220 (in suburbs)	2,409	2,257	(152)	(6.3%)
Open Enrollment (in suburbs)	5,193	5,684	491	9.5%
SUBTOTAL	7,602	7,941	339	4.5%
GRAND TOTAL	90,046	88,053	(1,993)	(2.2%)

(4) The enrollment figures shown in the chart above are converted by the Office of Finance and Operations to an estimated pupil full-time equivalent for the purpose of estimating state aids and the 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.

b. Revenue Limits

Revenue limits include an estimated inflationary adjustment of $200 per pupil for FY11, offset by declining enrollments. A net decrease of $2.6 million, from $883.8 million in FY10 to $881.2 million for FY11, is estimated based on preliminary enrollment projections. This means that spending for the Construction and School Operations Funds must decrease by $2.6 million from FY10 to FY11.

c. Budget Assumptions

The Administration is entering FY11 budget preparation with some preliminary key assumptions:

- General state aid levels are estimated to be lower than in FY10, mainly due to continued decreases in enrollment. It is important to note, however, that the decrease in general aids are projected to be offset by a decrease in the deduction for the MPCP.
- MPS enrollment will be down about 2.2% from FY10 levels, based on preliminary enrollment estimates.
- The district could tax to the limit of its authority for much the same reasons it did so in FY09 and FY10. State poverty aid, which the State Legislature directed MPS to use to offset the private school tax levy, is not expected to increase and may decrease if additional districts become eligible.
- The employee benefit rate is expected to increase to 71% for FY11 (90% for School Nutrition Services).

- The revenue-limit estimate does not include an increase for energy-efficiency measures and renewable energy projects. The state budget authorizes additional revenue limit authority for such projects.

The MPS Revenue Picture

6. Below are two tables showing historical trends in MPS revenue streams.

a. The first table shows that the district's general state aids 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's % share of state general equalization aid
2003-04	$614,506,905	$769,936,631	79.8%	14.4%
2004-05	$614,537,553	$778,404,787	78.9%	14.2%
2005-06	$630,167,230	$784,365,436	80.3%	13.7%
2006-07	$631,845,111	$810,894,371	77.9%	13.4%
2007-08	$605,239,961	$830,159,911	72.9%	12.8%
2008-09	$587,025,169	$835,002,810	70.3%	12.2%
2009-10	$584,579,530	$854,945,566	68.4%	12.6%

All data reflect October certification figures.

b. The second table portrays the district's increasing reliance on property taxes and declining state aid.

Fiscal Year	Property Tax Levy	State Handicapped Aids	Other State Aids**	Federal Aids & Revenues	Other Local Revenue	Applied Surplus	Proceeds from Borrowing
2003-04	$183,198,437	$40,437,993	$13,848,103	$33,903,274	$10,212,472	—	$183,040,693
2004-05	$207,555,195	$39,419,557	$15,904,104	$33,220,056	$15,048,432	—	$16,419,478
2005-06	$213,803,818	$39,188,603	$15,034,945	$34,787,419	$14,211,275	—	$23,676,442
2006-07	$230,345,991	$39,265,952	$16,917,622	$37,122,168	$15,686,449	—	--$1,078,100
2007-08	$251,077,130	$42,288,233	$26,100,876	$39,356,577	$19,378,487	—	$6,062,764
2008-09	$287,778,700	$47,564,912	$30,277,585	$49,154,496	$10,369,648	—	$12,036
2009-10*	$295,833,114	$44,945,000	$22,441,231	$43,668,445	$24,894,297	$2,580,000	$50,000,000

*Budgeted amounts; others are actuals.
**2008-10 amounts include poverty aid.

7. The Administration is seeking guidance from the Board on enrollment and revenue parameters for FY11 planning purposes.

Budget Recentralization Plans

8. Recentralizing the district's budget will require the Board to establish an operational definition of "centralization." Full recentralization would ultimately align all operations of the district, including changing such systems as student assignment practices and labor contracts. The issues of who makes the decisions and when the decisions are made are at the heart of recentralization.

9. Centralization will require earlier decisions and more direction from the Board than does a decentralized budget process. Decisions from the Board are needed earlier in order to determine funds available for schools and to meet the March 1 early interview date for teaching staff. This early interview date allows MPS to more effectively compete for qualified teachers. Under a centralized model, the Board would make decisions previously made by the school leaders, school staff, and governance councils.

10. The Administration, in its efforts to develop a plan to centralize the district's budget, has reviewed the items listed below.

a. Budgets and school allocation formulas from three school districts: Madison, Wisconsin; Cincinnati, Ohio; and Seattle, Washington (Madison and Seattle have a mostly centralized staffing model and rely on formulas for school staffing. Cincinnati operates in a more decentralized manner, but provides principals with staffing formulas.);

b. MPS administrative policies affecting class size, graduation requirements, guidance program, budget control, fund transfers, fund control, fund carryovers, and school governance councils;

c. Staffing formulas that MPS used before 1991; and

d. Title I guidelines.

11. The Administration has determined that a complete recentralization could not occur in one year; therefore, if the Board directs the Administration to further centralize, a three-year phase–in of a centralized budgeting could begin in FY11 under one of the following options:

a. Option 1. A limited centralized staffing formula for all traditional schools. The staff levels determined by formula would be for principals, assistant principals, clerical staff, paraprofessional assistants, safety aides, and general aides. Teacher staffing would be determined at the school level.

b. Option 2. A centralized staffing formula for elementary and K-8 traditional schools for FY11. Middle and high schools would not be included in this initial year due to the complexities of classroom teacher staffing relative to course offerings and school schedules. In the next two years, centralized formulas would be developed for other school levels and non-staff school accounts.

12. Should the Board decide to proceed, the Administration could present in late December samples of both options and how they compare with the current allocation process.

13. A centralized staffing formula most likely would demonstrate the district's inability to fund all positions in all schools. The Board must establish an acceptable staffing level, in part by determining the portion of available funds to go to schools and school-type programs. The breakdown of the FY10 school operations adopted budget is presented below. In calculating the percentages, the total school operations fund of $999.7 million was reduced by $37.6 million for school nutrition, and by another $23.5 million for fall increases in employee benefits not distributed to individual budget areas.

Area	FY10 Amount in Millions	Percent of Net
School and school-type programs	$718.4	76.5%
Departments	101.2	10.8%
Other Accounts (major accounts are textbooks, district insurances, special and contingent funds, utilities, transportation, and debt service)	119.0	12.7%
Total Net School Operations Fund	$938.6	100.0%

14. The Administration will make recommendations for the following issues, but would like the Board's input on these issues before proceeding.

a. *The school staffing formula for the classroom, support, and administrative functions of the school.* The Administration in late December could present suggested formulas and comparison of the formulas with the current allocation model.

b. *Acceptable modifications at the site level to accommodate inadequate funding.* Some areas that could be modified are:

- teacher-student class-size ratios;
- staffing formulas for certain position types such as counselors, librarians, specials, clerical, paraprofessional assistants, and general aides;
- staffing formulas for administrative functions; and
- distribution of school-closing and school-consolidation savings.

The district also could allow all or some schools to no longer participate in programs such as SAGE or to deviate from the school-staffing formula under some conditions

15. Under a centralized school-budget model, deficits and surpluses would be centralized and no longer part of school budgets.

16. A centralized school-budget model would require new roles for Central Service staff and training to assume these roles.

17. Under either a centralized or decentralized model, schools will continue to inform Human Resources of staffing needs and interview and recommend teachers for hire.

Strategic Plan compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

19. The parameters to be used in the proposed budget are consistent with Administrative Policy 3.01, Annual Operating Budget.

Fiscal Impact Statement

20. This item does not authorize expenditures.

Implementation and Assessment Plan

21. The Administration will prepare a FY11 budget that reflects parameters set by the Board.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the Administration to develop a budget based on maximizing the District's revenue limit; and

2. direct the Administration to develop samples of the following option, as compared with the current budget process, to be presented to the Board by its regular December 2009 meeting for consideration in January 2010:

Option 1. A limited centralized staffing formula for all traditional schools. The staff determined centrally would be principals, assistant principals, clerical staff, paraprofessional assistants, safety aides, and general aides. Teacher staffing would be determined at the school level.

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

* * * * *

(Item 3) Action on Resolution 0910R-027 by Director Blewett To Restore the Talent Development Fund to the Level of $500,000 for FY2010

Background

At its meeting on October 22, 2009, the Board referred Resolution 0910R-027 by Director Blewett to the Committee on Strategic Planning and Budget:

WHEREAS, In FY08, the Talent Development Fund (TDF) was created to provide additional funding and opportunities for MPS students in the areas of art, music, career, and technical education; and

WHEREAS, The MPS Partnership for the Arts supports programming only outside of the school day; and

WHEREAS, There is no other source of support for arts, career, and technical education programming outside of regular curricular offerings during the school day; and

WHEREAS, The TDF provided thousands of high-risk and impoverished students with educational opportunities that were otherwise beyond the reach of their individual schools; and

WHEREAS, The TDF provided direct services, such as additional music lessons or youth apprenticeships, to students; and

WHEREAS, The TDF provided for equipment and supplies, such as the purchasing, repairing, and renting of musical equipment; purchasing art supplies; updating of computer, career, auto, construction, and technical labs; robotics equipment for engineering and manufacturing; and equipment for healthcare classrooms; and

WHEREAS, The TDF provided student transportation for field-trips, tours, and student conferences; and

WHEREAS, The TDF provided opportunities for students to participate in local and regional career tours and fairs, and in local, regional, and state competitions in art, music, engineering, and robotics; and

WHEREAS, The TDF developed student leadership qualities by supporting student participation in local, regional, and state arts and career student organizations; and

WHEREAS, The TDF provided professional development in highly specialized technical areas, such as OSHA-certified training for construction education, and could provide training in high-need areas, such as driver's education and graphic design; and

WHEREAS, The strategic use of the TDF will strengthen and sustain arts, STEM, and career programming, at a time when budgetary constraints have forced the Milwaukee Board of School Directors to reduce the number of certificated teachers in many of these areas; and

WHEREAS, Milwaukee has been identified as one of a few Wisconsin school districts to be centers for Creativity in Education; and

WHEREAS, Creativity has been identified as a key component of 21st-Century employment skills; and

WHEREAS, The TDF helped Milwaukee Public Schools strengthen partnerships with arts, engineering, technical, and career agencies and institutions, including museums; and

WHEREAS, The Milwaukee Board of School Directors (MBSD) values its partnerships with arts, science, and other educational agencies and wishes to build upon these relationships to provide greater opportunities for arts, technical, and career education programming; and

WHEREAS, The MBSD welcomes opportunities to work collaboratively with other local school districts; and

WHEREAS, The TDF was funded in the FY2008 budget at $1.3 million and in the FY2009 budget at $500,000; now, therefore, be it

RESOLVED, That the Talent Development Fund be restored at the level of $500,000 for FY2010; and, be it

FURTHER RESOLVED, That this become effective immediately upon the Board's approval; and be it

FURTHER RESOLVED, That the Talent Development Fund be included for funding in the FY2011 and subsequent MPS budgets.

Administration's Analysis

1. Career and Technical Education has secured a number of grants from local and national business partners and philanthropic foundations. These funders have provided significant support for the expansion of PLTW (Project Lead The Way) in MPS into the current 21 schools. Additionally, the district has allocated Title I ARRA funds to expand the PLTW pre-engineering program into 12 additional K-8 or middle schools. This funding will cover all program costs, including computer labs, supplies, textbooks, and professional development.

2. MPS has been awarded a federal earmark to cover the complete costs for an additional four PLTW K-8 or middle schools. ARRA Title I funds will also cover the costs for introducing the first class of the new bio-medical science program from PLTW into seven MPS high schools in 2010-11 and for purchasing equipment for robotics courses in high schools.

3. The Milwaukee Public Schools recently received a $1.1 million award from the Department of Education in the area of arts education to provide arts-integration programming at four schools for the next four years. The award, which is focused on Browning, Hopkins, Kagel, and Story schools, will also support curriculum development in the area of arts integration and professional development for arts and non-arts teachers across the district.

4. The Milwaukee Partnership for the Arts is a highly successful program that supports arts programs across the district. The district invests $1.1 million into direct services for students. This program asks for a match from the arts groups, which literally doubles the direct services for our students. Although the funding for this program is limited to services that occur outside of the school day, the match is eligible for services during the school day.

5. The Art and Music department work to build sustainable partnerships in the community to help respond to the needs of our students. We continue to explore funding opportunities and work to be strategic in how we can expand arts programming across the city. We have increased the service that we provide in the summer and after-school environments and helped to support professional development in the area of arts education for the staff in these settings.

6. The Bader Foundation is an example of a successful partnership that supports the arts in MPS. The Bader Foundation generously provided funding for a unique collaboration that provides increased arts

opportunities for students in the after-school environment. As a result of this program, an on-line artist directory has been created to help teachers and the local community access artists and arts programs. Currently there are over 80 different artists and arts organizations, with over 300 different arts programs, listed on the directory (www.milwaukeeartseducationdirectory.org). This directory, which was created only eight months ago, is growing at a steady rate.

7. An FY10 budgeting priority for the Administration was recommending minimum staffing levels for K-8 and elementary schools for art, music, and physical education (AMP). Funding, however, to meet this standard proved inadequate in 43 traditional and six instrumentality charter schools.

8. We will continue to explore any and all available resources and opportunities to meet the needs of the students in MPS and to increase the offerings in the arts and career and technical education.

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: Additional resources are allocated to schools as funding becomes available to create classroom conditions that enable students and teachers to consistently perform at high levels.

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

Statute, Administrative Policy or Board Rules Statement

10. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0910R-027 and take $250,000 from the $800,000 set aside for the general assistants to fund the Talent Development Fund.

Director Spence moved to approve the resolution but that the funds for the program be taken from the $250,000 set aside for possible legal action with the state.

Vice President Blewett in the chair.

Director Bonds moved a substitute, to approve the Committee's recommendation, and give the administration the authority to identify an alternative source of funding, excluding the contingency fund.

President Bonds resumed the Chair.

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.

* * * * *

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 Resolutions To Be Considered by the WASB (Wisconsin Association of School Boards) Delegate Assembly

Background

At its annual meeting in January 2010, the Delegate Assembly of the Wisconsin Association of School Boards (WASB) will consider the adoption of 14 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. WASB Resolution 10-01: *Locally Elected School Boards*

Resolution: Amend 1.00 Local Fiscal Control: The WASB believes that the locally elected school board district should have control of its local fiscal affairs and, within broad state guidelines, be allowed to manage its affairs with provision for interdistrict cooperation. The WASB opposes constitutional amendments that undermine the fiscal authority of local elected officials, diminish the role of citizens in the local decision-making process, and hinder the ability of Wisconsin public school boards to address the changing needs of their students.

Analysis: While it is not explicitly stated, the MPS Legislative Agenda is generally supportive of maintaining local control of district finances and affairs.

2. WASB Resolution 10-02: *Reform of School Finance*

Resolution: Amend 2.07 Necessary Resources: The WASB will work with groups in Wisconsin to support necessary resources for schools, with programs and needs defined by quality research, to enable all students to meet Wisconsin's instructional standards.

Analysis: The MPS Legislative Agenda supports this resolution.

3. Resolution 10-03: *School Budget Development*

Resolution: Create: The WASB should solicit ideas and create cohesive recommendations that would optimize the ability of school boards to develop their budgets in an accurate and timely manner.

Analysis: The MPS Legislative Agenda does not speak to this resolution; however, the resolution is in keeping with the interests of the district.

4. Resolution 10-04: *High-Poverty Aid*

Resolution: Create: The WASB supports legislation allowing each local school district eligible to receive high-poverty aid to elect whether it will receive such aid as a general aid subject to the revenue limits or as a categorical aid to be received outside the revenue limits.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution; however, the resolution would increase local control over fiscal resources.

5. Resolution 10-05: *Student Assessment*

Resolution: Create: The WASB supports legislation to:

(a) include value-added analysis of state assessment data in the state's assessment and accountability system to allow the specific elements which contribute to student achievement growth to be determined;

(b) require that high-school students be tested closer to graduation than the start of tenth grade; and

(c) require the use of nationally benchmarked assessments that compare Wisconsin students nationally with students from other states.

Analysis: Item (a) within this resolution is specifically supported by the MPS Legislative Agenda.

6. Resolution 10-06: *Aligning Total Compensation Increases to Revenue Increases*

Resolution: Create: The WASB supports legislation limiting the percentage increase of total compensation packages for municipal employers settled through arbitration to not exceed the allowable percentage increase in available revenue for that municipal employer.

Analysis: Generally, the MPS Legislative Agenda supports bringing revenue growth and cost increases into closer alignment.

7. Resolution 10-07: *Arbitration Law*

Resolution: Amend 4.11(d) Binding Arbitration Law Changes: Provision for arbitrators to give greatest weight to revenue limits, greater weight to local economic conditions, no weight to accumulated fund balances, and an accounting of such consideration in the written award; and equal weight to all other criteria as applied to all other municipal employers.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

8. Resolution 10-08: *Cast-Forward Costing*

Resolution: Create: The WASB supports legislation specifying 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 rule.

Rationale: The committee advanced this resolution to allow the membership to determine whether to establish a policy on cast-forward costing, which was used under the Qualified Economic Offer law. Without a consistent costing methodology for all school districts, it will be inherently difficult during negotiations or arbitration to compare the overall compensation received by employees.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

9. Resolution 10-09: ***Health Insurance Provider-Selection Authority***

Resolution: Amend 4.19 Health Care Bargaining (a): The WASB supports legislation that would make the selection of health insurance providers a prohibited subject of bargaining and to grant school boards the unilateral authority to determine the health insurance provider(s) for their employees.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

10. Resolution 10-10: ***Health Insurance Contributions***

Resolution: Create: The WASB supports legislation requiring school district employees to contribute a percentage of their health insurance premium costs.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

11. Resolution 10-11: ***Wisconsin Retirement System Contributions***

Resolution: Create: The WASB supports legislation requiring employees to contribute a percentage of their earnings toward the cost of providing retirement annuities under the Wisconsin Retirement System.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

12. Resolution 10-12: ***Licensure of Charter School Teachers***

Resolution: Create: The WASB supports legislation allowing a teacher granted a charter school license to have greater flexibility to teach multiple subjects if the teacher has demonstrated competency in the subject matter taught.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

13. Resolution 10-13: ***Spring Elections***

Resolution: Create: The WASB supports legislation requiring the election of school board members in non-partisan elections during the Spring with other non-partisan officeholders.

Analysis: The MPS Legislative Agenda does not speak directly to this resolution.

14. Resolution 10-14: *Arts and Creativity Education*

Resolution: Create: The WASB supports investment in arts and creativity education and in the artistic and creative energy of Wisconsin public school students throughout their education.

Analysis: The MPS Legislative Agenda is supportive of proper investment in K-12 education.

Strategic Plan Compatibility Statement

15. This item supports: Student Success through Academic Achievement.

Statute, Administrative Policy or Board Rules Statement

16. 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

17. There is no fiscal impact related to this item.

Committee's Recommendation

Your Committee recommends that the Board take the following positions in regard to the resolutions to be considered by the 2010 WASB (Wisconsin Association of School Boards) Delegate Assembly:

1.	Resolution 10-01:	*Locally Elected School Boards*	Support
2.	Resolution 10-02:	*Reform of School Finance*	Support
3.	Resolution 10-03:	*School Budget Development*	Support
4.	Resolution 10-04:	*High-Poverty Aid*	Support
5.	Resolution 10-05:	*Student Assessment*	Support
6.	Resolution 10-06:	*Aligning Total Compensation Increases to Revenue Increases*	Take no position
7.	Resolution 10-07:	*Arbitration Law*	Take no position
8.	Resolution 10-08:	*Cast-Forward Costing*	Oppose
9.	Resolution 10-09:	*Health Insurance Provider-Selection Authority*	Take no position
10.	Resolution 10-10:	*Health Insurance Contributions*	Oppose
11.	Resolution 10-11:	*Wisconsin Retirement System Contributions*	Oppose
12.	Resolution 10-12:	*Licensure of Charter School Teachers*	Support
13.	Resolution 10-13:	*Spring Elections*	Support
14.	Resolution 10-14:	*Arts and Creativity Education*	Support

Director Blewett moved to approve the Committee's recommendation, with modification of 10-08 to say oppose the resolution as written because of the "qualified economic offer" language, and oppose resolutions 10-10 and 10-11 because of the language "requiring."

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Woodward and President Bonds—5.

Noes—Directors Petersons, Spence and Thompson—3.

Temporarily absent—Director Voeltner—1.

* * * * *

(Item 2) Action on Resolution 0910R-020 by Director Bonds to Create a Standing Committee on Accountability and Audit

Background

1. At its meeting on September 24, 2009, the Board referred Resolution 0910R-020 by Director Bonds to the Committee on Legislation, Rules and Policies:

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. At its meeting on November 17, 2009, the Committee on Legislation, Rules and Policies combined consideration of Resolution 0910R-020 by Director Bonds, to Create a Standing Committee on

Accountability and Audit, and Resolution 0910R-021 by Director Spence, to Reduce the Number of Standing Committees of the Board. In regard to these two resolutions, the Committee recommended that the Board:

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, in order to retain six committees of the Board;

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. authorize the Office of Board Governance to review and make the necessary revisions to all related Board rules; and

e. direct the Office of Board Governance to research the structure and committee structure of other similarly-sized school districts and report back to the Board through this Committee (Legislation, Rules and Policies) no later than January 2010.

3. At its regular monthly meeting on November 19, 2009, the Milwaukee Board of School Directors referred both Resolution 0910R-020 and Resolution 0910R-021 back to the Committee on Legislation, Rules and Policies for further consideration and report back to the Board in December 2009.

Analysis

4. As noted in Resolution 0910R-020, until May of 1999, the Milwaukee Board of School Directors had, as one of its standing committees, the Committee on Accountability/Audit, whose charge was as follows:

> The Committee on Accountability/Audit 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 principal and teacher evaluation process; the district report card; monitoring of reform initiatives; compliance with executive limitations; monitoring of decentralization; modification of technology; and policy and development in the area of its focus. The Committee shall have oversight responsibility relative to the annual audit plan and monitoring of organizational performance for all departments, functions, initiative, and schools, and for 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 the internal control, compliance, economical efficiency, and program effectiveness recommendations so that the Board can assure the public that all operations and programs funded with public resources are operating effectively, efficiently, and economically.

5. At its meeting on May 26, 1999, as part of its action on Resolution 9900R-010 by Director Bruce Thompson, the Board directed the Office of Board Governance to prepare an amendment to Board Rules to dissolve the Committee on Accountability/Audit and to transfer its functions to the Committee on Innovation/School Reform and the Committee on Finance/Personnel.

6. At its meeting on September 29, 1999, as follow-up to its previous action, the Board approved the reassignment of the functions of the former Committee on Accountability/Audit as follows:

a. To the Committee on Innovation/School Reform:

— the monitoring of and assessment of the District's progress in meeting the Board's goals and standards;

— oversight of the District's Accountability Plan/Report Card;

— the monitoring of reform initiatives;

— the monitoring of organizational performance of departments, functions, initiatives, and schools; and

— review of school audits

b. To the Committee on Finance/Personnel:

— review of the principal and teacher evaluation process

— review of compliance with executive limitations

— review of modification of technology

— oversight of all district audit activities

— review of reports from the Office of Board Governance and internal and external audits

c. To the Committee on Strategic Planning and Budget:

— Oversight of the Annual Audit Plan.

(Some of the items above may have been reassigned as the result of later Board action.)

7. Currently, the Board has six standing committees:

- Committee on Finance/Personnel (FP)
- Committee on Innovation/School Reform (ISR)
- Committee on Legislation, Rules and Policies (LRP)
- Committee on Safety and Climate (SC)
- Committee on Special Education (Spec Ed)
- Committee on Strategic Planning and Budget (SPB)

8. Of these committees, FP, ISR, and Spec Ed normally meet monthly (except in July, when the Board rules allow all items that would normally go through committee to come straight to the Board as regular items of business at the Board's regular July meeting.) The remaining committees (LRP, SC, and SPB) meet at the call of their respective chairs.

9. Each of the committees, except the Committee on Strategic Planning and Budget, is composed of five members of the Board. All nine members of Board serve on the Committee on Strategic Planning and Budget. Currently, the committee assignments of the Board break down as follows:

Board Member	**No of Committees**	**Committees**
Bonds	4	FP, LRP, SC, SPB
Blewett	4	FP, LRP,Spec Ed, SPB
Falk	4	ISR, LRP, SC, SPB
Miller	4	FP, ISR, Spec Ed, SPB
Petersons	4	ISR, Spec Ed, SC, SPB
Spence	3	SC, Spec Ed, SPB
Thompson	3	ISR, LRP, SPB
Voeltner	4	FP, ISR, SC, SPB
Woodward	4	FP, LRP, SE, SPB

10. From January 2008 through October 2009 (22 months), there have been 90 meetings of the Board's committees, for a total of 188.66 hours. That is an average of four committee meetings per month, lasting an average of two hours per meeting.

Committee Meetings (January 2008-October 2009)			
Committee	No. of Meetings	Total Hours	Average Length of Meeting (Hours)
F/P	22	57.11	2.60
ISR	22	54.19	2.46
LRP	10	10.06	1.01
SPB	20	53.17	2.66
SC	3	2.02	0.67
Spec Ed	13	12.12	0.93
Total	90	188.66	

11. In addition to the number of committee meetings conducted during that period, the Board also conducted 22 regular monthly meetings, for a total of 74.18 hours (or an average of 3.37 hours per meeting), and 50 special meetings, for a total of 43.37 hours (or average of 0.87 hour [52 minutes] per meeting). The average number of Board meetings, both regular and special, combined was three per month, with an average length of 4.24 hours.

12. The total number of Board and committee meetings during the period of January 2008 through October 2009 was 162, for a total of 262.84 hours (or an average of seven meetings and 12 hours a month).

Strategic Plan Compatibility Statement

13. Adoption of Resolution 0910R-020 would be consistent with the following goals of the Milwaukee Public Schools' Strategic Plan:

Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility

Goal 6, that the district be accountable for measurable results

Goal 7, That the district's Central Services departments support student learning.

Statute, Administrative Policy or Board Rule Statement

14. Should the Board vote to adopt Resolution 0910R-020, it will have to determine the specific charge (i.e., functions, powers, and duties) of the newly created Committee on Accountability/Audit and will have to adopt a new Board rule, under Article II, Committees, codifying that charge.

15. If the Committee on Audit/Accountability assumes any of the functions, powers, or duties currently held by already existing committees, the Board rules containing the charges of those committees will have to be revised to reflect those changes.

16. Adoption of Resolution 0910R-020 will also require revisions to Board Rule 2.01, Standing, Special, and Functional Committees, to reflect the creation of the new committee.

17. 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…

If the Board should wish to take immediate action on this item, Board Rule 1.11 would have to be waived.

Fiscal Impact Statement

18. Adoption of Resolution 0910R-020 will have no direct fiscal impact.

Implementation And Assessment Plan

19. Should the Board adopt Resolution 0910R-020, the Office of Board Governance will review relevant Board Rules and will bring back to the Board for its approval recommendations for any revisions necessary to reflect the creation of the Committee on Accountability/Audit.

Committee's Recommendation

Your Committee reports having combined consideration of Item 2, Action on Resolution 0910R-020 by Director Bonds to Create a Standing Committee on Accountability and Audit, and Item 3, Action on Resolution 0910R-021 by Director Spence to Reduce the Number of Standing Committees of the Board, of this agenda. In regard to these two resolutions, your Committee recommends that:

1. 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 Finance/Personnel — be folded into the charge of the Committee on Innovation/School Reform;

2. the name of the Committee on Special Education be changed 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;

3. The number of the Board's committees be reduced 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

4. The Board direct the Office of Board Governance to update any and all policies and procedures necessary to reflect the changes outlined in this resolution.

Ordered held over for one month for action, in accordance with the provisions of Board Rule 1.11.

* * * * *

(Item 3) Action on Resolution 0910R-021 by Director Spence to Reduce the Number of Standing Committees of the Board

Background

1. At its meeting on September 24, 2009, the Board referred 0910R-021 by Director Spence to the Committee on Legislation, Rules and Policies:

WHEREAS, Board Rule 2.01(1) states that there shall be five regular standing committees of the Board; and

WHEREAS, The current process is for a resolution to be

1) introduced to the Board at a regular monthly meeting,

2) referred to Committee,

3) assigned to staff for research and analysis

4) discussed at one of the Board's committee; and

WHEREAS, Depending upon the nature of some items, it is possible that more than one committee must consider the same item, thereby creating a delay in scheduling and in the Board's having the opportunity to make a decision relative to the resolution; and

WHEREAS, At the end of each Board year, there are numerous items that are carried over into the next Board year because they have not been scheduled and the Board has not had the opportunity to consider the item; and

WHEREAS, Members of the public are expressing an increasing desire to see more efficiency in the way in which publicly funded entities are run; and

WHEREAS, Streamlining the resolution process would both provide an avenue to more quickly dispose of items introduced through the resolution process and increase staff efficiency by allowing more time in between meetings to prepare agenda items and to conduct research; and

WHEREAS, All of the items that come to the Board for consideration can be categorized as either operational or educational; and

WHEREAS, Fewer Board committees would allow Board members more time to review and familiarize themselves with the material to be discussed, leading to improved decision making and more productive discussions at Board meetings; and

WHEREAS, The position of a Board member is part-time, and many Board members must conduct the duties of this office in addition to the obligations of a full-time job and family demands; and

WHEREAS, The possibility of numerous night meetings every month is often a deterrent to getting qualified citizens to run for and hold the position of school board director; now, therefore, be it

RESOLVED, The Board operate with two standing committees, an Educational Committee and an Operational Committee, with all Board items to be brought before and scheduled at one of the two committees, based upon the nature of the items; and be it

FURTHER RESOLVED, That Board Rule 2.01(1) be amended to read, "There shall be two regular standing committees of the Board: The Committee on Operations and the Committee on Education shall have five members each and will each meet once per Board cycle. Special committees consisting of Board members and/or other persons may be appointed by the Board President from time to time"; and be it

FURTHER RESOLVED, That this amendment become effective on January 1, 2010.

2. At its meeting on November 17, 2009, the Committee on Legislation, Rules and Policies combined consideration of Resolution 0910R-020 by Director Bonds, to Create a Standing Committee on Accountability and Audit, and Resolution 0910R-021 by Director Spence, to Reduce the Number of Standing Committees of the Board. In regard to these two resolutions, the Committee recommended that the Board:

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, in order to retain six committees of the Board;

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. authorize the Office of Board Governance to review and make the necessary revisions to all related Board rules; and

e. direct the Office of Board Governance to research the structure and committee structure of other similarly-sized school districts and report back to the Board through this Committee (Legislation, Rules and Policies) no later than January 2010.

3. At its regular monthly meeting on November 19, 2009, the Milwaukee Board of School Directors referred both Resolution 0910R-020 and Resolution 0910R-021 back to the Committee on Legislation, Rules and Policies for further consideration and report back to the Board in December 2009.

Analysis

4. Currently, the Board has six standing committees:

- Committee on Finance/Personnel (FP)
- Committee on Innovation/School Reform (ISR)
- Committee on Legislation, Rules and Policies (LRP)
- Committee on Safety and Climate (SC)
- Committee on Special Education (Spec Ed)
- Committee on Strategic Planning and Budget (SPB)

5. Of these committees, FP, ISR, and Spec Ed normally meet monthly (except in July, when the Board rules allow all items that would normally go through committee to come straight to the Board as regular items of business at the Board's regular July meeting.) The remaining committees (LRP, SC, and SPB) meet at the call of their respective chairs.

6. Each of the committees, except the Committee on Strategic Planning and Budget, is composed of five members of the Board. All nine Board members serve on the Committee on Strategic Planning and Budget. Currently, the committee assignments of the Board break down as follows:

Board Member	**No of Committees**	**Committees**
Bonds	4	FP, LRP, SC, SPB
Blewett	4	FP, LRP,Spec Ed, SPB
Falk	4	ISR, LRP, SC, SPB
Miller	4	FP, ISR, Spec Ed, SPB
Petersons	4	ISR, Spec Ed, SC, SPB
Spence	3	SC, Spec Ed, SPB
Thompson	3	ISR, LRP, SPB
Voeltner	4	FP, ISR, SC, SPB
Woodward	4	FP, LRP, SE, SPB

7. From January 2008 through October 2009 (22 months), there have been 90 meetings of the Board's committees, for a total of 188.66 hours. That is an average of four committee meetings per month, lasting an average of approximately two hours per meeting.

Committee Meetings (January 2008-October 2009)			
Committee	No. of Meetings	Total Hours	Average Length of Meeting (Hours)
F/P	22	57.11	2.60
ISR	22	54.19	2.46
LRP	10	10.06	1.01
SPB	20	53.17	2.66
SC	3	2.02	0.67
Spec Ed	13	12.12	0.93
Total	90	188.66	

8. In addition to the number of committee meetings conducted during that period, the Board also conducted 22 regular monthly meetings, for a total of 74.18 hours (or an average of 3.37 hours per meeting), and 50 special meetings, for a total of 43.37 hours (or average of 0.87 hour [52 minutes] per meeting). The average number of Board meetings, both regular and special, combined was three per month, with an average length of 4.24 hours.

9. The total number of Board and committee meetings during the period of January 2008 through October 2009 was 162, for a total of 262.84 hours (or an average of seven meetings and an average of 12 hours a month).

Strategic Plan Compatibility Statement

10. Adoption of Resolution 0910R-021 would be consistent with the following goals of the Milwaukee Public Schools' Strategic Plan:

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

Goal 6 — The district is accountable for measurable results

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

Statute, Administrative Policy or Board Rule Statement

11. Should the Board vote to adopt Resolution 0910R-021, it will have to determine the specific charge (i.e., functions, powers, and duties) of each of the newly created committees and create the appropriate Board rules, under Article II, Committees, to codify those charges.

12. Should the Board vote to adopt Resolution 0910R-021, Board Rule 2.01(1) should be amended as follow:

> There shall be ~~five~~ two regular standing committees of the Board. The ~~Committees on Special Education, Innovation/School Reform, Legislation, Rules and Policies, and on Finance/Personnel~~ the Committee on Operations and the Committee on Education shall have five members each and will each meet once per Board cycle. ~~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.

13. Should the Board vote to adopt Resolution 0910R-021, the Board would have to repeal the following Board Rules:

- Board Rule 2.05, Committee on Special Education — Powers and Duties
- Board Rule 2.06, Committee on Finance/Personnel — Powers and Duties
- Board Rule 2.07, Committee on Strategic Planning and Budget — Powers and Duties
- Board Rule 2.08, Committee on Legislation, Rules and Policies — Powers and Duties
- Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties
- Board Rule 2.12, Committee on Safety And Climate — Powers and Duties

14. Should the Board vote to adopt Resolution 0910R-021, Board Rule 2.02, Committee Meetings, would have to be amended as follows:

> (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, the Committee on Innovation/School Reform, and the Committee on Finance/Personnel shall meet monthly, except in July.~~
>
> ~~(3) The Committee on Strategic Planning and Budget and the Committee on Legislation, Rules and Policies shall meet at the call of the chair.~~
>
> (2) The Committee on Operations and the Committee on Education shall each meet once per Board cycle.
>
> ~~(4)~~ (3) 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.

15. 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…

If the Board should wish to take immediate action on this item, Board Rule 1.11 would have to be waived.

Fiscal Impact Statement

16. Adoption of Resolution 0910R-021 will have no direct fiscal impact.

Implementation And Assessment Plan

17. Should the Board adopt Resolution 0910R-021, the Office of Board Governance will review relevant Board Rules or administrative policies and procedures and will bring back to the Board for its approval recommendations for any additional revisions necessary to reflect the Board's action.

Committee's Recommendation

Your Committee reports having combined consideration of Item 2, Action on Resolution 0910R-020 by Director Bonds to Create a Standing Committee on Accountability and Audit, and Item 3, Action on Resolution 0910R-021 by Director Spence to Reduce the Number of Standing Committees of the Board, of this agenda. In regard to these two resolutions, your Committee recommends that:

1. 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 Finance/Personnel — be folded into the charge of the Committee on Innovation/School Reform;

2. the name of the Committee on Special Education be changed 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;

3. The number of the Board's committees be reduced 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

4. The Board direct the Office of Board Governance to update any and all policies and procedures necessary to reflect the changes outlined in this resolution.

Ordered held over for one month for action, in accordance with the provisions of Board Rule 1.11.

* * * * *

NEW BUSINESS

(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 December 3. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

2. Management Meetings were held on December 4, December 11, and December 18. The meetings focused on program updates and changes and Policy Council Meeting planning.

3. ChildPlus training for the Head Start staff was conducted on December 8 through December 10. The training taught the staff how to access and utilize the software.

4. The Head Start Coordinator participated in an Early Childhood Staff Meeting on December 14. This meeting focused on updates and planning for Early Childhood programs.

5. The Head Start Coordinator participated in a Core Health Services meeting held on December 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.

6. The Enrollment Manager attended a meeting on December 9. The meeting was held to discuss new enrollment policies and procedures in various district wide programs.

7. ERSEA/FPA meetings were held December 9 and December 16. The meetings focused on three-choice enrollment, health tracking, home visits, and parental involvement.

8. The Head Start Coordinator participated in a D-School meeting on December 11 at the Milwaukee Institute of Art and Design. The meeting was held to take a tour of the facility to stimulate ideas for the MPS D-School design.

9. Health Team Meetings were held December 7 and December 21. The meetings focused on screenings at the school sites, nutrition, mental health, disabilities, and educational programming.

10. The Federal Review Non-Compliance Revisit took place on December 14, December 15, and December 16. The purpose of the visit was to identify program compliance for home visits and conferences.

11. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on December 16. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

12. The Head Start Coordinator participated in a district-sponsored coaching institute from December 16 through December 18.

13. The Head Start Policy Council Meeting was held Saturday, December 19, 2009, at Milwaukee Center for Independence at 12:00 noon. Mable Jones, of The Jones Connection, facilitated the second part of the program governance training.

14. The Head Start Coordinator participated in a Department of Educational Services Project Team meeting on December 18. The meeting was held to allow time for Department of Educational Services Project Teams to meet and plan.

15. The Head Start teachers facilitated the parent meetings for the month of December. The parents were engaged in activities that reflected the curriculum that is taught in the Head Start classrooms.

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

Services Provided

17. Site-monitoring visits were conducted at Dover, Keefe, Forest Home, Hayes, Longfellow, Lowell, and Mitchell.

18. Dental Days took place at Gwen T. Jackson and Longfellow on December 8 and December 9.

Enrollment

19. There were 1,041 students enrolled in the Milwaukee Public Schools Head Start Program as of November 27 for the 2009-2010 school year.

* * * * *

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

Submitted by Director Bonds

- A presentation on Learning Teams is being planned for The Holmes Partnership® Annual Conference, "Closing the Achievement Gap: Continuing the Work," in Charleston, South Carolina, on January 28-30, 2010.

- A change in leadership will be taking place for one of the MPA Executive Partners. Dr. Helen Sobehart is leaving her position as president of Cardinal Stritch University on December 31, 2009.
- Work groups and their subgroups have continued meeting, further detailing their work plans and proceeding with their work.
    - — Teacher & Principal Quality Work Group Update:
        - o Work group members assisted with procurement of individuals from IHE's for the MPS PDP (Professional Development Plan) review for educators in November.
        - o Draft revisions continue on the Placement of Student Teachers Handbook. The MPA Implementation Team will be reviewing it and providing feedback in December.
        - o Work continues on development of the Cooperating Teacher Module. Feedback was received on the draft home page and changes are being made.
    - — Family Literacy & Tutoring Work Group Update:
        - o The work group is focusing in on aligning its work with identified goals from the parent and community pieces of the MPS Strategic Plan.
        - o The community-wide tutor training session held the evening of November 16 went very well. A cross-section of approximately 25-30 parents, community representatives, and supplemental service providers attended. The training included information on how MPS schools teach reading and measure achievement, practical tips for working with students and practicing literacy skills, the role of a tutor and local volunteer opportunities, and family and community activities that encourage reading.
        - o The date has been set for the next tutor training session. It will be held on Thursday evening, January 14, 2010, at the Milwaukee Area Workforce Investment Board, 2342 North 27th Street. Further planning is in progress.
        - o The MPA Family Literacy & Tutoring Coordinator, and member of the Family Literacy & Tutoring Work Group, has also joined the Comprehensive Literacy Work Group.
    - — Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP)Update:
        - o At the November Math Teacher Leader meetings, External Evaluator/Researcher for the MMP, Dr. Carl Hanssen, gave a presentation concerning the Year 6 MMP program evaluation. Overall conclusions include:
            - > Schools that have more heavily participated in MMP-sponsored activities are demonstrating greater student achievement growth.
            - > There appears to be a set of necessary conditions for improving student achievement — no single factor is sufficient. Discriminate function analysis indicates that the following combination of factors predicts achievement quartiles:
                - ◊ Math Focus
                - ◊ Learning Team Quality
                - ◊ Network Density
                - ◊ Math Teacher Leader In-Degree
                - ◊ Math Teacher Leader Betweenness

> Productive work is taking place at math-focus meetings in the context of grade-level meetings, collaborative planning time, or other special sessions. A shortcoming of these sessions is often not considering implications for classroom practice based on the good work being done.

> Math Teacher Leaders have regularly demonstrated math content knowledge gains during the academic year, and there is some evidence to suggest these gains are being sustained over time.

> MPS Math Teachers MKT (Mathematical Knowledge for Teaching) results are generally lower than that of the Math Teacher Leaders. Slight improvements over time have been observed.

o Following the presentation of the program evaluation, everyone met in small groups to discuss:

> The implications for Math Teacher Leaders as they promote professional development efforts in their buildings

> Insights gained about the work of Math Teacher Leaders and how that information will impact their work in their buildings

> Areas they can enhance or strengthen in their work with teachers that will make an impact on student achievement

> Connections to their work and the information just shared while reflecting on M. Fullan's work about building relationships that help produce desirable results

o For additional information on the Year 6 MMP Program Evaluation and the work of the Milwaukee Mathematics Partnership (MMP), please see the attached November 2009 issue of The MMP Messenger and the attached MMP Program Evaluation Year 6 Results presentation given at the November Math Teacher Leader meetings, which can also be accessed and downloaded from the MMP website through the following link: http://www4.uwm.edu/Org/mmp/PPTs/Evaluation-Yr6-Results.ppt.

• NEA Foundation Grant Update:

— Invitations have been received regarding:

> Participating in the annual Wisconsin Action Research Conference

> Speaking at the NEA Mid-Atlantic Minority Leadership Training Seminar in Cincinnati, Ohio on January 21, 2010 in the general session, "Affiliates' Roles in Successful High School Reform"

> Participating in planning with WEAC on a statewide summit on school-parent-community engagement to be held in the spring of 2010

— A team for the NEA Foundation Grant to Close the Achievement Gaps in MPS attended a three-day learning lab, "Systemic Change for Student Success," at the Harvard Graduate School of Education on December 14-16, 2009. The learning lab provided an overview of a comprehensive approach to systemic school and district change to improve learning for all students and introduced a new conceptual framework for change. Learning lab goals included helping participants to:

> Understand the key adult learning/motivation challenges in the K-12 education change process

> Engage four arenas of change: context, organizational culture, professional competencies, and work conditions

> Use new change diagnostics and methodologies to influence systemic change

> Work with the "7 Disciplines for Strengthening Instruction" and systemic approaches to improving teaching

The date of the next MPA Partners Meeting is TBA.

Our Mission

The purpose of the Milwaukee Partnership Academy (MPA) is to enhance the quality of teaching and learning in Milwaukee Public Schools (MPS). The broad initiative of the MPA is to ensure that every child in the Milwaukee Public Schools is performing at or above grade level in reading, writing, and mathematics through shared responsibility for student success. The framework for the initiative is balanced literacy and mathematics: a comprehensive literacy program that provides skill development across all curricular areas and focuses on reading, writing, listening, speaking, deep thinking, and research skills; a comprehensive mathematics program that provides students an understanding of mathematical concepts, an ability to accurately and appropriately compute, an ability to solve mathematical problems by applying concepts, an ability to provide reasoning to solutions to problems, and an ability to see mathematics as useful and doable.

* * * * *

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

Submitted by Director Blewett

District Parental Involvement Activities

September 2009

September 30, 2009

District Early Admissions/Resource Fair — Milwaukee High School of the Arts: Parents had the opportunity to explore educational options for their middle- and high-school students. There were several MPS middle and high schools represented, along with district resources such as Head Start, Multicultural Services, and Recreation Services. In addition to the information provided about the Milwaukee Public Schools, there were booths set up for parents to receive information on the different post-secondary options as well as information regarding financial aid and scholarships.

October 2009

October 21, 2009

District Parent Involvement Professional Development — Central Services Auditorium: On every third Wednesday of the month, parents are provided with an opportunity to gain knowledge on topics that will help them support their children's academic success. In the month of October, informational sessions on gang awareness and bullying were offered to our parents. A total of 23 parents signed in, and 16 unduplicated schools were represented.

October 22, 2009

- **Corrective Action Plan — Attendance (CAPA):** As the district faces the duty of increasing the attendance of students and preventing students from dropping out of school, the MPS staff at the district level provided an overview of the Corrective Action Plan to parents on this day before the District Advisory Council's meeting. In addition to the overview, each System-of-Support cluster

held a meeting, discussed the overview, and selected two co-chairs and a recording secretary to be the officers for the cluster. Each month moving forward, every cluster is expected to facilitate a meeting to discuss its assignments as it relates to attendance.

- **District Advisory Council Meeting — South Division Auditorium:** This was the first DAC meeting for the 2009-2010 school year. The Executive Committee of the DAC presented information on the roles and responsibilities of being a member of the District Advisory Council.

November 2009

November 5, 2009

- **District Advisory Council Meeting — Central Services Auditorium:** There was a presentation on Parent Leadership. The DAC Executive Committee Officers reported what their duties are as officers. This presentation needed to take place this month, as elections were supposed to take place; however, due to the previous month's agenda having included Corrective Action and to the large number of new members, an explanation of the positions had to take place first. In addition to this, the approval of minutes, Title I Coordinator's report, and committee reports also took place.
- **Corrective Action Plan — Attendance (CAPA):** As the district faces the duty of increasing the attendance of students and preventing students from dropping out of school, the MPS staff at the district level provided information to the parents about schools with improved attendance and attendance data (data warehouse) and an overview of the CAPA structure, after which the clusters conducted their meetings. During the individual cluster meetings, the members discussed the November assignment that was due, which was what their schools' attendance looks like.

November 18, 2009

District Parent Involvement Professional Development — Central Services Auditorium: On every third Wednesday of the month, parents are provided with an opportunity to gain knowledge on topics that will help them support their children's academic success. In the month of November, informational sessions on enrollment (Three-Choice, Chapter 220, and Open Enrollment), preparing for testing, and literacy strategies to help parents support their children with special needs at home were offered to our parents. A total of 25 parents signed in, and more than 16 schools were represented.

November 21, 2009

MPS Wellness and Prevention Office and Safe Schools Healthy Students Initiative — I am an Informed Parent! Parent Information Session — New Testament Central City Church, 2400 W. Center Street, 10:00 AM to 2:00 PM: The workshop was advertised to parents and guardians and adults who wanted to know the latest information on childhood diseases, how these diseases affect a child's learning, and how to keep children safe and disease-free. Information was also given on the H1N1 Virus. The speakers were Dr. Marlene Melzer-Lange, Emergency Room Pediatrician, Milwaukee Children's Hospital, and Dr. Kevin Izard, Family Practitioner, Medical College of Wisconsin.

Thirty-two parents were in attendance, and 17 children were served by the childcare provided. Fifteen MPS schools and seven non-public schools were represented. Spanish and Hmong interpreters were on hand. Parents were provided with a variety of informational resources. A question-and-answer session provided us with feedback. Attendees suggested advertising these parent sessions to faith-based and community organizations to boost attendance. Participant evaluations stated that the information provided was invaluable.

The next I Am an Informed Parent! Parent Information Session is scheduled for February 27, 2010, at the Latino Community Center. The topic of this session will be the dangers of stress — how stress affects learning and how it can lead to domestic violence, child abuse, neglect, and suicide.

* * * * *

REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) December 2009 Report of the President of the Milwaukee Board of School Directors

December Activities

1. The President served as a panelist in discussion of mayoral takeover of MPS at Community Brainstorming Meeting in Milwaukee.
2. The President met with numerous Democrats and Republicans legislatures and state senators in Madison and Milwaukee regarding the proposed mayoral takeover on several occasions.
3. The President attended various news conferences regarding proposed mayoral takeover of MPS.

2nd-Quarter Report on Board Members' Attendance at Board and Committee Meetings

Below is the report on the attendance of all Board members at Board and Committee meetings during the e 2nd quarter of the Board year.

Quarterly Board Attendance (August 1, 2009-October 31, 2009)		
Member	Meetings Assigned[1]	Meetings Attended[2]
Blewett	17	14
Bonds	15	15
Falk	15	15
Miller	18	16
Petersons	15	13
Spence	12	10
Thompson	15	15
Voeltner	16	12
Woodward	17	16

[1] The number of meetings assigned may vary according to the number of committees to which a Board member has been assigned and how often those committees have met.

[2] Except in cases of sudden emergencies, it is the practice of Board members to give advance notice and ask to be excused when they are aware that they will not be able to attend a scheduled meeting of the full Board or of committees to which they have been appointed.

* * * * *

RESOLUTIONS

Resolution 0910R-032

Directors Falk and Voeltner

WHEREAS, The mission of the Milwaukee Public Schools is to ensure that maximum educational opportunities are provided to enable all students to reach their highest potential; and

WHEREAS, As part of this mission, the district is charged with ensuring that students are provided with the means to achieve their educational goals of today in preparation for the global workforce of tomorrow; and

WHEREAS, To be competitive in a global society, students must acquire a greater knowledge and appreciation of other cultures; and

WHEREAS, The International Baccalaureate (IB) curriculum helps educational entities develop student into citizens of the world in relation to culture, language, and learning; and

WHEREAS, An IB education also provides students with international content while responding to local requirements and interests and encouraging diversity and flexibility in teaching methods; and

WHEREAS, Becoming bilingual is also an advantage for students seeking employment opportunities domestically as well as internationally; and

WHEREAS, Bilingualism not only enhances cognitive development, but also increases multicultural understanding and expands educational and professional prospects; and

WHEREAS, Two-way immersion bilingual education is an educational program that provides instruction in English and a second language; and

WHEREAS, Two-way programs provide both sets of students with ample exposure to the two languages, allowing them to progress academically in both languages and to gain an appreciation of another culture; and

WHEREAS, According to Michigan University, because classrooms are composed of both native English speakers and students for whom English is a new language, and because instruction is in both languages, both groups of students become proficient in both languages; and

WHEREAS, Whether students choose to engage in global opportunities or to contribute to their own communities closer to home, the entire community can benefit from students who are bilingual and who have been introduced to an IB educational curriculum; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a proposal for a two-way bilingual (English/Spanish) IB high school to be implemented in the Fall of the 2011-2012 school year; and be it

FURTHER RESOLVED, That the plan be brought to the Board for approval not later than the June 2010 Board cycle.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-033

Director Miller

WHEREAS, The Milwaukee Public Schools District has sought to align its Central Services with the needs of schools and communities; and

WHEREAS, A core belief of MPS is that children come first; and

WHEREAS, MPS's growing ESL (English-as-a-Second-Language) programs and communities need specific leadership and support from the district relating to language and culture; and

WHEREAS, The responsibility for the implementation of the ESL adult program was recently moved under the supervision of the MPS Division of Bilingual/Multicultural Education; and

WHEREAS, Title I is the key source of funding for ESL initiatives with parents and communities; and

WHEREAS, ESL parents and families are growing populations being served by the district; and

WHEREAS, It is predicted that increased significant numbers of immigrant populations will be residing in Milwaukee; now, therefore, be it

RESOLVED, That, in an effort to streamline processes, the Title I funds designated for ESL parent and community classes and programs be administered and distributed by the Division of Bilingual/Multicultural Education; and be it

FURTHER RESOLVED, That the staff and resources related to the ESL parent and community classes be administered by the Division of Bilingual/Multicultural Education; and be it

FURTHER RESOLVED, That a bilingual position of Title I Community Relations Specialist be shared between the Title I Department and the Division of Bilingual/Multicultural Education.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0910R-034

Director Falk

WHEREAS, The position of Board member is a multi-faceted one that involves academics, operations, facilities management, public relations, and policy making, among other duties; and

WHEREAS, The Milwaukee Public Schools' Strategic Plan states that a core belief of MPS is that "leadership and accountability are keys to our success"; and

WHEREAS, This core belief makes it important for Board members to keep up with trends in the education field as well as changes in technology, legislation, and academic innovations; and

WHEREAS, Forging relationships with members of other school boards, school administrators, or experts in the field of education would enable Board members to bring back innovative ideas to improve MPS; and

WHEREAS, Attending local and national school Board conferences offers Board members the opportunity to gain a wealth of learning opportunities to develop this knowledge and skills on today's public education issues; and

WHEREAS, During the 2010 budget cycle, the Board removed all of the funding for Board members' travel, thereby preventing Board members from attending conferences outside of the state and eliminating the opportunity for educational enhancement; and

WHEREAS, Although the 2010 National School Boards Association conference and its Council of Urban Boards of Education (CUBE) component will be held in nearby Chicago, current travel restrictions and lack of funding prevent Board members from participating in this educational opportunity; and

WHEREAS, With the national conference being so close, it would be remiss of Board members not to take advantage of this educational opportunity, which will probably never be available at a lower cost; now, therefore, be it

RESOLVED, That Board members be allowed to travel to the 2010 National School Boards Association conference, which also includes the CUBE conference, at the lowest practical cost; and be it

FURTHER RESOLVED, That the Board direct the Administration to seek out funding for this continuing education opportunity for Board members; and be it

FURTHER RESOLVED, That this action become effective immediately upon adoption by the Board.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0910R-035

Director Miller

WHEREAS, In October 2007, the Milwaukee Board of School Directors adopted Resolution 0708R-035 ,which called for the development of a "green initiative" for Milwaukee Public Schools; and

WHEREAS, A component of the District's green initiative is to develop a "green action plan" and green curricula and to increase both staff development and instruction in various aspects of green resources and technologies; and

WHEREAS, At the 2009 Greening Milwaukee Public Schools Conference, it was recommended that MPS create elementary and secondary educational programs that "leave no child inside" by incorporating service learning, real-world experiences, and school-based environmental efforts; and

WHEREAS, Attendees also recommended creating program options that would prepare students for "green collar" jobs; and

WHEREAS, Science, technology, engineering and mathematics (STEM) programs lead to greater development of academic skills in the areas of science, technology, engineering, and mathematics; and

WHEREAS, STEM programs with an environmental focus prepare students for careers in fields such as recycling, urban agriculture, water retention, pollution controls, energy efficiency, and alternative energy systems; and

WHEREAS, The District's current STEM program — Project Lead The Way (PLTW) — includes both green and environmental engineering curriculum; and

WHEREAS, Nationally, PLTW has developed new curriculum for both middle- and high-school programs on green technology and environmental engineering in which MPS staff will be trained in this summer; and

WHEREAS, An environmentally focused STEM program would enable participating schools to forge partnerships with trade organizations, local colleges, and engineering firms to create internships that would provide hands-on experience and job training; and

WHEREAS, Such a program would also incorporate a sense of civic-mindedness in students by teaching them to be stewards of their environment and, therefore, their communities; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop an environmentally based STEM/service-learning program for the 4th-12th grades; and, be it

FURTHER RESOLVED, That the program include our partnerships with area colleges and universities and community-based organizations; and, be it

FURTHER RESOLVED, That the program incorporate a professional development component for MPS faculty using the curriculum; and, be it

FURTHER RESOLVED, That the program be brought to the Board for approval no later than the April 2010 Board cycle with a plan for implementation in the summer of 2010.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-036

Director Woodward

WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More* Strategic Plan states in Goal 1 that students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship; and

WHEREAS, School families are clamoring for innovative curricula and are seeking schools in which parental involvement and student-achievement levels are high; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a cohort to address the equity in educational programs on the north side of Milwaukee; and be it

FURTHER RESOLVED, That the cohort explore implementation of the following proposal in an effort to prevent additional closings of north side school; and be it

FURTHER RESOLVED, That the Administration report its plan back to the Board before the Administration submits any further recommendations for school closures.

COPES — Northside Cluster Plan
(Community Organized to Promote Educational Strategies)

The purpose of COPES is to develop effective strategies to maintain and support, rather than close, more schools on the northside of Milwaukee. The northside schools that are a part of this collaborative effort are:

1. Robert M. LaFollette K-8 School
2. Hopkins Street Elementary School
3. Gwen T. Jackson Elementary
4. Wheatley Elementary
5. Dr. Martin Luther King, Jr,. Elementary
6. Keefe Avenue School

Strategies for Implementing COPES

Item A. Fall Recruitment

1. Target schools must participate in the 2010-2011 "Enrollment Fair" to be conducted at Central Office.
2. Each school will develop a "local" recruitment plan.
3. The targeted schools will conduct a collaborative "Recruitment Fair."
4. Overall recruitment campaign and advertising of local MPS Schools will be increased.

Item B. Modification of the Transportation Policy

1. There will be a change in the transportation routes and borders for one year to increase student enrollment. The new borders are as follows:
   - 35th Street — to the West
   - Holton Street — to the East
   - Capital Drive — to the North
   - North Avenue — to the South
2. The proposal includes the development of a transportation "shuttle" for the targeted schools.
3. The proposal details the change in transportation routes to include major streets. The streets are listed in the chart below:

Transportation Shuttle	
North-South Streets	East-West Streets
Holton	North Avenue
Palmer	Wright Street
Port Washington	Locust Street
Green Bay Avenue	Burleigh Street
9th Street	Keefe Avenue
12th Street	Capital Drive
27th Street	
35th Street	

4. Potential payment sources for program implementation will include the following:

   - pre-debt payment
   - school surplus
   - consultant contracts
   - transportation savings

5. If necessary, the schools will share transportation costs and share staff for one year.

Referred to the Committee on Innovation/School Reform.

* * * * *

The Board adjourned at 9:30 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 12, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:35 PM.

Present—Directors Blewett, Falk, Miller (8:31 PM), Petersons (6:43 PM), Spence, Thompson, Woodward, and President Bonds—8.

Absent and excused—Director Voeltner—1.

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

January 11, 2010
R E V I S E D

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 (rescheduled from January 7, 2010) will be held at 6:30 p.m. on Tuesday, January 12, 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);
2. to confer with legal counsel concerning strategy with respect to litigation in which the Board is involved (*Milwaukee Board of School Directors v BITEC, Inc., et al.,* Case #07CV13763, and *Milwaukee Journal Sentinel et. al. v Milwaukee Board of School Directors,* Case #309CV020384;
3. to receive, to consider, and possibly to take action regarding the State of Wisconsin's application to the U.S. Department of Education for Race to the Top funding;
4. Action on Resolution 0910R-036 by Director Woodward to Develop a Cohort To Address the Equity in Educational Programs on the North Side of Milwaukee (Subject to the Board's voting to discharge the Committee on Innovation/School Reform from further consideration of this item — see notice of intent to discharge, below.)
5. to receive a follow-up report and to take action regarding Robert M. LaFollette K-8 School and other Northside Cluster schools; and
6. to take action on recommended changes to the membership of the Stakeholders' Group for the superintendent search.

In 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 and to continue with the balance of the agenda.

Notice of Intent to Move to Discharge a Committee
from Further Consideration of an Item

In addition, President Bonds hereby gives notice that he intends to make a motion to discharge the Committee on Innovation/School Reform from further consideration of the following Resolution 0910R-036 by Director Woodward and immediately to consider and take action on the resolution :

Resolution 0910R-036

By Director Woodward

WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More* Strategic Plan states in Goal 1 that students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship; and

WHEREAS, School families are clamoring for innovative curricula and are seeking schools in which parental involvement and student-achievement levels are high; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a cohort to address the equity in educational programs on the north side of Milwaukee; and be it

FURTHER RESOLVED, That the cohort explore implementation of the following proposal in an effort to prevent additional closings of north side school; and be it

FURTHER RESOLVED, That the Administration report its plan back to the Board before the Administration submits any further recommendations for school closures.

COPES — Northside Cluster Plan
(Community Organized to Promote Educational Strategies)

The purpose of COPES is to develop effective strategies to maintain and support, rather than close, more schools on the northside of Milwaukee. The northside schools that are a part of this collaborative effort are:

1. Robert M. LaFollette K-8 School
2. Hopkins Street Elementary School
3. Gwen T. Jackson Elementary
4. Wheatley Elementary
5. Dr. Martin Luther King, Jr,. Elementary
6. Keefe Avenue School

Strategies for Implementing COPES

Item A. Fall Recruitment

1. Target schools must participate in the 2010-2011 "Enrollment Fair" to be conducted at Central Office.
2. Each school will develop a "local" recruitment plan.
3. The targeted schools will conduct a collaborative "Recruitment Fair."
4. Overall recruitment campaign and advertising of local MPS Schools will be increased.

Item B. Modification of the Transportation Policy

1. There will be a change in the transportation routes and borders for one year to increase student enrollment. The new borders are as follows:
   - 35th Street — to the West
   - Holton Street — to the East
   - Capital Drive — to the North
   - North Avenue — to the South
2. The proposal includes the development of a transportation "shuttle" for the targeted schools.
3. The proposal details the change in transportation routes to include major streets. The streets are listed in the chart below:

Transportation Shuttle

North-South Streets	East-West Streets
Holton	North Avenue
Palmer	Wright Street
Port Washington	Locust Street
Green Bay Avenue	Burleigh Street
9th Street	Keefe Avenue
12th Street	Capital Drive
27th Street	
35th Street	

4. Potential payment sources for program implementation will include the following:
   - pre-debt payment
   - school surplus
   - consultant contracts
   - transportation savings
5. If necessary, the schools will share transportation costs and share staff for one year.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Final December 2009 Reports of Student Expulsions

Because more than 30 days will have passed between the regular December 2009 and January 2010 Board meetings, the 13 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:

December 16, 2009, at 9:30 a.m.
December 17, 2009, at 9:30 a.m.
December 17, 2009, at 11:30 a.m.
December 17, 2009, at 2:00 p.m.
December 18, 2009, at 9:30 a.m.
December 18, 2009, at 11:30 a.m.
December 18, 2009, at 2:00 p.m.
December 21, 2009, at 9:30 a.m.
December 21, 2009, at 11:30 a.m.
December 21, 2009, at 2:00 p.m.
December 22, 2009, at 9:30 a.m.
December 22, 2009, at 11:30 a.m.
December 22, 2009, at 2:00 p.m.

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

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

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Spence, Thompson, Woodward and President Bonds—5.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

(Item 2) Conference with Legal Counsel Concerning Strategy with Respect to Litigation in Which the Board Is Involved (*Milwaukee Board of School Directors v BITEC, Inc., et al.*, Case #07CV13763, and *Milwaukee Journal Sentinel et. al. v Milwaukee Board of School Directors*, Case #309CV020384

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 involved.

The Board will reconvene in open session to take any action on matters discussed in executive session and to continue with the remainder of its agenda.

Director Falk moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(g).

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Spence, Thompson, Woodward and President Bonds—5.

Noes—None.

Temporarily absent—Director Blewett—1.

The Board retired to executive session at 6:43 PM.

The Board reconvened in open session at 8:02 PM.

* * * * *

Note: At this point the Board took up Item 6 (see page 820), then returned to Item 3.

(Item 3) Receipt and Possible Action on the State of Wisconsin's Application to the U.S. Department of Education for Race to the Top Funding

On Wednesday, January 6, 2010, the Office of Board Governance received from the State of Wisconsin regarding the State's application for Race to the Top Funds. These materials have been forwarded to the Board under separate cover for its consideration and possible action.

Vice President Blewett in the Chair.

Director Bonds moved that the Board:

1. authorize the President of the Board and the Superintendent to sign the Memorandum of Understanding; and
2. instruct the President of the Board to send a letter to Governor Doyle, State Superintendent Evers, and Secretary of Education Duncan, expressing the Board's concerns regarding the State's process in developing its application for Race to the Top funds and reaffirming the Board's ability to withdraw its Memorandum of Understanding should the actual application differ substantively from what was presented in the State's overview.

The motion prevailed, the vote being as follows:

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

Noes—None.

President Bonds resumed the Chair.

* * * * *

NOTE:	*President Bonds has given notice that he intends to make a motion to discharge the Committee on Innovation/School Reform from further consideration of Resolution 0910R-036 by Director Woodward and to consider and take action on the resolution in conjunction with Item 4 of the agenda for this special meeting of the Board. The Board will be able to consider the following item at this time only if it votes to adopt the motion to discharge the Committee on Innovation/School Reform from further consideration of the Resolution.*

(Item 4) Action on Resolution 0910R-036 by Director Woodward to Develop a Cohort To Address the Equity in Educational Programs on the North Side of Milwaukee

This item initiated by a Board Member

Background

At its meeting on December 17, 2009, the Board referred Resolution 0910R-036 by Director Woodward to the Committee on Innovation/School Reform:

WHEREAS, The Milwaukee Public Schools' *Working Together, Achieving More* Strategic Plan states in Goal 1 that students will meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship; and

WHEREAS, School families are clamoring for innovative curricula and are seeking schools in which parental involvement and student-achievement levels are high; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a cohort to address the equity in educational programs on the north side of Milwaukee; and be it

FURTHER RESOLVED, That the cohort explore implementation of the following proposal in an effort to prevent additional closings of north side school; and be it

FURTHER RESOLVED, That the Administration report its plan back to the Board before the Administration submits any further recommendations for school closures.

COPES — Northside Cluster Plan
(Community Organized to Promote Educational Strategies)

The purpose of COPES is to develop effective strategies to maintain and support, rather than close, more schools on the northside of Milwaukee. The northside schools that are a part of this collaborative effort are:

1. Robert M. LaFollette K-8 School
2. Hopkins Street Elementary School
3. Gwen T. Jackson Elementary
4. Wheatley Elementary
5. Dr. Martin Luther King, Jr,. Elementary
6. Keefe Avenue School

Strategies for Implementing COPES

Item A. Fall Recruitment

1. Target schools must participate in the 2010-2011 "Enrollment Fair" to be conducted at Central Office.
2. Each school will develop a "local" recruitment plan.

3. The targeted schools will conduct a collaborative "Recruitment Fair."

4. Overall recruitment campaign and advertising of local MPS Schools will be increased.

Item B. Modification of the Transportation Policy

1. There will be a change in the transportation routes and borders for one year to increase student enrollment. The new borders are as follows:

   - 35th Street — to the West
   - Holton Street — to the East
   - Capital Drive — to the North
   - North Avenue — to the South

2. The proposal includes the development of a transportation "shuttle" for the targeted schools.

3. The proposal details the change in transportation routes to include major streets. The streets are listed in the chart below:

Transportation Shuttle

North-South Streets	East-West Streets
Holton	North Avenue
Palmer	Wright Street
Port Washington	Locust Street
Green Bay Avenue	Burleigh Street
9th Street	Keefe Avenue
12th Street	Capital Drive
27th Street	
35th Street	

4. Potential payment sources for program implementation will include the following:

   - pre-debt payment
   - school surplus
   - consultant contracts
   - transportation savings

5. If necessary, the schools will share transportation costs and share staff for one year.

Administration's Analysis

1. The Administration acknowledges the need to reduce transportation costs and to encourage students to attend neighborhood schools. Since the advent of the Neighborhood Schools Initiative (NSI), the district has encouraged parents and students to choose their neighborhood schools.

2. The Administration supports establishing waivers of transportation policies in order to meet the unique needs of individual school communities, including the concept of neighborhood transportation shuttles. The Administration has included this strategy in the Transportation Functional Plan (TR-2.1-05) to reduce overall transportation costs and to encourage students to attend neighborhood schools.

3. The Administration believes that the school communities are most in tune with the needs of their students and community. Parents and students consistently raise concerns regarding personal and neighborhood safety. Beginning in January 2010, the Administration will assist these schools in designing their transportation plans. Transportation requirements will change as these schools enroll more students from their immediate neighborhoods. A waiver of Administrative Policy 4.04(2)(a)1 will enable these schools to adjust their transportation plans as needed. The Administration will also ensure that the transportation plans limit the district's exposure to non-public obligations and adhere to the district's transportation-contracting standards.

4. The intent of the actions identified in paragraph 3 of this item is to provide transportation opportunities for students in these neighborhoods and to reduce transportation options to schools outside these areas. Earlier last year, the Administration conducted a series of discussions with Garden Homes Elementary, McNair K-8, Silver Spring Elementary, Thirty-fifth Street K-8, and Thurston Woods K-8 schools. The discussions resulted in a transportation plan that was approved by the Milwaukee Board of School Directors in May 2009. The Administration is recommending a similar process for the schools in the North Side Cluster.

5. In order to provide transportation within the attendance areas of the schools identified in the resolution, the Administration is proposing that these schools be granted the capability to establish the transportation parameters and guidelines for their schools, which would require a waiver of Administrative Policy 4.04(2)(a)1, which states that transportation is to be provided to a Milwaukee resident student "…if the student is enrolled in kindergarten, or grade 1 through grade 8 and the residence is two miles or more from the district school…"

6. For the 2010-2011 school year, the Administration is projecting to budget a total of $752,460 for pupil transportation for Dr. M.L. King, Jr.; Hopkins; Jackson; Keefe; LaFollette; and Wheatley schools. This amount, which includes regular and special education service, was established on current transportation policies. Adjustments to transportation will operate within the budget allocation.

7. Pre-payment of debt is not a viable source of funding to support the implementation of this resolution. Debt is prepaid at the end of the fiscal year if funds remain unspent at year-end and MPS needs to spend the funds to achieve the share cost target to meet revenue projections. The funds that have been used to pre-pay debt in prior years are (a) district-wide surplus, (b) school carry-over funds, or (c) encumbrances not paid that must be paid in the subsequent year. Since the funds are needed to fund subsequent-year encumbrances and subsequent-year school expenditures, no funds are available from these sources to fund the implementation of this resolution. In addition, due to current economic conditions, the probability of a district-wide surplus is low.

8. School surplus is not, at this time, a viable source of funding to support the implementation of this resolution. The specific amount of school surplus will not be known until Fall of 2010. The Board did not authorize the schools to receive excess surplus for FY08 and FY09. The excess FY08 surplus was used to fund the increased Fall enrollment, and a portion of the excess FY09 surplus was used to recall previously excessed general aides. With the economic downturn and increased costs, the amount of school surplus is expected to decrease. At this time, the amount of surplus cannot be predicted and, therefore, should not be used to fund an increase in the FY11 budget.

9. Consultant contracts is not a viable source of funding to support the implementation of this resolution. There are no non–school consultant contracts in the Board funds that are not absolutely necessary. The Board in the June adoption of the FY10 budget eliminated the funding for discretionary contracts. Further decreases may be detrimental to the achievement of the goals of the district's Strategic Plan.

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: High school graduates are prepared for higher education, careers and citizenship.

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

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

11. The Administration is proposing a waiver of Administrative Policy 4.04(2)(a)1 in order to provide Dr. M.L. King, Hopkins, Jackson, Keefe, LaFollette, and Wheatley Schools with the capability to establish transportation parameters that meet the unique needs of their school communities.

Fiscal Impact Statement

12. The resulting transportation plan will operate within the FY11 budget allocation, which is currently projected to be a total of $752,460 for Dr. M.L. King, Jr.; Hopkins; Jackson; Keefe; LaFollette; and Wheatley schools. Any additional funds necessary to implement this resolution will come from the existing budgets of the schools that are part of the collaborative effort.

Implementation and Assessment Plan

13. Upon the Board's approval, the Administration will assist these schools in establishing transportation services for their school communities. The Administration would strongly encourage these schools to work collaboratively in order to maximize the number of students attending their neighborhood schools.

Administration's Recommendation

The Administration recommends that the Board adopt the resolution under the following conditions:

1. that no additional funds will be spent by the Administration to implement the resolution. Any additional funds necessary will come from the existing budgets of the schools that are part of the collaborative effort;
2. that the Board approve a waiver of Administrative Policy 4.04(2)(a)1, Student Transportation Services, for Dr. M.L. King, Jr.; Hopkins; Jackson; Keefe; LaFollette; and Wheatley schools, to begin with the 2010-2011 school year;
3. that, if LaFollette falls below the level of enrollment necessary to support a full-time administrator and specialists (art, music, physical education), the other schools that are part of the collaborative effort will provide voluntary support to LaFollette; and
4. that LaFollette will participate in all district activities to increase enrollment, including the three-week summer enrollment period at Central Services, enrollment marathon, and other outreach activities conducted by the Department of Parent and Student Services and the Division of Communications and Public Affairs.

Director Blewett moved to discharge the Committee on Innovation/School Reform from further consideration of Resolution 0910R-036.

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

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

Noes—None.

Director Woodward moved to adopt the resolution, with the addition of Auer Avenue and Green Bay Avenue Schools to the list of schools that are in the north side cluster plan.

Vice President Blewett in the Chair.

Director Bonds moved a substitute, to adopt the resolution with the addition of Auer Avenue and Green Bay Avenue Schools and to adopt recommendations #1, #2 and #3 of the administration, with the addition of Auer Avenue and Green Bay Avenue Schools to recommendation #2 of the administration.

The substitute motion prevailed, the vote being as follows:

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

Noes—Directors Petersons and Spence—2.

President Bonds resumed the Chair.

* * * * *

(Item 5) Follow-up Report and Action Regarding Robert M. LaFollette K-8 School and Other Northside Cluster schools

This item initiated by the Administration

Background

1. On December 8, 2009, the Administration recommended to the Milwaukee Board of School Directors' Committee on Innovation/School Reform that the Board close the Robert M. LaFollette K-8 School Program, 3239 N. Ninth St., at the end of the 2009-10 school year and divide the attendance area between Keefe Avenue K-8 School and Dr. Martin Luther King, Jr., K-8 School. The Committee recommended that the Board direct the Administration to:

   a. hold a LaFollette community school cluster involving the following schools: Lafollette, Hopkins, Martin Luther King, Jr., Wheatley, and Twenty-first Street — and other neighboring schools, if the Administration considers this necessary — to discuss the status of schools in that area;

   b. provide materials similar to those that were used in Director Falk's and Director Bonds' districts when they held school clusters in order to make an informed decision;

   c. involve the key stakeholders (e.g., school board members, parents, schools, community representatives) in this process;

d. hold this community cluster prior to December 20, 2009; and

e. report to the Board no later then the Board's special meeting scheduled for January 5, 2010, [later rescheduled to January 12, 2010] its recommendations based on this school cluster.

2. At its regular monthly meeting on December 17, 2009, the Milwaukee Board of School Directors adopted the recommendation of the Committee on Innovation/School Reform.

Administration's Report

3. 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.

4. Under-enrolled and under-performing schools dilute the impact of the District's resources. On Sept. 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 had academic performance profiles consistently below district average or varying academic performances would be reviewed for closure effective at the close of this school year. LaFollette K-8 School, 3239 N. Ninth St., was included in the list of schools with varying academic performance profiles.

5. Under the Neighborhood Schools Initiative, LaFollette transitioned from an elementary to a K-8 school by adding grade 6 in 2001, grade 7 in 2002, and grade 8 in 2003. Between May 2004 and January 2005, a new gymnasium was added to the LaFollette facility at a cost of approximately $1.2 million.

6. The Administration recommended the closure of LaFollette K-8 School program due to low enrollment, which will result in the lack of necessary resources to support a quality educational program for its students.

7. The student-enrollment data support the recommendation.

Year	LaFollette Enrollment
1999	509
2000	476
2001	448 (gr. 6 added)
2002	464 (gr. 7 added)
2003	439 (gr. 8 added)
2004	409
2005	350
2006	330
2007	310
2008	283
2009	216

8. LaFollette K-8 School provides a four-year-old-kindergarten-through-grade-eight educational program. The P-5 school has pupil-teacher ratios at or below 25:1 through grade five. LaFollette's official September 2009 enrollment was 216 students, including 55 (25.46%) with special education needs. The enrollment also included 93 students (43.06%) who live in the attendance area and 123 students (56.94%) who do not live in the attendance area.

9. Transportation is provided to 66 students (30.56%) at a yearly cost of $70,358. Students are eligible to receive transportation if they live more than one mile from the school and are within the Riverside transportation region. Of the 550 K-8 students who live in the LaFollette School's attendance area and are associated with Milwaukee Public Schools (i.e., attend a Milwaukee Public School or a suburban public school under the Chapter 220 or Open Enrollment program), 93 students (16.91%) attend LaFollette and 457 students (83.09%) do not attend the neighborhood school.

10. LaFollette students live in 32 attendance areas, including LaFollette's. The students associated with Milwaukee Public Schools who live in the LaFollette attendance area attend 70 MPS schools, including LaFollette, and two suburban districts. The largest MPS enrollments of students who live in the LaFollette attendance area but attend school elsewhere are at Gaenslen (37), M. L. King, Jr. (30), Green Bay (21), Holmes (21), Keefe (21), and Cass (20). All of these schools are below their enrollment capacities.

11. An analysis of LaFollette's projected FY11 enrollment and fiscal resources completed by the Administration and the principal determined that, due to continued declining enrollment, the FY11 projected allocation for LaFollette will not supply enough resources for adequate educational programs: Continuation of the school program in FY11 could result in a part-time principal, no specialists, and a reduction of regular education classroom teachers from nine to six. This would result in many combined-grade classes. None of these are viable, recommended strategies for dealing with LaFollette's projected FY11 budget shortfall.

12. LaFollette K-8 School in 2008-09 was a high value-added, low-attainment school in elementary reading, elementary mathematics, and middle-grades mathematics. Results are not available for middle-grades reading because the population assessed was too small and/or had great variability.

13. In the previous year, the school was a low value-added, low-attainment school in elementary and middle-grades reading and a high value-added, low-attainment school in elementary mathematics. It was a low value-added, low-attainment school in middle-grades mathematics. See the graphs (provided under separate cover) depicting proficiency levels in reading and mathematics on the Wisconsin Knowledge and Concepts Exam — Criterion-Referenced Test (WKCE-CRT).

14. A Community Learning Center (CLC) operates in partnership with the Boys and Girls Club of Greater Milwaukee in the LaFollette facility. There are currently 155 students enrolled in the CLC, with an average daily attendance of 99 students. Of the total students enrolled, 105 are enrolled in LaFollette during the day. The Community Learning Center is currently in the second year of a five-year grant. A decision regarding the location or relocation of the Community Learning Center will be made when the future use of the LaFollette facility has been determined.

15. A health clinic operates in partnership with Children's Hospital in the LaFollette facility. It houses the administrative offices of the Children's Hospital school-based nurse program. The program administrator is a nurse practitioner (NP) who occasionally provides that service to students. The primary LaFollette staff is a 0.75 licensed practical nurse (LPN). A decision regarding the location or relocation of the health clinic will be made when the future use of the LaFollette facility has been determined.

16. Letters went home to LaFollette parents/guardians regarding the proposed closing. Parents and guardians were invited to a school meeting scheduled for November 24, 2009, at LaFollette. At the meeting, the Administration's recommendation to close the LaFollette K-8 School Program was discussed. During the week of November 30, parents and guardians were also informed via a letter of the December 8, 2009, meeting of the Committee on Innovation/School Reform and the opportunity to provide testimony at a public hearing at that time.

17. A LaFollette learning team meeting was held on November 19, 2009, and a staff meeting was held on November 24, 2009, to discuss the Administration's recommendation to the Milwaukee Board of School Directors.

18. On December 8, 2009, the Administration recommended to the Committee on Innovation/School Reform that the Board close the Robert M. LaFollette K-8 School Program, 3239 N. Ninth St., at the end of the 2009-10 school year and divide the attendance area between Keefe Avenue K-8 School and Dr. Martin Luther King, Jr. K-8 School. The Committee recommended that the Board direct the Administration to:

a. hold a LaFollette community school cluster involving the following schools: Lafollette, Hopkins, Martin Luther King, Jr., Wheatley, and Twenty-first Street — and other neighboring schools, if the Administration considers this necessary — to discuss the status of schools in that area;

b. provide materials similar to those that were used in Director Falk's and Director Bonds' districts when they held school clusters in order to make an informed decision;

c. involve the key stakeholders (e.g., school board members, parents, schools, community representatives) in this process;

d. hold this community cluster prior to December 20, 2009; and

e. report to the Board no later then the Board's special meeting scheduled for January 5, 2010, its recommendations based on this school cluster.

19. At its regular monthly meeting on December 17, 2009, the Milwaukee Board of School Directors adopted the recommendation of the Committee on Innovation/School Reform.

20. The Administration, District 4 Board Member Annie Woodward, and District 3 Board Member and Board President Michael Bonds hosted an MPS Cluster Meeting at Gwen T. Jackson Early Childhood and Elementary School on December 16, 2009, from 6:30 to 8:30 p.m. The meeting was attended by the principals and assistant principals in charge, teachers, parents, community representatives, and other school staff members representing the following schools: Auer Avenue K-8 School, Dr. Martin Luther King Jr., K-8 School, Gwen T. Jackson Early Childhood & Elementary School, Hopkins Street K-8 School, Keefe Avenue K-8 School, Phillis Wheatley K-8 School, and Robert M. LaFollette K-8 School. District support personnel were also in attendance.

21. The Administration prepared a data-reference binder for each school representative as well as for each member of the Milwaukee Board of School Directors. The binder included an attendance-area map, historical and current Third-Friday enrollment figures, attendance-area enrollment sending and receiving reports and summary, the School Report Card, building capacities and capital maintenance information, and a financial report profile for each school.

22. Director Woodward and Board President Bonds provided introductory comments at the cluster meeting, each school leader spoke passionately regarding the programs at his or her school, and the Administration's representatives explained the data-reference binder's contents. Director Woodward distributed and explained her C.O.P.E.S (Community Organized to Promote Educational Strategies) — Northside Plan.

23. Attendees were provided an opportunity to express their opinions regarding the declining enrollment and excess capacity. There was strong support voiced for keeping schools open and educating children in their attendance-area neighborhoods. No recommendation was agreed upon at the December 16, 2009, community cluster meeting.

Administration's Recommendation

The Administration recommends that the Board direct the Administration to conduct the analysis necessary to determine which Northside Cluster school to close in order to provide adequate resources to support LaFollette and other Northside Cluster schools, and to bring the name of the school to the Board for action by February 1, 2010.

Vice President Blewett in the Chair.

Director Bonds moved to place the item on file.

The motion prevailed, the vote being as follows:

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

Noes—Director Thompson—1.

Abstaining from voting—Director Spence—1.

Director Spence requested permission to change his vote.

There being no objection, the vote was changed, with the result being as follows:

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

Noes—Directors Spence and Thompson—2.

President Bonds resumed the Chair.

* * * * *

(Item 6) Action on Recommended Changes to the Membership of the Stakeholders' Group for the Superintendent Search

Office of
Board Governance

To the Milwaukee Board of School Directors:

At a special meeting on August 4, 2009, the Milwaukee Board of School Directors authorized the Board's President to recommend a stakeholders' group to assist the Board in its search for a new Superintendent of the Milwaukee Public Schools. The stakeholders' group, now known as the MPS Superintendent Search's Community Stakeholder Interview Group, was to include representation from the following groups: Hmong, Latino, African American, Native American, city government, business, unions, parent organizations, colleges, universities and institutions of higher education, philanthropic partners, and community organization partners.

At its regular meeting on December 17, 2009, the Board approved President Bonds's proposed appointments to the MPS Superintendent Search's Community Stakeholder Interview Group.

The MPS Superintendent Search's Community Stakeholder Interview Group is scheduled to meet on Thursday, January 12, 2010, from 12:30 p.m. until 5:30 p.m. to interview the candidates for the position of Superintendent of the Milwaukee Public Schools. President Bonds, however, has informed the Office of Board Governance that, due to some scheduling conflicts, it is necessary to make some changes in the membership of the Stakeholder Interview Group. In addition, President Bonds is requesting that two new members, representing the Administrators and Supervisors Council and special education, be added to the MPS Superintendent Search's Community Stakeholder Interview Group.

Specifically, President Bonds is recommending that the Board approve the following changes to the MPS Superintendent Search's Community Stakeholder Interview Group:

1. Mike Langyel, President of the Milwaukee Teachers' Education Association (MTEA), replace Tom Morgan, Executive Director of the MTEA, as representative of unions/labor;

2. John Weigelt, Executive Director of the Administrators and Supervisors Council (ASC), be added to represent the ASC;

3. Jerry Ann Hamilton, President of the NAACP, replace David Beaulieu, UWM Professor — Electra Quinney Chair/Native American Teacher Program, as representative of civil rights (formerly Native Americans); and

4. Karen Avery, Associate Director of Independence*First*, be added to represent special education.

Approval of these changes will increase the total number of members on the Interview Group from 11 to 13.

Director Blewett moved to approve the President's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Petersons, Spence, Woodward and President Bonds—6.

Noes—None.

Abstaining from voting—Director Thompson—1.

* * * * *

The Board adjourned at 9:18 PM.

EUGENE JONES
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 14, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 10:15 AM.

Present—Directors Blewett, Falk, Miller, Spence (11:00 AM), Thompson (10:20 AM), Voeltner, Woodward (10:59 AM) 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:

January 12, 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 from 10:00 a.m. to 11:30 a.m. on Thursday, January 14, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving presentations from the finalists for the position of Superintendent of the Milwaukee Public Schools.

Each finalist will have 30 minutes to:

1. make a brief biographical presentation to the public;
2. respond to a topical question — "What experiences would you draw upon when assuming the leadership role of a large, urban district such as Milwaukee Public Schools?" — presented by the consultant for the superintendent search; and
3. respond to written questions submitted by the public, as time allows.

As each finalist will be asked the same questions, all questions from the public must be submitted in writing to the Office of Board Governance prior to the meeting. Questions may be submitted via email (governance@milwaukee.k12.wi.us), fax (414-475-8071), or in person immediately before the meeting.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

The Board received presentations from each of the three finalists for the position of Superintendent of Schools according to the program listed in the call of the meeting: Mr. Robert Alfaro, Dr. Stacy Scott, and Dr. Gregory Thornton.

The Board adjourned at 12:09 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 14, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:38 PM.

Present—Directors Blewett (6:42 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:

MILWAUKEE BOARD OF SCHOOL DIRECTORS
Milwaukee, Wisconsin

January 8, 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, January 14, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of reviewing applications and interviewing applicants for the position of Superintendent of Schools.

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 retire to executive session to review and assess employment applications and to interview applicants for the position of Superintendent of Schools.

The Board will adjourn from executive session.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

Director Thompson moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to review and assess employment applications and to interview applicants for the position of Superintendent of Schools.

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 6:44 PM.

The Board adjourned from executive session at 1:50 AM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 19, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:34 PM.

Present—Directors Blewett (6:40 PM), Falk, Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—8.

Absent and excused—None.

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

January 15, 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 Tuesday, January 19, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of consulting with Ray & Associates, the firm hired by the Board to assist in its superintendent search, via teleconference in continuation of its evaluation of the three candidates for the position of Superintendent of the Milwaukee Public Schools.

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 retire to executive session to review and assess employment applications and to interview applicants for the position of Superintendent of Schools.

The Board may reconvene in open session to take action on matters considered in executive session. Otherwise, it will adjourn from executive session.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

Director Woodward moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of consulting with Ray & Associates, the firm hired by the Board to assist in its superintendent search, via teleconference in continuation of its evaluation of the three candidates for the position of Superintendent of the Milwaukee Public Schools.

The motion prevailed, the vote being as follows:

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

Noes—None.

The Board retired to executive session at 6:39 PM.

The Board adjourned from executive session at 7:58 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 22, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:10 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:

January 21, 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 PM on Friday, January 22, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering employment, compensation, and performance evaluation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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 retire to executive session to consider employment, compensation, and performance evaluation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P. O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TDD 475-8893).

LYNNE A. SOBCZAK
Board Clerk

Directors Miller and Falk moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to consider employment, compensation, and performance evaluation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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 6:15 PM.

The Board reconvened in open session at 7:00 PM.

Director Blewett moved that the Board;

1. Elect Dr. Gregory Thornton as the Milwaukee Public Schools Superintendent of Schools for a term to commence on July 1, 2010; and

2. Direct the Board President to execute an employment agreement with Dr. Thornton for a two-year contract, commencing on July 1, 2010, continuing through June 30, 2012, with an annual base salary of $260,000 during the first year; and

3. Authorize the Board President to further negotiate all terms for a final employment agreement with Dr. Thornton, to be drafted by the City Attorney's Office and presented to the Board for final approval and execution on or before February 20, 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.

The Board adjourned at 7:05 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 28, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:35 PM.

Present—Directors Blewett (6:41 PM), Falk, Miller, Petersons (6:43 PM), Spence, Thompson, Voeltner, Woodward, and President Bonds—9.

Absent—None.

President Bonds requested a moment of silence in memory of Bethsaida Davila, a student at Bay View High School, who passed away on January 19.

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" posthumously in honor of:

Elmer L. Winter
Past President and Co-founder of Manpower International

As Past President and Co-founder of Manpower International, Elmer Winter spent his life helping people find work. Over the years, this endeavor included helping the youth of Milwaukee find their first jobs.

A graduate of Riverside University High School, Elmer Winter was instrumental in developing the Riverside University High School Foundation. In addition, he arranged for a number of refurbished computers to be donated to the school. Mr. Winter's photo is on the Riverside Wall of Fame.

Having earned a B.A. degree from the University of Wisconsin-Madison in 1933, an L.L.B. degree from the University of Wisconsin Law School in 1935, and an honorary degree, Doctor of Laws, by the University of Wisconsin-Milwaukee in 1970, Mr. Winter believed in the availability of quality education for all.

Mr. Winter organized Youthpower, a nonprofit organization to find employment for youth. He was appointed by President Nixon as a delegate to the White House Conference on Youth. He served as member of the White House Task Force on Employment and Economy on Youth.

In 1979, Elmer Winter organized Operation 4000, a nonprofit organization whose goal it was to provide increased job training and job placements for Milwaukee youth (ages 18-24), with heavy emphasis on the placement of minority youth. The organization was engaged in numerous programs to provide training and orientation so that Milwaukee youth could be better equipped to handle interviews and to succeed in the jobs that were offered to them.

In recent years, the Elmer & Nannette Winter Family Foundation, Inc., completed a program initiated by the State of Wisconsin which provided 1,000 refurbished computers to MPS schools. The Foundation contributed half of the cost; the receiving school paid half of the cost.

Mr. Winter also developed a program to improve the high-school graduation rate in Milwaukee. He undertook a program to increase the interest of Milwaukee companies in providing assistance to students enrolled in Milwaukee Public Schools to aid them in obtaining a proper education that would enable them to go on to college or to enter the workforce.

Over the past several years, Elmer Winter adopted Clarke Street School and its students, for which he had a special place in his heart. His goals were to improve the quality of education provided there and to increase the enrollment of the school. He worked tirelessly to obtain extra resources for the school. With his own funds, he provided transportation for the students on field trips or when they came to Manpower for tutoring by Manpower employees.

Additionally, Mr. Winter purchased books for the Clarke Street School Library, provided art supplies to enhance the students' ability to use their creative talents, and donated approximately 20 lightly-used computers for student use. Finally, he arranged for Clarke Street School to have a partnership and mentoring program with Whitefish Bay Middle School.

The Milwaukee Board of School Directors and the entire school community recognize and honor Elmer L. Winter for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

◊ ◊ ◊ ◊ ◊

Special Recognition — National Board for Professional Teaching Standards (NBPTS) Certification

More MPS teachers are attempting, and receiving, National Board for Professional Teaching Standards (NBPTS) certification. The number of Milwaukee teachers certified recently increased from 44 to 52, with 21 candidates currently in the process.

To become certified, candidates examine every aspect of their teaching practices. Throughout the process, teachers document their knowledge of the subjects which they teach, provide evidence that they know how to teach effectively, and demonstrate their ability to manage and measure student learning. Teachers create and submit portfolios that include videotapes, student work samples, and written documentation describing, analyzing, and reflecting on their practices. In addition to the portfolio, teachers must also demonstrate content knowledge by taking six standardized assessments in the areas in which they are licensed.

Teachers report that this process is the best professional development they have experienced, making them more focused on each child's learning and development so all students have the opportunity to achieve to the very best of their ability.

Teachers earning national certification can become licensed as Master Educators under Wisconsin's new certification rules under PI-34. They are considered highly qualified under NCLB.

MPS is working collaboratively with the NBPTS, the MTEA (Milwaukee Teachers Education Association), and WEAC (Wisconsin Education Association Council) to increase the number of urban teachers seeking certification. The NBPTS is providing funds to help recruit candidates and offset the $2500 application fee.

MPS staff newly certified by the National Board, and their current schools, are:

Anita Bensman, 95th Street School
Jessica Deibel, Garland
Sharonda Harris, Math Teaching Specialist
Jennifer Huckeby, Milwaukee Sign Language
Karen Rehorst Porras, Morgandale
Angela Rich, Mitchell
Laura Vargo, Allen-Field
Cynthia Zielinski, Allen-Field

◊ ◊ ◊ ◊ ◊

Other Awards and Commendations

Staff/Departments

The Milwaukee Public Schools' *Learn Good Health, Live Good Health* program has been awarded the Wellness Councils of America's (WELCOA) Well Workplace Gold Award. The Gold award recognizes organizations that have developed comprehensive employee wellness programs that produce results. MPS is the only public school district in the nation to receive the WELCOA Gold Award distinction. WELCOA, along with its local affiliate, the Wellness Council of Wisconsin, recognizes employers' efforts to promote work environments that embrace wellness as a strategic and integral part of an organization, with the goal of helping employees improve their health and wellbeing, as well as decreasing healthcare costs. The Well Workplace Awards initiative is driven by a rigorous set of criteria, and the awards process is a demanding endeavor.

MPS's *Learn Good Health, Live Good Health* is a joint labor-management wellness and care-management program designed to help employees and their family members take a proactive role in their good health. The voluntary program is available to the district's employees to help them stay healthy, reduce any heath risks they may have, and better manage healthcare expenses. Resources include:

- healthful living and wellness programs to help maintain a healthful weight, manage stress, and cholesterol;
- care-management programs to focus on any health conditions — such as high blood pressure, asthma and diabetes — that require ongoing treatment; and
- other resources to help employees make informed decisions about prescription drugs and their generic (and often less costly) equivalents.

Learn Good Health, Live Good Health, launched in July 2007, is a collaborative program between unions and management. The program is designed to empower employees and their families to take a more proactive approach to better manage their health through prevention and reduction of health risks. The program also provides a 24-hour Nurse Line to help employees choose the right level of care for any illness or injury and to avoid unnecessary trips to the doctor or emergency room.

The *Learn Good Health, Live Good Health* program is directly aligned with the district's *Working Together, Achieving More* Strategic Plan.

Schools

U.S. News and World Report selected two Milwaukee Public Schools for its list of best high schools in the United States. Milwaukee School of Languages and Rufus King High School were awarded silver medals by the news magazine. The schools were among fifty that were recognized in Wisconsin.

Silver medals were awarded to schools with high participation rates on advanced placement and International Baccalaureate exams. Silver-medal schools did not make the *U.S. News* overall Top 100 schools list.

Bronze medals went to schools that did not have as high AP and IB participation rates.

All of the recognized schools also had students who performed well on their statewide high-school math and reading tests, considering poverty and minority enrollments at the schools.

18,743 schools were evaluated in 49 states and the District of Columbia. The *U.S. News* rankings differ from the national high-school rankings that appear annually in *Newsweek Magazine*. *U.S. News* includes factors beyond AP and IB participation, while *Newsweek* excludes schools with exceedingly high average ACT and SAT scores (which are usually schools with more selective admissions policies).

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of December 1, 3, 9, 11, 12, and 17, 2009, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Request to Develop a Negotiating Strategy for the Possible Lease or Sale of Surplus Public Property Located at 4601 N. 84th Street

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Administration is requesting the opportunity at this time to meet with the Milwaukee Board of School Directors in executive (closed) session for the purpose of developing a negotiating strategy for the possible lease or sale of surplus public property located at 4601 N. 84th Street.

Section 9.85(1)(e) of the Wisconsin Statutes 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.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Director Woodward moved that the Board retire to executive session, pursuant to Section 19.85(1)(e) of the Wisconsin Statutes, 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, Spence, Thompson, Voeltner, Woodward and President Bonds—9.

Noes—None.

The Board retired to executive session at 7:00 PM.

The Board reconvened in open session at 7:25 PM.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action to Confirm the Election of the Superintendent of Schools

Office of Board Governance

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Pursuant to Wisconsin Statutes, § 119.32(1), "the Board shall elect by a roll call vote at a regular meeting a superintendent of schools whenever that office becomes vacant." Therefore — given the current Superintendent's announced retirement on June 30, 2010, and the completion of the superintendent search process with the Board's election of Dr. Gregory Thornton at the special Board meeting held on January 22, 2010 — in order to bring the Board's action into compliance with 1119.32(1), the Board must take action to elect a superintendent at a regular Board meeting.

Therefore its is recommended that a motion be made to confirm the actions taken by the Board at its meeting on January 22, 2010, and to officially confirm the election of Dr. Gregory Thornton as superintendent of schools, to be effective July 1, 2010.

Respectfully,

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

Director Blewett moved that the Board confirm the action taken by the Board at its meeting on January 22, 2010, to elect Dr. Gregory Thornton the superintendent of the Milwaukee Public Schools, to be effective July 1, 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.

* * * * *

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

The Assistant Board Clerk presented 25 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 January 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 19, 20, and 21, 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.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Finance/Personnel Committee, Item 3, administrative appointments and promotions;
Finance/Personnel Committee, Item 4, approval of prevailing wage rates;
Finance/Personnel Committee, Item 5, professional services contracts;
Strategic Planning and Budget Committee, Item 2, a recommended timeline for the FY11 budget; and
Legislation, Rules and Policies Committee, Item 1, proposed revisions to Administrative Policy 8.13, Student Attendance/Absences; Administrative Policy 8.14, Truancy; and Administrative Procedure 8.14, Truancy Plan, and on the Proposed Rescission of Administrative Procedure 8.13, Student Attendance/Absences—Procedure and Strategies To Improve Attendance.

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 SPECIAL EDUCATION

Director Woodward presented the following report for the Committee on Special Education:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Special Education 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 activities that began on July 1, 2009.

2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continuing)
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%

2. Special Services Information-Management System (SSIMS) — Report as of December 30, 2009.

- Completed audit data for DPI-mandated reporting.
- Continued the SSIMS/Encore trainings for new special services staff, drop-in HELP sessions for all staff, and school-based support on an as-needed/resources-available basis.
- Continued the project-development plan for the next anticipated updates for the SSIMS/ Encore application, which includes the latest federal and state mandates.

* * * * *

(Item 2) Report on District-wide Special Education Program Services

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

Administration's Analysis

1. The Individuals with Disabilities Education Improvement Act-2004 requires that each student with a disability and need for special education have a current Individual Education Program (IEP) in place. The IEP must include the following:

a. present levels of performance;

b. annual goals, benchmarks or short-term objectives (for students who take alternate assessments);

c. the manner in which and when progress will be measure;

d. special education and related services

e. program modifications or supports to school personnel;

f participation with non-disabled peers in the general curriculum and in extracurricular and non-academic activities;

g. participation in statewide assessments; and, finally,

h. frequency, location, and duration of the specified services.

2. The placement decision for each child is made by the IEP Team and must be based on the child's IEP. The placement describes the school and environment in which the IEP services will be provided. The placement should be as close to home as possible, and, unless the IEP requires something different, the child should be educated in the school that the child would attend if he/she were not disabled. The IDEA also requires that, in selecting the placement, the team consider any possible harmful effects on the child or the quality of the services provided. Furthermore, the child cannot be removed from a regular classroom solely due to the need to modify curriculum.

3. Education with non-disabled peers and participation in the general education curriculum are two fundamental components that contribute to high expectations and achievement outcomes for students with disabilities. As a result, placements in the least restrictive environment (LRE) are required. LRE is defined as the environment in which, to the maximum extent appropriate, children with disabilities can be educated with non-disabled children. A children may be removed from a regular education class to special class or separate school only if the child's disability is so severe that education in the regular class, with aide and services, is not satisfactory. These decisions are made by the IEP team. A description of the requirement for least restrictive environment can be found in the Department of Public Instruction's Bulletin #00.04, which can be found in Attachment #1 to this item.

4. MPS must provide a continuum of services or range of special education placements, including instruction in

- general education classes
- special education classes
- special schools (alternative settings)
- home instruction
- instruction in hospitals and institutions

5. The district must also provide for supplementary services, such as resource rooms or itinerant instruction to be used with regular classes. MPS must also ensure that every student with a disability participates with non-disabled peers in extracurricular service and activities, to the greatest extent appropriate to the needs of the child. Examples include lunch, recess, counseling, athletics, transportation, recreational activities, and health services.

6. In order to ensure that a full continuum of possibilities is available to consider in the LRE decisions that are made for each student, the district has developed the capacity to provide a full range of environments and services as placement options. This range 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. The vast majority of student service needs are provided within the MPS schools.

7. The continuum concept exists and is supported in each individual school to the extent that the school's resources can be configured to meet the needs of its students. IEP teams review and revise IEPs to change or modify required services for students to ensure that they have the support necessary to be successful in their respective schools. Staff members configure and reconfigure resource allocations to assist their students in being successful.

8. Students are able to access special services that meet their needs at their neighborhood schools or at most, if not all, MPS sites (subject to other requirements that are in place for all students, such as transportation limitations, school capacity, entrance requirements, etc.). Attachment # 2 to the minutes of your Committee's meeting describes the FY10 Special Education Service Profile.

9. In keeping with the necessity of offering a full continuum of services, the district recognizes two general service-delivery categories:

a. **Multicategorical Services** — support services for students who require anywhere from 1 to 21or more hours of direct service provision during a week. Most students in this group have mild to moderate educational needs and receive a large percentage of their services in the regular classroom or in resource models of support. Multi-categorical services are available at every school served by MPS students. (See attachment #3 to the minutes of your Committee's meeting.)

b. **More Restrictive Placement (MRP) Services** — support services to students who require 21 or more hours of special education services per week and the majority of whose special education needs are described as moderate to severe. Although the delivery of the MRP services are not required to be separate from the regular education classroom, they frequently involve small-group and pullout activities which require a separate room.

(1) The MRP options are designed for students with significant learning needs whose IEPs called for more specialized and intensive service interventions. This includes the need for targeted placements for low-incidence learning needs such as vision impairment, hearing impairment, and autism. It also includes placements for students who require more intensive staff allocations to receive the services specified in their IEPS.

(2) MRP is a designation for a set of more intense services. MRP services are delivered in a variety of settings, ranging from full inclusion in regular classrooms to self-contained classes, depending on the needs of the individual students. Because not all schools have MRP units, the placements are designated as city-wide access, and Central Services staff assist with the placements in these units. (Attachments #4, 5, and 6 to the minutes of your Committee's meeting provide an overview of MRP service units across the district for the current school year.)

An additional overview of MPS schools with student data and percentage of special education enrollment can be found in Attachment #7 to the minutes of your Committee's meeting.

10. Schools receive financial allocations for special education services in the three ways:

a. Funds for special education teachers and support staff are built into the school budget as part of a special education allocation. This includes funding for special education teachers, special education paraprofessionals, handicapped children's assistants, interpreters, and speech pathologists.

b. Funds (per-pupil allocation) for each child with a disability are provided to the school in the same manner as are the per-pupil funds for general education. These decentralized per-pupil funds are used to hire school psychologists, diagnostic teachers and social workers (who serve both regular and special education students), and other social workers , as well as to provide curricular materials and supplies and other school operations and administration activities on behalf of each child.

c. A number of service providers and support staff are centrally funded through IDEA flow-through dollars and other grant dollars. These individuals — which include nurses, occupational therapists, physical therapists, and special education supervisors — are typically centrally assigned to provide itinerant services to students as needed throughout the district.

11. Long-term planning for support for special education services is included as part of the district-wide budget-planning cycle. Planning activities occur between special education administrators and building educational leaders/principals. Schools receive budget information in the winter/spring planning cycle. Adjustments in support allocations for special education (including adding or moving staff) also occur as a result of the Third-Friday adjustments in September of each year.

12. Schools can access the special needs fund during the school year to support the addition of unexpected high-cost service-provision requirements that were unanticipated in the current year's budget-planning process. As each school year progresses, additional students with disabilities may be identified through the IEP process, or new students with disabilities may enroll into the school. If the IEP population in a school increases to the level at which appropriate services cannot be delivered, centralized consideration is given to the addition of a teacher, handicapped children's assistant, and/or educational assistant to support the school's growing needs. Dollars are set aside in an expansion fund to support such needs. Adjustments in itinerant staff are also made as needed throughout the year.

13. The decisions regarding allocation of special education staff for special education services are determined based on service needs within each school and the overall needs of the district to serve all students with special education needs and are built into the budget-planning process.

14. The Department of Special Services works with school administration and central administration to view the district in its entirely and makes provisions for all required services for MPS students with disabilities. Staff works to ensure that a balance of service options is available across System of Support (SOS) Clusters, as well as within transportation regions. Administrative staff participates in strategic planning sessions throughout the Fall in order to be fully informed of the expected changes or additions to schools and programs offered throughout the district. Data regarding population growth and shifts for students with disabilities are also gathered. Preliminary projections are made regarding district-wide needs during the months of November and December, prior to the onset of the budget-planning cycle.

15. The Milwaukee Public Schools currently provides IEP services to 17,565 students in traditional schools, in instrumentality charter schools, in non-instrumentality charter schools, and in partnership and contracted sites.

16. MPS must ensure that, as a district, it is providing a full continuum of services where needed for students with disabilities. All students with disabilities must be served within the continuum of special education services. MPS must also ensure that all students with disabilities have the opportunity to participate in the general curriculum, as appropriate, based on their IEPs.

17. As not all schools provide the same types or levels of services, they may not provide services to the same number (or percentage) of students. Many factors impact on the number or percentage of students with disabilities within a school or schools, including:

- history of provision of services for students with similar special education needs and a development of expertise in the area;;
- size or capacity of the facility or the program;;
- available continuum of services;
- long-range plans for program expansion;
- stage of development (implementation years, growth years, merging of schools, downsizing, change of focus, etc.);
- location of school and accessibility to transportation;

- cluster capacity;
- program focus;
- early enrollment;
- entrance activities, requirements, or applications;
- three-choice parental selection results;
- failure to reach the targeted regular education enrollment in a given school;
- parental and community preference;
- contacted schools and charter schools (contracted numbers);
- low-incidence populations;
- late enrollees;
- ongoing enrollment, school changes, and mobility throughout the year;
- recruitment practices of the school; and
- three-choice and Spring enrollment activities, as well as third-Friday adjustments.

18. Ongoing efforts are made to ensure that these factors do not result in the district's failure to meet state and federal requirements to provide services to students with disabilities. The district continues to balance the strong desire to provide parental choice and student selections (with a very wide variety of program offerings) with the ever-increasing fiscal demands and challenges that it faces. The Administration continues to be committed to ensure that student with disabilities can access all MPS programs and services.

Strategic Plan Compatibility Statement

19. 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.

Goal #2: School Staffs are responsive to students and families.

Statute, Administrative Policy, or Board Rules Statement

20. This item is consistent with administrative policies and procedures and applicable law.

Implementation and Assessment Plan

21 The Administration will work within the SOS cluster model to support the range of special education services with in each cluster school group to meet the needs of the student population within each cluster.

- The Administration is reviewing early enrollment policies and procedures, including entrance requirements and application processes, to ensure that students with disabilities have access to the early enrollment process and access to schools that participate in the early enrollment process in the same way in which early enrollment activities are accessed by general education students.
- The Administration continues to identify strategies to ensure that transportation polices are fiscally responsible and contribute to increased access to MPS school programs for students with disabilities in the same way in which early enrollment activities are accessed by general education students.

- The Administration is working with charter and partnership contracts to ensure that contracts adhere to federal charter laws and that district contractual requirements are compatible with recruitment of appropriate representation of a student with a range of disabilities and severity of needs.

22. The Administration seeks to ensure that parents, schools, and the public receive information regarding the variety of choices available in the following ways:

- The MPS *Directions p*ublication was been mailed to all MPS homes in December. Three-choice enrollment activities begin in mid-January.
- Individual schools plan open-house activities and transition-grade recruitment events for all potential students, including students with disabilities. Parents receive information regarding these activities via postcards and other mailings
- Special education leadership liaisons (SELLs) and supervisors have been provided with training regarding recruitment and enrollment information to assist families with the student enrollment and assignment process, including sharing information regarding opportunities at all MPS schools.
- The Department of Special Services is providing three-choice and Spring selection supports to classroom teachers and special education service providers to assist them with enrollment information and support.
- MRP and multicategorical special education teachers work directly with families to identify schools that meet their children's needs during the selection process.
- Parents and students are encouraged to visit school programs to identify programs that are of high interest for their children.
- The Department of Student and Parent Services hosts a monthly parental training activity which includes breakout sessions on a number of timely issues such as special education. Parent Information Specialists conduct these meetings and provide information regarding locations and types of programs and services for student with disabilities. The Department of Parent and Student Services assist IEP teams with information regarding programs and services available in all MPS schools.
- The Parent Information Specialists are available to assist all parents during the selection process at the Parent Service Center at MPS Central Services.
- Many schools set up recruitment tables and are available to provide parents with information regarding their programs and services during the summer enrollment activities at MPS Central Services.
- Ongoing additional support and information are available by contacting the Special Education Leadership Liaison (SELL) or the Department of Special Services.

23. The Administration, including staff from administrative Accountability, Finance, and Special Services will participate in ongoing review of program services.

* * * * *

(Item 3) Report on the Comparison of the State of Wisconsin's Continuous Improvement Monitoring (CIFM) Results with Those of the Milwaukee Public Schools

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

Administration's Analysis

1. The Department of Public Instruction has designed a Continuous Improvement self-monitoring system for all other Wisconsin school districts (see Attachment #1 to the minutes of your Committee's

meeting). The process of the self-assessment is similar to MPS's Continuous-Improvement-Focused Monitoring self-assessment that is completed annually during the February-March time frame. Because MPS's CIFM activities are considerably more rigorous, MPS does not participate in the statewide CIFM system.

2. One of the major differences in the CIFM events is that MPS assesses random samples *from each school in each year* for compliance and other outcomes. The DPI's system calls for the assessment of a random sampling of IEPs *from an individual district once very five years.* As a result, only 88 Districts are required to complete the self-assessment in any given school year.

3. DPI has published information regarding the ten most challenging items within the statewide CIFM assessment results from the first three years of administering the CIFM self-assessment across the state, to a total of 274 school districts. These results can be found in Attachment #2 to this item. Each of these identified items was found to be in significant non-compliance (over 20% error rate for the item), and a corrective action plan was required for each district for each item in non-compliance. (MPS results are not included in the DPI statewide data.)

4. The following information is provided as a comparison between the MPS compliance outcomes by item and the ten most troublesome statewide CIFM compliance items.

Continuous-Improvement-Focused Monitoring Self-Assessment:
Comparison of 2008-09 MPS Results with 2006-09 Statewide Results
Ten Lowest-Ranked CIFM Items

1. *Beginning not later than 16, the IEP includes coordinated, measurable annual IEP goals and transition services to meet the child's post-secondary goals.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....66%
MPS — District CIFM Score..... 95.6%.
MPS — Corrective Action Required .....None

2. *The statement of supplementary aids and services, if any, including anticipated frequency and amount.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....46%
MPS — District CIFM Score..... 99.8%
MPS — Corrective Action Required .....None

3. *A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete an evaluation or re-evaluation, including not less than one regular education teacher of such child if the child is or may be participating in the regular education environment.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....38%
MPS — District CIFM Score (Initial Evaluation) 99.5%
MPS — Corrective Action Required .....None
MPS — District CIFM Score (Re-evaluation)..... 100%
MPS — Corrective Action Required .....None

4. *The statement of supports for program modifications for school personnel, if any, including the anticipated frequency and amount.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....35%
MPS — District CIFM Score..... 100%
MPS — Corrective Action Required .....None

5. *A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete an evaluation or re-evaluation, including a representative from the local educational agency.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....35%
MPS — District CIFM Score (Initial Evaluation) 99.8%
MPS — Corrective Action Required ..... None
MPS — District CIFM Score (Re-evaluation)..... 100%
MPS — Corrective Action Required ..... None

6. *The IEP includes how the child's disability affects the child's involvement in and progress in the general curriculum or, for a preschool child, in appropriate activities.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....25%
MPS — District CIFM Score..... 99.4%
MPS — Corrective Action Required ..... None

7. *A review of existing evaluation data on the child to identify what additional data, if any, were needed to complete an evaluation or re-evaluation, including not less than one special education teacher or, where appropriate, not less than one special education provider of such child.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....24%
MPS — District CIFM Score (Initial evaluation)..... 100%
MPS — Corrective Action Required ..... None
MPS — District CIFM Score (Re-evaluation)..... (Previously met criteria — not assessed)

8. *At the IEP meeting to determine if the child is a child with a disability, the IEP team reviewed previous interventions and the effects of those interventions.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....23%
MPS — District CIFM Score..... (Previously met criteria — not assessed)
MPS — Corrective Action Required ..... None

9. *Following the development or revision of the individualized education program, and prior to the implementation, the child's parents were provided a notice of placement.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....19%
MPS — District CIFM Score (Initial IEP)..... 99.8%
MPS — Corrective Action Required ..... None
MPS — District CIFM Score (Revision)..... 99.6%
MPS — Corrective Action Required ..... None

10. *The child's IEP includes a statement of measurable annual goals for the child.*

Percentage of Wisconsin Districts Requiring Corrective Action*.....19%
MPS — District CIFM Score..... 99.1%
MPS — Corrective Action Required ..... None

*Error rate of greater than 20% or scoring lower than 80% on the item

5. Of the 69 items that MPS was directed to assess last year, none of the items were found to be in district-wide noncompliance, and no district-wide corrective action was required.

6. The 2009-10 MPS annual CIFM assessment will take place during February and March of this school year. Data will be presented to the Milwaukee Board of School Directors in August of 2010.

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.

Goal #2: School Staffs are responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

8. This item is consistent with administrative policies and procedures and applicable law.

* * * * *

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) Informational Report on MPS EdStat

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

Administration's Report

1. A large body of research on high-performing schools and districts indicates that routine, systematic data use is one of the key characteristics that drive performance improvements. The Administration has been simultaneously working on several complementary fronts in this area in order to build capacity for performance management throughout the system.

2. At the opening of the 2006-07 school year, the Administration launched a redesigned data warehouse for district and school users. The warehouse provides unprecedented access to such reports on student data as attendance, discipline, test scores, and GPAs. In 2008-09, the Administration released an updated version of the companion dashboard for school leaders. In order to provide data for the new System of Support (SOS) Cluster staff, a dashboard was also developed for district leaders. The new dashboards are fully aligned to the student-oriented metrics in the district's Strategic Plan, *Working Together, Achieving More,* and permit at-a-glance views of progress toward district targets.

3. The FY10 budget includes funding for expansion of the district's data warehouse to support the development and deployment of an Integrated Resource Information System (IRIS). IRIS will enhance the student-oriented data by also making available information on staff, budgets and expenditures, professional development, interventions, after-school programs, and surveys Linking student data to these resource data will allow staff to improve resource allocations by better identifying what works, for which students, and under what conditions.

4. The metrics of both the district and school leaders' dashboard are built on the premise that, to be relevant, data must be both timely and actionable. To that end, the dashboard views have both lagging and leading indicators. Lagging indicators generally provide a historical view and are typically collected less frequently (e.g., percent of students enrolled who tested at/above proficient on the state tests), while leading indicators are collected more frequently and provide information about whether or not the school is on a trajectory to meet established targets (e.g., percent of students enrolled today who tested proficient/advanced on the benchmark assessments).

5. Professional development in the use of the new dashboards began in October during the first meeting of school leaders (principals, teacher leaders, assistant principals-in-charge), now called the SOS Leadership Conference. School leaders, led by the staff in the SOS clusters, review data on their dashboards with their peers, discuss trends, identify discrepancies between target and actual performance, and share with their colleagues possible strategies to address students' needs. Coined "MPS EdStat," the process is designed to support data-informed decision making throughout the district. EdStat follows four

steps commonly seen in total quality management and continuous improvement — plan, do, study, and act. MPS EdStat focuses on the "study" step as school leaders examine and publicly present their data in their SOS clusters.

6. The professional development plan for the EdStat workshops involves various actors within the system. Each month, a half-day EdStat briefing is held the week prior to the SOS Leadership Conference to provide training to the district-level SOS cluster staff responsible for facilitating the EdStat workshops. During the briefing, SOS cluster staff are trained by Research and Assessment personnel most familiar with the data warehouse (dashboards and reports) and the school improvement plan.

7. School leaders participate in EdStat workshops for two hours on the morning of each SOS Leadership Conference, and special education supervisors, APs, and curriculum generalists participate in the same training in the afternoon. Learning Teams have also been trained in EdStat. The intent is to build capacity and a shared sense of responsibility across the district to use the EdStat process to identify students who are struggling with academics, attendance, and behavior and to provide interventions when appropriate.

8. As a District Identified for Improvement (DIFI), MPS is required to follow the corrective action requirements outlined by the Department of Public Instruction (DPI). A number of the requirements deal specifically with data, report availability, and professional development related to using data to identify students in need of interventions. The data warehouse reports and dashboards, along with the professional development plan for MPS EdStat, demonstrate that the district is in compliance with those requirements.

9. Additionally, Title I requires school-improvement plans to focus on improved performance for those students who are struggling, professional development for staff to address students' needs, and routine analysis of outcomes. MPS EdStat meets Title I requirements by providing training on routine monitoring of progress toward the targets in the school-improvement plan (and, by definition, the targets in the MPS Strategic Plan, *Working Together, Achieving More*). All schools in MPS participate in EdStat, including charters and partnerships, per DPI corrective action requirements.

10. In addition to implementing MPS EdStat with school leaders and learning teams, district staff have adopted a modified version of the process — PlanStat — to review progress on functional plan goals. During the fall semester of 2009, functional plan leaders have participated in multiple PlanStat meetings. During each PlanStat meeting, plan leaders present progress on measurable objectives from their plans, outline major strategies to address needs, and answer questions from participants (including the Superintendent and Chief of Finance and Operations) regarding their plans.

11. The district's emphasis on data-informed decision making is intentional and extends beyond compliance with state and federal requirements. The redesign of the data warehouse and MPS EdStat/PlanStat work in concert with the Strategic Plan, associated functional plans, and school-improvement plans to ensure that there is a coherent approach to system-wide improvement. Each element contributes to the district's emerging performance-management strategy and focus on continuous improvement.

* * * * *

(Item 2) Informational Report on the Middle-Years Program at Rufus King High School for the College Bound for the 2010-2011 School Year

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

Administration's Report

1. At its meeting on June 25, 2009, the Board authorized the opening of a middle-years program (MYP) at McNair Middle School for grades 6-8 to be associated with Rufus King High School for the College Bound, beginning with grade 6 in the 2010-2011 school year. The single 6-12 school was approved to operate on two campuses — King and McNair. The Board directed the school to fully implement the MYP to include grades 9 and 10 at Rufus King High School for the College Bound, with no interruption for

students wishing to pursue the IB opportunity from grades 6-10. The Board directed that the staff and administration of Rufus King High School for the College Bound immediately take steps to address the achievement gap and also directed that the Administration report back to the Board and the community no later than the January 2010 meeting cycle.

2. Since August 2009, an MYP Steering Committee, made up of Rufus King staff members and supported by district staff and others with expertise in middle-school education, have been meeting on a weekly basis to address the curricular needs, structure of the school day, the use of the facility, and staffing needs. The members of the School Governance Council and the Rufus King Alumni Board have been consulted and have offered suggestions and input during their regularly scheduled meetings.

3. Since research on Project Lead the Way revealed that it was a match for both the desired outcomes and the MYP teaching and learning framework, it will be incorporated into the science curriculum. The curriculum will also include Spanish, art and music, mathematics, language arts, social studies, and physical education. Extracurricular activities will include recreational sports and may include other after school clubs to reflect the interests of the students. Rufus King is also working to formalize a partnership with UW-LaCrosse which will include professional development for teachers and summer enrichment offerings for students.

4. At its meeting on December 10, 2009, the Board approved action to submit a request to the Department of Public Instruction for an early start date for Rufus King High School, including the students at the middle-years campus. This action was requested to support the demands of the International Baccalaureate (IB) Program. In addition, since highly qualified staff members will be shared by both campuses, and since the vision, mission, and educational program will be unified and not distinguishable by campus, it makes sense to follow the same calendar for the entire school community.

5. On January 19, 2010, the Board's Committee on Finance and Personnel will consider action to rename Rufus King High School for the College Bound and Ronald McNair Elementary School to indicate the expansion of the educational program to include grades 6 though 8. If approved, the new name will be Rufus King International School, with designations for the high-school campus and middle-years campus. This request is supported by the Rufus King school community, as signified by a formal letter signed by the members of the School Governance Council and the members of the Middle Years Program Steering Committee.

6. To date, Rufus King has submitted an "interested school" application and plans to submit "Application A" in Spring 2010, with the final "Application B" for IB status to be submitted for the 2012-2013 school year. Development of the MYP for students in grades 9 and 10 will be pursued as soon as fiscal and time constraints permit, but in time for students entering 6th grade in 2010 to participate in an uninterrupted IB program, grades 6-12.

7. The Rufus King staff has worked collaboratively with district staff from the Departments of Student Services, Communications and Public Affairs, Special Services, and Transportation to actively recruit current fifth-grade students for Three-Choice enrollment. Staff members visited MPS elementary schools, communicated via strategic mailings, and held a parent meeting at Rufus King High school on the evening of December 1, 2009. Efforts will continue throughout the Three-Choice enrollment period and spring complementary, if necessary. Plans are in place to include two special education units in the MYP for the upcoming school year. For the 2010-2011 school year, there are no entrance requirements for the MYP. If enrollment surpasses capacity, student selection will be determined by lottery.

8. Rufus King will participate in the district's budget and staffing processes, including addressing the needs of the sixth-grade MYP students at the separate campus. The steering committee and school administration will seek guidance from district staff members from the Departments of Finance, Labor Relations, and Human Resources.

9. As a part of the school-improvement process, staff members at Rufus King High School continually seek to address the needs of all students, including special education students and students of color. Ninth-grade students receive the support of 11th- and 12th-grade students through a student mentoring program called Link Crew. Each year, changes are made to increase the efficacy of this program.

10. Administrators and staff at Rufus King recognize the importance of encouraging and supporting students of color in their efforts to attain academic honors and high academic achievement. To ensure that the diversity of the student body is reflected in the number of the IB diploma graduates and membership in the National Honor Society, Rufus King has taken several steps:

a. Rufus King staff members now use existing achievement data for incoming ninth-graders to ensure that curriculum is differentiated to meet their needs and to prepare them for participation in the IB program.

b. Staff leadership of the school's National Honor Society now includes an ethnically diverse group of teachers.

c. The Learning Team members at Rufus King have embraced the use of EdStat to systematically review student achievement data. They are guiding all teachers in a consistent school-wide effort to ensure that frequent formative assessments, including Classroom Assessments Based on Standards (CABS) and Benchmark assessments, are used by teachers to inform appropriate instruction and to design and implement needed interventions.

d. Teachers in the Math Department have been working collaboratively to analyze lessons using a protocol and to design feedback to students to improve student achievement.

11. Finally mentoring through the Man2Man and Woman2Woman programs is provided for at-risk students, as determined by attendance and suspension data. The focus of mentoring sessions is goal setting and effective communication strategies.

* * * * *

(Item 3) Informational Report on the Comprehensive Literacy Plan

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

Administration's Report

1. A June 2006 review by the Council of Great City Schools around "Raising Achievement in the Milwaukee Public Schools" encouraged the district to identify a single district philosophy around the teaching of reading. The Strategic Plan adopted in July 2007, *Working Together Achieving More*, increased the urgency around reading achievement.

2. At the district's request, the Wisconsin Department of Public Instruction (DPI) directed MPS to compose and submit a Comprehensive Literacy Plan as a required element of DIFI (District Identified for Improvement). This plan outlines the targeted components and procedures MPS which will institute in order to enhance student performance in literacy in all classrooms and schools across the district. Schools that meet established criteria will be exempted. A first draft of the plan was submitted to DPI on June 1, 2009. A second draft was submitted October 29, 2009, with an oral presentation made to DPI on November 13. DPI approved of the direction of the plan, asked for more specificity, and requested the next draft on March 1, 2010.

3. Major Components of this Comprehensive Literacy Plan are

a. Background

b. Review of MPS Literacy Initiatives

c. Definition of Comprehensive Literacy: Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the Twenty-First Century demands that a literate

person possess a wide range of abilities and competencies, many literacies. These literacies — from reading online newspapers to participating in virtual classrooms — are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories and groups (adopted by National Council of Teachers of English in February 2008).

d. PK-High School Plan by grade level

e. Reading

f. Writing

g. Content-area literacy

h. English-language learners

i. Special education students

j. Three tiers reflecting Response to Intervention

k. Technology

l. Professional Development — the following components/elements of the plan are being supported by professional development through Saturday Academies; embedded, on-site training; cluster PD; and literacy coach/leaders training:

(1) Small-group instruction

(2) Literacy workstation

(3) Vocabulary development, including Academic Vocabulary

(4) High-yield instructional strategies

(5) Read-aloud practices and oral language development

(6) Technology-infused teaching

aa. RAZ-Kids

bb. Discovery Education Streaming

cc. MY Access

m. Exemption Criteria for District Literacy Adoption. In order to request an waiver, schools must meet the following criteria:

- Performance data on WKCE-Reading: 72% of students proficient in applicable grade bands (3-5; 6-8; 10), with the expectation of moving to 80% by 2011-12, as stated in *Working Together Achieving More*.
- Value-added: Tier rating of 3.0 or better in two of the last three (3) years.
- Mobility rate: 9% or less in two of the last three years.
- Charter schools: Charter schools are exempt from adoption requirement unless they become Schools Identified for Improvement (SIFI).

4. The timeline is a follows:

a. July 2008 — set up literacy self-study group

b. September-October 2008 — external review members conducted site visits and interviews to gather data related to current literacy status

c. December 2008 — received external review; requested extension from WI DPI

d. January-May 2009 — held meetings of literacy work group

e. January and February 2009 — conducted listening sessions

f. March 2009 — held focus group sessions

g. March 31, 2009 — submitted draft to WI DPI

h. April 24, 2009 — received feedback from WI DPI

i. May 2009 — revised based on feedback; sent draft to critical friends

j. June 1, 2009 — revised version of MPS Comprehensive Literacy Plan sent to WI DPI

k. September 2009 — Educational Services Comprehensive Literacy Plan Project Team established

l. October 29, 2009 — revised version of MPS Comprehensive Literacy Plan sent to WI DPI

m. November 2009 — MPS and DPI meeting around literacy plan; received feedback and requested technical assistance

n. December 2009 — Textbook Evaluation Committee nomination forms distributed

o. January 2010 — post RFP for K4-grade 5 reading adoption

p. January 2010 — formatting of MPS Comprehensive Literacy Plan

q. January 2010 — Textbook Evaluation Committees formed

r. January 28, 2010 — Textbook Adoption Committee Kickoff

s. January 2010 — MPS and DPI meeting about planning the design and delivery of the rollout of Comprehensive Literacy Plan and reading adoption

t. January–June 2010 — Monthly meetings of the MPS Educational Services Comprehensive Literacy Plan Project Team and Subgroup; revise and update plan

u. January-June 2010 — Monthly meetings of MPA Literacy Workgroup and Subgroup; design developmental literacy and content-area literacy courses that support the MPS Comprehensive Literacy Plan and address the needs of MPS teachers

v. January-June 2010 — Monthly Literacy Coach/Leader Professional Development and Support sessions; address some components of the Comprehensive Literacy Plan

w. February 18, 2010 — Textbook-adoption vendor fair

x. February-March 2010 (Tentative) — Textbook Adoption Committee Meetings

y. March 1, 2010 — Deadline for submitting next revision of the MPS Comprehensive Literacy Plan to WI DPI

z. March/April 2010 (Tentative) — begin sharing Comprehensive Literacy Plan with Literacy Coaches/Leaders.

* * * * *

(Item 4) Action on a Request to Establish the International Newcomer Center in the Grand Avenue Facility, Beginning with the Second Semester of the 2009-2010 School Year

Background

1. The International Newcomer Center (INC) will be a newcomer program whose purpose is to "educate recently arrived immigrant and refugee students who have very limited English proficiency and

who have had limited formal education in their native countries — in a special academic environment for a limited period of time" (Proceedings of the First National Conference for Educators of Newcomer Students, pg.2). Primary goals of newcomer programs are accelerating the students' language and literacy skills, filling gaps in their content knowledge, and guiding the students' acculturation to the school system in the United States.

2. Milwaukee Public Schools has experienced an increase in the number of new immigrants entering the system from Southeast Asia and Africa. Disconcerting is the number of refugee students entering MPS with little or interrupted formal education in their native languages, particularly in the sixth through eighth grades. Prior to July 2008, Grand Avenue Middle School served as the site for the ELL students coming from ESL stand-alone K-5 Schools such as Parkview, Stuart, Bethune and 21st Street and those who are living north of Wisconsin Avenue. With the increase of K-8 sites, many of these students try to transfer to K-8 sites in grade six, but, as of today, there are few seats remaining for any new students looking to participate in the ESL program.

3. Not only does the increase in the number of ELL students strain the schools, but so too does the academic needs that this population brings with it. The goal of the INC is to provide a welcoming and respectful environment to help alleviate the stress on existing programs and meet the unique linguistic, academic, and social/emotional needs of refugee English-language learners (ELLs) in the sixth through eighth grades who are enrolling in Milwaukee Public Schools and who are at the beginning levels of English proficiency, are in their first or second year of instruction in a United States school, and may have had limited, or interrupted, prior educational experiences in their native countries.

Administration's Analysis

4. The INC would be a transitional program designed for older immigrant and refugee students who are at risk in adjusting to their new language and school environment. This full-day program will offer a variety of specialized classes and orientation services to meet the students' individual needs, including classes that provide them with cultural knowledge of both the United States and the school environment.

5. For the second semester of the 2009-2010 school year, there will be one middle-school-certified classroom teacher (118 license) and one ESL specialist working in tandem in a cross-grade middle-school full-day self-contained program. The program will expand to two classrooms in 2010-2011 to accommodate second-year students. Class size ideally will be limited to 20-25 students, but may vary based on the number of refugees enrolling in Milwaukee Public Schools.

6. Enrollment procedures will follow the Milwaukee Public Schools' Guidelines for the Identification and Placement of English Language Learners and will be facilitated through the LAU Compliance Office. Students will be enrolled in the programmatic school closest to their home addresses and will transition into these seats after completion of the transitioning period. Course work will be based on the grade-level expectations established by the Office of Educational Services, and students will strive to focus on filling the gaps in their educational background. Formative and summative assessments will follow the guidelines established by MPS and the state for ELLs.

7. This program will provide students with a foundation in English, science, mathematics, social studies, and critical thinking. By fostering the development of a healthy self-esteem and encouraging positive intercultural relations, the INC will maintain a supportive learning environment that will link students and families with community agencies and programs. Students will be counseled in both high-school-completion and career-preparation opportunities. Time in program would be based on the academic and linguistic development of each individual student and subject to annual review. Exit criteria will be established based on multiple academic criteria, including teacher recommendations. Upon exiting, students will be placed in the ESL-supported school as identified by the LAU compliance office and Student Services.

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: 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 Rules Statement

9. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

10. This item authorizes expenditures. Funds will be taken from the following line items:

- Content Area Teacher: ARRA Funding $42,997 in BES-0-S-DMO-BI-ECTS (contract services) will be transferred to BES-0-S-DMO-BI-ESTC5105 and DWC-0-0-DMO-BI-EEBN (teacher salary and benefits for ½ year)
- English as a Second Language Teacher: Board Funded GEN-LI-BDE-KA-ESTC5105 and DWC-0-0-BDE-KA-EEBN ($45,991 salary with benefits for ½ year)
- Supplies: Immigrant Grant Project 233 GEN-0I-IC0-DW-ESUP ($10,000)
- Supplies and materials: Title III GEN-0-I-T30-BI-ESUP ($5,000).

Implementation and Assessment Plan

11. Upon the Board's approval, the Division of Bilingual/Multicultural Education will begin implementation of the Newcomer Center during the second semester of the 2009-10 school year in collaboration from other Central Services departments. The Division of Bilingual/Multicultural Education will be in charge and oversee all aspects of implementation of the Newcomer center.

12. The Balanced Assessment will be used to evaluate academic achievement, with appropriate accommodations for English Language Learners as established by the state. Linguistic achievement will be demonstrated using the ACCESS for English Language Learners state assessment.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's plan to create an International Newcomer Center to provide support to refugee students new to the United States at the Grand Avenue Facility building (2430 W. Wisconsin Avenue), to begin during the second semester of the 2009-2010 school year.

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

* * * * *

COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/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; Monthly Report on Contracts under $25,000; Report on Administrative and School Fund Transfers; and Acceptance of Donations

Award of Contracts

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

Construction Contracts

MASONRY RESTORATION

Green Bay Avenue School

Prime Contractor
Pukall Company, Inc.
752 Beech Street
Grafton, WI 53024

Low Bidder, Base Bid of.....$159,850.00

Prime Contractor Info
Certified..... No
Total # of Employees..... 18
Total # of Minorities..... 1
Total # of Women..... 1

HUB
Required 20%
Submitted 20%
Dollar Value $31,970.00

COIN (Required %) 30%

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

Funds are budgeted for the Green Bay Avenue School's masonry restoration project from FY10 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MMSGB ECNCMSN0, (Project #1158, W.O. #004963). Project is to begin on May 17, 2010, and is scheduled for completion on August 20, 2010.

Humboldt Park School

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$398,000.00

Prime Contractor Info
Certified..... Yes
Total # of Employees..... 61
Total # of Minorities..... 6
Total # of Women..... 4

HUB
Required 25%
Submitted 100%
Dollar Value $398,000.00

COIN (Required %) 30%

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

Funds are budgeted for the Humboldt Park School's masonry restoration project from FY10 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MMSHU ECNCMSN0, (Project #1112, W.O. #004945). Project is to begin on May 17, 2010, and is scheduled for completion on July 30, 2010.

Pulaski High School

Prime Contractor
Statz Restoration & Engineering Co., Inc.
N57 W13580 Reichert Avenue
Menomonee Falls, WI 53051

Low Bidder, Base Bid of $56,975.00

Prime Contractor Info
Certified ..... No
Total # of Employees 23
Total # of Minorities 0
Total # of Women 3

HUB
Required 10%
Submitted 10%
Dollar Value $5,700.00

COIN (Required %) 30%

Student Engagement
Student Paid Employment (Required Hours) 100
Student Educational Experience (Required Hours) 10

Funds are budgeted for Pulaski High School's masonry restoration project from FY10 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MM2PK ECNCMSN0, (Project #1223, W.O. #004378). Project is to begin on March 29, 2010, and is scheduled for completion on May 28, 2010.

SLIDING DOOR REPLACEMENT

Gaenslen School

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

Low Bidder, Base Bid of $108,526.00

Prime Contractor Info
Certified..... Yes
Total # of Employees..... 35
Total # of Minorities..... 2
Total # of Women..... 6

HUB
Required 5%
Submitted 100%
Dollar Value $108,526.00

COIN (Required %) 30%

Student Engagement
Student Paid Employment (Required Hours) 100
Student Educational Experience (Required Hours)..... 10

Funds are budgeted for the Gaenslen School's sliding door replacement project from FY10 Major Maintenance Construction Fund, contracted services for doors and windows, account code FAR00MMSGS ECNCWND0, (Project #1100, W.O. #006409). Project is to begin on April 5, 2010, and is scheduled for completion on April 9, 2010.

Summary — Construction Contracts

Total construction contract dollars awarded.....$723,351.00
Total dollars HUB participation.....$544,196.00
% of HUB participation 75.23%
% Minority employees within company 7.48%
% Women employees within company.....8.46%

CORRIDOR LOCKERS

Hamilton High School

Prime Contractor
Olympus Lockers & Storage Products, Inc.
6560 Edenvale Boulevard
Eden Prairie, MN 55346

Lowest Responsive Bidder, Base Bid of $202,900.00

Funds are budgeted for the purchase of corridor lockers at Hamilton High School from FY10 Major Maintenance Construction Fund, contracted services for lockers, account code FAR00MMSHA ECNCLKR0, (Project #1183, W.O. #005147). Lockers are to be delivered by June 15, 2010.

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

Bid 5561 Authorization to Award a Bid for the Printing of the 2010 *Spring Recreation Guide* to Warner Offset Inc.

The Administration requests authorization to award Bid 5561 for $29,218 to Warner Offset Inc. to print the 2010 *Spring Recreation Guide.* The *Recreation Guide*, a publication of the Department of Recreation and Community Service, lists activities offered to the public.

Warner Offset was the lowest complying bidder.

Budget Code: CSV00PRCRC-EADV (Recreation — Advertising)
Budget Amount.....$29,218
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, 2009, 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	$ 7,849,705	$ 89,998,555	$ 898,409,179	9%
Categorically Aided	269,186,528	15,158,891	284,345,419	21,862,036	42,763,887	241,581,532	15%
School Nutrition	37,660,110	24,514	37,684,624	3,958,131	5,560,960	32,123,664	15%
Construction	59,954,297	25,790,445	85,744,742	118,376	672,419	85,072,323	1%
Extension	13,1552240	2,374,607	15,529,847	70,496	851,019	14,678,828	5%
Total All Funds	$ 1,342,005,377	$ 69,706,989	$ 1,411,712,366	$ 33,858,744	$ 139,846,840	$ 1,271,865,526	10%

Below is a summary of expenditures as of November 30, 2009, 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	$ 80,242,222	$ 394,630,443	$ 593,777,291	40%
Categorically Aided	269,186,528	15,158,891	284,345,419	14,834,276	113,045,005	171,300,414	40%
School Nutrition	37,660,110	24,514	37,684,624	3,696,641	11,590,648	26,093,976	31%
Construction	59,954,297	25,790,445	85,744,742	1,227,296	85,744,742	0	100%
Extension	13,155,240	2,374,607	15,529,847	745,311	6,768,727	8,761,120	44%
Total All Funds	$ 1,342,005,377	$ 69,706,989	$ 1,411,712,366	$ 100,745,746	$ 611,779,565	$ 799,932,801	43%

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

Respectfully submitted,

Ronald J. Vernon

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 is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2009, through November 30, 2009.

School Operations Fund

Expenditures, encumbrances, and commitments through November totaled $394,630,443, or 40% of the revised budget.

District Contingent Fund

The balance at November 30, 2009, was $500,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2009	$ 22,009,569
Approved Transfers:	
Board Amendments (October)	(21,509,569)
Balance — November 30, 2009	$ 500,000

Construction Fund

Expenditures, encumbrances, and commitments through November totaled $85,744,742, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through November totaled $6,768,727, or 44% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT-YEAR VERSUS THREE-YEAR AVERAGE
As of November 30, 2009

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	9%	10%	40%	40%
Categorically Aided	15%	17%	40%	37%
School Nutrition	15%	18%	31%	30%
Construction	1%	2%	100%	96%
Extension	5%	5%	44%	36%

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.

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
Bradley Tech	Latoya Berry	$250.00	Donation — Clothing for students in need
Clarke	David G. Herro	$7,500.00	Donation — Wish list for Janelle Herro
Congress	Interpreting Solutions, Inc.	$170.00	Donation for PBIS
Cooper	Subway	$150.00	Donation for athletics
Cooper	Therapy Plus	$250.00	Donation for athletics
Cooper	Tyler Lynch	$375.00	Donation for athletics
Curtin	Pick'N Save	$64.64	We Care Program
Dover	Mr. & Mrs. Larry Mathias	$50.00	Donation — Classroom use
Dover	Mr. & Mrs. Al-Bassam	$128.00	Donation — Classroom use
Fairview	Guillermo & Gloria Cantoral	$25.00	Donation — Check for cookie-making ingredients
Fernwood	Roundy's	$225.72	We Care Program
53rd Street	Mr. Nehemiah Harrison & Ms. Frankie Hill	Undetermined	5 Boxes and 2 Large bags of adult diapers
Fletcher	Comfort Keepers	$25.00	Participation in Mad Hot Ballroom and Tap Program
Gaenslen	Joseph & Margene Woida	$200.00	Donation to School Social Worker account to assist students in need
Garland	General Mills	$182.30	Boxtops for Education
Garland	Roundy's Supermarkets	$147.74	Donation
Goodrich	Andrea Goodman	$350.00	5 Fisher-Price trio sets, 20 board games, and school supplies
Hawley	Anonymous	$75.00	Donation for 5th-grade camping trip
Hawthorne	George Webb	$10.00	Gift certificate
Hawthorne	Target	$50.00	Donation for homeless, foster and students in need
Hawthorne	Sam's Club	$50.00	Donation for homeless, foster and students in need
Hawthorne	Walmart	$50.00	Donation for homeless, foster and students in need
Hawthorne	Walmart	$100.00	Donation for homeless, foster and students in need
Hawthorne	Burger King	$5.00	Gift certificate
Hayes	Roundy's Supermarkets, Inc. — Corporate Offices	$52.45	Donation — Check for school needs
Keefe	UW-Milwaukee Center for Mathematics & Science Education Research	$500.00	Donation — Check for participation in the Spring 2009 Milwaukee Mathematics Partnership
Rufus King	Institute of International Education — GE Award — GE Foundation Program	$500.00	Donation — Check for supplies to be used in Daniel Gatewood's classroom
Rufus King	Steven & Regina Pruzina	$75.00	Donation for German account usage
Kluge	The Private Bank	$100.00	Donation — Check for field trip to Cathedral Square
Milwaukee French Immersion	Carlos Barrios	$150.00	Donation

School	Donor	Amount	Gift or Purpose
MPS — Homeless Education Program	Sylvia Gould	Undetermined	School supplies for homeless students
MPS — Homeless Education Program	St. Francis DeSales	$1,700.00	School supplies
MPS — Department of Parent & Student Services	Monkey Joe's	$120.00	1 entry coupon and gift certificates for the parent workshops raffle
MPS — School to Work Transition Program	The Bon-Ton Stores, Inc.	$160.63	Donation — To be used in the student aid fund for the School-to-Work Transition Program
Milwaukee Sign Language	Norma Cleary	$200.00	Donation — Check for student supplies and materials
Milwaukee Sign Language	Northcentral Technical College	$100.00	Donation for the I-Sign Club
Milwaukee Sign Language	Roundy's Supermarkets, Inc. — Pick'N Save	$69.66	We Care Program
Mitchell	UWM Continuing Education — Family Leadership Academy	$150.00	3 Walmart gift cards for classroom supplies and homework incentives
Riley	General Mills	$147.70	Donation for classroom needs
Riley	Frederick & Claudette Pinkowski	$100.00	Donation for items for winter celebration
Stuart	Pick N Save	$66.18	We Care Program
Vincent	Kevin Hach	$1,800.00	Donation — 1996 Ford truck for use in auto shop training classes
WHS — Law, Education & Public Service	UW-Madison	$800.00	Donation for supplies to be used in teacher Branderhorst's classroom
WE Indians Program	Children's Service Society of Wisconsin	$3,000.00	Donation — Check for the purchase of children's books for the library
Zablocki	St. Luke's Hospital	$400.00	Donation — Winter items, hats, gloves, mittens, scarves, and jackets for children in need
Zablocki	St. Luke's Hospital	$165.00	Donation for the purchase of 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 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	Mark Ganas Technology	Sr. Programmer/Analyst $66,078.01/yr.	01-04-10
5	Cathy Skorupski Green Bay	School Secretary I $21,574.05/yr.	01-04-10
5	Michael Waite Fac. & Maintenance Services	Sheet Metal Worker $73,200.00/yr.	12-08-09
3	Qin Wang Technology	Sr. Programmer/Analyst $59,706.09/yr.	01-04-10
2	Brandi Williams Madison	School Secretary I $21,574.05/yr.	01-05-10
	Returns from Leave		
	Rachel Hampton 27th Street	School Secretary I $29,038.17/yr.	12-14-09
	Changes in Status		
	Atalaya Dedmon[1] Milwaukee Learning Lab	Handicapped Children's Assistant $16,015.77/yr.	12-03-09
	LaShandra Frazier[1] Milw. French Immersion	Handicapped Children's Assistant $16,015.77/yr.	01-05-10
	Gloria Williamson[1] Marshall	Handicapped Children's Assistant $16,015.77/yr.	12-16-09

[1]From substitute to regular

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r	Erica R. Bonde-Griggs Cross-Categorical	BB	$37,391.00	1	08/31/09
5,r,a	Kathleen T. Bruesewitz Kindergarten/K-4	BB	$54,031.00	11	12/14/09
2,r,a	Rashonda L. Edwards Grade 8	E	$60,927.00	10	12/14/09
5,nr,a	Beth E. Frisch Cross-Categorical	E	62,877.00	11	12/14/09
5,nr	Caitlin K. McIntyre Kindergarten/K-4	B	$35,729.00	1	12/14/09
5,r	Nicole Muhlenbeck Speech & Language Pathology	B	$35,729.00	1	01/04/10
5,nr	Cristina E. Salo-Olson Bilingual Education EC:EEN	B	$46,821.00	8	01/04/10
5,nr,a	Michael P. Schmidt Math/Grades 9-12	D	$65,418.00	14	01/04/10

5,r	Liv M. Svanoe Cross-Categorical	B	$35.729.00	1	12/15/09
5,r,b	Andrea M. Waldron Kindergarten/K-4	B	$48,406.00	9	12/14/09
2,r	Ginger L. Washington Grade 3	B	$35,729.00	1	12/14/09

Approval of Certificated Appointments — Social Workers

5,r	Carla L. Cox School Social Worker	2A	$48,636.00	0	12/09/09
5,r	Sue Ellen Stys School Social Worker	2A	$48,636.00	0	12/09/09

CODES

(a) Reappointment without tenure
(b) Reappointment with tenure
(nr) Non-Resident who must become a resident
(r) Resident who must remain a resident
(1) Native American
(2) African American
(3) Asian/Oriental/Pacific Islander
(4) Hispanic
(5) White
(6) Other

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, June 2010:		
Christensen, John	Day-Day Teacher	October 7, 2009
Illness Leave, January 2010:		
Ulrich, Bonnie	Project Stay	November 18, 2009
Removal As Appointed Teacher		
Walsh, Kevin	Day-Day Teacher	December 17, 2009

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Lori Brannon	Teacher	12/03/09
Andrea Celmer	Teacher	01/22/10
Carlos Espina-Valencia	Teacher	01/22/10
Karen Jo Green	Teacher	01/04/10
Katharine Harmon	Teacher	12/23/09
Elvia Hernandez-Lares	Teacher	06/16/10
Rubye Jones	Teacher	06/16/10
Ann Kukowski	Teacher	01/28/10
Talonda Lipsey	Teacher	12/11/09
Darrell Seppanen	Teacher	11/20/09
Lottie Smith	Principal	07/29/10
Aaron Spiering	Teacher	01/03/10
Kevin Walsh	Teacher	10/05/09
Raymond Yankus	Specialist	01/15/10

Classified Retirements

Name	Position	Effective Date
Patricia Buckett	Food Service Asst.	12-01-09
Benita Hagen	Nurse Coordinator/Supv.	12-01-09
Agnes Jackson	School Kitchen Mgr. II	12-28-09
Joseph Kotas	Boiler Attendant	12-26-09
Paula Neal	Para Educational Asst.	12-23-09
Loreen Russ	Telephone Operator	12-26-09
Sharon Stasiewski	Food Service Asst.	12-19-09
Michael Ward	Painter	12-03-09

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for December 2009 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 Recommendations

1. Your Committee recommends that: 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)	Deborah Wheeler	Principal Kilmer School	Schedule III, Range14Z $100,664
5(r)	Brian Babbitts	Principal Barton School	Schedule III, Range 13Z $72,396
4(r)	Juan Baez	Principal Hopkins School	Schedule III, Range13Z $76,645
2(r)	Felice Beal	Principal Auer Avenue School	Schedule III, Range 13Z $93,229
5(r)	Margaret Collin	Principal 81st Street School	Schedule III, Range 13Z $74,969
5(r)	Christine Grudnowski	Principal Zablocki School	Schedule III, Range 13Z $88,613
2(r)	Rhoda Jones Goodwin	Principal 35th Street School	Schedule III, Range 13Z $71,218
2(r)	Tequila Kurth	Principal Bruce School	Schedule III, Range 13Z $73,708

2(r)	Kimberly Means	Principal Maple Tree	Schedule III, Range 13Z $93,229
2(r)	Tyrone Nichols	Principal Lloyd Street School	Schedule III, Range 13Z $93,229
5(r)	Michele Pena	Principal Tippecanoe School	Schedule III, Range 13Z $93,229
2(r)	Latricia Johnson	District Curriculum Generalist Educational Services	Schedule III, Range 06A $81,905
2(r)	John Abney	School Safety Supervisor Div. of School Safety and Security	Schedule III, Range 02C $35,804

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

2. Your Committee further recommends that the Board deny the following appointment:

4(r)	Evelyn Resto Rodriguez	Principal Doerfler School	Schedule III, Range 14Z $94,172

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

The Superintendent requested that the Board consider the following revised list of appointments, withdrawing the appointment of a principal for the Milwaukee School of Languages and changing the level of the District Curriculum Generalist.

R E V I S E D

2(r)	Deborah Wheeler	Principal Kilmer School	Schedule III, Range14Z $100,664
5(r)	Brian Babbitts	Principal Barton School	Schedule III, Range 13Z $72,396
4(r)	Juan Baez	Principal Hopkins School	Schedule III, Range13Z $76,645
2(r)	Felice Beal	Principal Auer Avenue School	Schedule III, Range 13Z $93,229
5(r)	Margaret Collin	Principal 81st Street School	Schedule III, Range 13Z $74,969
5(r)	Christine Grudnowski	Principal Zablocki School	Schedule III, Range 13Z $88,613
2(r)	Rhoda Jones Goodwin	Principal 35th Street School	Schedule III, Range 13Z $71,218
2(r)	Tequila Kurth	Principal Bruce School	Schedule III, Range 13Z $73,708
2(r)	Kimberly Means	Principal Maple Tree	Schedule III, Range 13Z $93,229

2(r)	Tyrone Nichols	Principal Lloyd Street School	Schedule III, Range 13Z $93,229
5(r)	Michele Pena	Principal Tippecanoe School	Schedule III, Range 13Z $93,229
2(r)	Latricia Johnson	District Curriculum Generalist Educational Services	Schedule III, Range ~~06A~~ 06C ~~$81,905~~ $70,438
2(r)	John Abney	School Safety Supervisor Div. of School Safety and Security	Schedule III, Range 02C $35,804

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

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 7:35 PM.

The Board reconvened in open session at 8:45 PM.

Director Spence moved to approve the Superintendent's original recommendation, including the principal of Doerfler School, with the following changes: That the appointment of the principal to the Milwaukee School of Languages be struck and that the District Curriculum Generalist Educational Services salary range be set at 6 C, which equates to $70,438.

Director Blewett moved a substitute, to accept the amended changes on the floor, with regard to the principalship of the Milwaukee School of Languages and the salary changes, and to approve to Committee's recommendation.

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

Ayes—Directors Blewett, Miller, Woodward and President Bonds—4.

Noes—Directors Falk, Petersons, Spence, Thompson and Voeltner—5.

The question being on Director Spence's motion to approve the Superintendent's original recommendation, including the principal of Doerfler School, with the following changes: That the appointment of the principal to the Milwaukee School of Languages be struck and that the District Curriculum Generalist Educational Services salary range be set at 6 C, which equates to $70,438

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Petersons, Spence, Thompson, and Voeltner—5.

Noes—Directors Miller and Woodward—2.

Voting "present"—President Bonds—1.

Temporarily absent—Director Blewett—1.

* * * * *

(Item 4) Action on Prevailing Wage Rates

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 in the attachments to this item.

4. Board Rule 1.14(3) mandates that a recorded affirmative vote of two-thirds of the Board membership is necessary to amend or repeal prevailing wage rates.

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as attached to the minutes of your Committee's meeting.

Director Spence 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 Recommended Professional Services Contracts

Committee's Recommendation

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

RFP 666 Contract with the Milwaukee Area Workforce Investment Board to Provide Work-placement Skills and Post-secondary Placement.

The Administration requests authorization to enter into a contract with the Milwaukee Area Workforce Investment Board (MAWIB) to provide job skills and post-graduation support for implementation of the GED Option #2 program framework in FY10. The initial GED Option #2 implementation was funded through grants from the Department of Public Instruction's (DPI) Alternative Grant and Board Funds. The immediate contract for provision of job skills is to be funded from the Alternative Grant received from DPI.

MPS received approval from DPI to provide GED Option #2 programming in 2002-2003. Since then, MPS has used this program to address the needs of students 17 years of age or older to increase the graduation rate as well as to provide them with the skills necessary to enter the workforce after graduation. In order to be eligible for graduation from the GED Option #2 program, students must receive 15 hours of instruction in addition to a minimum of 15 hours of supervised work or volunteer experience. The following schools will receive these services:

Assata High School
Alliance High School
Bradley Tech High School
Custer High School
Hamilton High School
James Madison Academic Campus
Kilmer South High School
North Division Complex
Project Excel
Project Stay
Pulaski High School
Ronald Reagan
South Division
Washington High School
Vincent High School

MAWIB responded to Request for Proposal 666 along with five other vendors. An evaluation team recommended MAWIB for a contract award. MAWIB will provide students with the job skills needed for success in the work place, as well as prepare them for post-secondary options following graduation from the GED Option #2 program.

The contract will run through June 30, 2010, and will not exceed $100,000.

Budget Code: ARC0IAGN1S-ECTV (Agency Non-Public — Contract Services)
Budget Amount $100,000
HUB % set 10%
HUB % proposed 10%
Total HUB $ $10,000

MAWIB

PRIME Contractor Information
- Certified HUB Vendor? ..... NO
- PRIME Price Quote $100,000
- Total # of Employees 68
- Total # of Minorities 44
- Total # of Women 42

HUB Participation .....
- Required 10%
- Proposed ..... 10% MDEBE
- $ Value $10,000

Student Engagement
- Paid Student Employment Hour Commitment ..... NA
- Student Education Hour Commitment 10

*** Contract with Division 10 Personnel Service of Milwaukee, Inc., for Benefit-Administration Services

The Administration requests authorization to enter into a contract with Division 10 Personnel Service of Milwaukee, Inc., to provide benefit-administration services in the Department of Human Resources on a temporary basis due to a vacancy.

Division 10 Personnel has been approved to provide temporary services to the District. The department received resumes from three approved vendors and determined the candidate from Division 10 Personnel best met the qualifications and experience requirements.

The contract will be for a five-month period beginning Feb. 1, 2010, at an hourly rate of $35, for an amount not to exceed $25,800.

Budget Code: OBA00INSIN-ECTS (Insurance — Contract Services)
Budget Amount.....$25,800
HUB % set..... 10%
HUB % proposed..... 100%
Total HUB $.....$25,800

Division 10 Personnel

PRIME Contractor Information
Certified HUB Vendor? .....Yes — WBE
PRIME Price Quote.....$25,800
Total # of Employees 21
Total # of Minorities 4
Total # of Women 13

HUB Participation
Required..... 10%
Proposed..... 100%
$ Value $25,800

Student Engagement
Paid Student Employment Hour Commitment.....NA
Student Education Hour Commitment .....NA

RFP 678 Contract with 3M Technologies to Provide Telecom Support Services

The Administration requests authorization to enter into a contract with 3M Technologies to provide telecom-support services in the Division of Technology. The Administration issued Request for Proposals (RFP) 678 seeking a technician with a comprehensive understanding of the MPS Mitel SX2000 PBX and Cisco Unity Voicemail infrastructure to provide supplemental telecom-support services. MPS required respondents to provide a minimum of 1,800 hours of service annually. Telecom-support services requested include:

- assisting with programming and troubleshooting MPS telephone systems;
- receiving and reviewing support tickets to provide technical support and assistance both remotely and on-site for schools and departments;
- assisting schools and departments in needs analysis, equipment and installation specification, and cost estimating for telephone and PBX applications;
- providing updates, changes, and repairs to PBX software as required;
- interacting with sub-contractors for telecommunication work;
- having knowledge of ACD (Automatic Call Distribution) software;

- completing necessary service-order information to ensure accuracy in customer billing and records, including material used, equipment used, configuration information, and allocation of resources; and
- having familiarity with Cisco Unity Voicemail.

Vendors were required to submit an hourly rate for their proposed telecom technicians. 3M Technologies proposed an hourly rate of $70, with an annual cost not to exceed $126,000. The proposed contract would be for one year, with the option to extend for one additional one-year period.

Budget Code: TSV00TECTC-ECTS (Technology — Contract Services)
Budget Amount.....$126,000
HUB % set..... 5 0%
HUB % proposed..... 10 0%
Total HUB $.....$126,000

3M Technologies

PRIME Contractor Information
Certified HUB Vendor? .....Yes — WBE
PRIME Price Quote.....$126,000
Total # of Employees 1
Total # of Minorities 0
Total # of Women 1

HUB Participation
Required..... 50%
Proposed..... !00% WBE
$ Value.....$126,000

Student Engagement
Paid Student Employment Hour Commitment.....NA
Student Education Hour Commitment 10

RFP 464 Contract with Karen Stoiber to Provide Grant-Evaluation Services

The Administration requests authorization to enter into a contract with Karen Stoiber to monitor performance data associated with the PROPEL (Providing Resources and Opportunities to Promote and Enhance Literacy) grant. Ten MPS schools will participate in the PROPEL grant. The participating schools will improve literacy achievement for 2,200 students in kindergarten through third grade by implementing the following goal and objectives:

Goal: to improve student reading achievement by improving school library services

Objective 1: Increase participating K-3rd-grade students' reading skills through acquiring relevant Library Media Center (LMC) materials and providing professional development to support certified school Library Media Specialists (LMSs).

Objective 2 Increase access to the LMC resources

Objective 3: Increase student involvement in literacy activities aligned to the standards and curriculum through increased collaboration of the LMS with teachers, administrators, parents, extended day/summer programming, and the public library.

Ms. Stoiber responded to continuous Request For Proposal 464, which seeks vendors qualified to provide grant-evaluation services and to perform educational research. An

evaluation team recommended that Ms. Stoiber be added to the list of vendors approved to provide these services. The contract will run through July 31, 2010, and not exceed $32,590.

Budget Code: GSP0SUL0CI-ECNS (Teaching & Learning — Consulting Services)
Budget Amount $32,590
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

Karen Stoiber

PRIME Contractor Information
Certified HUB Vendor? ..... NA
PRIME Price Quote $32,590
Total # of Employees ..... NA
Total # of Minorities ..... NA
Total # of Women ..... NA

HUB Participation
Required 0%
Proposed 0%
$ Value $0

Student Engagement
Paid Student Employment Hour Commitment ..... NA
Student Education Hour Commitment ..... NA

*** Contract with Community HealthCare Training Center to Provide Training for Educational Assistants

The Administration requests authorization to enter into a contract to provide Certified Nurse Aide (CNA) training to MPS educational assistants. At the meeting of the Board of School Directors on August 27, 2009, the Board voted to set aside $80,000 for educational assistants willing to be trained as Handicapped Children's Assistants (HCAs). Based on this directive, the Office of Classified Staffing worked with the Procurement Division to identify a vendor to provide CNA training. All agencies with an approved Wisconsin nurse aide training program in Milwaukee County were requested to quote the cost of providing CNA training for up to 50 MPS general educational assistants.

Three responses were returned: Community HealthCare Training Center; Amber House, Inc.; and Quality Healthcare Options, Inc. The lowest quote came from Community HealthCare Training Center, with a base cost of $700 per participant, plus the standard $115 per person for the state competency exam, and $60 for textbooks.

If 50 general educational assistants choose to participate in the training, the total cost not to exceed would be $43,750. The contract will run through June 30, 2009.

Budget Code: SD10SSSFDW-EIDU (School Special Funds — Membership Dues)
Budget Amount $43,750
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

Community HealthCare Training Center

PRIME Contractor Information
Certified HUB Vendor? ..... NA
PRIME Price Quote ..... NA

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 Hour Commitment ..... NA
Student Education Hour Commitment ..... NA

RFP 660 Contract With Baker Tilly Virchow Krause, LLP, For Auditing Services

The Office of Board Governance requests authorization to enter into a contract with Baker Tilly Virchow Krause, LLP, to provide annual audits of the District's financial records. Audit services to be performed include:

1. audit of the District's basic financial statements to ensure compliance with generally accepted accounting principles;
2. provision of an auditor's opinion concerning the condition of the District's financial statements;
3. observance of the adequacy of internal controls for all District funds and provision of recommendations for improvement to the Administration and the Board of School Directors in an annual management letter;
4. assistance to the Finance Department in maintaining the Government Finance Officers Association's annual award of the Certificate of Achievement for Excellence in Financial Reporting for the District's Comprehensive Annual Financial Report (CAFR);
5. performance of activities that allow for the use of the MPS financial statements in the official statements for bond or note offerings;
6. audit of the District's federal- and state-funded programs;
7. audit of the two defined benefit supplemental pension plans sponsored and administered by the District;
8. when required by the Wisconsin Department of Instruction (DPI), audit of the student-membership counts performed in September, January and May, as well as the summer school membership;
9. audit of the Chapter 220 membership counts; and
10. when necessary, audit of parental consents for transportation sufficient to comply with DPI requirements.

Board Rule 2.06(5) requires that MPS's books and accounts be audited annually by a certified public accountant. Request for Proposal (RFP) 660 was issued to solicit audit services covering FY10, FY11, and FY12 for the District's financial records and audits of membership counts for FY11, FY12, and FY13.

Proposals were received from two firms, Baker Tilly Virchow Krause, LLP, and Clifton Gunderson. The two responses were evaluated by a committee comprising the Acting Chief Auditor, the Finance Director, and the Director of Benefits and Insurance. The proposal from Baker Tilly Virchow Krause, LLP, was ranked the highest, based on their qualifications, relevant experience, and the comprehensiveness and responsiveness of their project plan.

The proposal from Baker Tilly Virchow Krause, LLP, includes a 20% HUB participation commitment. The amount is not to exceed $833,400 over the length of the contract.

Budget Code: ADT00OBGOB-EAUS (Audit Services — Board Governance)
Budget Amount $833,400
HUB % set 20%
HUB % proposed 20%
Total HUB $ $166,680

Baker Tilly Wirchow Krause, LLP

PRIME Contractor Information
Certified HUB Vendor? ..... NO
PRIME Price Quote $833,400
Total # of Employees 1,213
Total # of Minorities 58
Total # of Women 597

HUB Participation
Required 20%
Proposed ..... 20% M/EBE
$ Value $166,680

Student Engagement
Paid Student Employment Hour Commitment ..... NA
Student Education Hour Commitment ..... 10 hours Annually

The Superintendent requested that the following change be made in the first contract:

RFP 666 Contract with the Milwaukee Area Workforce Investment Board to Provide Work-placement Skills and Post-secondary Placement.

The Administration requests authorization to enter into a contract with the Milwaukee Area Workforce Investment Board (MAWIB) to provide job skills and post-graduation support for implementation of the GED Option #2 program framework in FY10. The initial GED Option #2 implementation was funded through grants from the Department of Public Instruction's (DPI) Alternative Grant and Board Funds. The immediate contract for provision of job skills is to be funded from ~~the Alternative Grant received from DPI~~ Board funds.

Director Thompson moved to approve the item as amended.

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 a Request to Waive a Portion of Administrative Policy 5.01, Facilities Development, and to Change the Names of Rufus King High School for the College Bound and Ronald E. McNair Academy and to Approve the Reassignment of the McNair Attendance Area as a Result of Board Action to Open a Middle-Years Program Associated with Rufus King High School for the College Bound (Grades 6-12)

Background

1. At its meeting on June 25, 2009, the Milwaukee Board of School Directors authorized the opening of a middle-years program at McNair School for grades 6-8 to be associated with Rufus King High School for the College Bound, beginning with grade 6 in the 2010-2011 school year. The single 6-12 school was approved to operate on two campuses — King and McNair. The Board directed the school to fully implement the middle-years program to include grades 9 and 10 at Rufus King High School for the College Bound, with no interruption to students wishing to pursue the IB opportunity from grades 6-10.

2. As a result of this action, the Administration is requesting a name change for Rufus King for the College Bound and Ronald E. McNair Academy to reflect two buildings which the single 6-12 school authorized by the Board will comprise. The proposed names are: Rufus King International School — High School Campus (from Rufus King High School for the College Bound) and Rufus King International School — Middle Years Campus (from Ronald McNair Academy, located at 4950 N. 24th Street). Also as a result of this action, the Administration is bringing forward the reassignment of the McNair attendance area for approval by the Board.

3. On December 3, 2009, the Rufus King High School for the College Bound's governance council and Middle Years Program Steering Committee met to discuss the proposed name change. The outcome was positive, with members of representative stakeholder groups of the school community being in favor of the proposed name change.

4. A formal letter signed by members of the Rufus King High School for the College Bound's governance council and the Middle Years Program Steering Committee indicated the desire of the school community to change the name of the two buildings which the single 6-12 school authorized by the Board will comprise and requested that the Superintendent bring the request for the name change before the Milwaukee Board of School Directors for approval.

Administration's Analysis

5. The Administration has reviewed the information submitted by the school community and concurs with the recommendation.

6. The proposed names were chosen and agreed to by stakeholder representative groups of the school community in order to preserve the Rufus King name, offer younger children a sense of community within the school as a whole, and to comply with the guidelines set forth by the International Baccalaureate Organization.

7. The letter from the Rufus King High School for the College Bound's governance council and the Middle Years Program Steering Committee indicates approval and support relative to renaming Rufus King High School for the College Bound building as the high-school campus component and renaming the Ronald E. McNair Academy building as the middle-years campus component of the 6-12 school authorized by the Board in June 2009.

8. As a result of the Board's action, it is necessary to reassign the Ronald E. McNair Academy's attendance area as follows (attachment 2 to the minutes of your Committee's meeting):

Closed

~~Ronald E. McNair Academy — N. 24th St. and W. Fairmount Ave.~~

~~From the intersection of 20th and Villard, west to 25th, north to the city limits, northerly along the irregular city limits to Silver Spring Drive, west to the Soo Line R.R. tracks,~~

~~south to Hampton, easterly along the Soo Line R.R. (spur line) tracks to 24th Pl., north to Purdue, southeast to 20th, and north to the point of beginning.~~

Revised Attendance Areas

Garden Homes School — North Teutonia Ave. and West Ruby Ave.

From the intersection of city limits and the Soo Line R.R. (spur line) tracks, northwest to the intersection of the Soo Line R.R. (main line) tracks, south to West Capitol Drive, east to North 16th Street, north to the Soo Line R.R. (spur line) tracks, and east to the point of beginning.

Silver Spring School — North Green Bay Ave. and near West Villard Ave.

From the west bank of the Milwaukee River at West Silver Spring Drive, generally westward along the irregular city limits to the Soo Line, south to North Teutonia Ave., southeasterly along the Soo Line R.R. (spur line) tracks, east to the city limits, north and east to the Milwaukee River, and northerly along the river to the point of beginning.

Thirty-fifth Street School — North 35th St. and West Courtland Ave. (K-5)

From the intersection of North Teutonia Ave. and West Villard Ave., west to Sherman Blvd., south to the branch of West Congress Street north of Lincoln Creek, east to the Soo Line R.R. tracks, east to North Teutonia Ave. and north to the point of beginning.

Thirty-fifth Street School — North 35th St. and West Courtland Ave. (6-8)

From the west bank of the Milwaukee River at West Silver Spring Drive, generally westward along the irregular city limits to the Soo Line R.R, to West Silver Spring Drive, southeasterly along the Soo Line R.R. (spur line) tracks, south to West Hampton Ave. southeasterly along the Soo Line R.R. tracks to the city limits, north and east to the Milwaukee River, and northerly along the river to the point of beginning.

Thurston Woods Campus — North 35th St. and West Florist Ave.

From the intersection of the Soo Line and Union Pacific R.R. tracks at the city limits, west to North Teutonia Ave., west to the intersection with the Soo Line R.R. tracks at North 57th Street extended, southeast to North 55th Street, south to West Silver Spring Drive, west to North 51st Street, south to West Custer Ave., east to North Sherman Blvd, south to West Villard Ave., east to North Teutonia Ave., north to the Soo Line R.R. tracks, north to West Silver Spring Drive, east to the city limits, and northerly along the city limits to the point of beginning.

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: 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 Rules Statement

10. The Milwaukee Board of School Directors would have to waive the portion of Administrative Policy 5.01(6), Facilities Development, which states:

b. Changing the name of a school building shall be limited to elementary and middle schools.

Fiscal Impact Statement

11. This item does not authorize expenditures. All costs associated with the name change are the responsibility of the school. The projected cost of the signage for both buildings is $8,600 ($4,250 — King; $4,350 — McNair).

Implementation and Assessment Plan

12. Upon the Board's approval, the Department of Facilities and Maintenance will work with the school community to change the name on the buildings and the lighted signs in front of the buildings, effective July 1, 2010.

13. Upon the Board's approval, the attendance areas will be updated

Committee's Recommendation

Your Committee recommends that the Board:

1. waive the portion of Administrative Policy 5.01(6), Facilities Development, which states, "b. Changing the name of a school building shall be limited to elementary and middle schools."

2. approve the name change for Rufus King High School for the College Bound to Rufus King International School — High School Campus, effective July 1, 2010;

3. approve the name change for Ronald E. McNair Academy building to Rufus King International School — Middle Years Campus, effective July 1, 2010.

4. Approve the reassignment of the McNair attendance area as follows:

Closed

~~Ronald E. McNair Academy — N. 24th St. and W. Fairmount Ave.~~

~~From the intersection of 20th and Villard, west to 25th, north to the city limits, northerly along the irregular city limits to Silver Spring Drive, west to the Soo Line R.R. tracks, south to Hampton, easterly along the Soo Line R.R. (spur line) tracks to 24th Pl., north to Purdue, southeast to 20th, and north to the point of beginning.~~

Revised Attendance Areas

Garden Homes School — North Teutonia Ave. and West Ruby Ave.

From the intersection of city limits and the Soo Line R.R. (spur line) tracks, northwest to the intersection of the Soo Line R.R. (main line) tracks, south to West Capitol Drive, east to North 16th Street, north to the Soo Line R.R. (spur line) tracks, and east to the point of beginning.

Silver Spring School — North Green Bay Ave. and near West Villard Ave.

From the west bank of the Milwaukee River at West Silver Spring Drive, generally westward along the irregular city limits to the Soo Line, south to North Teutonia Ave., southeasterly along the Soo Line R.R. (spur line) tracks, east to the city limits, north and east to the Milwaukee River, and northerly along the river to the point of beginning.

Thirty-fifth Street School — North 35th St. and West Courtland Ave. (K-5)

From the intersection of North Teutonia Ave. and West Villard Ave., west to Sherman Blvd., south to the branch of West Congress Street north of Lincoln Creek, east to the Soo Line R.R. tracks, east to North Teutonia Ave. and north to the point of beginning.

Thirty-fifth Street School — North 35th St. and West Courtland Ave. (6-8)

From the west bank of the Milwaukee River at West Silver Spring Drive, generally westward along the irregular city limits to the Soo Line R.R, to West Silver Spring Drive, southeasterly along the Soo Line R.R. (spur line) tracks, south to West Hampton Ave. southeasterly along the Soo Line R.R. tracks to the city limits, north and east to the Milwaukee River, and northerly along the river to the point of beginning.

Thurston Woods Campus — North 35th St. and West Florist Ave.

From the intersection of the Soo Line and Union Pacific R.R. tracks at the city limits, west to North Teutonia Ave., west to the intersection with the Soo Line R.R. tracks at North 57th Street extended, southeast to North 55th Street, south to West Silver Spring Drive, west to North 51st Street, south to West Custer Ave., east to North Sherman Blvd, south to West Villard Ave., east to North Teutonia Ave., north to the Soo Line R.R. tracks, north to West Silver Spring Drive, east to the city limits, and northerly along the city limits to the point of beginning.

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

* * * * *

(Item 7) Action on a Proposed Contract with Lad Lake Milwaukee, Inc., for a Credit-Recovery Saturday Program from Funds Received Under The American Reinvestment and Recovery Act

Background

1. The number of MPS high-school students in 2009-2010 who are failing to earn sufficient credits to fully move to the next grade is 4,283, or 17.8% of all high-school students. Of our current 9th-graders, 2,088, or 27%, fail to earn sufficient credits to move to the next grade.

2. The Milwaukee Public Schools has a need to expand online, after-school, and Saturday options for over-age students in need of credit recovery.

3. Over the next two years, Milwaukee Public Schools will receive approximately $64.5 million of additional Title I-A funding. Title 1-A funds provided under the American Reinvestment and Recovery Act present the district with an unprecedented opportunity to engage in large-scale, targeted intervention strategies to improve educational opportunities for all Milwaukee students.

Administration's Analysis

4. The Administration requests authorization to enter into a contract with Lad Lake Milwaukee, Inc., to expand online, after-school, and Saturday credit-recovery program options for over-age students in Milwaukee Public Schools. The America Recovery and Reinvestment Act (ARRA) and Title I-A School Improvement grant funding will be used to formalize the expansion of a credit-recovery program. The goal of the Lad Lake credit-recovery program is to have students meet the requirement of 60 hours of classroom instruction, plus proof of content-area-specific proficiency. The Lad Lake credit-recovery program will use experienced teachers to assist approximately 200 students during the second semester with online credit

recovery at Lad Lake's new Education and Life Skills Development Center for the remainder of the 2009-2010 school year. The credit-recovery program's flexibility will allow students to move in and out of the program as credits are recovered.

5. Lad Lake Milwaukee, Inc., was recommended for a contract award pursuant to the Request for Proposal (RFP) # 665, which was issued for credit-recovery options for over-age high-school students. An evaluation team determined that Lad Lake Milwaukee, Inc., was the most responsive vendor, based on a combination of ability to meet district needs, experience of personnel, and program cost.

6. The Lad Lake credit-recovery program will be implemented in the second semester of the 2010 school year to reduce the number of over-age and under-credited students in high school who are at risk at failing to earn sufficient credits to move to the next grade or fail to graduate from high school. The Lad Lake credit-recovery program is designed to aid students in the 9th through 12th grades who are at risk of not graduating from high school.

Strategic Plan Compatibility Statement

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

Goal 1: Students meet or 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 4 years.

WTAM Strategy: Barriers to learning are reduced through a variety of services in support of student learning.

WTAM applicable measurable objective: 75% of students will complete rigorous coursework: 4 yr English, 3 yr. Math, 3 yr science and 3 yr Social Studies.

Statute, Administrative Policy or Board Rules Statement

8. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

9. This item authorizes expenditures of up to $225,000 for credit-recovery services in FY10. Funding for this purpose is provided in the following FY10 budget: GEN-0-I-G20-CI-ECTS (ARRA — Credit Project — Contract Services).

10. The contract with Lad Lake Milwaukee, Inc., is for the second semester of FY10, with the option to renew for the second semester of FY11 at a cost not to exceed $225,000.

Implementation and Assessment Plan

11. The scope of the Lad Lake credit-recovery program will include the following major components:

a. Enrollment of all eligible or referred over-age and under-credited high-school students during the second semester of the 2010 and second semester of the 2011 school year.

b. Students will remain enrolled in their regular schools and attend the credit-recovery program during alternate school hours, such as Saturdays, and will have the option of weekday evenings.

c. Each student's academic history will be researched, the student's abilities will be assessed, and an individualized lesson plan will be designed.

d. The credit-recovery program will provide evidence of credit obtainment by all students and measure proficiency in math and reading for all students.

e. Lad Lake Milwaukee, Inc., will partner will Lad Lake's Job Plus Program to further develop career awareness and develop employment skills.

f. Computer labs and wireless laptops for technology-assisted learning will be available to students. Skills tutors and TABE testing software, along with credit-recovery-specific computer curriculum, will be available.

g. Meals and transportation will be provided to the participating students.

h. Individualized schedules and lesson plans tailored to the needs of each student will be established.

i. A highly structured environment using crisis counselor aides in every classroom and a 1:10 staff-to-student supervision ratio will be maintained.

12. Implementation of the credit-recovery program will be initiated in January 2010 and completed for the Spring semester by June 30, 2010.

Committee's Recommendation

Your Committee recommends that the Board approve the proposed credit-recovery contract with Lad Lake Milwaukee, Inc., for over-age and under-credited high-school students who are at risk of not graduating from high school under the following terms:

1. The cost is not to exceed $225,000 for the remaining Spring semester, which ends in June 2010.

2. The contract may be renewed for the second semester of the 2011 school year, and the cost will not exceed $225,000.

3. The scope of the project will include all the major components as outlined in the Implementation and Assessment Plan:

   a. All eligible or referred over-age and under-credited high-school students will be enrolled during the second semester of the 2010 and second semester of the 2011 school year.

   b. Students will remain enrolled in their regular schools and will attend the credit-recovery program during alternate school hours, such as Saturdays, and will have the option of weekday evenings.

   c. Each student's academic history will be researched, the student's abilities will be assessed, and an individualized lesson plan designed.

   d. The credit-recovery program will provide evidence of credit obtainment by all students and measure proficiency in math and reading for all students.

   e. Lad Lake Milwaukee, Inc., will partner will Lad Lake's Job Plus Program to further develop career awareness and develop employment skills.

   f. Computer labs and wireless laptops for technology-assisted learning will be available to students. Skills tutors and TABE software, along with credit-recovery-specific computer curriculum will be available.

   g. Meals and transportation will be provided to the participating students.

   h. Individualized schedules and lesson plans tailored to the needs of each student will be established.

   i. A highly structured environment using crisis counselor aides in every classroom and a 1:10 staff-to-student supervision ratio will be maintained.

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

* * * * *

(Item 8) Action on a Contract Amendment to Change the Location of Fritsche Middle School for the 2010-2011 School Year

Background

1. On August 24, 1999, the Milwaukee Board of School Directors approved a three-year charter school contract establishing Fritsche Middle School as an instrumentality charter school, beginning with the 1999-2000 school year and ending on the last regularly scheduled school day of the 2001-2002 school year. By request of the school, the Board granted contract extensions for the 2002-2003 and 2003-2004 school years.

2. On November 23, 2004, the Milwaukee Board of School Directors approved a five-year charter school contract renewal for Fritsche Middle School 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.

3. On June 9, 2009, the Milwaukee Board of School Directors approved a two-year contract renewal of Fritsche Middle School beginning with the 2009-2010 school year and ending on the last regularly scheduled school day of the 2010-2011 school year.

Administration's Analysis

4. On November 19, 2009, the Milwaukee Board of School Directors authorized the Administration and the Office of Board Governance to develop an amended charter school contract to reflect a change in location.

5. Diversified Community Schools worked with the Office of the City Attorney to amend the Fritsche Middle School's contract to reflect the change in location.

6. Upon the Board's approval, Fritsche Middle School accepts the instrumentality charter school contract, as attached to the minutes of your Committee's meeting, with the following modification in term:

> Beginning with the first regularly scheduled day of the 2010-2011 school year, Fritsche Middle School will be located at 2751 South Lenox Street, Milwaukee, WI 53207.

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 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

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 authorizes expenditures. Future costs will include modifications to support the relocation of Fritsche to Bay View. Necessary building modifications at the Bay View site include remodeling of six small rooms to become classrooms, modifying the library to accommodate the middle-school collection and multiple users, and adding sinks to the middle-school-level science classrooms. The Division of Facilities and Maintenance Services has an estimated remodeling cost is $320,000, of which $155,000 would be funded in FY10. The $215,000 in FY10 moving and remodeling costs would be funded from deferring projects budgeted in the Construction Fund (budget code: FAR00MRPDW ECNCMIS0).

Implementation and Assessment Plan

10. The charter contract will become effective upon the Board's approval. The school will relocate to the new address beginning with the 2010-2011 school year.

Committee's recommendations

Your Committee recommends that the Board approve the amended contract, as attached to the minutes of your Committee's meeting, with Fritsche Middle School with the following modification:

> Beginning with the first regularly scheduled day of the 2010-2011 school year, Fritsche Middle School will be located at 2751 South Lenox Street, Milwaukee, WI 53207.

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

* * * * *

(Item 9) Action on A Request to Approve an Instrumentality Charter School Contract with Hawley Environmental School

Background

1. On February 12, 2009, the Hawley Environmental School, a K-5 school, submitted a petition to become an MPS instrumentality charter school to start in the 2010-2011 school year.

2. On February 25, 2009, members of the MPS charter School Review Panel met to review the charter school petition. At that same meeting, staff members and parents demonstrated their passion, commitment, and support for the Hawley Environmental School's petition.

3. On March 10, 2009, the Board held a public hearing to consider the petition, taking into account the level of employee and parental support for the establishment of the charter school described in the petition and the fiscal impact on MPS of granting the petition.

4. On March 26, 2009, after the public hearing, the Board approved the concept of Hawley Environmental School's petition and authorized the Office 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 the Hawley Environmental School in anticipation of the establishment of an MPS instrumentality charter school for the 2010-2011 school year.

Administration's Analysis

5. Representatives from the Hawley Environmental School Governance Council and staff met with representatives from the Office of Board Governance, The Office of the City Attorney, and MPS Administration on December 7, 2009, and again on December 15, 2009, to negotiate the contract.

6. The Hawley Environmental School's representatives accepted the model instrumentality charter contact approved by the Board in October of 2008, with the following modification in terms:

a. Glen Stavens, or his successor, will be the leader of the school.

b. Hawley Environmental School will be located at 5610 West Wisconsin Avenue, Milwaukee, WI, 53213.

c. The contract term will be for five years, beginning with the 2010-2011 school year and ending on the last regularly scheduled day of the 2014-2015 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 330 pupils in grades K4-5.

e. Language was added indicating that mutual agreement of the Board and the Charter School is needed for a new leader to be appointed.

f. Language has been added to clarify autonomy over curriculum supporting the environmental focus of the school.

g. Clarifying language has been added that indicates that, if an MOU (memorandum of understanding) is obtained, the charter school's governance council may formally evaluate the school administrator annually. If an MOU is not obtained, the charter school's governance council may informally evaluate the school administrator on an annual basis.

h. Clarifying language has been added that indicates that, if an MOU is obtained, the charter school may interview year round for open positions.

i. Clarifying language that describes how the school will use alternatives to suspensions, in addition to following the MPS P*arent/Student Handbook on Rights, Responsibilities and Discipline*, has been added.

j. Clarifying language was added that indicates how the charter school shall report all purchasing outside of the district's purchasing department in the same manner as do non-chartered MPS schools, consistent with current Administrative Policy 3.09.

k. Clarifying language made to Section 8 of Appendix A clarifies the governance structure and the responsibilities of each branch.

l. Change to Section 5 of Appendix A indicates that Multi-Age Global Community Studies will be offered for a full year, rather than just a semester.

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: 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

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.

9. When appropriate, the Administration will negotiate a Memorandum of Understanding regarding proposed modifications to the contract related to the staffing, wages, hours, and working conditions of the bargaining union agreements in light of this item.

10. All approved MPS charter schools are paid in accordance with the Administrative Policy 9.12 and the Board-adopted budget.

Fiscal Impact Statement

11. This item does not authorize expenditures. If approved, the school will receive an allocation as a charter school as part of the FY11 proposed budget.

Implementation and Assessment Plan

12. The charter contract will become effective upon the Board's approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school grant funds.

Committee's Recommendation

Your Committee recommends that the Board approve the five-year contract, as attached to the minutes of your Committee's meeting, with Hawley Environmental School as an MPS instrumentality charter school, beginning with the 2010-2011 school year, with the following modifications in terms:

1. Glen Stavens, or his successor, will be the leader of the school.
2. Hawley Environmental School will be located at 5610 West Wisconsin Avenue, Milwaukee, WI, 53213.
3. The contract term will be for five years, beginning with the 2010-2011 school year and ending on the last regularly scheduled day of the 2014-2015 school year.
4. The total cost of the contract shall be based on the charter school's full-time equivalent (FTE) count, for up to 330 pupils in grades K4-5.
5. Language was added indicating that mutual agreement of the Board and the Charter School is needed for a new leader to be appointed.
6. Language has been added to clarify autonomy over curriculum supporting the environmental focus of the school.
7. Clarifying language has been added that indicates that, if an MOU (memorandum of understanding) is obtained, the charter school governance council may formally evaluate the school administrator annually. If an MOU is not obtained, the charter school's governance council may informally evaluate the school administrator on an annual basis.
8. Clarifying language has been added that indicates that, if an MOU is obtained, the charter school can interview year round for open positions.
9. Clarifying language that describes how the school will use alternatives to suspensions, in addition to following the MPS *Parent/Student Handbook on Rights, Responsibilities and Discipline*, has been added.
10. Clarifying language was added that indicates how the charter school shall report all purchasing outside of the district's purchasing department in the same manner as do non-chartered MPS schools, consistent with current Administrative Policy 3.09.
11. Clarifying language made to Section 8 of Appendix A clarifies the governance structure and the responsibilities of each branch.
12. Change to Section 5 of Appendix A indicates that Multi-Age Global Community Studies will be offered for a full year, rather than just a semester.

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

* * * * *

(Item 10) Authorization to Enter into a Lease Agreement with Educators Credit Union for the Purpose of Operating a Bank Located in South Division High School

Background

1. South Division High School has leased space for the purpose of operating a bank for the past ten years.

2. The bank employed students, who are under the supervision of bank personnel. Students received school credit for hours worked in the bank.

3. South Division is interested in expanding the benefits to the school and the students by continuing to lease space for banking purposes in order to provide the banking experience for our students while enhancing their financial literacy, offering an excellent learning opportunity, and providing paid employment for students.

4. In order to provide the best educational experience for the students and to ensure that the District would receive the greatest benefit from the operation of a bank, Request for Proposal (RFP) 636 was issued.

Administration's Analysis

5. RFP 636, "Lease at South Division High School to Operate a Bank," was prepared for the purpose of attracting a bank to lease approximately 150 square feet of space in South Division's main office area to operate a bank within the school. The RFP requires the bank to be open to the public a minimum of 9½ hours per week.

6. South Division agreed to waive any lease payment in exchange for the bank's using its resources to provide South Division High School and its students with benefits. Banks were directed to include all benefits, both financial and otherwise, in their response. While the only benefit mandated in the RFP was the employment of South Division High School students for competitive pay, a non-exhaustive list of sample benefits listed in the RFP included:

a. implementation of a DPI-certified apprenticeship or co-op program;

b. teaching of courses or programs to increase the financial literacy of South Division students or their families;

c. provision of additional classroom resources in areas such as financial benefits;

d. provision of annual scholarships for selected program participants;

e. provision of financial resources for school activities;

f. provision of post-secondary employment opportunities for program graduates; and

g. provision of paid internships outside the South Division branch.

7. The evaluation criteria included:

- HUB and student-engagement requirements;
- value of employment benefits to South Division students;
- value of direct financial benefits to be provided to the school and students;
- value of academically related benefits to the school and students;
- array of banking services to be offered; and
- experience.

8. Two responses to the RFP were received. The respondent that ranked the highest was Educators Credit Union (ECU). ECU's response included operation of a bank during the requisite hours, with the following benefits to the school:

- three paid tellers (students);
- five (student) board members who would receive scholarships as compensation;
- a youth apprenticeship program;
- offering of a series of financial literacy courses in English and Spanish;
- a subscription to FoolProof, a web-based program designed to teach students about money and financial responsibility;

- provision of a hands-on financial literacy event; and
- $5,000 to fund programs and events to benefit the school and/or the families it serves.

9. The second respondent, Mitchell Bank, was ruled non-responsive, as it did not include a provision for the paid employment of South Division High School students in accordance with the requirements of the RFP.

10. The Administration requests authorization to enter into a lease with Educators Credit Union beginning as early as February 1, 2010, through June 30, 2011, with the option to extend for three additional one-year periods.

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 collaborates with business partners to provide students with mentors, internships, incentives and pathways to future employment.

WTAM measurable objective: 70% of media impressions related to MPS student achievement will be favorable and proactive

Statute, Administrative Policy or Board Rules Statement

12. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), and Board Governance Policy 4.08, Lease Agreements.

Fiscal Impact Statement

13. This item does not authorize expenditures.

Implementation and Assessment Plan

14. Upon approval by the Board, the attached lease agreement will be finalized and executed.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to execute a lease agreement with Educators Credit Union, as attached to the minutes of your Committee's meeting, for the purpose of operating a bank within South Division High School.

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

* * * * *

(Item 11) Action on a Request to Authorize Contract Labor Services for a District Automotive Mechanic

Background

1. The Division of Facilities and Maintenance Services (DFMS) is requesting authorization to purchase contract labor services on a pre-approved basis for automotive mechanic services. These services, which are necessary to properly maintain district vehicles, are meant to supplement the current staff of DFMS.

Administration's Analysis

2. A Request for Proposals (RFP) for automotive mechanic services was released in December 2009. This RFP requested cost and availability data for automotive mechanic services. The purpose of the RFP was to pre-approve a list of qualified firms that would provide labor on an as-needed basis.

3. A total of two responses were received. The proposals were evaluated on the basis of cost, responsiveness to requirements, experience, references, and abilities to meet district needs. One of the two firms did not meet the insurance requirements and was subsequently disqualified. The Administration recommends awarding the contract to the remaining proposer, Burgess Car & Truck, Inc.

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: analyze work order completion rates and take necessary action as needed in order to comply with goals and benchmarking data.

WTAM measurable objective: increase the percentage of work orders completed from 76% to 90% of the median as measured by national facilities benchmarking data.

Statute, Administrative Policy or Board Rules Statement

5. 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

6. This item authorizes expenditures. The expenditure amount for FY10 is estimated at $45,000. 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

7. Upon approval by the Board, the contractor will be notified. Labor services provided on an as-needed basis throughout the fiscal year.

Committee's Recommendation

Your Committee recommends that the Board authorize the Division of Facilities and Maintenance Services to purchase contract labor services on a pre-approved basis for automotive mechanic services from Burgess Car & Truck, Inc., for a period of one year in the amount of $45,000, with the option for two one-year renewals.

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

* * * * *

(Item 12) Action on FY10 Construction Fund Projects

Background

1. On June 4, 2009, the Board approved a capital plan as part of FY10 budget. On June 4, 2009, the Board also approved funding the FY10 capital projects through American Recovery and Reinvestment Act (ARRA) Qualified Construction School Bonds (QSCB), pending the City's approval for borrowing.

2. On October 20, 2009, the Board approved amendments to the FY10 budget that included establishing the Construction Fund tax levy at $9.1 million. This action allows MPS to address district priorities not funded through ARRA.

3. The Administration reviews approved projects to determine whether programmatic or other changes alter maintenance project priorities.

Administration's Analysis

4. The Common Council acted on December 1, 2009, to approve an MPS bond issue to finance $48 million of projects under ARRA. A summary of approved QSCB-eligible projects costs is as follows:

Initiative	FY10 (millions)
Curriculum Enhancement	$ 8.6
Deferred Maintenance	29.3
FY10 Maintenance Projects	10.1
Total	$ 48.0

5. As FY10 funding sources were not sufficient to fund all projects included in the approved FY10 budget, FY10 Construction Fund projects need to be revised to ensure that project costs do not exceed available funding.

6. A schedule of FY10 maintenance projects is attached to the minutes of your Committee's meeting. It reflects the Administration's recommended projects and lists those selected for deferral to FY11. Projects were selected for deferral if doing so would not significantly disrupt the bidding-and-award process.

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: Schools are welcoming, well-maintained and accessible for students, families, staff and the community.

WTAM applicable measurable objective: 100% of MPS buildings will receive a rating of good or better (6-10) on the building conditions report.

Statute, Administrative Policy or Board Rules Statement

8. This item is consistent with Administrative Policy 501.1(1), Facility Planning.

Fiscal Impact Statement

9. This item does not authorize expenditures. This item clarifies which previously-authorized construction projects will be funded in the FY10 budget and which will be deferred to FY11. Those approved for deferral will be included in the FY11 capital plan and proposed with the FY11 budget.

Implementation And Assessment Plan

10. The Division of Facilities and Maintenance Services will proceed with authorized projects, bringing contract approvals to the Board as required under Administrative Policy 3.09, Purchasing and Bidding Requirements.

Committee's Recommendation

Your Committee recommends that the Board approve the list of projects as attached to the minutes of your Committee's meeting.

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

* * * * *

(Item 13) Action on Resolution 0910R-007 by Director Bonds To Develop a Pilot Program to Bring Preventative Health and Dental Care to All Qualifying Milwaukee Public Schools Students

Background

At its meeting on June 25, 2009, the Board referred Resolution 0910R-007 by Director Bonds to the Committee on Finance/Personnel:

WHEREAS, One of the strategies for helping student achievement outlined in Goal #1 of the MPS *Working Together Achieving More Action Plan* is that the "district and school staff will work to expand partnerships with health care systems, clinicians, funders and community based organizations to support the overall health of students"; and

WHEREAS, One of the major elements affecting student achievement is low school attendance; and

WHEREAS, The lack of access to preventative health and dental care for children on limited incomes — which represents the primary population of MPS students and families — is one of the most entrenched, widespread, and overlooked problems in the United States; and

WHEREAS, According to the Wisconsin Department of Health Services, fewer than one in four children insured by BadgerCare Plus, the State of Wisconsin's health insurance program, saw a dentist in 2007; and

WHEREAS, Nearly one in five school children suffers from untreated tooth decay; and

WHEREAS, According to the National Research Council, children between age 10 and 19 do not receive adequate medical care; and

WHEREAS, Lack of access to regular immunizations and check-ups increases the chance for a child to end up hospitalized for a condition that could have been prevented, thereby causing children to miss more days of school; and

WHEREAS, Recognizing the continued increase in the rate of asthma, diabetes, and obesity in children and teens, MPS must do what it can to help the students and families it serves; now, therefore, be it

RESOLVED, That the Administration develop a pilot program to bring preventative health and dental care to all qualifying Milwaukee Public Schools students by the beginning of the 2010-2011 school year; and be it

FURTHER RESOLVED, That this pilot program include making resources available for students who need treatment beyond preventative medicine; and be it

FURTHER RESOLVED, That the plan for the pilot program be brought back to the Board no later than the January 2010 Board cycle.

Administration's Analysis

1. Oral Health

   a. Oral health concerns are responsible for the loss of 51 million school hours annually (Surgeon General's 2000 Report on Oral Health).

   b. MPS participated in the State of Wisconsin's Oral Health Surveillance Project, Make Your Smile Count, in 2001-02 and 2007-08. It is a statewide assessment of the state of oral health among 3rd-grade students. Findings from the most recent survey indicate that among Wisconsin 3rd-graders, 17% had early dental treatment needs, and 3% had urgent needs. Early treatment needs are defined as dental decay without accompanying signs or symptoms; urgent needs are defined as decay with pain and/or infection.

   c. Mirroring the state data, MPS students have diverse oral health needs ranging from oral health education to prevention with sealants and varnishes to restorative care for extensive decay. A review of MPS's comprehensive oral healthcare approach is outlined below.

      (1) Since 2003, MPS students have participated in Give Kids a Smile Day, a one-day effort organized by the Greater Milwaukee Dental Association to provide free restorative care services to Milwaukee-area children in need.

      (2) Since 2002, MPS students in 13 schools have been the recipients of dental sealants from Marquette Dental School Outreach programs.

      (3) Since 2002, the Columbia-St. Mary's Smart Smiles program has provided school-based comprehensive public health-focused oral healthcare education, prevention, and prophylaxis services (cleaning, debridement, sealants, varnishes and chair-side education). The Smart Smiles program has expanded each year since its inception.

         (a) Initially able to care for fewer than 1,000 children per year because of dependence on grants, in 2006 the program gained the ability to bill BadgerCare and Medical Assistance for covered children.

         (b) Grants from the State of Wisconsin, Delta Dental, Northwestern Mutual's Miracle on Canal Street, and Children's Health Alliance help to cover the non-insured children. In 2008-09, three teams of dental hygienists and dental assistants delivered school-based care to over 3,000 children in 24 schools, making the program the largest in the state.

         (c) A request for federal appropriations to expand Smart Smiles was granted in December 2009, providing $200,000 to expand this service to 23 additional schools beginning in October 2010.

      (4) MPS staff and our oral health partners work with the Southeastern Dental Associates (SEDA), the dental HMO for our region, to get children and families connected to care, particularly for urgent and emergent needs. Families eligible for BadgerCare are assisted with enrollment.

      (5) Many students are uninsured and ineligible for Medicaid/Badger Care. MPS has been successful in fundraising approximately $30,000 per year for the past three years to meet the urgent and emergent dental treatment needs of these students through an arrangement with the Madre Angela Dental Clinic (now the Elizabeth Ann Seton Dental Clinic). Over 146 students had been served as of July 2009. Services ranged from sealants and varnishes to restorations and extractions. Usual and customary charges for these services would be $69,418. The charges for MPS were $18,990.

(6) In 2007-08, MPS was a partner in a Healthiest Wisconsin Partnership Program development project, Healthy Teeth = Healthy Kids. This collaboration among diverse partners and stakeholders created an oral health plan for Milwaukee children. Specifically, the group identified all existing oral health programs in the City of Milwaukee and current gaps in oral health data and services. This laid the foundation for a detailed plan that included action steps centered on surveillance, education, prevention and treatment services, and the organizations, individuals, resources, and policies necessary to improve the current status of access to dental care.

(7) MPS is also a partner in Making Milwaukee Smile (2008-11), an impact project funded by the Healthiest Wisconsin Partnership Program to continue the work of Healthy Teeth = Healthy Kids. This project is implementing a major recommendation of the Healthy Teeth = Healthy Kids action plan to provide primary-, secondary-, and tertiary-level care by a consortium of organizations using a school-based oral healthcare model. This project is being carried out at the three Starms schools.

(8) Doral Dental has adopted Garden Homes School and is actively engaged with school administration, parental groups, and students. Doral regularly provides oral health hygiene kits; sponsors, promotes, and attends school oral health events; and extends its outreach to other school and student needs and activities.

(9) Head Start students participate in annual Dental Day, consisting of exams and referral for treatment.

(10) School nurses do extensive oral health teaching, assessment, referral, and advocacy, with particular emphasis on activities in February, which is National Children's Dental Health Month.

(11) The MPS Health Services Coordinator serves on the Wisconsin Oral Health Coalition Steering Committee, helping to keep the needs of children at the forefront on oral health policy developments.

(12) Oral health is reflected in the Student Wellness Functional Plan, with the objective that, by the end of school year 2011-2012, 50% of all elementary schools will have a comprehensive school-based oral health program. 15 schools participated in 2007-08, with a target of 30 for 2009-10.

2. General Health

a. Vision Screening: We vision-screen in virtually every elementary school (K5, 5th grade, and special referrals) and have secured philanthropic resources to ensure follow-up for those that need further care. Partners include Prevent Blindness WI, Aurora, Children's, Walker's Point Community Clinic.

b. Insurance Access: We are partnering on a grant to increase BadgerCare enrollment in MPS families and have also trained all social workers and nurses in on-line enrollment for families.

c. Immunizations: Partnerships with local healthcare systems and the Milwaukee Health Department have given us the best immunization rates in eight years. New opportunities to immunize are explored on a regular basis by the Immunization Task Force.

d. Healthcare Homes: True preventive care will occur only when every child has access to a healthcare home. Insuring families with BadgerCare is the first step, but does not guarantee access. We have re-engineered healthcare services with our school health

partners to increase the number of primary care hours available to students in schools (school-based clinics). We will continue to redeploy resources in this way as we add school nurses.

e. We are close to having a school nurse in every school. School nurses provide health screenings, healthcare advocacy and referral, case management, chronic-disease management, and other preventive healthcare activities to each school they serve. The prevention activities of school nurses, school psychologists, school social workers, nutrition services, and health and physical education are being coordinated by the leaders in those areas through the Core Health Services Team and the activities associated with the Student Wellness Functional Plan.

f. In the absence of budget to implement a comprehensive preventive and treatment healthcare model for every student, we are working diligently to maximize the resources that we do have. Our efforts have been recognized and praised by Greater Milwaukee Committee, Milwaukee Health Care Partnership, Office of Medicaid Services, and others in the community who have been universally supportive of our creative partnerships.

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 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: 75% of ninth graders will graduate in 4 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.

Committee's Recommendation

Your Committee recommends that, in lieu of adopting the resolution, the Board support the Administration's current and future efforts to provide as many MPS students as possible with health and dental care resources.

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

* * * * *

(Item 14) Action on a Request To Enter into 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. The E-Rate program is administered by the FCC and provides partial funding to public K-12 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.

2. Through MPS's application for and receipt of these funds, the general fund budget will be relieved of using $1,265,200 for these services.

Administration's Analysis

3. The 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 February 1, 2010.

4. The Administration will include a non-appropriations clause in all contracts, providing 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 below total $1,629,570, of which $1,265,200 is expected to be reimbursed through the E-Rate Program. The remaining $364,370 will be funded by MPS. Funding will be included in the FY11 proposed budget.

RFP/Bid	Vendor Name	Description	Total	E-Rate Share	MPS Share
663	Enterprise Systems Group — E-Rate	PBX Maintenance	$158,950	$143,055	$15,895
663	Enterprise Systems Group — Non E-Rate	PBX Maintenance	$155,799		$155,799
664	AE Business Solutions	Network Maintenance	$373,920	$321,571	$52,349
667	WiscNET	Internet Service	$96,400	$82,904	$13,496
668	AT&T — E-Rate	SMARTnet Maintenance	$26,011	$23,410	$2,601
668	AT&T — Non E-Rate	SMARTnet Maintenance	$27,079		$27,079
669	U.S. Cellular	Wireless Telephone Service	$99,960	$85,966	$13,994
670	USA Mobility	Pager Messaging Service	$5,406	$4,649	$757
B-5552	Camera Corner/Connecting Point	Wireless Access Points	$341,123	$307,011	$34,112
B-5553	CDW-G	E-Mail Storage	$79,963	$68,768	$11,195
B-5554	AE Business Solutions	Tape Library System	$30,596	$26,313	$4,283
B-5556	Bell Techlogix	Network Operating Systems Upgrade	$28,053	$24,126	$3,927
B-5558	Bell Techlogix	E-Mail Upgrade MS Exchange	$67,944	$58,432	$9,512
B-5563	Camera Corner/Connecting Point	Cisco Wireless Access Controller	$138,366	$118,995	$19,371
		Total	**$1,629,570**	**$1,265,200**	**$364,370**

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 $364,370 for the period July 1, 2010, to June 30, 2011. Associated contracts will include non-appropriation clauses providing that the contracts are valid only upon the E-Rate's approval of the applications and the Board's approval of the District's share during the annual budget process.

Committee's Recommendation

Your Committee recommends that the Board authorize expenditures not to exceed $364,370 for the period July 1, 2010, to June 30, 2011. Associated contracts will include non-appropriation clauses providing that the contracts are valid only upon the E-Rate's 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 EQM00TECTC-EMTC (Technical Services — Maintenance Contracts).

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

* * * * *

(Item 15) Action a Contract with DLT Solutions for the Purchase of the ePerformance Module of the Peoplesoft System

Background

1. The District is implementing the PeopleSoft ePerformance module to automate the processing of employee-performance evaluations as part of the larger effort to improve the effectiveness of the employee-evaluation process and to improve the effectiveness of the teaching staff in general.

2. Implementing ePerformance will enable the automated entry and tracking of employee-performance evaluations and should greatly increase the quality of evaluations, the compliance with the evaluation system, and the productivity of both school and Central Services staff in processing evaluations.

Administration's Analysis

3. DLT Solutions was recommended for the purchase of the ePerformance software module pursuant to Bid B 5564. DLT Solutions submitted the lowest cost proposal for this bid. One other vendor also submitted a bid.

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. Central services' timely recruitment and hiring practices attract an effective, diverse workforce committed to serving the students of the district.

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

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 authorizes expenditures not to exceed $281,820. The price includes the purchase of the module ($231,000), plus the first year of software update license and support ($50,820). The contract period is for one year. Funds are available in TSV-0-A-D30-0F-ESWR (Title I ARRA — Data Driven Decision Making).

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to purchase the ePerformance module software from DLT Solutions. The cost is not to exceed is $281,820. Funds are available in TSV-0-A-D30-0F-ESWR (Title I ARRA — Data-Driven Decision Making).

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

* * * * *

(Item 16) Action on a Proposed Contract with Accountemps for Accounting Support for the Administration of Funds Received under the American Reinvestment and Recovery Act

Background

1. The FY10 budget adopted by the Board of School Directors on June 4, 2009, included various projects to be funded under three American Recovery and Reinvestment Act (ARRA) sources totaling $101 million.

2. The American Recovery and Reinvestment Act (ARRA) mandates significant reporting and record-keeping for states and school districts that accept funds — far 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.

Administration's Analysis

3. The Administration requests authorization to enter into a contract with Accountemps for professional accounting services to assist the Division of Finance and Operations perform data collection and records maintenance required under ARRA. The division has an existing contract for these services that expires at the end of the first semester. The new contract would continue services provided by two contracted employees to the end of FY10.

4. The contracted employees perform tasks to support the additional accounting, reporting, and record keeping required by ARRA. These tasks include budget monitoring, reconciliation of accounts, maintenance of records, and the collection of data required for ARRA reporting.

5. Accountemps is on the pre-approved vendor list for the provision of temporary services, having responded successfully to RFP 537.

Strategic Plan Compatibility Statement

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

Goal 6: The district is responsible for measurable results.

WTAM Strategy: Central services assists departments and schools in meeting statutory and regulatory requirements and standards.

WTAM applicable measurable objective: 100% of Central Services divisions will establish performance and outcome based budgets.

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 $130,000 for professional accounting services to the end of the FY10 fiscal year. Funding for this purpose is provided in the following two FY10 budgets: $65,000 in FSC-0-A-D30-PZ-ECTS (ARRA — Financial Services-Accountability and Data-Driven Decision-Making Project — Strategic Planning and Budget Office — Contract Services) and $65,000 in FSC-0-A-D30-FN-ECTS (ARRA — Financial Services — Accountability and Data-Driven Decision-Making Project — Strategic Planning and Budget Office — Contract Services).

Implementation and Assessment Plan

9. Upon approval, the district will enter into a contract with Accountemps for the provision of professional accounting services to support ARRA accounting and reporting functions to begin in the second semester and continue until June 30, 2010.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a contract, as summarized below, with Accountemps for the provision of professional accounting services to support record keeping and reporting under ARRA in the second semester to the end of the FY10 fiscal year at a cost not to exceed $130,000.

Professional Services Contract for Temporary Professional Services

Blanket Contract:	Robert Half International Inc., doing business through its Accountemps and Office Team Divisions
Contract Number:	C013376
Requesting School or Department:	Strategic Planning and Budget
Requestor's Contact Information:	Marie Thompson
Requested Services:	Contractor shall perform professional accounting services to assist the Division of Finance and Operations perform data collection and records maintenance required under ARRA. Duties shall include performance of tasks to support the additional accounting, reporting and record keeping required by ARRA such as budget monitoring, reconciliation of accounts, maintenance of records and the collection of data required for ARRA reporting.
Amount to be encumbered in the first year of the contract:	$65,000.
Amount to be encumbered in the second year of the contract, if applicable:	n/a
Amount to be encumbered in the third year of the contract, if applicable:	n/a
Budget Code:	FSC-0-A-D30-PZ-ECTS

Blanket Contract:	Robert Half International Inc., doing business through its Accountemps and Office Team Divisions
Contract Number:	013376
Requesting School or Department:	Finance Department
Requestor's Contact Information:	Deb Wegner
Requested Services:	Contractor shall perform professional accounting services to assist the Division of Finance and Operations perform data collection and records maintenance required under ARRA. Duties shall include performance of tasks to support the additional accounting, reporting and record keeping required by ARRA such as budget monitoring, reconciliation of accounts, maintenance of records and the collection of data required for ARRA reporting.
Amount to be encumbered in the first year of the contract:	$65,000
Amount to be encumbered in the second year of the contract, if applicable:	n/a
Amount to be encumbered in the third year of the contract, if applicable:	n/a

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) Update on the Academic Enhancement, Student Management, Human Capital Management, and District Communications Functional Plans Implementation Components of the *Working Together, Achieving More* Strategic Plan

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

Administration's Report

1. At its meeting on July 26, 2007, the Board adopted the five-year *Working Together, Achieving More Action Plan to Improve the Milwaukee Public Schools, 2007-2012*. The plan was developed during the 2006-07 school year through a collaborative process involving representatives from the Milwaukee Public Schools, the Milwaukee Teachers' Education Association, and the African American Education Council, with support from the Greater Milwaukee Committee.

2. The adopted *Working Together, Achieving More* Action Plan includes measurable objectives and key outcome measures for each of the eight goals of the Strategic Plan.

3. At its meeting on October 16, 2007, the Board's Committee on Strategic Planning and Budget recommended approval of the Administration's proposal for the implementation, monitoring, and maintenance of the Strategic Plan. The Board adopted the Committee's recommendation at its regular monthly meeting on October 30, 2007

4. On November 17, 2008, the Administration forwarded to each member of the Board a binder containing an update on the Strategic Plan. The materials provided included an "at-a-glance" document that included the definition and the developmental progress of each functional plan. Also included in the materials were copies of three of the functional plans:

- Instructional Improvement,
- Professional Development, and
- Accountability and Evaluation.

5. In addition, the packet of materials included a CD containing the functional plans for the following areas:

- Student Wellness
- Student Management
- School Safety
- Parental Relationships
- Community Recreation and Student Enrichment
- District Communications
- Information and Technology
- Transportation
- Facilities Management Plan.

6. The functional plans in the following areas are in the development stage:

- Customer Service
- Financial Plan — School-based
- Financial Plan — District-based
- Greening

7. One-page "snapshots" — a graphic summary — of four functional plans have been developed and were also included in the packet.

8. The functional plans are intended to be "living," dynamic documents, as are the school educational plans. The Administration and team leaders continue to monitor implementation and to make modifications to the plans to ensure continuous improvement.

9. Copies of the snapshots of the following Functional Plans are attached to the minutes of your Committee's meeting for discussion:

- Academic Enhancement
- Student Management
- District Communications
- District Human Capital Management.

* * * * *

(Item 2) Action on a Recommended Timeline for the FY11 Budget

Background

1. Board Governance Policy 2.05, Annual Board Planning Cycle, mandates that the Board adopt an annual budget calendar.

Administration's Analysis

2. The Board has not yet adopted a budget calendar for FY11 has not yet been formally adopted. The proposed calendar recommended below sets the adoption date for the budget in early June.

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.

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

Statute, Administrative Policy, or Board Rules 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 FY11 budget.

Committee's recommendation

Your Committee recommends that the Board adopt the FY11 Budget calendar as presented below:

Date(s)	Action	Responsibility
December 1, 2009	Committee on Strategic Planning and Budget meets on FY11 projected enrollment, revenue projections, and school allocation issues.	Board
January 12, 2010	Committee on Strategic Planning and Budget meets on school allocation re-centralization issues and budget calendar.	Board
January 19, 2010	School allocations, budget forms and instructions provided to principals.	Budget
January 20, 2010	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 20-February 11, 2010	Schools review school improvement plans and use them to inform budget development.	Schools

Date(s)	Action	Responsibility
February 11, 2010	All schools complete on-line preparation of their FY11 proposed budgets and submit budget request documents.	Schools
February 11-26, 2010	• The Administration reviews school budgets and resolves problem areas; • Human Resources begins FY11 staffing process. • Schools work with governance councils for any needed changes.	Administration
February 18, 2010	Committee on Strategic Planning and Budget reviews budget issues as identified by Board of School Directors and Administration.	Board, Administration
March 1, 2010	Schools submit governance council signatures for proposed budget.	Schools
March 1-April 21, 2010	Schools and departments finalize performance measures. Budget compiles budgets and analyses.	Schools, Administration
March 2, 2010	Committee on Strategic Planning and Budget meets on FY11 budget.	Board
April 20, 2010 (Tuesday)	Proposed budget documents released.	Budget
May 4, 2010 (Tuesday)* May 6, 2010 (Thursday)* May 11, 2010 (Tuesday)*	Committee on Strategic Planning and Budget reviews and amends proposed budget. There will be work sessions and public hearings during these times.	Board
May 7, 2010 (Friday)*	Board members submit proposed amendments to Office of Board Governance or Budget staff by noon.	Budget
May 12, 2010 (Wednesday)*	Proposed budget and public hearing notice published in newspaper.	Budget, Board Governance
May 13, 2010 (Thursday)*	Committee on Strategic Planning and Budget considers amendments and recommends budget to Board.	Board
May 20, 2010 (Thursday)*	Statutory public hearing on the FY11 proposed budget.	Board
May 25, 2010 (Tuesday)*	Board members submit proposed amendments to Office of Board Governance or Budget by noon.	Budget
June 3, 2010 (Tuesday)*	Special Board meeting on budget adoption.	Board
June 4-11, 2010*	Schools work with governance councils on any changes needed to their budgets and inform Budget staff.	Schools
June 2010	Board Clerk transmits budget resolutions to Common Council.	Board Governance

Date(s)	Action	Responsibility
July 2010	Letter to Board regarding the Department of Public Instruction's preliminary estimates of FY11 general aid and effect on tax levies.	Board Governance
August 17, 2010*	Committee on Strategic Planning and Budget meets on the Department of Public Instruction's preliminary estimates of FY11 general aid and possible updates to FY11 budget.	Budget, Board Governance
October 26, 2010*	Board finalizes FY11 budget and transmits any changes to Common Council via the budget resolutions.	Board

*Tentative date subject to determination by Chair of the Committee.

Note: Strategic Planning and Budget dates may be revised or added as determined by the incoming superintendent and the Chair of the Committee.

Director Falk moved to approve the calendar, with the February 18 Strategic Planning and Budget Committee meeting moved to February 9.

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 a Centralized Staffing Formula for School Non-Teacher Positions

Background

1. At its meeting on December 1, 2009, the Committee on Strategic Budget and Planning discussed options for recentralizing portions of the school budgets. The Committee directed the Administration to:

a. develop a centralized staffing formula that would model staffing levels for principals, assistant principals, clerical staff, paraprofessional assistants, safety aides, and general aides. Teacher staffing would continue to be determined at the school level;

b. develop samples of such a limited centralized staffing model for traditional schools and compare it with staffing configurations resulting from the existing, decentralized staffing budget process; and

c. consult with principals regarding the possible staffing model changes.

2. After developing models, the Administration met with nine principals to discuss the option of recentralizing selected non-teacher positions.

3. On December 16, 2009, the Administration provided the Board with a letter and charts that explained how central formulas were developed for selected positions and illustrated the impacts which the models would have on varying school types. The Administration also provided staffing guidelines from three other districts. The documentation is included as attachments to the minutes of your Committee's meeting.

Administration's Analysis

4. Many schools budgeted a similar number of administrative positions for FY10 as that which they would have received through the formula. Many schools, however, would have significantly changed allocations for the positions examined if the formula were used.

5. Feedback and input regarding the centralized staffing model was sought from nine principals representing a variety of schools and levels of experience. Their comments are summarized below.

a. This effort will not improve student achievement, which is where the district should concentrate its efforts. Mandated curriculum or teaching staff levels are more critical issues.

b. Since students and staff vary by school, administrative staff needs to vary by school. A formula that would address all the variations in student and staff assignments would be difficult to develop. Student assignments to schools would need to be centralized for a central staffing formula to work. Special education concentrations are one of the major factors affecting the administrative positions in the schools.

c. Formula-based administrative staffing does not save school personnel much time. Decisions are made during budget preparation and then briefly revisited in fall.

d. Staff assignments vary by school. The school leader makes allocation decisions knowing, for example, that a paraprofessional aide is doing work for a portion of his/her time that, in another school, might be assigned to a secretary.

e. There is not a central infrastructure to support central decision making regarding school budgets.

f. Since school structures vary widely, exceptions would be needed to the formula-derived allocations. Funding equity between schools then would be a concern.

g. Centralizing the allocations for non-teacher positions does not generate cost savings.

h. In looking at impacts on their own schools, most principals contacted predicted that they would be less able to focus on instructional leadership if the formula were used. Specific concerns cited by individual principals are listed below.

- The school climate may call for more assistant principals.
- The International Baccalaureate (IB) program has specific needs that the funding formula does not address.
- Language-immersion and Montessori schools use paraprofessional education assistants as an integral part of their models.
- If there is a need to cut staff in FY11, the central formula could result in a school's keeping an assistant principal position that is not needed and cutting a teacher position that is very important to retain.

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

Statute, Administrative Policy or board Rules Statement

7. The parameters to be used in the proposed budget are consistent with Administrative Policy 3.01, Annual Operating Budget.

Fiscal Impact Statement

8. This item does not authorize expenditures. If the Board elects to adopt a central formula, a portion of school-budget allocations would be distributed according to the staffing formula rather than through the existing per-pupil distribution method. The remaining funds would be distributed through the per-pupil allocation.

Implementation and Assessment Plan

9. The Administration will prepare a FY11 budget that reflects parameters set by the Board. Schools will receive instructions in accordance with Board directives.

Committee's Recommendation

Your Committee recommends that the Board place this item on file.

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 Proposed Revisions to Administrative Policy 8.13, Student Attendance/Absences; Administrative Policy 8.14, Truancy; and Administrative Procedure 8.14, Truancy Plan, and on the Proposed Rescission of Administrative Procedure 8.13, Student Attendance/Absences — Procedure and Strategies To Improve Attendance

Administration's Analysis

1. The Administration is bringing forward proposed changes to Administrative Policy 8.13, Student Attendance/Absences; Administrative Policy 8.14, Truancy; and Administrative Procedure 8.14, Truancy Plan, in order to ensure alignment with state statutes and to promote consistency across the schools in the district.

2. Changes to Administrative Policy 8.13, Student Attendance/Absences, include the following:

   a. all teachers employed in the school district will be required to submit daily or periodic attendance reports;

   b. the circumstances under which a student should be considered tardy or absent will be clearly defined;

   c. schools will be required to ensure that student attendance records are accurate and up to date;

d. schools will be required to accept all tardy students and to allow the students to attend class after receiving proper documentation of tardiness;

e. students who arrive late due to a late bus are not to be marked tardy on any school record nor are they to be denied participation in the breakfast program;

f. schools will have to notify parents or guardians by personal contact or phone call, of which a written record is to be kept; and

g. students with excused absences, including suspensions, must be allowed to make up class work without penalty.

3. The Administration is proposing that the Board rescind Administrative Procedure 8.13 to avoid duplication of information that will now be incorporated into Administrative Procedure 8.14, Truancy Plan. In addition, Administrative Procedure 8.13 is no longer in alignment with state statutes.

4. Changes to Administrative Policy 8.14, Truancy, include the following:

a. no student will be suspended or expelled from school for truancy;

b. elementary and K-8 schools will have to attempt to contact the parents or guardians by phone within two hours after it has been determined the student is absent without any notification;

c. if the school has not scheduled a habitual truancy meeting with the parent or guardian within the allotted time frame, no legal referrals regarding the truancy can be made;

d. if the habitual truancy letter is returned to the school unclaimed, the school will have to make diligent efforts to notify the parent or guardian by alternative means; and

e. specific truancy-prevention and -intervention strategies are provided.

5. Changes to Administrative Procedure 8.14, Truancy Plan, are recommended in the following sections of the revised Procedure: Parent Notification, Universal Attendance Interventions, Resolving the Truancy Problems, Guidelines for Returning Habitual Truants, Legal Referrals, and Public Awareness and Involvement.

Strategic Plan Compatibility Statement

6. The resolution 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 Rule Statement

7. This item recommends revisions to Administrative Policy 8.13, Student Attendance/Absences; to Administrative Policy 8.14, Truancy; and to Administrative Procedure 8.14, Truancy Plan and the rescission of Administrative Procedure 8.13, Student Absences and Excuses — Procedure and Strategies to Improve Attendance.

Implementation and Assessment Plan

8. Upon approval by the Board, the revisions indicated in the administrative policies and procedures will be made.

Fiscal Impact Statement

9. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the proposed changes to Administrative Policy 8.13, Student Attendance/Absences; to Administrative Policy 8.14, Truancy; and to Administrative Procedure 8.14, Truancy Plan, as presented below, and the rescission of Administrative Procedure 8.13; Student Absences and Excuses — Procedure and Strategies to Improve Attendance;

2. direct the Office of Board Governance and the Administration to encourage current charter and partnership schools, respectively, to modify their contracts to follow these policies and procedure;

3. direct the Administration and Office of Board Governance to modify future partnership and charter school contracts, respectively, and future renewals of current contracts to incorporate the policies and procedure; and

4. explore the use of electronic forms of contact, if legally acceptable.

Administrative Policy 8.13
STUDENT ATTENDANCE/ABSENCES/TARDIES

History	*Adopted 6-30-75; revised 8-31-82, 3-29-95, 6-21-95, 10-21-02, 12-16-03*
Previous Coding	*Admin. Policy JED, prior to May 1995; Admin. Policy 10.13, May 1995-August 1996*
Legal Ref.	
Contract Ref.	
Cross Ref.	*Admin. Proc. 8.13 Student Attendance/Absences*

(1) OVERVIEW

(a) Regular school attendance is expected of all MPS students. Education studies indicate that regular school attendance is a key factor in the successful academic achievement, positive social interactions, ~~and~~ high self-esteem of school-age children, and future employment and earning capacity. Children who attend school regularly are less likely to become involved in drugs, alcohol, and youth violence. In this sense, good school attendance has a clear link to the economic vitality of the community.

(b) Chapter 118.15(1)(a), Wisconsin Statutes, requires ~~all children~~ that any person (parent, guardian, foster parent, or relative placement) having under their control (has responsibility for) a student who is between the ages of six and eighteen years shall cause the student to attend school regularly (religious holidays excepted) during all scheduled hours, full-time until the end of the term, quarter, or semester of the school year in which the student becomes eighteen years of age, graduates, or is relieved of school attendance with a legal excuse.

(c) The Milwaukee Board of School Directors requires all teachers employed in school district to submit to the school attendance officer daily attendance reports on all pupils under their charge [Wis. Stat. § 118.16(4)(a)]. Teachers are required to take attendance by period if the school uses Period Attendance and by half-day if the school uses Day Attendance. AM/PM and Period Attendance are defined as follows:

1. AM/PM Attendance

   a. A student must be present for a minimum of one hour in any one-half day to be considered in attendance for that half-day. Students will be marked tardy or late if arriving after the start of the school day, but are still in attendance if present for a minimum of one hour of the half-day. The same would apply for PM attendance.

   b. Students who are late and present for less than one hour of the half-day should be marked as an unexcused absence until an acceptable, legal excuse is provided by the parent or guardian.

2. Period Attendance

A student arriving late to school or class must be present a minimum of 30% of the class period in order to be marked late or tardy. A student missing more than 70% of the class period shall be marked as an unexcused absence, but still must be able to gain access to the class or designated area. For example, a student arriving 20 minutes late to his 90-minute block period shall be marked tardy and allowed to class. A student arriving 60 minutes late to his 90-minute block shall be marked unexcused absent.

(d) The school office must ensure that attendance records accurately reflect suspensions and disciplinary removals. In instances in which the student is reinstated early from a suspension, the school office must correct the attendance record.

(2) LEGALLY EXCUSED ABSENCES

(a) School-excused Absences

1. An absence by a student may be excused by the school principal when the school receives a report of the absence from the parent or guardian either in writing; via electronic format (for example, by transcribed telephone calls or transcribed voicemail, e-mail, or fax); or by any other method of personal contact of which a written record is kept by the school. The statement must be presented within 48 hours after the student's return to school, or the absence shall be considered a truancy.

2. The following reasons listed are considered by the school as legally excused absences. All other absences are regarded as truancies.

a. personal illness

b. funerals

c. required legal appearances

d. designated religious holidays

e. medical or dental appointments

f. family emergencies — student absences which contribute to the health, safety, or financial well-being of the family

g. driver’s examinations

h. educationally beneficial activities approved by the school principal

i. district-sponsored activities, approved by the school principal

j. school suspensions up to fifteen days, only during the expulsion process.

(b) Personal Illness — Temporary Medical Condition — Wis. Stat. § 118.15(3)(a)

1. Any student who is excused because the student is temporarily not in proper physical or mental condition to attend school, but who can be expected to return to school upon termination or abatement or the illness or condition, can be legally excused from school attendance.

2. The principal may request that the parent or guardian obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, or psychologist, or Christian Science practitioner who is living and residing in this state and who is listed in the *Christian Science Journal*, as sufficient proof of the physical or mental condition of the student. The statement, which must be in writing, shall state the time period for which it is valid, said period not to exceed (30) thirty days.

3. When a medical statement is requested, notification of the absence by the parent or guardian in person, in writing, or by phone, to the school is not sufficient to excuse the absence. The absence is considered a truancy until the principal receives the requested statement.

(c) Parent-excused Absences

Parents or guardians have the right to excuse a student's absence from school, for any or no reason, by submitting written notification prior to the student's absence from school. A student may be excused for up to ten days per year under this provision [Wis. Stat § 118.15(3)(c), see section (50(a)].

(d) Other Excused Absences

The principal may excuse absences for other reasons in advance at the parent's or guardian's request if adequate provision is made for the student to complete or make-up classwork that will take place during the absence and the principal is satisfied that the absence will contribute to the student's education.

(3) TARDIES

(a) Tardy Students

1. Schools must accept all enrolled students who have not been suspended or expelled who present themselves for daily attendance.

2. Students are not to be sent home or refused admission to school for tardiness.

3. Students who arrive late for any class period must be allowed to proceed to their classes or designated area after obtaining proper documentation of their tardiness. Schools must ensure their admittance to class.

4. Schools may impose disciplinary sanctions pursuant to the District Disciplinary Procedures for persistent tardiness to school or class. Out-of-school suspensions for persistent tardiness are prohibited.

5. Schools may refer students with chronic and persistent tardiness to school support personnel for intervention.

(b) Tardiness of Students Due to Winter Weather Conditions

1. Winter weather conditions from time to time have negatively affected the level of bus service. The most common problem is that buses run late. While bus contractors make every effort to run on schedule, road conditions may make this impossible.

2. Students should not be penalized by the school for a situation over which they have no control; therefore, principals are to comply with the following:

a. Students who arrive late due to late buses are not to be marked tardy on any school record.

b. These same students are to be entitled to participate in the breakfast program.

c. Students who become tired of waiting at their bus stops, return home, and are absent from school are to be marked absent.

~~(3)~~ (4) School Notification

When students are absent, it is the responsibility of the parents or legal guardian to:

(a) contact the school as early as possible, by phone or any other means, to inform the school of the absence;

(b) provide whatever information concerning the absence that is available at the time; and

(c) provide a report of the absence either in writing; via electronic format (for example, by transcribed telephone calls or transcribed voicemail, e-mail, or fax); or by any other method of personal contact of which a written record is kept by the school.

~~(4)~~ (5) Parental Notification

(a) At the start of each school day, the school shall determine which students enrolled in the school are absent from school and whether each absence is excused. It is the responsibility of each elementary and K-8 school to attempt to contact the parents or guardians, by phone, within two hours after it has been determined that their children are absent from school without any notification to the school by the parents or guardians.

(b) ~~Each school shall notify the parent or guardian of a student who is absent from school without excuse before the end of the second school day after it is determined that the student is not in attendance.~~ The school shall notify the parent or guardian of a student who is truant from school before the end of the second day after receiving a report of an unexcused absence. Notification may be made by personal contact or by telephone call, of which a written record is to be kept, except that notice by personal contact or telephone call must be attempted before notice by mail is given. (See Administrative Policy 8.14, (2)(a) ~~Truancy Policy, Parent Notification~~).

~~(5)~~ (6) Make-up Assignments and Examinations — Wis. Stat. § 118.15(4)(b)

(a) In all instances of excused absences, including suspensions, students are expected to complete a reasonable amount of make-up classwork without penalty. Students shall be given the opportunity to make up work missed during an excused absence when they return to school. It is the responsibility of the students and their parents or guardians to contact the teacher(s) to make arrangements for making up work missed during an excused absence from school.

(b) The respective teachers shall identify make-up work and a reasonable timeframe for its completion. If any question arises as to the appropriateness or feasibility of making up a particular assignment, the teacher shall confer with the building principal to discuss the extent to which make-up work or substitute assignments are possible.

~~(6)~~ (7) Part-time Attendance

Upon the principal's recommendation, the Board may permit students to attend school part-time during the last school year preceding graduation from high school if the student is in good standing academically.

— ◊ —

Administrative Policy 8.14
TRUANCY

History	*Adopted 6-30-75; revised 2-6-79; reaffirmed 3-29-95; amended 5-30-02*
Previous Coding	*Admin. Policy JEDA, prior to May 1995; Admin. Policy 10.14, May 1995-August 1996*
Legal Ref.	*W.S. 118.15, 118.16*
Contract Ref.	
Cross Ref.	

(1) GENERAL PRINCIPLES

(a) State law defines truancy as any absence of part or all of one or more days from school when the parent or guardian has not notified the school of a legal excuse for the student's absence (see Administrative Policy 8.13). Truancy includes intermittent attendance carried on for the purposes of defeating the intent of the compulsory school attendance law, such as skipping classes and unexcused morning or afternoon absences [Wis. Stat. § 118.16(1)(c)]. State law defines habitual truancy as any absence from school without a legal excuse for part or all of five (5) or more accumulated days on which school is held during a school semester [Wis. Stat. § 118.16(1)(a)].

(b) All student absences shall be reported daily to the school attendance officer. In the event the student absence is not an excused absence, the student's parent or guardian shall be notified as required by state statutes [Wis. Stat. § 118.16(2)(c)]. Further the school shall seek police cooperation in the apprehension and detention of truant students until their parents call for them [Wis. Stat. § 938.19 (1m)].

(c) The Board wishes every effort to be made to utilize available alternatives for students experiencing attendance problems. The Administration shall implement a process for student evaluation and services as described in district's truancy plan (see Administrative Procedure 8.14). After all existing services have been exhausted and the truancy continues, the school may take the necessary steps to institute proceedings against the parent or guardian, as detailed in the state statutes and municipal codes, who fails to cause the student to attend school regularly, and against the student who continues to be truant [Wis. Stat. § 118.163].

(d) Any organized student truancy shall be treated as individual truancy (unexcused absences) for the students involved.

(e) No pupil enrolled in a school district operating under Chapter 119, such as Milwaukee Public Schools, may be suspended or expelled from school for truancy [Wis. Stat. § 120.13(1)(d)].

(2) PARENTAL NOTIFICATION

(a) At the start of each school day, the school shall determine which students enrolled in the school are absent from school and whether each absence is excused. It is the responsibility of each elementary and K-8 school to attempt to contact the parents or guardians, by phone, within two hours after it has been determined that their children are absent from school without any notification to the school by the parents or guardians.

~~(a)~~ (b) The school shall notify the parent or guardian of a student who is truant from school before the end of the second school day after receiving a report of an unexcused absence. Notification may be made by personal contact, mail, or telephone call, of which a written record is kept, except that notice by personal contact or telephone call must be attempted before notice by mail is given.

~~(b)~~ (c) The school shall mail a letter to the parent or guardian of a student who is truant when the student has accumulated five (5) unexcused absences within the school semester.

~~(c)~~ (d) The principal or designee shall mail a habitual truancy letter to the parent or guardian of a student who is a habitual truant when the child has accumulated five (5) unexcused absences within the school semester. The letter shall:

1. be sent by registered or certified mail;
2. include a statement of the parent's or guardian's responsibility under s. Wis. Stat. § 118.15(1)(a), to cause the child to attend school regularly;
3. include a statement that the parent, guardian or child may request program or curriculum modifications for the child under ~~s.~~ Wis. Stat. § 118.15(1)(d) and that the child may be eligible for enrollment in a program for children at risk under ~~s.~~ Wis. Stat. § 118.153(3);
4. request the parent or guardian meet with school personnel within five (5) school days of the date of the notice, to discuss the student's truancy. The date for the meeting can be extended for an additional five (5) days, with the consent of the parent or guardian;
5. include the name of the school personnel with whom the parent or guardian should meet, a date, time and place for the meeting, and the name, address, and telephone number of a person to contact to arrange a different date, time, or place;
6. include a statement of the penalties under ~~s.~~ Wis. Stat. § 118.15(5), that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under ~~s.~~ Wis. Stat. § 118.15(1)(a).

(e) If the school has not scheduled the habitual truancy meeting with the parent or guardian within (5) five days after the date on which the notice was sent, or, with the consent of the parent or guardian, within (10) ten days after the date on which the notice was sent, any subsequent legal referrals regarding the student's truancy cannot be made, per Wis. Stat. § 118.16(5)(a).

(f) If the certified habitual truancy letter is returned to the school unclaimed by the parent or guardian, the school must make diligent efforts to notify the parent or guardian by alternative means including, but not limited to:

1. home visit by designated school staff;

2. first-class mail;

3. phone attempts (including attempts to locate parent or guardian by calling emergency contacts on file with the school).

~~(d)~~ (g) If the parent or guardian does not attend the scheduled habitual truancy meeting ~~is not held~~ within (10) school days after the letter is sent, the school ~~may~~ shall implement the process for student evaluation and services as detailed in the district's truancy plan, per Wis. Stat. § 118.16(5).

(3) DISPUTING STUDENT TRUANCY

A parent or guardian who disagrees that his or her child's absence is a truancy (unexcused) should request a meeting, within five (5) days of notification of the truancy (unexcused absence), with the building principal or designee to discuss the reason for determination that the absence was truancy.

(4) MAKE-UP ASSIGNMENTS/EXAMINATIONS — WIS. STAT. § 118.16(4)(b)

(a) No public school may deny a student credit in a course or subject solely because of the student's unexcused absence or suspension from school. In all instances of unexcused absences or suspensions students are expected to complete a reasonable amount of make-up class work, without penalty.

(b) Students will be given the opportunity to make up work missed during an unexcused absence or suspension when they return to school. It is the responsibility of the student and their parent or guardian to contact the teacher(s) to make arrangements for making up work missed during an unexcused absence or suspension from school.

(c) The respective teacher(s) will identify make-up work and a reasonable time frame for its completion. If any question arises as to the appropriateness and/or feasibility of making up a particular assignment, the teacher will confer with the building principal to discuss the extent to which make-up work and/or substitute assignments are possible.

(d) Students will be permitted to take any examinations missed during an unexcused absence or suspension. It is the responsibility of the student and their parent or guardian to contact the teacher(s) to make arrangements for making up examinations missed during an unexcused absence or suspension from school.

(5) TRUANCY PREVENTION/INTERVENTIONS

(a) The building principal or designee will use his or her professional judgment and discretion in implementing interventions to resolve student truancy. The following are examples of counseling and intervention strategies that may be implemented to return the truant student to regular school attendance:

- all-school attendance incentive/recognition awards programs;
- restorative practices/classroom community building;
- COMP, 2nd Step, bullying prevention, Love and Logic;
- Check and Connect;
- curriculum review/modification;
- administrative conference and counseling with student;
- required conference with parents/guardians;

- in-school ~~suspension~~ interventions, including detentions [Wis. Stat. § 118.16(4)(c)];
- referral to school-based supportive services and programs
- referral to community-based supportive services and programs, e.g., Truancy Abatement and Burglary Suppression Program (TABS).

(b) The district's truancy plan will be implemented to resolve the problem of truancy for students who are identified as habitual truants.

— ◊ —

Administrative Procedure 8.14:
TRUANCY PLAN

History	*Adopted 5-30-02*		
Previous Coding			
Legal Ref.	*W.S. Chapters 118.15(1)(a), 118.15(1)(d), 118.15(5), 118.16(4)(c), 118.153(3)*		
Contract Ref.			
Cross Ref.	*Admin. Policy*	*8.13*	*Student Absences*
		8.14	*Truancy*
	Admin. Proc.	*8.13*	*Student Absences*

(1) INTERVENTION: LEVEL ONE

(a) Identifying Truant Students

1. State law defines truancy as "any absence of part or all of one or more days from school when the parent or guardian has not notified the school of a legal excuse for the student's absence" (see Administrative Policy 8.13). State law defines habitual truancy as any absence from school without a legal excuse for part or all of five or more days on which school is held during a school semester. Truancy includes intermittent attendance carried on for the purposes of defeating the intent of the compulsory school attendance law, such as skipping classes and unexcused morning or afternoon absences.

2. The school will develop detailed attendance reports on student absences. Each building principal will identify a local school attendance officer. All student absences shall be reported daily to the local school attendance officer. In the event the student absence is not an excused absence, the student's parent(s) or guardian(s) will be notified as required by state statute and MPS policy.

(b) Parent Notification

1. Before the end of the second school day after receiving a report of an unexcused absence, the school shall notify the parent(s) or guardian(s) of a student who is truant from school. Notification may be made by personal contact, mail, or telephone call, of which a written record shall be kept, except that notice by personal contact or telephone call must be attempted before notice by mail is given. Parents or guardians shall be notified to return the student to regular school attendance and provide a written excuse for the absence(s). The student's return to school will be documented, along with any written excuse from the parent/guardian. The student's attendance record should be updated (excused or unexcused) to reflect the actual reason for the absence.

2. ~~A social worker referral should be made before the five (5) day letter is mailed to the parent/guardian of the truant student.~~ Schools must make concerted efforts to intervene with students and families prior to the student's being identified as a habitual truant. Schools must identify staff members who are responsible for interventions prior to the five (5) -day habitual truancy letter being sent.

3. ~~When the student has accumulated five (5) unexcused absences within the school semester, the school shall mail a level one truancy intervention letter to the parent(s) or guardian(s) who is a habitual truant.~~ A referral to the social worker should be made when the five (5) -day habitual truancy letter is mailed to the parent/guardian of the truant student.

~~3~~ 4. When the student has accumulated five (5) unexcused absences within the school semester, the school shall mail a level-one truancy intervention letter to the parent(s) or guardian(s) of a student who is a habitual truant.

~~4~~ 5. When the student has accumulated five (5) unexcused absences within the school semester, the principal or designee shall mail a habitual truancy letter (certified) to the parent(s) or guardian(s) of a student who is a habitual truant. The district shall automate the habitual truancy letter to record in the student database, record the name(s) of the school staff who made contacts with the parents or guardian before the mailing of the letter, the date of the proposed conference, and the date of the habitual truancy letter.

a. The letter shall be sent by registered or certified mail.

b. The letter shall include a statement of the parent's or guardian's responsibility under ~~the Wisconsin Statutes, sec.~~ Wis. Stat. § 118.15(1)(a) to cause the child to attend school regularly.

c. The letter shall include a statement that the parent, guardian, or child may request program or curriculum modifications for the child under t~~he Wisconsin Statutes, sec. 118.15(3)(3)~~ Wis. Stat. § 118.15(1)(d), and that the child may be eligible for enrollment in a program for children at risk under ~~the Wisconsin Statutes, sec.~~ Wis. Stat. § 118.153(3).

d. The letter shall request that the parent(s) or guardian(s) meet with school personnel within five (5) school days of the date of the letter to discuss the student's truancy. The date for the meeting can be extended for an additional five days, with the consent of the parent or guardian.

e. The letter shall include the name of the school personnel with whom the parent or guardian should meet; a date, time, and place for the meeting; and the name, address, and telephone number of a person to contact to arrange a different date, time, or place within ten (10) days of the date that the habitual truancy notice was sent.

f. The letter shall include statement of the penalties under ~~the Wisconsin Statutes, sec.~~ Wis. Stat. § 118.15(5) that may be imposed on the parent or guardian if he or she fails to cause the child to attend school regularly as required under ~~the Wisconsin Statutes, sec.~~ Wis. Stat. § 118.15(1)(a).

~~5~~ 6. ~~If a meeting is not held within ten (10) school days after the habitual truancy letter (certified) is sent, the building principal or designee may implement the process for level three truancy intervention – a legal referral to the district attorney.~~ If the school has not scheduled the habitual truancy meeting with the parent or guardian within (5) five days after the date that the notice was sent or, with the consent of the parent or guardian, within (10) ten days after the date that the notice was sent, any subsequent legal referrals regarding the student's truancy cannot be made, per Wis. Stat. § 118.16(2)(cg)(3) and Wis. Stat. § 118.16(5)(a).

~~6~~ 7. ~~If a meeting is held that results in a return to a regular pattern of attendance, the building principal or designee may suspend referral to the district attorney. A referral is suggested in those situations in which truancies are continuing to be recorded in spite of a parent/school meeting having taken place.~~ If the certified habitual truancy letter is returned to the school unclaimed by the parent or guardian, the school must make diligent efforts to notify the parent or guardian by alternative means, including, but not limited to:

a. home visit by designated school staff

b. first-class mail

c. phone attempts (including attempts to locate parent by calling emergency contacts on file with the school).

8. If the parent or guardian does not attend the scheduled habitual truancy meeting within (10) school days after the letter is sent, the school shall implement the process for student evaluation and services as detailed in the district's truancy plan, per Wis. Stat. § .118.16(5). Furthermore, the building principal or designee shall implement, when appropriate, the process for level-three truancy intervention — a referral to TABS (Truancy Abatement and Burglary Suppression Program) for a municipal citation(s) and, subsequently when all other interventions have been exhausted, a legal referral to the district attorney.

~~6~~ 9. If a meeting is held that results in a return to a regular pattern of attendance, the building principal or designee may suspend referral to the district attorney. A referral is suggested in those situations in which truancies are continuing to be recorded in spite of a parent/school meeting and multiple interventions having taken place.

(c) Disputing Student Truancy

A parent or guardian who disagrees that his/her child's absence constitutes truancy (unexcused absence) should request a meeting with the building principal or designee within five (5) days of notification of the disputed truancy (unexcused absence). The purpose of the meeting is to discuss the reason for determination that the absence was truancy.

(d) Universal Attendance Interventions

School staff should engage in best practices for all students around attendance and truancy. Refer to Administrative Policy 8.14(5). Schools are required to identify staff that will be responsible for contacting parents regarding unexcused absences prior to the mailing of the five (5) -day habitual truancy letter.

(2) INTERVENTION: LEVEL TWO

(a) Resolving the Truancy Problem

1. If the student's truancy level is not resolved after the five-day habitual truancy conference has taken place, ~~T~~ the school shall mail a habitual truancy warning letter to the parent(s) or guardian(s) of a student who is a habitual truant when the child has accumulated fifteen (15) unexcused absences within the school year.

2. The building principal or designee will initiate and document referrals for student evaluation and services. Referrals and/or contacts should be made to:

a. school-based supportive services and programs, such as social work services, guidance services, and collaborative support teams

b. community-based supportive services and programs, such as wrap-around programs, juvenile probation/parole, and child welfare agencies.

3. The school will mail a level-two truancy intervention letter to the parent(s) or guardian(s) of a student who is a habitual truant when the child has accumulated twenty-five (25) unexcused absences within the school year.

4. If a meeting is not held within ten (10) school days after the level-two truancy intervention letter has been sent, the building principal or designee may make a referral to the school social worker, refer to TABS for municipal citation(s), continue the district attorney's referral process, and/or intervene with social services agencies.

(b) Guidelines for Returning Habitual Truants

1. Schools must develop a re-entry plan for returning habitual truants and involve support personnel in developing the plan.

~~1~~ 2. All returning habitual truants and their parents or guardians should report to the attendance officer of the school. It will be the responsibility of the school to make certain that the student is properly programmed for re-entry. This may include:

a. referral to at-risk program

b. referral to guidance counselor

c. referral to school social worker, school psychologist, or other appropriate personnel or special programs

d. referral to school tutorial programs

e. provisions for supervised study

f. provisions for regular program.

~~2~~ 3. It is expected that the school shall maintain ongoing contact with the home while closely monitoring the returning student's adjustment. It will be necessary for the school to monitor the following indicators to determine the student's readjustment to school:

a. attendance records

b. report cards/progress reports

c. school performance

d. social interaction

e. discipline referrals.

(c) Preparation for Intervention: Level Three — Legal Referrals

1. Before a legal referral to the district attorney can be made against parents/guardians for failure to cause the truant students to return to regular school attendance, the building principal or designee must provide evidence that the following interventions have been implemented or attempted:

a. a habitual truancy letter (certified) was sent after five (5) days of unexcused absence within the school semester;

b. a meeting was held with the parent(s)/guardian(s) to resolve the student's truancy;

c. a variety of options and services available was offered at the school to return the student to regular student attendance. These options and services include:

- changes in the student's program;
- educational counseling and curriculum modifications; and
- special needs evaluation for social, emotional, or learning problems

d. referrals to school-based supportive services and community-based supportive services were initiated;

e. reinstatement procedures for the student returning to regular school attendance were developed and implemented;

f. follow-up meetings with the parent(s)/guardian(s) were scheduled in order to involve the parent(s)/guardian(s) in monitoring the student's progress after the truant student returned to regular school attendance;

~~g.~~ a referral to TABS was made.

2. If the student has not returned to regular school attendance after 35 days of accumulated truancy, the building principal or designee shall use his/her professional judgment and discretion in determining if a referral to the district attorney is appropriate.

3. Once the decision is made to make a referral to the district attorney, the student cannot be withdrawn from the school for non-attendance.

(3) INTERVENTION: LEVEL THREE

(a) Legal Referrals

1. A referral to TABS must be made before a referral to the district attorney is made.

a. The school social worker will intervene with the student/family as described above in (2)(c). The school social worker will ensure that all interventions performed by the school are documented in ESIS notes. If little or no improvement is noted, the school social worker will complete the TABS referral form and submit to the TABS office.

b. The MPS social worker at the TABS office will review the referral and ensure that the referral is appropriate and that supporting documentation exists.

c. The MPS social worker at TABS will ensure that the appropriate release forms are acquired by the referring school principal for the release of attendance information to the Milwaukee Police Department (MPD).

d. The principal of the school will sign the attendance release and send it back to the TABS office, releasing the attendance records of the student to MPD for citation issuance.

e. MPD will issue a municipal citation per City of Milwaukee ordinance to the student, parent, or both, depending on the supporting documentation.

f. The parent and/or student will be provided an initial court date on the citation.

g. Court advocacy and support will be available through the TABS office and/or the school social worker, if the student's truancy issues are resolved by the court date.

~~1~~ 2. The building principal or designee will initiate a referral to the district/court liaison by completing the district attorney referral form with all supporting documentation of the school's attempts to resolve the truancy, as per attachments.

a. The district attorney referral form is submitted to the district/court liaison.

b. The district/court liaison schedules an initial hearing with the district attorney's office. At the hearing, the parent(s)/guardian(s) and the truant student will meet with the district attorney and the district/court liaison.

c. The district attorney will determine whether to continue meeting with the parents/guardians and the student, to drop the case, or to issue a criminal complaint against the parent(s)/guardian(s).

d. The district/court liaison will complete a hearing disposition sheet following each meeting with the district attorney. the district/court liaison will send a copy of each disposition sheet to the building principal/designee and to the respective district school social worker for that site.

~~2~~ 3. Legal referrals to the district attorney can take up to two semesters to resolve, either in the issuance of a criminal complaint or in the discontinuation of legal action after the student has returned to regular attendance.

4. Penalties for the violation of Wis. Stat. § 118.15 may include the following:

a. for the first offense, a fine of not more than $500, or imprisonment for not more than 30 days, or both;

b. for a second or subsequent offense, a fine of not more that $1,000, or imprisonment for not more than 90 days, or both;

c. performance of community service work for a public agency or a non-profit charitable organization;

d. participation of parent or guardian in counseling at the parent/guardian's expense, or attendance at school with the child [Wis. Stat. § 118.15(5)].

(b) Public Awareness and Involvement

~~1. Wisconsin Statutes, sec.~~ Wis. Stat. § 118.162(4)(c) states that the district's truancy plan must include the methods employed to increase and maintain public awareness of, and involvement in, responding to truancy within the school district. The following are methods employed in this district:

~~a~~ 1. the Truancy Abatement/Burglary Suppression (TABS) Program

~~b~~ 2. truancy report to the Department of Public Instruction

~~c~~ 3. semi-annual and annual truancy reports to the Board – open meeting forum

~~d~~ 4. county truancy committee participation

~~e~~ 5. public information campaign

~~2. Penalties for the violation of Wis. Stat. § 118.15 may include the following:~~

~~a. for the first offense, a fine of not more than $500, or imprisonment for not more than 30 days, or both;~~

~~b. for a second or subsequent offense, a fine of not more that $1,000, or imprisonment for not more than 90 days, or both;~~

~~c. performance of community service work for a public agency or a non-profit charitable organization;~~

~~d. participation of parent or guardian in counseling at parent/guardian's expense, or attendance at school with child. Wis. Stat. § 118.15(5)~~

— ◊ —

~~Administrative Procedure 8.13:~~
~~Student Absences and Excuses —~~
~~Procedure and Strategies to Improve Attendance~~

~~*History*~~	~~*Adopted 6-30-75; Revised 8-31-82*~~
~~*Previous Coding*~~	
~~*Legal Ref.*~~	~~*W.S. 118.15*~~
~~*Contract Ref.*~~	
~~*Cross Ref.*~~	~~*Admin. Policy 8.13 Student Absences*~~ ~~*8.14 Truancy*~~

~~(1) Since research links attendance and achievement, the improvement of attendance is an important facet in an overall program to improve achievement. The Board approves an ongoing public informational campaign highlighting this fact.~~

~~(2) Maintenance of attendance records, assignment of school and Central Services responsibilities, notification to parents and guardians of student absences, and actions to be taken when a student's unexcused absences become excessive will be in accordance with procedures and strategies approved by the Board.~~

~~(3) The following specifics approved by the Board are among those that relate to unexcused absences of middle school and high school students:~~

~~(a) After a student has had a total of three unexcused absences, a warning letter will be sent to the student's parents or guardians, inviting them to a conference where plans will be made to solve the problem.~~

~~(b) After a middle school student has had a total of six unexcused absences, another special letter will be sent to parents or guardians, informing them of the urgency of the situation and asking them to appear at a conference; otherwise, the situation will be referred to a social worker.~~

~~(c) After a high school student has had a total of 10 unexcused absences, the student will be referred to the Department of Parent and Student Services for further action.~~

~~(d) After a student has had a total of 15 unexcused absences, the student will be excluded from school and referred to the Department of Parent and Student Services for further action; however, prior to the exclusion, the school administrator or counselor will confer with the student and attempt to confer with the parents or guardians.~~

~~(4) Authorized actions on the part of school administrators and/or the Department of Parent and Student Services may include changes in the student's school program, except for basic subjects in which a student is below competency level; referral to a school social worker, psychologist, or M-team; a written contract between the student, parent, and school; enrollment in a work-study program or alternate program; transfer to another public school; an official waiver from school attendance (if the student is age 16 or over); referral of parents to the district attorney for failure to comply with school attendance laws; placement in an appropriate learning situation outside the Milwaukee Public Schools if alternatives within the public schools have been exhausted; or a recommendation to the Board for expulsion.~~

Based on further review subsequent to the Committee meeting, the Superintendent requested the following additional modifications (shown through double underscore and double strike-through):

Administrative Procedure 8.14:
TRUANCY PLAN

History	*Adopted 5-30-02*		
Previous Coding			
Legal Ref.	*W.S. Chapters 118.15(1)(a), 118.15(1)(d), 118.15(5), 118.16(4)(c), 118.153(3)*		
Contract Ref.			
Cross Ref.	*Admin. Policy*	*8.13*	*Student Absences*
		8.14	*Truancy*
	Admin. Proc.	*8.13*	*Student Absences*

(1) INTERVENTION: LEVEL ONE

(a) Identifying Truant Students

3. ~~When the student has accumulated five (5) unexcused absences within the school semester, the school shall mail a level one truancy intervention letter to the parent(s) or guardian(s) who is a habitual truant.~~ A referral to the social worker should be made when the ~~five (5) day habitual truancy letter is mailed to the parent/guardian of the truant student~~ student has accumulated eight (8) unexcused absences.

~~3~~ 4. ~~When the student has accumulated five (5) unexcused absences within the school semester, the school shall mail a level one truancy intervention letter to the parent(s) or guardian(s) of a student who is a habitual truant.~~

~~4~~ 5. When the student has accumulated five (5) unexcused absences within the school semester, the principal or designee shall mail a habitual truancy letter (certified) to the parent(s) or guardian(s) of a student who is a habitual truant. The district shall ~~automate~~ maintain an electronic record of the habitual truancy letter ~~to record~~ in the student database, record the name(s) of the school staff who made contacts with the parents or guardian before the mailing of the letter, the date of the proposed conference, and the date of the habitual truancy letter. The habitual truancy letter is required to be sent only once per academic year.

Renumber paragraphs 5 through 9 to 4 through 8.

(2) INTERVENTION: LEVEL TWO

(a) Resolving the Truancy Problem

1. If the student's truancy level is not resolved after the five-day habitual truancy conference has taken place, ~~T the school~~ Central Services shall mail a ~~habitual truancy warning~~ Level 2 Truancy Intervention letter to the parent(s) or guardian(s) of a student who is a habitual truant when the child has accumulated fifteen (15) unexcused absences within the school year.

2. The building principal or designee will initiate and document referrals for student evaluation and services. Referrals and/or contacts should be made to:

a. school-based supportive services and programs, such as social work services, guidance services, and collaborative support teams

b. community-based supportive services and programs, such as wrap-around programs, juvenile probation/parole, and child welfare agencies.

3. The school ~~will mail a level two truancy intervention letter to the parent(s) or guardian(s) of a student who is a habitual truant~~ must generate a Truancy Abatement and Burglary Supression (TABS) referral when the child has accumulated twenty-five (25) unexcused absences within the school year.

(c) Preparation for Intervention: Level Three — Legal Referrals

2. If the student has not returned to regular school attendance after 35 days of accumulated truancy, the building principal or designee shall ~~use his/her professional judgment and discretion in determining if a referral to the district attorney is appropriate~~ recommend legal sanctions.

(3) INTERVENTION: LEVEL THREE

(a) Legal Referrals

~~1~~ 2. The building principal or designee will initiate a referral to the district/court liaison by completing the district attorney referral form with all supporting documentation of the school's attempts to resolve the truancy, ~~as per attachments~~.

Vice President Blewett in the Chair.

Director Bonds moved to approve the proposed changes to Administrative Policy 8.13, Student Attendance/Absences; Administrative Policy 8.14, Truancy; and to Administrative Procedure 8.14, Truancy Plan; and the rescission of Administrative Procedure 8.13, Student Absences and Excuses—Procedure and Strategies to Improve Attendance; with the modifications requested, and with the insertion of the phrase "by State Statute" after the word "required" in the last sentence of Section (1) (b) 4 of Administrative Policy 8.14.

President Bonds resumed the Chair.

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 Revisions to Administrative Policy 7.38, Balanced Assessment System

Background

1. In September 2008, then State Superintendent of Public Instruction Elizabeth Burmaster convened a statewide task force to craft recommendations for a redesigned state assessment system. The task force, called the Next Generation of Assessment Task Force, included 42 members from business, technology, and education, three of whom were employees of MPS. In the four meetings that were held, members of the Task Force gained an external perspective by hearing presentations from five states known for the innovative features of their assessment programs.

2. The work of the Task Force in 2008-09 culminated in a number of recommendations and a specific framework for describing a balanced system of assessment which the Task Force recommended that the state promote and support. The components of the newly adopted statewide balanced assessment system include summative assessments, benchmark assessments, and formative assessment strategies. This continuum of assessments is depicted in the attachment to the minutes of your Committee's meeting.

3. Since MPS is a District Identified for Improvement (DIFI), the Department of Public Instruction (DPI) has instituted a number of corrective-action requirements, including the development of "…a district-wide assessment policy and system which includes standards-based formative, benchmark, and summative assessment that allows analysis and reporting at the student, classroom, and school levels." Another required corrective action is that the district implement progress-monitoring tools for interventions that yield reliable and valid results to determine the needed level of intensity of service, degree of implementation, and effectiveness of each specific intervention.

Administration's Analysis

4. A large team of MPS district and school staff convened in March 2009 to discuss the framework developed by the Next Generation Assessment Task Force and to discuss policy and practice implications in the district. Staff discussed the types of assessment, their purposes, and the roles of school and district staff in each type in order to inform policy development.

5. In light of the work of the staff in second semester of last school year and on the corrective action requirements of the DPI, the Administration proposes to align Administrative Policy 7.38, Balanced Assessment System, with the framework adopted by the DPI. This results in a complete replacement of existing policy language with proposed language as noted in the Administration's recommendation for this item.

Strategic Plan Compatibility Statement

6. 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: Students are assessed regularly to monitor progress toward improved academic achievement.

Statute, Administrative Policy or Board Rule Statement

7. The Administration's recommendation is consistent with federal and state statutes. If adopted by the Board of School Directors, it would result in policy changes for Administrative Policy 7.38, Balanced Assessment System.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

9. If the revision to Administrative Policy 7.38 is adopted by the Board of School Directors, the Administration will immediately work to ensure compliance with DIFI corrective action requirements for:

a. universal screening tools for K5 through grade 2 and for high-school courses required for graduation; and

b. progress-monitoring tools for all students receiving interventions.

Initial professional development for MPS school staff will be launched in the second semester of the 2009-10 school year.

Committee's Recommendation

Your Committee recommends that the Board adopt the following changes to MPS Administrative Policy 7.38, Balanced Assessment System:

Administrative Policy 7.38
BALANCED ASSESSMENT SYSTEM

~~(1) Balanced Assessment System~~

~~The MPS Balanced Assessment System uses diagnostic literacy assessments, longitudinal assessments of student growth, and classroom assessments, all of which are based on standards adopted by the district. All students shall be offered the same opportunities to participate in all aspects of the Balanced Assessment System. Accommodations shall be made for students with special needs according to their Individualized Education Plans (IEPs), limited English proficient students (LEP) according to their Lau levels, and Section 504 students according to their Individual Accommodation Plans (IAPs).~~

~~(2) Diagnostic Literacy Assessments~~

~~(a) Each elementary and K-8 school in the district shall implement a diagnostic early childhood literacy assessment. The primary purpose of the diagnostic literacy assessment is to improve teaching and learning and to inform parents and educators of students' literacy status and improvement. This policy applies to high school classes graduating in 2004 and after.~~

~~MPS Diagnostic Literacy Assessments:~~

~~Reading.....Grades K5-2~~
~~Writing.....Grades K5-2~~

~~(b) The Wisconsin Reading Comprehension Test is given at grade 3; longitudinal assessment materials, such as the TerraNova, will be made available to schools that wish to use them in addition to the WRCT.~~

~~(3) Longitudinal Assessments of Student Growth~~

~~(a) The district longitudinal assessment process shall measure growth in student achievement by using standardized assessments which shall be aligned with district adopted standards and yield scale scores similar to those of the state required Wisconsin Knowledge and Concepts Exam (WKCE).~~

~~(b) The longitudinal assessments shall be administered once a year. Although these assessments are primarily summative in nature, data from the assessments will be used in ongoing conversations regarding curriculum evaluation and instructional planning for individual students and for classrooms. Specialized, value added data analyses will inform students, parents, school sites, the district, and the general public about learning gains over a given period of time. Gains data from these assessments will also be used for individual student accountability, promotion/graduation requirements outlined in Policy 7.37, adopted by the Board in May 2000 and modified in June 2001.~~

~~MPS Longitudinal Assessments of Student Growth~~

~~Reading ..... Grades 4-10 (includes WKCE in grades 4, 8, & 10)~~
~~English/Language Arts ..... Grades 4-10 (includes WKCE in grades 4, 8, & 10)~~
~~Mathematics ..... Grades 3-10 (includes WKCE in grades 4, 8, & 10)~~

~~(4) Classroom Assessments~~

~~(a) The school-site classroom assessments, which will be ongoing and conducted by the teacher under the guidance of the district, will be primarily formative in nature and will be especially useful as teaching and learning tools, assisting teachers to make classroom level decisions. The school sites, with assistance from the district, will record the results of these required assessments; this information will be used for individual student accountability as part of the promotion and graduation policy revisions approved by the Board in May 2000 and modified in June 2001.~~

~~MPS Classroom Assessments:~~

~~Reading ..... Grades K-8~~
~~Writing ..... *Grades K-8, 11-12~~
~~English/Language Arts ..... Grades 3-12~~
~~Mathematics ..... **Grades K-12~~
~~Science ..... Grades 3-12~~
~~Social Studies ..... Grades 3-12~~

~~(b) The writing assessments at grades 3, 5, 6, 7, and the high school writing proficiency assessments at grades 11 and 12 are to be developed, administered, and scored by MPS.~~

~~(c) High-school mathematics proficiency assessments at grades 11 and 12 are not required to be district developed or scored.~~

(1) DEFINITION AND PURPOSE

(a) Within school districts, people in different roles need different assessment information at different times and in different forms in order to make decisions. The MPS Balanced Assessment System is designed to match assessment types, purposes, and users to improve data-informed decision making throughout the district.

(b) The Balanced Assessment System will support instructional planning, school-improvement planning, curriculum and program evaluation, district-wide resource planning and decision making, and accountability. The Balanced Assessment System will include national, state, district, school-, and classroom-based components. District-level oversight and guidance will be provided to support school staff, and data from common assessments will be stored in the district's data warehouse. Data elements will be used to support graduation- and promotion-related decisions for individual students. Selected assessment data will also be reported to the public annually in the District Report Card as per Administrative Policy 2.16, District Accountability System, to promote transparency, shared responsibility for student success, and a focus on results.

(c) All students in all schools will participate in the Balanced Assessment System. Exemptions for schools may be permitted in exceptional circumstances on a case-by-case basis. Students with disabilities may participate with accommodations or in alternate assessments per the requirements of Individualized Education Plans. Early English-language learners may be assessed in their first languages.

(d) The MPS Balanced Assessment System comprises three major components: summative assessment, benchmark assessment, and formative assessment.

(2) SUMMATIVE ASSESSMENTS

(a) Summative assessments are used primarily for student, school, and district accountability. They typically include assessments such as end-of-course tests, chapter tests, state assessments, and

national assessments such as the National Assessment of Educational Progress (NAEP). Results from these assessments are reported publicly to provide to parents and the broader community information about student performance and the effects of school- and program-improvement plans.

(b) The district's role in summative assessment is to guide the development of common end-of-course tests and to coordinate the administration of state and national tests. The district is responsible for reporting the results from state and national assessments in a manner consistent with state and federal guidelines and district policy, including reporting value-added analyses of standardized test data. The district will also use the data for district improvement planning, school interventions, and program/policy-evaluation research. The role of school personnel is to administer the summative assessments consistent with Administrative Policy 2.14, Assessment Ethics, and to use the data, as applicable, for grade reporting and school-improvement planning.

(3) BENCHMARK ASSESSMENT

(a) Benchmark assessments are standardized assessments administered three to four times per year. The purpose of benchmark assessments is as follows:

1. the benchmark assessments will be used to serve as the district's universal screening measure to identify children in need of intervention;

2. they will inform instruction much as do formative assessment data;

3. they can be used to measure students' responses to school-based interventions;

4. they can be administered upon entry into the district; and

5. they provide information to monitor and evaluate school and program performance.

(b) The district's role in benchmark assessment is to provide and to score assessments in selected grades and to provide reports to individual students, classroom teachers, schools, and the district office. The district is also responsible for providing professional development for learning teams and classroom teachers in interpreting and using benchmark data to monitor performance and to improve instruction. The schools' role is to administer benchmark assessments to all students and to use the data for instructional and school-improvement planning by identifying and intervening with students at risk for future academic failure.

(4) FORMATIVE ASSESSMENT

(a) Formative assessment practices are intended to inform instruction; to provide immediate, specific, and descriptive feedback for students; to guide differentiation of instructional practices; and to facilitate students' goal setting and self-assessment. Typically, these assessments are not graded. Formative assessment shall be used across all content areas and all grades within the district. Data from these informal assessment strategies are not reported to the district.

(b) Formal assessment for progress monitoring is required with all students who receive additional educational supports and interventions. Progress monitoring is used to assess academic performance, to quantify rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction or intervention. Progress-monitoring procedures permit ongoing decision making and adjustment of interventions when needed, thereby increasing the likelihood of helping students acquire new skills, knowledge, or improved functioning. Progress monitoring occurs frequently throughout the course of the intervention/support, and data are routinely analyzed by staff so that adjustments can be made. These data will be available to the district.

(c) The district's role in formative assessment is to provide grade-level standards/learning targets, sample assessments of those targets/standards, grade-level exemplars of student work, progress-monitoring

tools, and professional development for educators,. The schools' role is to implement formative assessment practices, score assessments, analyze data within the learning team/collaborative teacher teams, and use the data to inform instruction and monitor the efficacy of interventions.

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

* * * * *

(Item 3) 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. The Milwaukee Board of School Directors approved the latest revision to MPS Administrative Policy 7.26, Textbook Adoption, on February 28, 2002. The Board approved the latest revision to MPS Administrative Procedure 7.26, Textbook Adoption, on May 28, 1986. The Board approved the latest revision to MPS Administrative Policy 7.27, Maintenance and Control of Instructional Materials, on February 24, 1993.

2. The revisions to these documents which the Administration is recommending below will allow students access to a continuum of resources beyond bound textbooks, including technology-based resources.

Administration's Analysis

3. In order to achieve greater efficiency and effectiveness of operation, and consistent with Administrative Policy 9.10, Public Complaints about the Curriculum or Instructional Materials, 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. The recommended revisions to these polices and procedure will allow the district to adopt instructional resources other than textbooks, including technology, as part of the adoption process and will also employ a timeline that is more conducive to classroom implementation. It is hoped that the proposed changes to these policies and procedure will help provide to students 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.

4. The proposed recommendations include a request to change the titles of Administrative Policy and Procedure 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional Materials, to "Textbooks/Instructional Materials" and "Maintenance and Control of Textbooks/Instructional Materials," respectively.

5. The Administration is also requesting a change in the textbook-adoption cycle, from a seven-year cycle to an eight-year cycle. This adjusted timeline will allow for two years of professional development for each core subject adoption (literacy, math, social studies, science), thereby allowing for more fidelity and integrity in the implementation of those core subjects.

6. Additionally, each child within a classroom 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:

a. textbooks/instructional materials provided for each student to take home;

b. textbooks/instructional materials provided via a classroom set;

c. textbooks/instructional materials provided as both a classroom set and take home copy for each student; or

d. other specified arrangement as deemed appropriate by the principal/school leader to the subject area including but not limited to on-line 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.
- High-school graduates are prepared for higher education, careers, and citizenship.
- Additional resources are allocated to schools as funding becomes available to create classroom conditions that enable students and teachers to consistently perform at high levels.

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. This item recommends 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

Fiscal Impact Statement

9. This item does not authorize expenditures. There is no cost associated with these proposed revisions.

Implementation and Assessment Plan

10. Upon approval of the Board, the proposed revisions will be made to Administrative Policy and Procedure 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional Materials.

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
~~Textbook Adoption~~ Textbooks/Instructional Materials Adoption

History	*Revised 1984; 5-28-86*		
Previous Coding			
Legal Ref.	*W.S. 118.03, 119.16, 119.18(5), ~~119.22~~*		
Contract Ref.	*MTEA Contract (Teachers)*		
Cross Ref.	*Admin. Policy*	*7.26*	*~~Textbook~~ Textbooks/Instructional Materials Adoption*
		9.10	*Public Complaints about the Curriculum or Instructional Materials*

(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) After the procedures for ~~textbook~~ the adoption of textbooks/instructional materials ~~adoption~~, which are subject to Board approval, have been followed, ~~textbooks~~ textbooks/instructional materials shall be selected by the Board for adoption. When the Board has adopted any ~~textbook(s)~~ textbooks/instructional materials for use in the schools, these shall not be changed for ~~seven~~ eight years thereafter.

(3) When a subject area is to be opened for adoption, a ~~textbook~~ textbooks/instructional materials-evaluation committee shall be established to study and evaluate available materials and make recommendations to the superintendent concerning ~~textbook~~ textbooks/instructional materials adoptions for the subject area.

(4) A parental advisory committee for ~~textbook~~ 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) The parent advisory committee for ~~textbook~~ textbooks/instructional materials evaluation shall meet with the curriculum specialists to talk about subjects for which ~~textbooks~~ textbooks/instructional materials are being adopted and the requirements for the ~~textbooks~~ textbooks/instructional materials. They shall be informed of ~~textbook~~ 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 ~~textbook~~ textbooks/instructional materials evaluation prior to the Administration's recommendation of ~~textbooks~~ textbooks/instructional materials to the Board for adoption.

(6) Copies of the ~~textbooks~~ textbooks/instructional materials under consideration for adoption shall be made available ~~at the Milwaukee Education Center~~ for Board members, parents, and community members to review.

(7) Recommendations for ~~textbook~~ textbooks/instructional materials adoptions shall be in accordance with the following timeline:

(a) The ~~textbooks~~ textbooks/instructional materials evaluation committee shall present the recommendations for ~~textbook~~ 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 ~~textbook~~ 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 ~~textbook~~ 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
~~Textbook~~ Textbooks/Instructional Materials Adoption

History	*Revised 1984; 5-28-86*		
Previous Coding			
Legal Ref.	*W.S. 118.03, 119.16, 119.18(5), ~~119.22~~*		
Contract Ref.	*MTEA Contract (Teachers)*		
Cross Ref.	*Admin. Policy*	*7.26*	*~~Textbook~~ Textbooks/Instructional Materials Adoption*
		9.10	*Public Complaints about the Curriculum or Instructional Materials*

The following procedures shall be employed relative to ~~textbook~~ textbooks/instructional materials adoptions.

(1) OPENING SUBJECT AREAS FOR ~~TEXTBOOK~~ TEXTBOOKS/INSTRUCTIONAL MATERIALS ADOPTION

(a) In order to provide for a systematic re-evaluation of current ~~textbook~~ 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~~ textbooks/instructional materials for which adopted ~~texts~~ textbooks/instructional materials have been in use six years or more and may ~~legally~~ 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 ~~textbook~~ textbooks/instructional materials adoption
- subject areas in which ~~textbook~~ 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~~ textbooks/instructional materials currently in use, the Superintendent may recommend opening for adoption study any subject areas in which no ~~textbook~~ 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 ~~textbook~~ textbooks/instructional materials adoption.

(d) Also following the Board action, a designated member of the Superintendent's staff shall notify the publishers of ~~textbook~~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.

(2) NOMINATION OF ~~TEXTBOOK~~ TEXTBOOKS/INSTRUCTIONAL MATERIALS EVALUATION COMMITTEES

(a) Upon notification of the opening of a subject area for ~~textbook~~ 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 ~~textbook~~ textbooks/instructional materials evaluation committee for the subject area.

(b) Nominations for and expressions of interest in serving on ~~textbook~~ 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 ~~textbook~~ textbooks/instructional materials evaluation committees.

(g) All committees must include special education teachers.

(3) APPOINTMENT OF ~~TEXTBOOK~~ TEXTBOOKS/INSTRUCTIONAL MATERIALS EVALUATION COMMITTEES

(a) ~~Textbook~~ 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 ~~textbook~~ textbooks/instructional materials evaluation committee. In appointing ~~textbook~~ 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 ~~textbook~~ 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 ~~TEXTBOOK~~ TEXTBOOKS/INSTRUCTIONAL MATERIALS EVALUATION COMMITTEES

(a) The ~~textbook~~ textbooks/instructional materials evaluation committee shall study and evaluate available materials and make recommendations to the Superintendent concerning the subject area concerned.

(b) Each ~~textbook~~ textbooks/instructional materials subject committee shall elect its own chairperson and shall determine its own methods of procedure, except as herein stated.

(c) The ~~textbook~~ 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 ~~Division of Curriculum and Instruction~~ Department of Educational Services. The criteria used for selection should be made known to the publishers' representatives.

(d) The ~~textbook~~ 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 ~~textbook~~ 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 ~~textbook~~ 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 ~~textbook~~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 ~~textbook~~ 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 ~~textbook~~ textbooks/instructional materials evaluation committee shall be provided with sufficient opportunities to accomplish the evaluation and recommendation for selection of a ~~textbook~~ 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 ~~TEXTBOOK~~ TEXTBOOKS/INSTRUCTIONAL MATERIALS ADOPTIONS

(a) The ~~textbook~~ textbooks/instructional materials evaluation committees shall present the recommendations for ~~textbook~~ 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 ~~textbook~~ textbooks/instructional materials evaluation committee, the Superintendent shall make his/her recommendations to the Board at its regular meeting in April. Final action on ~~textbook~~ 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 ~~textbook~~ 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 ~~textbook~~ textbooks/instructional materials evaluation committees. These materials, quotations, and correspondence are to be held on file by the ~~Division of Curriculum and Instruction~~ Department of Educational Services for use by the ~~textbook~~ textbooks/instructional materials evaluation committees.

(b) All publishers who send materials, price quotations, etc. will be sent a list of the members of the ~~textbook~~ textbooks/instructional materials evaluation committee of the Department of Educational Services. Publishers at any time thereafter may send samples of ~~textbook~~s textbooks/instructional materials to schools, to the Department of Educational Services, and to members of the ~~textbook~~ 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 ~~textbook~~ 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 ~~textbook~~ textbooks/instructional materials evaluation committee may be given an opportunity to present their ~~books~~ before a scheduled meeting of the committee concerned.

(7) ALTERATIONS OR REVISIONS TO ~~TEXTBOOKS~~ TEXTBOOKS/INSTRUCTIONAL MATERIALS

(a) When any alterations or revisions shall have been made in any ~~textbook~~ textbooks/instructional materials adopted in the Milwaukee Public Schools, the publishers shall send the Superintendent two copies of the altered or revised ~~book~~ 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 ~~book~~ textbooks/instructional materials may be used. Full credit allowance shall be given by the publisher if the old and the new ~~books~~ 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~~ textbooks/instructional materials, whether used or unused, to the publishers with a debit memo for the full cost of the ~~books~~ books/instructional materials. In no event shall the use of a revised ~~book~~ 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 ~~textbook~~ textbooks/instructional materials adoption committees (printing, mailing of forms, and other necessary expenditures) shall be borne by the Board.

(9) ~~TEXTBOOK~~ TEXTBOOKS/INSTRUCTIONAL MATERIALS EVALUATION CRITERIA

(a) General ~~factors~~ criteria for ~~textbook~~ textbooks/instructional materials evaluation are provided to the ~~textbook~~ 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
- 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 ~~textbook~~ textbooks/instructional materials evaluation committee will develop its own specific criteria applicable to the subject area under consideration.

—◊—

Administration Policy 7.27
Maintenance and Control of Textbooks/Instructional Materials

History	*Adopted 4-24-86; revised 2-24-93; reaffirmed 2-22-95*
Previous Coding	*Admin. Policy EDBA, IIAE, prior to May 1995; Admin. Policy 9.27, May 1995-August 1996*
Legal Ref.	
Contract Ref.	
Cross Ref.	

(1) GENERAL GUIDELINES

(a) All ~~textbooks~~ 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 ~~custodian~~ owner of the ~~textbooks~~ textbooks/instructional materials used in the Milwaukee Public Schools, shall make such arrangements for the distribution of ~~books~~ books/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~~ textbooks/instructional materials.

(c) Students enrolled in a class requiring the use of an adopted or approved ~~textbook~~ textbooks/instructional materials shall be provided with the necessary ~~textbook~~ textbooks/instructional materials by the classroom teacher. The principal shall ensure that classroom teachers receive ample supplies of the adopted or approved ~~textbooks~~ textbooks/instructional materials. All students with disabilities shall participate in the general curricular offerings of the school, as per their IEP, and shall have use of adopted or approved ~~textbook~~ textbooks/instructional materials. The principal shall ensure that classroom teachers receive ample supplies of the adopted or approved ~~textbooks~~ textbooks/instructional materials for all general and special education students. If the principal is not supplied with the necessary ~~books~~ books/instructional materials, he/she shall requisition them.

(d) ~~Textbooks~~ 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~~ 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~~ textbooks/instructional materials not returned by the student, and any student failing to return all ~~books~~ books/instructional materials issued shall forfeit his/her right to use of Board-owned ~~textbooks~~ textbooks/instructional materials until the ~~books~~ books/instructional materials previously issued but not returned are paid for by the parent or guardian.

(2) ~~TEXTBOOK~~ TEXTBOOKS/INSTRUCTIONAL MATERIALS ADOPTION

The district's city-wide ~~textbook~~ textbooks/instructional materials adoptions occur on a ~~seven~~ eight-year cycle. A ~~schools~~ 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 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 ~~texts~~ textbooks/instructional materials.

(3) STUDENT ACCESS TO ~~TEXTS~~ TEXTBOOKS/INSTRUCTIONAL MATERIALS

(a) ~~All students must have ready access to textbooks and other core instructional materials~~. 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: (a) textbooks/instructional materials provided for each student to take home; (b) textbooks/instructional materials provided via a classroom set; (c) textbooks/instructional materials provided as both a classroom set and take-home copy for each student; or (d) other specified arrangement ,as deemed appropriate by the principal/school leader to the subject area, including, but not limited to, on-line technology. The educational program and policies of a school must not preclude a student from having access to appropriate instructional materials, particularly adopted textbooks. ~~If a textbook is one of the core educational materials for a course, it must be issued available to all students.~~ Parents and students must not be required to be personally proactive in order to gain access to ~~textbooks~~ textbooks/instructional materials; that is, such requirements as security deposits or that parents individually check ~~texts~~ textbooks/instructional materials out of the library are deemed inappropriate.

(b) When there is a problem of loss or misuse of ~~textbooks~~ 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.

(c) 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~~ textbooks/instructional materials, developing systems of accountability, and collecting lost or damaged ~~books~~ books/instructional materials issued by the school. Guidelines shall be developed for principals on accountability and on issuing replacement ~~texts~~ textbooks/instructional materials.

(4) HOMEWORK POLICIES

(a) If a teacher gives an assignment that requires ~~textbook~~ textbooks/instructional materials, each student must be allowed to take ~~a textbook~~ related textbooks/instructional materials home or be able to access materials on-line.

(b) All homework should enhance classroom instruction. Homework should (a) provide practice, (b) enhance what is taught in class, and (c) 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.

(5) FUNDING CONSIDERATIONS

(a) All newly adopted ~~texts~~ 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~~ textbooks/instructional materials for that course and should then purchase alternative materials from school funds.

(b) Funds collected by schools for lost or damaged ~~texts~~ textbooks/instructional materials or resale of obsolete ~~texts~~ textbooks/instructional materials shall be returned to the school rather than to a centralized revenue account.

(6) OPTIONAL PURCHASE OF ~~TEXTS~~ 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~~ 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.

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

* * * * *

UNFINISHED BUSINESS

(Item A) Action on Resolution 0910R-020 by Director Bonds to Create a Standing Committee on Accountability and Audit

Background

1. At its meeting on September 24, 2009, the Board referred Resolution 0910R-020 by Director Bonds to the Committee on Legislation, Rules and Policies:

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. At its meeting on November 17, 2009, the Committee on Legislation, Rules and Policies combined consideration of Resolution 0910R-020 by Director Bonds, to Create a Standing Committee on Accountability and Audit, and Resolution 0910R-021 by Director Spence, to Reduce the Number of Standing Committees of the Board. In regard to these two resolutions, the Committee recommended that the Board:

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, in order to retain six committees of the Board;

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. authorize the Office of Board Governance to review and make the necessary revisions to all related Board rules; and

e. direct the Office of Board Governance to research the structure and committee structure of other similarly-sized school districts and report back to the Board through this Committee (Legislation, Rules and Policies) no later than January 2010.

3. At its regular monthly meeting on November 19, 2009, the Milwaukee Board of School Directors referred both Resolution 0910R-020 and Resolution 0910R-021 back to the Committee on Legislation, Rules and Policies for further consideration and report back to the Board in December 2009.

4. On December 10, 2009, the Committee on Legislation, Rules and Policies once again considered the two resolutions. The Committee forwarded its recommendation regarding these resolutions to the Board at the Board's regular meeting on December 17, 2009. At that time, in accordance with Board Rule 1.11, Amendments to the Rules, the Board held over consideration of these items until its regular meeting of January 2010. This item is now being presented to the Board for its action. A recorded affirmative vote of a majority of the members of the Board is necessary for adoption of any revisions to the Board's rules.

Analysis

5. As noted in Resolution 0910R-020, until May of 1999, the Milwaukee Board of School Directors had, as one of its standing committees, the Committee on Accountability/Audit, whose charge was as follows:

> The Committee on Accountability/Audit 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 principal and teacher evaluation process; the district report card; monitoring of reform initiatives; compliance with executive limitations; monitoring of decentralization; modification of technology; and policy and development in the area of its focus. The Committee shall have oversight responsibility relative to the annual audit plan and monitoring of organizational performance for all departments, functions, initiative, and schools, and for 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 the internal control, compliance, economical efficiency, and program effectiveness recommendations so that the Board can assure the public that all operations and programs funded with public resources are operating effectively, efficiently, and economically.

6. At its meeting on May 26, 1999, as part of its action on Resolution 9900R-010 by Director Bruce Thompson, the Board directed the Office of Board Governance to prepare an amendment to Board Rules to dissolve the Committee on Accountability/Audit and to transfer its functions to the Committee on Innovation/School Reform and the Committee on Finance/Personnel.

7. At its meeting on September 29, 1999, as follow-up to its previous action, the Board approved the reassignment of the functions of the former Committee on Accountability/Audit as follows:

a. To the Committee on Innovation/School Reform:

- the monitoring of and assessment of the District's progress in meeting the Board's goals and standards;
- oversight of the District's Accountability Plan/Report Card;
- the monitoring of reform initiatives;
- the monitoring of organizational performance of departments, functions, initiatives, and schools; and
- review of school audits

b. To the Committee on Finance/Personnel:

- review of the principal and teacher evaluation process
- review of compliance with executive limitations
- review of modification of technology
- oversight of all district audit activities
- review of reports from the Office of Board Governance and internal and external audits

c. To the Committee on Strategic Planning and Budget:

- Oversight of the Annual Audit Plan.

(Some of the items above may have been reassigned as the result of later Board action.)

8. Currently, the Board has six standing committees:

- Committee on Finance/Personnel (FP)
- Committee on Innovation/School Reform (ISR)
- Committee on Legislation, Rules and Policies (LRP)
- Committee on Safety and Climate (SC)
- Committee on Special Education (Spec Ed)
- Committee on Strategic Planning and Budget (SPB)

9. Of these committees, FP, ISR, and Spec Ed normally meet monthly (except in July, when the Board rules allow all items that would normally go through committee to come straight to the Board as regular items of business at the Board's regular July meeting.) The remaining committees (LRP, SC, and SPB) meet at the call of their respective chairs.

10. Each of the committees, except the Committee on Strategic Planning and Budget, is composed of five members of the Board. All nine members of Board serve on the Committee on Strategic Planning and Budget. Currently, the committee assignments of the Board break down as follows:

Board Member	No of Committees	Committees
Bonds	4	FP, LRP, SC, SPB
Blewett	4	FP, LRP,Spec Ed, SPB
Falk	4	ISR, LRP, SC, SPB
Miller	4	FP, ISR, Spec Ed, SPB
Petersons	4	ISR, Spec Ed, SC, SPB
Spence	3	SC, Spec Ed, SPB
Thompson	3	ISR, LRP, SPB
Voeltner	4	FP, ISR, SC, SPB
Woodward	4	FP, LRP, SE, SPB

11. From January 2008 through October 2009 (22 months), there have been 90 meetings of the Board's committees, for a total of 188.66 hours. That is an average of four committee meetings per month, lasting an average of two hours per meeting.

Committee Meetings (January 2008-October 2009)			
Committee	No. of Meetings	Total Hours	Average Length of Meeting (Hours)
F/P	22	57.11	2.60
ISR	22	54.19	2.46
LRP	10	10.06	1.01
SPB	20	53.17	2.66
SC	3	2.02	0.67
Spec Ed	13	12.12	0.93
Total	90	188.66	

12. In addition to the number of committee meetings conducted during that period, the Board also conducted 22 regular monthly meetings, for a total of 74.18 hours (or an average of 3.37 hours per meeting), and 50 special meetings, for a total of 43.37 hours (or average of 0.87 hour [52 minutes] per meeting). The average number of Board meetings, both regular and special, combined was three per month, with an average length of 4.24 hours.

13. The total number of Board and committee meetings during the period of January 2008 through October 2009 was 162, for a total of 262.84 hours (or an average of seven meetings and 12 hours a month).

Strategic Plan Compatibility Statement

14. Adoption of Resolution 0910R-020 would be consistent with the following goals of the Milwaukee Public Schools' Strategic Plan:

Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility

Goal 6, that the district be accountable for measurable results

Goal 7, That the district's Central Services departments support student learning.

Statute, Administrative Policy or Board Rule Statement

15. Should the Board vote to adopt Resolution 0910R-020, it will have to determine the specific charge (i.e., functions, powers, and duties) of the newly created Committee on Accountability/Audit and will have to adopt a new Board rule, under Article II, Committees, codifying that charge.

16. If the Committee on Audit/Accountability assumes any of the functions, powers, or duties currently held by already existing committees, the Board rules containing the charges of those committees will have to be revised to reflect those changes.

17. Adoption of Resolution 0910R-020 will also require revisions to Board Rule 2.01, Standing, Special, and Functional Committees, to reflect the creation of the new committee.

Fiscal Impact Statement

19. Adoption of Resolution 0910R-020 will have no direct fiscal impact.

Implementation And Assessment Plan

20. Should the Board adopt Resolution 0910R-020, the Office of Board Governance will review relevant Board Rules and will bring back to the Board for its approval recommendations for any revisions necessary to reflect the creation of the Committee on Accountability/Audit.

Committee's Recommendation

Your Committee reports having combined consideration of Item A, Action on Resolution 0910R-020 by Director Bonds to Create a Standing Committee on Accountability and Audit, and Item B, Action on Resolution 0910R-021 by Director Spence to Reduce the Number of Standing Committees of the Board, of this agenda.

In regard to these two resolutions, your Committee recommends that the Board adopt the resolution, with the following changes:

1. 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 Finance/Personnel — be folded into the charge of the Committee on Innovation/School Reform;
2. the name of the Committee on Special Education be changed 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;
3. The number of the Board's committees be reduced 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
4. The Board direct the Office of Board Governance to update any and all policies and procedures necessary to reflect the changes outlined in this resolution.

Considered with Item B below.

* * * * *

(Item B) Action on Resolution 0910R-021 by Director Spence to Reduce the Number of Standing Committees of the Board

Background

1. At its meeting on September 24, 2009, the Board referred 0910R-021 by Director Spence to the Committee on Legislation, Rules and Policies:

WHEREAS, Board Rule 2.01(1) states that there shall be five regular standing committees of the Board; and

WHEREAS, The current process is for a resolution to be

1) introduced to the Board at a regular monthly meeting,
2) referred to Committee,
3) assigned to staff for research and analysis
4) discussed at one of the Board's committee; and

WHEREAS, Depending upon the nature of some items, it is possible that more than one committee must consider the same item, thereby creating a delay in scheduling and in the Board's having the opportunity to make a decision relative to the resolution; and

WHEREAS, At the end of each Board year, there are numerous items that are carried over into the next Board year because they have not been scheduled and the Board has not had the opportunity to consider the item; and

WHEREAS, Members of the public are expressing an increasing desire to see more efficiency in the way in which publicly funded entities are run; and

WHEREAS, Streamlining the resolution process would both provide an avenue to more quickly dispose of items introduced through the resolution process and increase staff efficiency by allowing more time in between meetings to prepare agenda items and to conduct research; and

WHEREAS, All of the items that come to the Board for consideration can be categorized as either operational or educational; and

WHEREAS, Fewer Board committees would allow Board members more time to review and familiarize themselves with the material to be discussed, leading to improved decision making and more productive discussions at Board meetings; and

WHEREAS, The position of a Board member is part-time, and many Board members must conduct the duties of this office in addition to the obligations of a full-time job and family demands; and

WHEREAS, The possibility of numerous night meetings every month is often a deterrent to getting qualified citizens to run for and hold the position of school board director; now, therefore, be it

RESOLVED, The Board operate with two standing committees, an Educational Committee and an Operational Committee, with all Board items to be brought before and scheduled at one of the two committees, based upon the nature of the items; and be it

FURTHER RESOLVED, That Board Rule 2.01(1) be amended to read, "There shall be two regular standing committees of the Board: The Committee on Operations and the Committee on Education shall have five members each and will each meet once per Board cycle. Special committees consisting of Board members and/or other persons may be appointed by the Board President from time to time"; and be it

FURTHER RESOLVED, That this amendment become effective on January 1, 2010.

2. At its meeting on November 17, 2009, the Committee on Legislation, Rules and Policies combined consideration of Resolution 0910R-020 by Director Bonds, to Create a Standing Committee on Accountability and Audit, and Resolution 0910R-021 by Director Spence, to Reduce the Number of Standing Committees of the Board. In regard to these two resolutions, the Committee recommended that the Board:

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, in order to retain six committees of the Board;

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. authorize the Office of Board Governance to review and make the necessary revisions to all related Board rules; and

e. direct the Office of Board Governance to research the structure and committee structure of other similarly-sized school districts and report back to the Board through this Committee (Legislation, Rules and Policies) no later than January 2010.

3. At its regular monthly meeting on November 19, 2009, the Milwaukee Board of School Directors referred both Resolution 0910R-020 and Resolution 0910R-021 back to the Committee on Legislation, Rules and Policies for further consideration and report back to the Board in December 2009.

4. On December 10, 2009, the Committee on Legislation, Rules and Policies once again considered the two resolutions. The Committee forwarded its recommendation regarding these resolutions

to the Board at the Board's regular meeting on December 17, 2009. At that time, in accordance with Board Rule 1.11, Amendments to the Rules, the Board held over consideration of these items until its regular meeting of January 2010. This item is now being presented to the Board for its action. A recorded affirmative vote of a majority of the members of the Board is necessary for adoption of any revisions to the Board's rules.

Analysis

5. Currently, the Board has six standing committees:

- Committee on Finance/Personnel (FP)
- Committee on Innovation/School Reform (ISR)
- Committee on Legislation, Rules and Policies (LRP)
- Committee on Safety and Climate (SC)
- Committee on Special Education (Spec Ed)
- Committee on Strategic Planning and Budget (SPB)

6. Of these committees, FP, ISR, and Spec Ed normally meet monthly (except in July, when the Board rules allow all items that would normally go through committee to come straight to the Board as regular items of business at the Board's regular July meeting.) The remaining committees (LRP, SC, and SPB) meet at the call of their respective chairs.

7. Each of the committees, except the Committee on Strategic Planning and Budget, is composed of five members of the Board. All nine Board members serve on the Committee on Strategic Planning and Budget. Currently, the committee assignments of the Board break down as follows:

Board Member	No of Committees	Committees
Bonds	4	FP, LRP, SC, SPB
Blewett	4	FP, LRP,Spec Ed, SPB
Falk	4	ISR, LRP, SC, SPB
Miller	4	FP, ISR, Spec Ed, SPB
Petersons	4	ISR, Spec Ed, SC, SPB
Spence	3	SC, Spec Ed, SPB
Thompson	3	ISR, LRP, SPB
Voeltner	4	FP, ISR, SC, SPB
Woodward	4	FP, LRP, SE, SPB

8. From January 2008 through October 2009 (22 months), there have been 90 meetings of the Board's committees, for a total of 188.66 hours. That is an average of four committee meetings per month, lasting an average of approximately two hours per meeting.

Committee Meetings (January 2008-October 2009)			
Committee	No. of Meetings	Total Hours	Average Length of Meeting (Hours)
F/P	22	57.11	2.60
ISR	22	54.19	2.46
LRP	10	10.06	1.01
SPB	20	53.17	2.66
SC	3	2.02	0.67
Spec Ed	13	12.12	0.93
Total	90	188.66	

9. In addition to the number of committee meetings conducted during that period, the Board also conducted 22 regular monthly meetings, for a total of 74.18 hours (or an average of 3.37 hours per meeting), and 50 special meetings, for a total of 43.37 hours (or average of 0.87 hour [52 minutes] per meeting). The average number of Board meetings, both regular and special, combined was three per month, with an average length of 4.24 hours.

10. The total number of Board and committee meetings during the period of January 2008 through October 2009 was 162, for a total of 262.84 hours (or an average of seven meetings and an average of 12 hours a month).

Strategic Plan Compatibility Statement

11. Adoption of Resolution 0910R-021 would be consistent with the following goals of the Milwaukee Public Schools' Strategic Plan:

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

Goal 6 — The district is accountable for measurable results

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

Statute, Administrative Policy or Board Rule Statement

12. Should the Board vote to adopt Resolution 0910R-021, it will have to determine the specific charge (i.e., functions, powers, and duties) of each of the newly created committees and create the appropriate Board rules, under Article II, Committees, to codify those charges.

13. Should the Board vote to adopt Resolution 0910R-021, Board Rule 2.01(1) should be amended as follow:

> There shall be ~~five~~ two regular standing committees of the Board. The ~~Committees on Special Education, Innovation/School Reform, Legislation, Rules and Policies, and on Finance/Personnel~~ the Committee on Operations and the Committee on Education shall have five members each and will each meet once per Board cycle. ~~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.

14. Should the Board vote to adopt Resolution 0910R-021, the Board would have to repeal the following Board Rules:

- Board Rule 2.05, Committee on Special Education — Powers and Duties
- Board Rule 2.06, Committee on Finance/Personnel — Powers and Duties
- Board Rule 2.07, Committee on Strategic Planning and Budget — Powers and Duties
- Board Rule 2.08, Committee on Legislation, Rules and Policies — Powers and Duties
- Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties
- Board Rule 2.12, Committee on Safety And Climate — Powers and Duties

15. Should the Board vote to adopt Resolution 0910R-021, Board Rule 2.02, Committee Meetings, would have to be amended as follows:

> (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, the Committee on Innovation/School Reform, and the Committee on Finance/Personnel shall meet monthly, except in July.~~

~~(3) The Committee on Strategic Planning and Budget and the Committee on Legislation, Rules and Policies shall meet at the call of the chair.~~

(2) The Committee on Operations and the Committee on Education shall each meet once per Board cycle.

~~(4)~~ (3) 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.

Fiscal Impact Statement

17. Adoption of Resolution 0910R-021 will have no direct fiscal impact.

Implementation And Assessment Plan

18. Should the Board adopt Resolution 0910R-021, the Office of Board Governance will review relevant Board Rules or administrative policies and procedures and will bring back to the Board for its approval recommendations for any additional revisions necessary to reflect the Board's action.

Committee's Recommendation

Your Committee reports having combined consideration of Item A, Action on Resolution 0910R-020 by Director Bonds to Create a Standing Committee on Accountability and Audit, and Item B, Action on Resolution 0910R-021 by Director Spence to Reduce the Number of Standing Committees of the Board, of this agenda.

In regard to these two resolutions, your Committee recommends that the Board adopt Resolution 0910R-020, with the following changes:

1. 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 Finance/Personnel — be folded into the charge of the Committee on Innovation/School Reform;
2. the name of the Committee on Special Education be changed 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;
3. The number of the Board's committees be reduced 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
4. The Board direct the Office of Board Governance to update any and all policies and procedures necessary to reflect the changes outlined in this resolution.

Vice President Blewett in the Chair.

Director Bonds moved that the Board:

1. 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;

2. direct that the Committee on Accountability/Finance and Personnel consider all audits;

3. direct that the Committee on Accountability/Finance and Personnel meet on a regular monthly basis;

4. 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;

5. 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;

6. 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

7. direct the Office of Board Governance to update any and all policies and procedures necessary to reflect the changes outlined in this resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Miller, Petersons, Voeltner, Woodward and Vice President Blewett—7.

Noes—None.

Voting "present"—Directors Spence and Thompson—1.

President Bonds resumed the Chair.

* * * * *

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. A meeting was held on January 5 for Head Start staff to discuss the procedures for the Three-Choice enrollment process.

2. The Head Start Coordinator participated in a Core Health Services meeting on January 5. The purpose of the meeting was to collaborate with other MPS departments to focus on the needs of the district pertaining to health.

3. The Health Team met on January 14, 19, and 27. The meetings focused on parental meetings, screenings at the school sites, and oral-health education.

4. Head Start staff met on January 6 and 26 to discuss program updates, enrollment, and health compliance.

5. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on January 7. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

6. The Head Start Coordinator participated in a Gwen T. Jackson Model Site meeting held on January 7. The meeting was held to discuss current programming and practices.

7. Management meetings were held on January 8, 20, and 29. The meetings focused on program updates and changes and planning for Policy Council meetings.

8. The Head Start Policy Council met on Saturday, January 9. The meeting focused on recruitment and the Head Start budget for the 2010-2011 school year.

9. The Head Start Coordinator participated in an Early Childhood staff meeting on January 11. This meeting focused on updates and planning for Early Childhood programs.

10. The Health, Mental Health and Disabilities Manager participated in a Mental Health Focus Group along with additional Head Start staff on January 12 to discover and address training needs in the area of mental health. A course for MPS Head Start will be developed from this focus group in working with a mental health consultant.

11. ERSEA/FPA meetings were held on January 13 and 27. The meetings focused on Three-Choice enrollment and health compliance.

12. The Head Start Coordinator participated in a Department of Educational Services Project Team planning meeting on January 15.

13. The Health, Mental Health and Disabilities Manager participated in an MPS Parent Involvement Committee meeting on January 19. The meeting was held to discuss parental involvement needs district-wide.

14. The Health Coordinator participated in a meeting with the Oral Health Project Manager from Children's Health Alliance of Wisconsin on January 19 to plan the February Oral Health Meetings and schedule on-site Dental Days.

15. Head Start Teachers participated in after-school collaboration trainings with Head Start, High Scope, and SDC Head Start on January 19 and 26. The training focused on effective and engaging learning environments.

16. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on January 20. 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 Health Coordinator met with an MPS Audiologist on January 20 to plan for audiometer training for the School Nurse Associates.

18. Head Start Self-Assessment training was conducted on January 26. The training focused on the purpose and process of the Self-Assessment.

19. Head Start curricula training was conducted for Principals on January 27. The training focused on use of the curricula in the classroom.

20. The Head Start Health Team and Family Partnership Associate facilitated the parent meetings for the month of January. The meetings provided strategies for parents to manage stress.

21. The next Policy Council meeting will be held on Saturday, February 13, 2010, at 12:00 noon at Central Services in room 206/208.

Services Provided

22. Site-monitoring visits were conducted at Alba, Hayes, Holmes, Kagel, Keefe, Kluge, Longfellow, Lowell, Milwaukee Sign Language, and Mitchell.

23. Blood testing for lead poisoning and anemia took place at Gwen T. Jackson and Keefe on January 26 and 27

24. Head Start families were referred to Give Kids a Smile Day at Marquette University on January 23.

Enrollment

25. There were 1,036 students enrolled in the Milwaukee Public Schools Head Start Program for the 2009-2010 school year as of January 11.

26. There were 51 students enrolled in the Milwaukee Public Schools Head Start Program as of January 11 for the Expansion Program for the 2009-2010 school year.

* * * * *

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

Submitted by Director Bonds

1. The Implementation Team discussed a possible new initiative relative to informational bulletins geared mainly for parents. Several bulletins on various topics are under development by Implementation Team and work group members.

2. At the last Implementation Team's meeting, members each shared something that they have recently seen in schools that brought them joy and also shared one thing they would commit to do in the next month relative to the children of Milwaukee.

3. Information was shared with the Implementation Team on the upcoming District Parent Orientation and Training and on the NAEP (National Assessment of Educational Progress) TUDA (Trial Urban District Assessment). Math results were reviewed.

4. Announcement of the District Report Card and access information were shared with members. Math proficiencies, as measured on the WKCE, continued the growth of recent years. The most significant gain in math was seen at grade 5, in which students' math scores jumped nine percentage points. Also, there was some improvement in reading scores at grades 8 and 10.

5. Family Literacy & Tutoring Work Group Update:

    a. Feedback on tutor training was collected and shared; discussion was held concerning modifications to the tutor-training flyer, marketing, sessions, and going beyond the basics and infusing specific topics in between sessions, including specific information on reading and math and more.

    b. Planning continues for the next tutor-training session.

6. Comprehensive Literacy Work Group Update:

    a. The teacher-quality grant proposal was not funded. The intent of the grant was to improve teacher quality through training by the consortium of universities. Something on a smaller scale will be moved forward voluntarily. Feedback on the grant proposal will be sought, and a subgroup will work on re-writing it.

b. The old MPA video on the Comprehensive Literacy Plan was reviewed. With rollout of the new MPS Comprehensive Literacy Plan anticipated in the near future, the work group is working on plans to address reading and considering adding a new MPA video on comprehensive literacy to its work plan.

c. MPA rubrics relative to literacy coaches and comprehensive literacy are being reviewed for possible updates.

d. The Content Area Subgroup held discussion on what is meant by "content literacy" and the need to ensure that universities address content literacy throughout teacher-preparation courses, that literacy specialists convey this understanding to literacy coaches and leaders, and that coaches and leaders make sure this message is understood by teachers. A clarifying graph breaking out the three components of literacy — content literacy, reading to learn, and English language arts — was developed to support this effort. Input on the graphic will be sought from university personnel, literacy specialists, and curriculum specialists. As the Comprehensive Literacy Plan moves forward, focus needs to be on these areas, with content literacy at the driver's wheel.

e. The subgroup also discussed the possibility of writing the "Roseanne" Grant (Chicago), requesting materials for classroom libraries and perhaps expanding it to include teachers from various sites. Schools and individuals will be contacted.

f. The Developmental/Balanced Literacy Subgroup reviewed several course syllabi and discussed format for delivery of course content, how to work with teachers' core knowledge and vocabulary, making resources available to course participants, the need to ensure that every school has a designated literacy leader, and the idea of collecting footage from a number of sites to be shared with literacy leaders.

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

a. Math Teacher Leaders met in December and conducted sessions on leadership, exploring cognitive demand, and multiplication of fractions.

b. The January grades 7-8 math lab was held on January 14.

c. Sessions began in January for those involved in the Math Alliance Project, a professional development program intended to improve the mathematics performance and proficiency of students in grades 4-9, particularly students with special needs and struggling learners, and to support a school culture for collaboration of general and special education teachers on improving math learning for all students. Participants are utilizing the Think Aloud protocol to engage students in mathematical problem solving and then reflecting on it. Participants are also learning about barriers to learning mathematics and identifying students affected by them.

d. For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the attached December 2009 issue of *The MMP Messenger*.

8. The Skunkworks Work Group had opportunity to work with America's Promise, and information on the January Dropout Prevention Summit was gathered and shared with the Implementation Team. The opportunity for invitation was extended to Implementation Team members. Transportation and student-teacher relationships were among the topics of concern to youth that were addressed.

9. The Teacher & Principal Quality Work Group has continued with focused work on development of the *Placement of Student Teachers Handbook* and cooperating-teacher protocol.

10. NEA Foundation Grant Update:

a. The second professional development day of the school year for NEA Focus Schools was held on Saturday, January 16, at South Division High School. Principals, literacy coaches, math

teacher leaders, building representatives, and curriculum generalists from each Focus School were invited and asked to bring a guest, and teachers new to Focus Schools were also invited. There were 200 invited, and 224 attended. The general session topic was "Diversity and Cultural Competence — New Skills for Educators," and the keynote speakers were Jerry Benston, Jr., Vice President, and David B. Hunt, President and CEO, Critical Measures, LLC.

(1) Objectives were to understand three demographic megatrends — race, immigration, and new cultural influences stemming from immigration — as they affect schools:

(a) the business case for diversity and cultural competence in education;

(b) how "connections" can improve relationships; and

(c) how our attitudes towards differences influence behaviors towards others.

(2) In addition, each school group had time for reflection following attendance at one of the breakout sessions, which included: Conversations & Questions Concerning the General Session Topic; Engaging Teacher Leaders; Phases of First-Year Teaching; Using the Smart Board in Literacy & Mathematics; Action Research for Teachers to Close the Achievement Gaps; and Teaching in the Block for Math K-5, Literacy K-5 and Literacy 6-12. Seventy-five percent of participants ranked the event as a 4 on a scale of 1-4. Additional details should be available at a later date.

b. MPS NEA Foundation Grant Action Research Fellows Susan Mildren, Elnore McKinley-Seward, and Janet Butler presented the Focus Schools Professional Development session "Action Research for Teachers to Close the Achievement Gaps."

c. Christine Anderson, NEA Foundation Grant Principal Investigator, and Robert Day, Curriculum Generalist at South Division High School, presented the work of the NEA Focus Schools at the NEA Minority Leadership Conference in Cincinnati, Ohio, on January 21.

d. Teachers-in-Residence presented on "What Makes a Teacher Leader?" at the Action Research Fellows meeting on January 23.

e. Work is in progress on establishing an online communications system for teacher leaders in the district.

The date of the next MPA Partners Meeting is TBA.

* * * * *

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

Submitted by Director Blewett

Parental Involvement Activities

- November 30, December 1, 2, 7, and 8, 2009

  Training for the Corrective Action Plan's Action Team for Partnership: Milwaukee Public Schools has chosen to embrace the work of Joyce Epstein in regard to the Action Team for Partnership. All MPS schools were asked to develop Action Teams for Partnership and to send their teams to one of the offered training dates. Each of the 144 schools that attended the training had to develop and submit their action plans, which were to include two goals — attendance and climate for partnerships. The strategies for each goal will be incorporated in the School Improvement Plan (SIP). Plans are being made to offer trainings to the 54 schools that did not participate.

- December 2009

  Corrective Action Plan-Attendance (CAPA) — The December CAPA Cluster meetings were held. The agenda included the assignment given in November, which was to share how the schools

were addressing attendance issues. This information was shared during the cluster meeting, and the members identified common practices and interventions during the discussion. The draft of the Truancy Plan was shared with the members of each cluster. The assignment given to the members for the month of January was to share the draft Truancy Plan and to note the feedback for sharing in the month of January. (The meetings are held in various locations and at various dates and times, based on the individual needs of each cluster)

- December 3, 2009

  District Advisory Council Meeting — Central Services Auditorium: The meeting for the month of December was spent mainly in electing new executive board members. The approval of the November minutes had to be tabled for the January meeting. The Title I Coordinator's and parental involvement report was delivered to the members. The following items were discussed: the district's parental professional development trainings, parental functional plan snapshot, parent orientation and training, and the Region V conference.

- December 16, 2009

  District Parental Involvement Professional Development — Central Services Auditorium: 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 December, informational sessions on budgeting and savings, money and mathematics, online math resources, and transitions at the high-school level for special needs students (emphasis on the Community Assessment and Training Program, CATP) were offered to parents. A total of 33 parents signed in, and more than 15 schools were represented.

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: Monday, Tuesday, Wednesday, and Friday from 9:00 a.m. until 3:30 p.m. and Saturday from 9:00 a.m. until 12:00 p.m.
- Computer Classes are offered on Tuesday and Thursday from 9:00 a.m. until 3:30 p.m. These computer classes, which are offered for English speakers and bilingual students, are held in Rooms 115 and 116.
- Science and math classes are offered in Room 119. The paraprofessionals rotate to make sure they all are involved in the implementation of these classes.
- Life skills are also being provided on Tuesday and Thursday. 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 intergenerational activities.
- A parent who holds a bachelor degree is volunteering to work with parents to support them with their math skills. Another great workshop that took place during the last week in December was Agreeing to Disagree.

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 programs such as technology and a variety of science and math "Make it and Take it" sessions for free. The parents that 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.

* * * * *

COMMUNICATIONS AND PETITIONS

The Assistant Board Clerk, presented the following communication:

(Item A) Communication 0910C-004 from Phil and Patricia Kowalski Requesting a Hearing Regarding Special Education at Ronald Wilson Reagan College Preparatory High School

Phil and Patricia Kowalski
2067 S. KK Ave. Apt 103
Milwaukee, WI 43207

January 20, 2010

Milwaukee Public Schools
5225 W. Vliet treet *[sic]*
Milwaukee, WI 53208

Dear Sirs:

We have two boys in Special Education attending Ronald Reagan High School. Our daughter, Megan, is in regular education and she will be a freshman at Reagan in the fall of 2010. We are concerned with the decision to increase the number of special education students at Reagan next fall by 90. We favor increasing the enrollment of special education at Reagan. We moved our boys to Reagan because of the high quality there and the poor quality of special education services at their former high school. But let's look at reality.

There is a great shortage of high quality special education teachers in MPS. Human Resources has a rotten reputation of providing quality applicants to teach in our schools. It could take several years to gear up a quality staff to serve an additional 90 special education students at the same high standards enjoyed by our two boys. We would like an opportunity to explain our views to the Board's Special Education Committee so that the decision of the Superintendent might be reversed.

Sincerely yours,

Phil & Patricia Kowalski

CC: Director Falk

Referred to the Committee on Special Education/Committee on Parent and Community Engagement.

* * * * *

The Board adjourned at 9:50 PM.

EUGENE JONES
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 2, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:42 PM.

Present—Directors Blewett (6:51 PM), Falk, Miller, Spence, Thompson, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Petersons.

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

January 28, 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 Tuesday, February 2, 2010, 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 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); and

2. to consider and possibly take action on an update on the implementation of previously approved organizational changes related to accountability.

With 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 balance of the agenda.

LYNNE A. SOBCZAK
Board Clerk

With respect to Item 1, Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), to consider collective bargaining negotiations strategy with respect to contract negotiations with the bargaining units listed in the call of the meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

The Board retired to executive session at 6:48 PM.

The Board reconvened in open session at 8:14 PM, and took up Item 2.

(Item 2) Update and Possible Action on the Implementation of Previously Approved Organizational Changes Related to Accountability

Office of
Board Governance

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.

Update

4. At its regular Board meeting in December 2009, the Board adopted the report by the Board Clerk/Director, Office of Board Governance. Below you will see the actions approved by the Board and any relevant updates to report at this time:

   a. Office of Accountability

      Action: The Office of Board Governance is to fill the Chief Accountability Officer position during the month of January 2010.

      Update: The Chief Accountability Officer position was posted on January 20, 2010. The posting is scheduled to close on February 12, 2010. It is anticipated that the position will not be filled until March 2010.

Action: Upon the placement of the Chief Accountability Officer, he/she would develop a timeline to transition each of the functional service areas under the Accountability Services Office:

- Revenue Management Services — Grant Development, FY10 budget, p. 121, $969,268/7.75 positions, except that the Leadership Analyst and the Budget Specialist position authority currently listed in the Grant Development Office remain in the Administration and be moved to whichever department or division that the Administration determines appropriate;
- Financial Reporting Services — TBD;
- Accounting Services — General Accounting, FY10 budget, pp. 123-124, $2,342,049/21 positions;
- Insurance/Risk Management Analysis Services — TBD; and
- Contract Compliance Services — TBD.

The Board further instructed that the Board Clerk and the Administration work together to determine the remaining positions and report back to the Board in January 2010.

Update: On January 24, 2010, the Board President, the Director of the Office of Board Governance, the Superintendent, and the Chief Finance and Operations Officer met to determine the remaining positions. At that meeting, we agreed in principle on the following:

Revenue Management Services

Grant Development (p. 121)	969,268	4.0
Grant Specialist	59,211	1.0
Grants Dev Coordinator	99,128	1.0
Senior Grants Dev. Coordinator	103,982	1.0
Teacher — Grant Admin	56,500	1.0
Grants Coordinator		(1.0)
Leadership Analyst		(1.0)
Budget Specialist		(1.0)
Fiscal Policy Analyst		(0.25)
School Secretary 1		(1.0)

The grants office will be renamed as Revenue Management Services, and the entire budget, minus the salaries and benefits corresponding to the Leadership Analyst, Budget Specialist, Fiscal Policy Analyst, and School Secretary 1 positions, will move under the new office. Also, $80,690 (FY10 salary and benefits for the 0.5 Grant Dev. Coordinator) and the Position Authority for the Grants Coordinator with move to the Administration. The Grants Coordinator position will be renamed, and the Administration will identify the additional resources needed to fully fund the new position. The salary and benefits will remain in the Revenue Management Services budget for the new Senior Grants Dev. Coordinator position.

Financial Reporting Services

Budget & Financial Reports (p. 127)		5.0
Mgr Financial Planning (July 1, 2010)		1.0
Budget Planning Asst (one — July 1, 2010)		2.0
Accounting Specialist		2.0

This will be renamed Financial Reporting Services. The corresponding salaries, benefits, and budget will be transferred. The Mgr Financial Planning and one Budget Planning Asst position will not be transferred until July 1, 2010.

Accounting Services

General Accounting (pp. 123-124)	2,342,049	20.00
Controller		1.0
Account I		2.0
Accountant II		2.0
Accounting Specialist		4.0
Acct Spec Financial Info		1.0
Financial Services Manager		1.0
Sup General Accounting		1.0
Dept Administrative Asst		1.0
Accounting Assistant I		2.0
Accounting Assistant II		4.0
Accounting Assistant III		1.0

The Director Financial Services position will be renamed; payroll and other functional service areas will report to that position. The position will remain under the Administration and the corresponding salary and benefits should be deducted from the current Accounting Services Budget. The Chief, Finance & Operations position will be renamed as Chief, Planning and Operations for transparency.

Insurance/Risk Management and Benefit Analysis Services

Benefits and Insurance Services (p. 90)		
Pension Analyst	81,512	1.0
Secretary III	23,632	0.5

Plus all corresponding benefits and all funds designated for contracting for insurance and benefit accrual and analysis services)

Contract Compliance Services

Diversity & Comm. Engage. (p. 120)	617,540	4.0
Project Manager	109,084	1.0
Admin. Support Specialist	57,188	1.0
Mgr, Div Diversity & Comm Eng	103,982	1.0
School Secretary II	37,600	1.0

The new Contract Compliance services will not monitor contract compliance for Facilities and Maintenance contracts. In addition to the resources transferred from Diversity and Community Engagement, funds equaling 20% of the salary and benefits of the Contract Law Specialist, $24,313 from the Diversified Community Schools Budget, and one Audit position (salary and benefits) will also be transferred to the Contract Compliance Services budget for FY11.

Action: *The Chief Accountability Officer and the Director of the Office of Board Governance would work with the Administration to further define the resources, to transition the staff/positions and responsibilities, and to provide the Board with a report on the implementation by March 2010.*

Update: Given the expected March date for filling the Chief Accountability Officer vacancy, it is recommended that the transitions listed above and the report be delayed until April 2010.

b. Audit Services

Action: The Office of Board Governance is to fill the Chief Audit Officer position during the month of February 2010.

Update: *The Chief Audit Officer position was posted on January 20, 2010. The posting is scheduled to close on February 12, 2010. It is anticipated that the position will not be filled until March 2010.*

Action: Upon the placement of the Chief Audit Officer, he/she would develop a plan to reorganize district resources into the previously approved audit functional service areas — Financial Audit Services, Departmental and Program Audit Services, Program Evaluation Services, Policy Audit Services, and Fraud Investigation Services — under the Audit Services Office.

Update: *During the meeting on January 24, 2010, we agreed in principle that it may 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. Due to the District's financial challenges, we realize that, at this time, we may not be able to implement all portions of the plan as approved.*

Action: The Chief Audit Officer and the Director of the Office of Board Governance would work with the Administration and current Audit Services staff to further define the resources and to transition the staff/ positions and responsibilities by April 2010.

Update: *Staff/position transitions may still be possible by April 2010 for some service areas such as the Contract Compliance area; however, during the meeting on January 24, 2010, we agreed in principle that it may be necessary to wait until after July 1, 2010, to further define resources and staff/positions in the FY11 budget that may be reallocated for the "new" Program Evaluation Services and Policy Audit Services areas. Due to the District's financial challenges, we realize that, at this time, we may not be able to implement all portions of the plan as approved.*

c. Governmental Relations Services

Action: At the beginning of January 2010, all resources and staff position(s) authority identified on June 4, 2009, in the Office of Finance and Operations-Legislative Policy Development in the adopted FY10 budget will be moved to the Office of Board Governance-Governmental Relations Services (p. 119, $283,527/2 positions).

Update: *This transition occurred as of January 1, 2010.*

d. Constituent Ombudsperson & Information Services

Action: As of January 1, 2010, the Office of Board Governance-Board Information Services will be renamed the Office of Board Governance-Constituent Ombudsperson & Information Services, and the Board Information Officer position will be re-titled as the Constituent Ombudsperson, consistent with the previous Board action.

Update: *This occurred as of January 1, 2010.*

Action: Once the Accountability Services Office has been established, resources will be identified for the further refinement of the Research, Policy Analysis, and Board Services functional areas (TBD). Also, resources will be identified for the Records Management Services (TBD) functional area. An MPS Records Management Plan will be developed and presented to the Board for consideration.

Update: *During the meeting on January 24, 2010, it was agreed upon in principle that it may 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 all portions of the plan as approved.*

e. Charter School Services

Action: At the beginning of January 2010, the Charter School Services Office will be established, as proposed. This new office would be funded by moving the resources and position authority currently allocated to support MPS charter schools:

- 0.5 Director (for the remainder of FY10), Diversified Community Schools; after July 1, 2010, the Chief Charter School Services Officer position would become a full-time, fully funded position; the Board directed the Administration to find resources ($97,731 salary and benefits at 62.8%) to fund all positions that are to become full-time.

- 0.5 Charter Teacher-Led Administrator (for the remainder of FY10); after July 1, 2010, the Charter Teacher-Led Administrator position would be fully funded and re-titled as the second Charter School Program Manager position; the Board directed the Administration to find resources ($74,588 salary and benefits at 62.8%) to fund all positions that are to become full-time.
- 1 Secretary II position;
- 1 Charter School Program Manager position.

Update: *This transition occurred as of January 1, 2010.*

Action: Also to be moved from Diversified Community Schools (FY10 budget, p. 105) are the total $14,934 part-time certificated and $9,379 Benefits — Other Wages and one-half of all the non-salary, benefit, and wages budget of Diversified Community Schools ($71,551.50).

Update: *This transition occurred as of January 1, 2010.*

Action: Only charter schools were to be moved under the Office of Board Governance, and Diversified Community Schools was to continue to serve other types of contracted school programs as well as oversee the Safe Schools Healthy Students grant.

Update: *During the meeting on January 24, 2010, it was agreed that on July 1, 2010, the Administration will reassign the Safe Schools Healthy Students grant and the Behavioral Reassignment seats in non-contracted MPS schools to another administrative office, and the remainder of the contracted (partnership) school programs would be moved under the Office of Board Governance, with the Charter Schools Services office to be renamed the Contract Schools Services office. The remaining positions and budget from Diversified Community Schools (with the exception of funds related to the Behavioral Reassignment seats in non-contracted MPS schools and the Safe Schools Healthy Students grant) would also move to the new Contract Schools Services Office.*

Diversified Community Schools (p. 105)		
Alternative School Program Officer	91,631	1.0
School Secretary III	39,280	1.0
In addition to the funding and positions approved by the Board in December 2009, the remainder of the Diversified Community Schools budget, minus the funds allocated for the Behavioral Reassignment seats in non-contracted MPS schools and the two positions listed above, will be moved to the new Contract Schools Services, beginning July 1, 2010.		

Action: The Board also directed that, for all of the functional service areas to be transferred under the Office of Board Governance, either in whole or in part, any applicable categorical funds, aids, grants, or any ARRA funds will also be transferred at the time of the move.

Update: *Given the above, this would appear to include, but not be limited to resources such as the grant-funded Information Specialist — DCS position and benefits (at 62.8% = $54,628) and the Title I Charter Parent Involvement funding ($19,494)*

Action: The Board further directed the Administration to find resources to fund any positions that are to become full-time.

Update: Chief Charter School Services Officer (0.5 = $97,731 salary, and benefits at 62.8%); Charter School Program Manager (0.5 = $74,588 salary, and benefits at 62.8%)

Action: The accountability-reform measures adopted by the Board stated that the establishment of the Accountability Services office is an investment to ensure financial and resource accountability, and that this reform will be at no additional cost to the taxpayers. It is understood that the cost of staffing and running this office must come from restructuring services and from reassigning, eliminating, or reassessing compensation levels for existing positions. Efforts to move forward are centered on identifying resources to be reallocated to establish the Accountability Services office and to implement the reform structure as outlined.

Update: Due to the District's financial challenges, we realize that, at this time, we may not be able to implement all portions of the plan as approved. It is understood that there may also need to be modifications as implementation progresses. These modifications will be brought to the Board for approval.

Strategic Plan Compatibility Statement

5. The adopted reorganization and establishment of the Accountability Services Office is consistent with all of the Strategic Plan's goals, specifically Goal #6, that the District be accountable for measurable results.

Fiscal Impact Statement

6. The district's adopted FY10 budget will re reallocated to implement the Board's action.

Implementation And Assessment Plan

7. The Office of Board Governance will provide a further update regarding the establishment of the Accountability Services Office and the implementation of the accountability reform measures no later than April 2010.

Director Blewett moved to approve the update and to direct the Board President and the Office of Board Governance to continue discussions for full implementation.

Vice President Blewett in the Chair.

Director Bonds moved a substitute, to:

One, to adopt the plans included;

Two, to specify that there be no additional costs or resources;

Three, to direct the administration and the Board to continue to discuss implementation plans;

And, four, that the four areas without current resources either be funded through streamlining other areas or identified as unable to be implemented.

President Bonds resumed the Chair.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Voeltner, Woodward and President Bonds—5.

Noes—Directors Spence and Thompson—2.

Temporarily absent—Director Blewett—1.

The Board adjourned at 9:00 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 16, 2010

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

February 11, 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 Tuesday, February 16, 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 concerning strategy with respect to litigation in which the Board is involved (*Milwaukee Journal Sentinel et. al. v Milwaukee Board of School Directors,* Case #309CV020384); and

2. to consider employment, compensation, and performance evaluation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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 retire to executive session to consider employment, compensation, and performance evaluation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

The Board may reconvene in open session to take action on matters discussed in executive session and to continue with the balance of the agenda.

LYNNE A. SOBCZAK
Board Clerk

Director Falk moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(g) and 19.85(1)(c), respectively, 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 involved and to consider employment, compensation, and performance evaluation data relative to the employment of an individual as Superintendent of Schools and the terms of an employment agreement for that individual.

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 6:39 PM.

The Board reconvened in open session at 8:41 PM.

Director Blewett moved to adopt the Superintendent Employment Agreement as negotiated with Dr. Gregory Thornton and the Milwaukee Board of School Directors.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Voeltner, Woodward, and President Bonds—7.

Noes—Director Spence—1.

Abstaining from voting—Director Thompson—1.

The Board adjourned at 8:48 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 25, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:44 PM.

Present—Directors Blewett, 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:

Kiwanis Club
Vision Screening Team 2002-2010:
Rich Chyla, Karen Dean, Sandy Dugan, Steve Jorgenson, John Lieber, Terry McGeorge, Janice Morgan, Dale Radke

In 2002, the MPS School Nurses, who were few in number, were interested in ways to collaborate with the community to increase preventative health services available to students. MPS School Nurses began a program to screen MPS children for vision problems. Since the majority of elementary schools did not have school nurses to screen the children, a coordinated and sustained volunteer effort was required. Milwaukee Public Schools, Prevent Blindness Wisconsin, and the Red Cross in Southeastern Wisconsin came together to map and operationalize a district-wide volunteer vision-screening event. This key group of community partners collaborated with Prevent Blindness Wisconsin and their teams of volunteers. Volunteer vision-screeners were trained and screened the children. School staff provided the follow-up.

The Kiwanis Club was one of the first volunteer teams to step forward and the only one that has the distinction of providing continuous vision-screening services to schools for each of the last seven school years.

Unintimidated by technology, these volunteers are trained to use the Suresight Autorefractor to screen K-5 and 5th-grade students, plus any special referrals made by staff. This year they provided vision screening in 15 MPS schools to a total of 2,000 students.

The Kiwanis Club team is professional, courteous, kind, and respectful to students, staff, and parents. They have given unselfishly of their time for many years to ensure that vision problems are not a barrier to learning. Many children have had their vision problems identified and corrected as a result of the Kiwanis Club's vision-screening efforts. Schools that have been host to them are unanimous in their praise.

The Milwaukee Board of School Directors and the entire school community recognize and honor the **Kiwanis Club's Vision Screening Team** for dedication, outstanding leadership, and commitment to excellence on behalf of the students of Milwaukee Public Schools.

◊ ◊ ◊ ◊ ◊

Winners of the We Energies 2009 Dr. Martin Luther King, Jr., Speech Contest

The finals of the 2009 We Energies Dr. Martin Luther King, Jr., Speech Contest were held on Saturday, December 11, 2009. MPS students earned first place in every grade-level category. 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 2009 Dr. Martin Luther King, Jr., Speech Contest winners:

Grades K-2 Division
- First Place .....Trinity Higgins, Elm Creative Arts
- Second Place.....Dorian Jones, Eastbrook Academy
- Third Place.....Devondre Everett, Twenty-seventh Street

Grades 3-4 Division
- First Place .....Ruth Fetaw, Ninety-fifth Street
- Second Place.....Demarious Franklin, Townsend
- Third Place.....Martayla Edwards, Congress

Grades 5-6 Division
- First Place .....Thaddeus Smith, Elm Creative Arts
- Second Place.....Kevin Norton, Greater Holy Temple Academy
- Third Place.....Christopher Henderson-West, Roosevelt Middle School

Grades 7-8 Division
- First Place .....Jamal Hegwood, Starms Discovery Learning Center
- Second Place.....Ngozi Musa, Eastbrook Academy
- Third Place.....Donavan Nathaniel, River Trail

Grades 9-10 Division
- First Place .....Miela Fetaw, Rufus King High School
- Second Place.....Carolyn Carson, Eastbrook Academy
- Third Place.....Gabriel Douglas, Eastbrook Academy

Grade 11-12 Division
- First Place .....Gunnar Raasch, Milwaukee High School of the Arts
- Second Place.....Shaunna Baumhardt, Eastbrook Academy
- Third Place.....Kendra Campbell, Kilmer High School

The first-place winners presented their speeches at the Dr. Martin Luther King, Jr., Day community celebration on Sunday, January 17, 2010, at the Marcus Center for the Performing Arts.

◊ ◊ ◊ ◊ ◊

Other Awards and Commendations

Staff/Departments

Lauren Baker, MPS Career and Technical Education program coordinator and chairperson of Milwaukee Area Technical College's District Board, received the ***2010 Board Member of the Year Award*** from the Wisconsin Technical College District Boards Association at its winter meeting in Milwaukee. The honor is awarded annually to one trustee statewide who exemplifies excellence in trusteeship, service to the local college, and state and national trustee leadership. The winner was selected by a committee comprising representatives of each of the state's 16 technical college boards.

Baker was appointed to the MATC board in 1995. This is her fourth one-year term as chairperson of the board. She also has served as vice chairperson and chairperson of the board's Educational Services and Institutional Relations Committee. Baker has collaborated with elected officials, business and manufacturing executives, and employers to emphasize the high-quality education and training provided at MATC. She is known for her advocacy of programs that serve the poorest and neediest Milwaukee-area citizens — including the Adult High School program, early childhood education services, and bilingual services.

In addition to her work on behalf of MATC, Baker has been an advocate for all Wisconsin Technical Colleges, serving on numerous committees focused on education and workforce development. She has served on U.S. Congresswoman Gwen Moore's Educational Advisory Committee, the YWCA Workforce Advisory Committee, the Regional Taskforce of STEM (Science, Technology, Engineering, Math) Education for the M7 region, the Workforce Investment Act Youth Council, and the Tech Prep Consortium Council.

She has been co-chairperson of the Legislative Committee for the Wisconsin Technical College District Boards Association and was unanimously elected by her colleagues in the Wisconsin and the Central Regions to serve on the Association of Community College Trustees (ACCT) national Board of Directors.

◊ ◊ ◊ ◊ ◊

Schools/Staff

The Student Support Personnel Team of the Wisconsin Conservatory of Lifelong Learning (WCLL) earned the Wisconsin School Counselor Association's (WSCA) *Program of Promise* (PoP) Award in January for its work in supporting the school's students. This is the second year in a row that WCLL's team has won the PoP award. WCSA scored and recognized the exceptional Support Personnel Accountability Report Card for Wisconsin (SPARC-W) that was submitted by WCLL's Student Support Personnel Team.

The team, which is led by one school counselor and several school counselor interns, includes a school psychologist, school social worker, school social work intern. Americorps VISTA volunteer, speech pathologist, diagnostic technician, and two administrative assistants.

WCLL, Milwaukee Public Schools' only pre-K-grade 12 year-round school, is one of four schools in the state to earn this distinction, which is intended to recognize exceptional teams of professionals who are making an impact on the achievement of the students in their buildings. WCLL's Student Support Team is credited for the implementation of a Restorative Justice Program and Forgiveness Curriculum, bringing in Milwaukee-area employers for the school's second annual career fair, developing volunteer opportunities within the Milwaukee area for students, and conducting Junior Planning Meetings with juniors to discuss post-secondary plans and career aspirations.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January 12, 14, 19, 22, and 28, 2010, were approved as printed.

* * * * *

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

The Director, Office of Board Governance/Board Clerk presented 48 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 January 26, 27, 28, 29, 2010, and February 1, 2, 3, 4, 5, 8, 9, 10, 11, 16, 17, 18, 19, 22, and 23, 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.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 3, a report on school improvement grant planning;

Innovation/School Reform Committee, Item 4, a report on recommendations from the North Division Advisory Council;

Innovation/School Reform Committee, Item 7, a Non-Instrumentality Charter School Proposal from Academy of Learning and Leadership K-8 School;

Accountability/Finance and Personnel Committee, Item 3, approval of prevailing wage rates; and

Accountability/Finance and Personnel Committee, Item 10, a contract with the Social Development Commission to implement the High School Parent Involvement Program (RFP 642).

On the motion of Director Thompson, the balance of the Committee reports was approved, 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) 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 activities that began on July 1, 2009.)

2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,541	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%

2. Special Services Information Management System (SSIMS) Report as of January 30, 2009

- continued ongoing work and support of district data-quality projects;
- continued the SSIMS/Encore trainings for new special services staff, drop-in HELP sessions for all staff, and school-based support on an as-needed/resources-available basis;
- initiated project sessions for gathering requirements with Spectrum K12 School Solutions for the updates to the SSIMS/ Encore application, which includes the latest federal and state mandates;
- Planned and prepared for the district's Continuous Improvement Focused Monitoring (CIFM) efforts.

* * * * *

(Item 2) Informational Report on Parental Involvement and the IDEA

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

Administration's Analysis

1. One of the most important aspects of IDEA is its recognition that parents are a critical key to school success, and involvement of parents in the IEP development and implementation is one way by which to influence high outcomes for students with disabilities.

2. The Individuals with Disabilities Education Act (IDEA 2004) has, since its first authorization, 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, give input into the development of individualized education programs (IEPs) for their children, and be aware of the contents of their children's 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.

3. In the years since the first passage of IDEA, best practices have influenced many improvements in the IDEA. One important area of improvement is in the area of parental participation in the IEP process. 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 had 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, full participants in the IEP process, including being members of the decision-making IEP teams that make eligibility decisions, develop IEPs, make placement decisions, and review and annually revise IEPS.

4. Some of the state and federal legal requirements for parental participation in the IEP process are:

a. Schools must take steps to ensure that one or both parents of the child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including:

- notifying the parents of meetings early enough that they will have an opportunity to attend;
- scheduling meetings at mutually acceptable times and places;
- if the parent is unable to attend the meeting, requiring the IEP chairperson to use other methods to ensure the parent's participation, including individual or conference phone call; and
- ensuring that the IEP team chairperson takes whatever action is necessary to be sure that the parent understands the proceedings of the IEP meeting, including arranging for interpreters for a deaf parent or a parent who does not speak or understand English. The following resources are available to assist parents to understand the process and to more fully participate in the IEP activities:
    - Attachment # 1 to the minutes of your Committee's meeting is a copy of the Notice of Procedural Safeguards that is provided to parents. It gives a comprehensive review of all the rights afforded to parents in the special education process. Federal law requires a copy of the procedural safeguards notice be given to parents of students with disabilities annually and when there is an initial referral, when a parent requests an evaluation, the first time a parent files a due-process complaint, or upon the request of the parent or guardian.

- Attachment #2 to the minutes of your Committee's meeting, titled *An Introduction to Special Education,* is provided to parents/guardians as part of the initial referral process and is available at the MPS Parent Service Center as well as on the DPI Website and the MPS Web Portal.
- Attachment #3 to the minutes of your Committee's meeting is a document developed to provide a user-friendly handbook on special education law policies and practices. Entitled *Special Education in Plain Language*, it was developed by a wide variety of special education stakeholders from the state of Wisconsin. It is available at the MPS Parent Service Center as well as on the DPI Website: http://dpi.wi.gov/sped/parent.html and the MPS Web Portal.

Parents and guardians receive written notice of all IEP meetings, copies of all evaluation reports, and annual IEP and placement notices.

b. Many IEP teams use technology, such as projection equipment, to make the IEP document visible to all members as it is being developed.

c. If at any time during an evaluation meeting or development of an IEP or placement, the parent or school district staff determine that additional time is needed to permit meaningful parental participation, the school must make arrangements for the additional time.

5. Parents may choose additional parties, such as relatives or advocates from outside agencies, to attend IEP meetings. These individuals become members of the IEP team. Parents make the determination whether these individuals have requisite knowledge or expertise about their children. The parent cannot, however, appoint another party to make decisions that are the responsibility of the parent.

6. Parent must provide informed written consent for delivery of special education services, including initial placement. This informed written consent must be in place before services are provided. Parents may also revoke consent for the provision of special education services and related services at anytime.

7. Parents receive information regarding the progress which their children are making in their IEPs throughout the year. Federal law requires that IEPs include a description of when reports of student progress will be provided to parents. Schools communicate with parents on a regular basis through parent newsletters, open-house activities, parent conference days, and other school-community events. Classroom teachers maintain ongoing contact with families throughout the school year regarding student progress, challenges, and celebrations.

8. The IEP is reviewed by the IEP team, including the parent, at least annually, with revisions to be made at the meeting. In some cases, with parental agreement and notification, changes in the IEP may be made outside of the meeting. Changes in placement, however, *must* be made by an IEP team.

9. The Department of Public Instruction supports ongoing parental training to increase parental participation and to support activities through the Wisconsin Statewide Parent-Educator Initiative (WSPEI) (see attachment #4 to the minutes of your Committee's meeting). MPS parent information specialists receive regular trainings through WSPEI. In addition, MPS parent information specialists provide monthly trainings to MPS parents and guardians on important topics such as homework help, transition planning, and tips for participation in IEP meetings.

10. 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.

11. After the 1997 reauthorization, states were required to make the option of mediation available to parents and school districts. This was intended 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 to reach early resolution to disputes, and mediated outcomes were known to result in a stronger sense of partnership between families and school districts to ensure he best educational outcomes for the child.

12. Since the 1997 reauthorization of IDEA, the Milwaukee Public Schools has worked to develop 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.

13. 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 was 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 parental dispute resolution system presented below outlines a number of opportunities for parents to resolve issues in informal as well as more formal ways. Parents and MPS administrative staff and teachers 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 may access the more formal problem-resolution methods at any time in the resolution process

---

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 concern, 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.

Step	Action	Outcome
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.
	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

Step	Action	Outcome
	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.
	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

Strategic Plan Compatibility Statement

14. 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.

Goal #2: School Staffs are responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

15. This item is consistent with administrative policies and procedures and applicable state and federal law.

Implementation Plan

16. The District supports parental participation in special education activities in the following ways:

- Service providers and administrators receive ongoing training and support in the requirements of the IDEA with respect to parental participation in IEP-related activities and dispute-resolution skills.
- The Administration — including staff from Administrative Accountability, Special Services, and Parent Student Services — participate in ongoing review of the PDRS complaints, resolutions, and other complaint-access systems.
- Monitoring and review of the requirements for parental participation in IEP meetings is conducted by special education supervisors and building administrators and is built into the annual Continuous Improvement Focused Monitoring Process (CIFM).
- Charter and partnership contracts require annual audit of IDEA compliance, including CIFM compliance data and dispute-resolution activities, as part of the contract-compliance activities.
- Support for parental access is provided by the school staff, including the building coordinator, school psychologist, special education supervisor special education leadership liaison, principal, and school social worker. Training and support is also available through the Parent Student Service Center on an individual basis and as part of the monthly training activities.
- Activities toward increasing parental engagement at the district level is part of the district's Strategic Plan, *Working Together Achieving More (WTAM).*

* * * * *

(Item 3) Communication 0910C-004 from Phil and Patricia Kowalski Requesting a Hearing Regarding Special Education at Ronald Wilson Reagan College Preparatory High School

At its meeting on January 28, 2010, the Board referred the following communication from Phil and Patricia Kowalski to the Committee on Parent and Community Engagement:

Phil and Patricia Kowalski
2067 S. KK Ave. Apt 103
Milwaukee, WI 43207

January 20, 2010

Milwaukee Public Schools
5225 W. Vliet treet *[sic]*
Milwaukee, WI 53208

Dear Sirs:

We have two boys in Special Education attending Ronald Reagan High School. Our daughter, Megan, is in regular education and she will be a freshman at Reagan in the fall of 2010. We are concerned with the decision to increase the number of special education students at Reagan next fall by 90. We favor increasing the enrollment of special education at Reagan. We moved our boys to Reagan because of the high quality there and the poor quality of special education services at their former high school. But let's look at reality.

There is a great shortage of high quality special education teachers in MPS. Human Resources has a rotten reputation of providing quality applicants to teach in our schools. It could take several years to gear up a quality staff to serve an additional 90 special education students at the same high standards enjoyed by our two boys. We would like an opportunity to explain our views to the Board's Special Education Committee so that the decision of the Superintendent might be reversed.

Sincerely yours,

Phil & Patricia Kowalski

CC: Director Falk

Committee's Report

Your Committee reports having given hearing to Mr. and Mrs. Kowalski 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) Informational Report from the Wisconsin Center for Education Research on High-School Effectiveness

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

Background

At its meeting on October 30, 2007, the Milwaukee Board of School Directors adopted Resolution 0708-R009 by Director Bonds as amended by the Committee on Innovation and School Reform:

WHEREAS, Small schools have been touted as providing innovative ways of offering educational services to students in settings that allow for more personalized interaction among students, staff, and administration, which supposedly results in higher academic achievement; and

WHEREAS, The number of small schools in the Milwaukee Public Schools system has grown from 4 in 2000 to 25 in 2007; and

WHEREAS, The concept of small schools engenders a broader distribution of precious district resources than do larger, more traditional schools; and

WHEREAS, The administrative cost of a traditional high school is $150,680 (includes principal salary and fringe benefits) compared with the cost of $86,000 for one teacher-led school; and

WHEREAS, In a multiplex in which there are three or more schools, the cost of a teacher-led school can be in excess of $250,000; and

WHEREAS, There has yet to be an evaluation of the academic effectiveness of small schools; and

WHEREAS, The public should know how effective these schools are in educating our students and how cost-effective they really are; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools perform a comprehensive evaluation of the effectiveness of its small schools, to include academic performance, class size, graduation rates, transportation costs, quality of curriculum, issues of cost sharing, issues of school-spirit, students' enrollment and attendance, student and parental satisfaction, parental involvement, etc.; and be it

FURTHER RESOLVED, That the Milwaukee Public Schools' Administration conduct a third-party evaluation of its small high schools, and be it

FURTHER RESOLVED, That the Milwaukee Public Schools' Administration also conduct a third-party evaluation of all MPS high schools; and be it

FURTHER RESOLVED, That the third-party evaluation of the small high schools be a part of a comprehensive evaluation of all MPS high schools; and be it

FURTHER RESOLVED, That the party conducting this comprehensive evaluation demonstrate their objectivity and independence; and be it

FURTHER RESOLVED, That the Administration report back to the Board with its final reports and its findings resulting from these evaluations not later than the December 2009 Board cycle.

Administration's Report

1. At its meeting in October 2007, the Milwaukee Board of School Directors directed the Administration to complete a "third-party evaluation of the small high schools" as a part of a "comprehensive evaluation of all MPS high schools."

2. With approval from the Board, the Administration contracted with the Wisconsin Center for Education Research (WCER) to conduct the independent evaluation of the district's high schools. Staff from WCER will attend the meeting to present their findings.

* * * * *

(Item 2) Informational Report from the Wisconsin Center for Education Research on Charter School Effectiveness

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

Background

At its meeting on October 30, 2007, the Milwaukee Board of School Directors adopted Resolution 0708-R005 by Director Bonds as amended by the Committee on Innovation and School Reform:

RESOLVED, That the Milwaukee Public Schools system perform a comprehensive evaluation of the effectiveness of its charter schools; and be it

FURTHER RESOLVED, That the performance evaluation should include, but not be limited to, academic performance, quality of curriculum, students' enrollment and attendance issues, student satisfaction, parental involvement, and extracurricular activities to keep students engaged in education, etc.;

1. continue to support the development and creation of innovative school options in Milwaukee Public Schools through the authorization of charter schools;

2. direct the Administration to continue to work with the Board and community partners to evaluate each charter petition and proposal and to review each charter school according to existing policy and procedures; and

3. direct the Administration to conduct a third-party evaluation of the overall effectiveness of charter schools within MPS as an improvement strategy, with the study to be conducted no later than during the 2008-2009 school year.

Administration's Report

1. At its meeting in October 2007, the Milwaukee Board of School Directors directed the Administration to complete a "comprehensive evaluation of the effectiveness of its charter schools." The evaluation was to be conducted by a third party.

2. With approval from the Board, the Administration contracted with the Wisconsin Center for Education Research (WCER) to conduct the independent evaluation of the district's charter schools. Staff from WCER will attend the meeting to present their findings.

* * * * *

(Item 3) Informational Report on School Improvement Grant Planning

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

Administration's Report

1. The United States Department of Education released the final requirements for School Improvement Grants (SIG) authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA) on December 9, 2009. The appropriation of $3.6 billion combines Fiscal Year 2009 Title I appropriations with new funding made available from the Title I American Recovery and Reinvestment Act (ARRA) funds. Funds under this program are distributed to states, based on the states' proportionate shares of other Title I funds.

2. The final requirements govern the process that states will use to award funds to local educational agencies (LEAs) that have the persistently lowest-achieving Title I schools (Schools Identified for Improvement or SIFI) and that demonstrate the strongest commitment to ensuring that the funds will be used to substantially raise the achievement of students attending those schools. The program goal is to enable these persistently low-achieving schools to make Adequate Yearly Progress (AYP) and exit improvement status.

3. The Milwaukee Public Schools has a total of 47 schools that will qualify for support under this program, should the district elect to apply for funding under this program. While the exact dollar amount that will be available to the district is not known at this time, it is expected to be substantial and to be available through the end of the FY12 school year.

4. The purpose of the grant is to direct resources to the lowest-achieving schools to drive school improvement in a manner that will dramatically improve student achievement and high-school graduation. The reauthorization includes a more prescriptive approach to defining fundable purposes than that required under this grant in the past. The new guidelines divide schools into three tiers and require districts to use specific, research-based strategies for each school, based on the school's identified tier and performance data.

5. The three tiers are defined as follows:

a. Tier I: Any Title I School Identified for Improvement (SIFI) that is among the lowest-achieving 5% in the state (or the lowest achieving five schools in the state, whichever is greater) based on a formula that measures proficiency and graduation rate (for high schools only). These five Milwaukee public schools have been identified through the formula as being the five lowest achieving schools in Wisconsin (Tier I schools): African American Immersion High School, Custer High School, W.E.B. DuBois High School, Vincent High School, and Washington Law, Education and Public Service High School.

b. Tier II: Any secondary school (middle or high school) in the state that is eligible for, but does not receive, Title I funds and is among the lowest-achieving 5% of secondary schools in the State, or the five lowest-achieving secondary schools in the state that are eligible for, but do not receive, Title I funds. No MPS schools are identified as Tier II schools.

c. Tier III: Any Title I SIFI that is not a Tier I school. MPS schools eligible as Tier III are ALAS, Auer Avenue, Bay View High School, Bradley Tech, Browning, Burroughs, Carver, Career Youth Development, El Puente, Fifty Third Street, Forest Home, Fritsche Middle School, Genesis, Grantosa, Hamilton, Hopkins, Keefe Avenue, Kilmer, LaFollette, Lancaster, Lincoln Middle School of the Arts, Lincoln Elementary, Lloyd Street, Maple Tree, Milwaukee Education Center, Metcalfe, Dr. Martin Luther King Jr., Milwaukee Learning Laboratory and Institute, Northern Star, Pulaski, Riverside, Rogers, Roosevelt Creative Arts, Sherman, South Division, Story, Townsend, Twenty Seventh Street, Wheatley, WHS Expeditionary Learning, and WHS Information Technology.

6. The district's application to participate in SIG will be due to the state some time in March. The district must commit to the implementation of one of the following four school intervention models at each of its five Tier I schools in order to receive funding for Tier III school interventions.

a. Turnaround Model: Requires replacement of the principal and the rehire of no more than 50% of the school's staff. The principal is given operational flexibility to implement an instructional program that is research-based and vertically aligned from one grade to the next as well as to state academic standards.

b. Restart Model: The district may convert a school or close and reopen 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 a school.

c. Transformation Model: The transformation model requires the district to:

1) replace the principal and take steps to increase teacher and school leader effectiveness;

2) institute comprehensive instructional reform strategies;

3) increase learning time and create community-oriented schools; and

4) provide operational flexibility and sustained support.

Note, for purposes of this grant, the district may retain a principal hired within two years of the start of the grant period if the school began implementing some or all of the elements of the intervention within the same time period.

d. School Closure Model: The district may close a school and enroll the students who attended the school in other, higher-achieving schools within reasonable proximity to the closed school.

7. The interventions to be funded for Tier III schools must be consistent with best-practice strategies identified in the reauthorization, including the adoption of any of the four models for reform.

8. A letter was delivered to Board members on January 11, 2010, detailing some of the preliminary plans for Tier I and selected Tier III schools. The district is in good position, based on previous Board action, to meet the mandates of the U. S. Department of Education and the Department of Public Instruction for improving the performance of these schools. The following information was shared regarding the selection of intervention models:

a. African American Immersion High School (at North Division High School) — As a result of previous Board action, the district is working with the school community and the North Division Alumni Association through the launch of the North Division Advisory Council (NDAC). The NDAC developed recommendations for the design model for a new school. Based on the recommendations of the NDAC and the Administration, the status of African American Immersion High School will be reviewed. Federal and state guidelines for SIG funds will be applied and will include a request for proposals (RFP) with proposed SIG funds utilized to develop the framework for the new school and to solicit open, competitive proposals for its implementation. The new school will be scheduled to open for the 2011-12 school year.

b. W.E.B. DuBois High School — The Board took action on December 8, 2009, to close W.E.B. DuBois High School. The School Closure Model will be proposed with SIG funds utilized for resources to support DuBois' students as they move to new schools.

c. To accelerate high-school improvement work and to integrate it with performance-management strategies, the Administration is developing a transformation zone in the district which will include Bradley Tech High School, Custer High School, James Madison High School, Pulaski High School, two schools within the Washington High School complex, and Vincent High School. A letter was received from WHS of Law, Education and Public Service and WHS Expeditionary Learning requesting a merge. This item will be brought to the Board in March. These two schools will operate as one school within the Transformation Zone. Three of the six high schools (Custer High School; Washington Law, Education and Public Service High School; and Vincent High School) are Tier I schools.

(1) The goals of the transformation zone will include:

(a) strengthening relationships among students, school staff, and families;

(b) improving teaching and learning in every classroom every day;

(c) increased accountability for student achievement; and

(d) reallocating staff and time to achieve the first two goals.

(2) A cross-school expert team that includes the six school improvement facilitators, one full-time curriculum specialist in English language arts and literacy, a full-time curriculum specialist in mathematics, and school-based exemplary practitioners in key areas of the reform will directly support the transformation reform model.

3) A full-time transformation zone management team will provide leadership and oversight of these six schools' efforts to achieve the outcomes of the transformation model. This team will be responsible for all of the educational programming and program design for the six schools. This team will take responsibility for administrative oversight, special education programs, and DIFI compliance in the six schools. The transformation zone management team will report directly to the Superintendent and be accountable for student results. The

management team will have sole authority over staff participation (or non-participation) in district-initiated activities in order to ensure sufficient focus on and accountability for transformation zone outcomes. The team will also have authority over district and external funds for these schools; they will work with the superintendent to ensure the necessary flexibility to achieve the zone outcomes within legal and financial parameters.

(4) Teaching staff will receive additional time in the school day and school year, with compensation, for professional development and other learning activities.

(5) In order to accelerate the work and increase the rigor of learning for students and staff, the district will be working with the MTEA on memoranda of understandings as part of transformation zone strategies.

(6) Transformation zone outcomes — including student performance indicators, school climate benchmarks, and implementation standards and supports to be provided to the six schools — will be approved by the superintendent and serve as the sole focus of these schools activities for the next three years.

(7) Annual and three-year thresholds will be set for the following indicators of student performance and commitment in all transformation zone schools:

(a) achievement and closing achievement gaps in all core areas

(b) attendance, including loss of instructional time due to suspensions

(c) progress toward graduation and graduation rates

(d) enrollment in and successful completion of college-ready curriculum

(e) post-secondary enrollment and completion.

d. A request for proposals (RFP# 683) from firms experienced in coordinating and managing whole-school reform efforts at the secondary level has been initiated.

e. An item requesting position authority for the transformation zone staff will be brought to the Board once there is confirmation of the funds.

9. Consistent with interventions identified in grant guidelines, specific student interventions, professional development, and school supports will be researched and implemented at Tier III schools consistent with trends in student achievement.

10. A general RFP will be issued for proposals regarding strategies and interventions designed to accelerate student achievement in literacy and mathematics. The application is anticipated to include funding to support professional development for staff charged with implementing these interventions.

11. Successful interventions or professional development strategies now offered within the district may be continued or modified for specific Tier III schools, depending on school need.

12. School leaders at Tier III schools will have the opportunity to participate in focus groups to help determine key academic interventions or strategies needed to dramatically increase student achievement and high-school graduation at Tier III schools. The grant application requires specific proposals for each school, outlining the intervention or strategies, objectives, and expectations for the school; however, the management of resources and direction for implementation will be central in order to ensure implementation fidelity.

13. The grant includes a requirement for rigorous, outside evaluation and the collection and reporting of achievement data on a regular, consistent basis.

* * * * *

(Item 4) Informational Report on Recommendations from the North Division Advisory Council

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

Administration's report

1. At its January 2009 meeting, the Board referred Resolution 0809R-041 by Director Bonds to the Committee on Innovation and School Reform. This resolution directed the Administration to:

a. close the three high schools currently housed in the North Division High School facility;

b. open a comprehensive high school in the same facility in the Fall of 2010;

c. appoint a new school leader to develop the new school model in conjunction with community partners; and

d. bring back to the Board a plan for implementation of the school no later than the August 2009 Board cycle.

2. The Board considered and acted upon the Administration's response to Resolution 0809R-041 at its meeting on March 26, 2009, directing the Administration to implement the following steps:

a. Close Metropolitan High School at the end of the 2008-2009 school year;

b. Increase the enrollment of the Milwaukee African American Immersion High School from 462 to 750 for the 2009-2010 school year to accommodate students who may wish to enroll due to the closing of the other small high schools housed in the North Division facility;

c. Identify the administrative team to lead Milwaukee African American Immersion High School by July 2009;

d. Direct the school's administrative team to engage the community and the North Division Alumni Association in the development of a process through which the design and focus of the Milwaukee African American Immersion High School will be reviewed and evaluated to determine if the current school model or a new school model will best meet the needs of all students;

e. Bring back to the Board by January 2010 a plan from the school's administration and the community partners designed to offer a comprehensive high school educational experience at the North Division High School building ready to meet the needs of all students preparing for employment, college, and careers in the 21st century; and

f. Change the name of the facility located at 1011 West Center St from the North Division Educational Complex to North Division High School.

3. The Administration closed Metropolitan High School at the end of the 2008-2009 school year and moved Alliance School into the former location of Metropolitan High School at 850 West Walnut Street, providing the opportunity for Alliance School to expand from grades 9-12 to grades 6-12 as directed by the Board.

4. The Administration increased the 2009-2010 projected enrollment for Milwaukee African American Immersion High School to 750 students to provide enrollment opportunities for student enrollment from other high schools in the North Division facility which were scheduled to close. The enrollment at Milwaukee African American Immersion High School was 486 on September 18, 2009, the official Third-Friday count day. The school leadership team which was identified in summer 2009 adjusted staffing accordingly. Genesis High School, also located at North Division, had a Third Friday enrollment of 221.

5. The Administration convened the North Division Advisory Council (NDAC) on June 29, 2009, which included broad representation with members of the North Division Alumni Association, community members, members of the business community, and members of the local philanthropic community participating. The NDAC was chaired by Ralph Hollman, President of the Milwaukee Urban League, and co-chaired by Tyrone Dumas from the MPS office of Diversity & Community Engagement.

6. The Superintendent met with the NDAC at its first meeting and provided the following direction:

a. Host community listening sessions to gather community ideas about the future of North Division High School as one, large high school;

b. Use this input to identify proven high-school models from across the country that have potential for implementation at North Division;

c. Review these models and develop summary rationales for each;

d. Present the models to community listening sessions to gather feedback;

e. Make an implementation recommendation by December 2009.

7. Over the course of the ensuing months, the membership of the Council and the leadership of the Council changed as requests for new membership were received from school neighbors and from Board Director Annie Woodward. New members expanded the diversity of voices on the Council adding to the breadth and depth of the report. Tyrone Dumas assumed the responsibilities of the Chair of the NDAC, as Mr. Hollman recognized the need to more fully focus his time on other professional responsibilities. Myron Hood, President of the North Division Alumni Association, became the NDAC co-chair with the Council's support. Later in the process, Tyrone Dumas stepped away from the role of the chair, and Myron Hood assumed the leadership role.

8. The NDAC set out on an aggressive meeting schedule, gathering twice weekly for two hours at a time. The NDAC established meeting dates to receive input from a wide variety of stakeholders with individual meetings focused on feedback from specific constituencies or student-service providers as follows:

- elected officials
- parents, students, alumni
- K-12 educational experts
- child social service providers and family resource service providers
- health and nutrition service providers
- public safety organizations and representatives
- faith-based organizations and representatives
- economic development, business, and corporate leaders

9. In addition to these focused meetings, the NDAC hosted two town hall meetings for open comment from any members of the Milwaukee community on September 22 and 27, 2009. The town hall meetings, as are all NDAC meetings at North Division, were open to the public. The town hall meetings were advertised through local media with press releases forwarded from the MPS Division of Communication and Public Affairs staff.

10. In conjunction with gathering the significant input from community stakeholders, student, partners, and neighbors, members of the NDAC also visited a number of schools, seeking examples of successful models. The Milwaukee Urban League provided funding for local school visits; the U.S, Department of Labor grant, which includes the North Division campus, funded the Chicago school visits;

and NDAC member Sharon Adams participated in a community-funded visit to New York. MPS Board of School Directors Director Woodward also participated in the New York visitation. Council members visited the following schools:

Milwaukee
- Transition High School
- Milwaukee College Prep
- Ronald Wilson Reagan College Preparatory High School
- Young Leaders Academy

Chicago
- Martin Luther King High School
- Whitney M. Young Magnet High School
- KIPP Ascend Charter School
- Austin Business & Entrepreneurship Academy High School
- Rauner College Prep High School
- Crane High School — after school programming

New York
- Harlem Children's Zone

11. Following the significant community and stakeholder input and the school visits, the NDAC deliberated at length the nature and content of its recommendations. All ideas were considered, passionately discussed, and drafted into language for a report to the Superintendent. In order to provide adequate time for quality recommendation development and for final community input on the report, the Council requested additional time to submit the report. In anticipation of Council recommendations calling for a new school beginning with the 2011-2012 school year, the Administration determined that the appropriate location for Genesis High School is its current location for the 2010-2011 school year. Relocation of Genesis High School will take place prior to the new school's opening at North Division.

12. Members of the NDAC presented the Council's report to the Superintendent on January 18, 2010. A copy of the report was forwarded to Board members following this meeting. The NDAC hosted a final community review session on January 21, 2010, and met with the Superintendent to receive feedback on the report on February 2, 2010.

13. The Administration reviewed the report recommendations and found the depth and breadth of the recommendations to be rigorous, challenging for the district, and aimed at significantly improving student outcomes for young people who will attend high school in the new North Division.

14. The recommendations focus largely, but not entirely, on the school model and improving student outcomes. Included in the report are recommendations to improve the external appeal and functionality of the campus, as well as significant improvements of internal spaces.

15. The external improvement ideas have already been pursued by the Council through a partnering with Lindsay Heights community organizations, including Walnut Way. This collaboration worked with MPS to submit and receive a grant from the Social Development Commission for architectural services to provide preliminary site-design plans for a reconfigured, more appealing, and more functional campus. Along with this effort, the City of Milwaukee's Department of City Development included in its Near North Area Plan a vision and conceptual rendering of a more appealing and functional North Division campus, identifying this as a Catalytic Project in its plan.

16. The Administration will consider the external improvements recommended by the NDAC as well as internal improvements, which include significant aesthetic upgrades to the main entrances and central corridor of the building, as well as improvements to technology and science equipment.

17. The Administration is particularly interested in and supportive of the recommendations of the NDAC which focus on improving the learning system for students, improving outcomes for all students,

improving the human capital management system, and improving parental and community involvement as well. Noted below are items from the NDAC report which the Administration cites as foundational for the development of a truly new and successful educational program at North Division. The page numbers which follow each item are the page numbers from the NDAC report where reference may be found.

- Longer school day and school year for staff and students (pg. 9)
- Comprehensive learning opportunities (music, art, Advanced Placement, STEM with an emphasis on green technologies, Career & Technical Education offerings, acceleration for low-performing students, foreign language, and others) (pg. 9-10)
- Comprehensive and clear public safety and security plan to provide a safe, orderly, and caring environment (pg.14, 17)
- Empowered, influential, and accountable governance model (pg. 17)
- Comprehensive and well supported parental involvement (pg. 18)
- Staff selected and assigned exclusively through interviews which identify staff members committed to the educational program (pg. 12)
- Leadership which is experienced in serving urban students and committed to the report's recommendations (pg.12)
- Student-enrollment process which considers commitment to the school expectations and educational program (pg. 7)
- Welcome and full support of special needs students. Enrollment of special needs students in the same proportion in which they are represented in the district as a whole (pg. 8)
- Innovative staff-evaluation model linked to performance (pg. 13)
- Differentiated compensation for staff (pg. 4, 13)
- Required professional development for staff and more required learning time for staff (pg. 13)
- Embedded professional learning time for staff (pg. 13)
- School serving as a community anchor (pg. 4, 18)

18. In early January 2010, the Administration received communication from the Wisconsin Department of Public Instruction (DPI) identifying Milwaukee African American Immersion High School (MAAI) as the lowest-performing school in the state. This identification is based on a formula and criteria set by the U.S. Department of Education. This communication requires the district to identify one of the U.S. Department of Education's improvement models for implementation at the school. Use of one of the models is required to receive School Improvement Grant (SIG) funds to support improvement efforts.

(It should be noted that the Administration recognizes that the identification of MAAI as a low-performing school is a reflection on the school as a whole and not on individual students. We recognize that many students at MAAI are working hard and doing well and encourage them to stay focused in this effort.)

19. In a January 8, 2010, communication to the Milwaukee Board of School Directors, the Administration identified the Restart Model as the model most appropriate for implementation at MAAI. The Restart Model provides the greatest opportunity to develop a new, unique, proven educational program to create an opportunity to implement the recommendations of the NDAC report and to leverage the resources available through the SIG funds.

20. The Administration will seek proposals from qualified charter school management organizations (CMO), education-management organizations (EMO), and local school teams which present school models aligned to the NDAC recommendations and federal and state guidelines for use of SIG funds. The

proposals will be solicited through a competitive Request for Proposals (RFP) process. The RFP process provides an open opportunity for the greatest number and diversity of school leaders, operators, or school-model providers to submit proposals for review. Current Milwaukee Public Schools school leaders and staff are encouraged to explore the CMO, EMO, and other opportunities to develop proposals for submission consistent with U.S. Department of Education guidance.

21. The Administration will include members of the NDAC in the review of the proposals and work with the winning proposal presenter to submit a request to open a school through appropriate district procedures according to the type of school being proposed. For example, if the selected proposal calls for a charter school, that provider will be asked to submit a charter school proposal or petition to the Office of Board Governance. If the selected proposal calls for a traditional school, that provider will be asked to submit a request to open a school to the Superintendent's Office which will convene the New School Review Committee. The Office of Board Governance or the Administration will bring the school model forward for Board consideration as appropriate.

22. The Administration will work with the school-model provider and DPI to ensure that available resources are maximized for the planning and initial implementation of the school. School Improvement Grant funds become available through the DPI as a result of notification and implementation of the identified model. Should a charter proposal or petition be presented to and approved by the Board, charter school planning and implementation grants funds may also be available through DPI.

23. The Administration will produce a Request for Proposals (RFP) to solicit and receive proposals for school models and implementation plans aligned to the NDAC recommendations, consistent with DPI and U.S. Department of Education requirements for use of SIG funds, and most likely to produce improved outcomes within available high-school resources.

24. The Administration, with support from representatives of the NDAC, will review proposals and select the education provider or school team which best meets the requirements of the RFP.

25. As the proposal for the new high school is finalized, the Administration will analyze the impact of adding a new high school on overall distribution of high-school seats. Based on this analysis, the Administration will make recommendations for the Board's consideration on appropriate balance within this distribution. These recommendations may include reallocation of seats across other high schools and/or closure of other high school(s) to provide geographic and programmatic balance within the distribution of high-school seats.

26. The Administration will work with the identified provider to submit a charter school proposal or petition or a request to open a new school, as appropriate, with final school design and implementation plan to be presented to the Board for consideration during the August 2010 Board cycle.

* * * * *

(Item 5) Informational Report on Recommendations Regarding Ninth-Grade Transition Strategies and Interventions

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

Administration's Report

1. Milwaukee Public Schools, like many districts across the nation, is paying more and more attention to the needs of students as they move from eighth grade to ninth grade and begin high school. A successful transition is an indicator of future high-school success. A leading indicator of successful transition is the percent of new ninth-grade students who reach sophomore standing after one year of high school. In the fall of 2009, 33.2% of the previous school year's new ninth-grade students in MPS did not reach sophomore standing. Sophomore standing in MPS is indicated when a student earns at least 5 credits.

2. In August 2009, the Administration responded to Resolution 0809R-037 by Director Blewett, which called for the implementation of a freshman seminar course and other strategies to better support new ninth-grade students. In its response, the Administration indicated that several such courses are currently available and that individual schools have some strategies in place similar to that called for in the resolution.

3. In lieu of adopting Resolution 0809R-037, the Administration recommended that a more complete review of existing and available strategies be conducted and that a comprehensive plan for ninth-grade transition be developed consistent with the district's Strategic Plan, *Working Together Achieving More* (WTAM), and Wisconsin Department of Public Instruction (DPI) Correction Action Plan requirements.

4. In September 2009, the Department of Educational Services launched project teams to develop and implement strategies focused on specific areas of need. Project teams are cross-functional teams with representatives from various content and responsibility areas within Educational Services and from other departments, where appropriate. One of the teams was formed based on the need to improve ninth-grade transitions and the success ninth-grade students have in their first year of high school.

5. The Ninth Grade Transition project team is focused on developing a plan aligned with WTAM metrics established in the functional plans. The Instructional Improvement Functional Plan's measurable objective 1.9 states that, by 2011-12, 75% of ninth-graders will graduate in four years and be responsive to DPI corrective action requirements.

6. In October and November of 2009, the project team and the Administration developed a draft plan titled Freshman Connection High School Transition Plan. This plan identified strategies to better support successful transition to high school based on current efforts in high schools, the pilot Freshmen Connection program which took place in three high schools (Hamilton, Pulaski, and Vincent) in the summer of 2009, and successful practices taking place in other districts.

7. The draft plan was presented to DPI as part of the corrective action requirements. The draft plan included a number of components as described in Table 1.

Table 1
Milwaukee Public Schools
Freshman Connection — Draft Plan
Project Components

Project Component	Description	Implementation Target	Notes
Freshman Connection — Planning your Future — Transition planning tool	Provides teachers, counselors, parents, and students one comprehensive web-based tool to plan for high-school transition and incorporates career- and college-readiness planning	Spring 2010 — Current 7th- and 8th-grade classes	Examples include Know How to Go and Naviance — Students will continue to use the planning tool throughout high school; ARRA funded
Freshmen Connection — Seminar: Transition-to-high-school course for all 8th-grade students	A new course taught during the second semester for all 8th-grade students, Using current transition and skill-building course	Pilot Spring 2010; full implementation in Fall and in Spring 2011	To be developed using national models by the Ed Services Project Team and teachers; ARRA funded — Possibly including "Success Highways," a curriculum focused on resiliency skills and goal attainment

Project Component	Description	Implementation Target	Notes
Freshman Connection — High School Preview — Visit your new high school for all 8th-grade students attending MPS high schools	This half-day visit will allow each 8th-grade student to visit and receive a preliminary welcome and orientation to the selected high school.	Pilot sites April 2010; Evaluate; Full implementation April 2011 based on evaluation	Proposed for ACT testing day April 28, 2010; School-based activities before and after, Connection to current seniors; Followed by Parent Information Night (PIN)
Freshman Connection — Academy	Three-week summer academy for new 9th-grade students entering high school below proficiency	Summer 2010 (Pilot implemented in summer 2009)	Focus on high-school reading and mathematics strategies, team building; ARRA funded
Freshman Connection — Orientation	Two-day orientation for all new 9th-grade students	Summer 2010	Provides students orientation to high school and their new schools; Funding implications; Staff, Administration, Safety, Transportation, Food service

8. The draft plan was presented to two focus groups in mid-December 2009. The focus groups included school leaders, Central Services staff, and guidance counselors. Feedback from these focus groups was used to refine the plan ‘s components and to prioritize needs and use of available resources.

9. Feedback from school leaders and other participants in the focus groups included prioritizing components for students who need additional support to be ready for high school through a three-week summer academy, prioritizing an opportunity for all 8th-grade students to be introduced to their new high schools through spring school visits followed by parent information nights and prioritizing a ninth-grade seminar course for students who need additional support during the first semester of high school.

10 Focus group feedback and further review by the Administration also developed the plan for staged implementation through a large-scale pilot and evaluation process. Full implementation will follow based on feedback from the evaluation of the pilot efforts.

11. The Milwaukee Public Schools Freshman Connection High School Transition Plan now includes the following components, in order of implementation, and prioritized according to the focus group feedback as noted in Table 2.

Table 2
Milwaukee Public Schools
Freshman Connection — Final Plan
Project Components

Project Component	Description	Implementation Target	Notes
High-School Preview; (Priority 2); High-school visit for all 8th-grade students attending MPS high schools	This half-day visit will allow each 8th-grade student to visit and receive a preliminary welcome and orientation to the selected high school.	Pilot sites April/May 2010; Evaluate; Full implementation April 2011 based on evaluation	Dates TBD; Includes connection to current seniors and afterschool activities; Followed by Parent Information Night (PIN)

Project Component	Description	Implementation Target	Notes
Summer Academy; (Priority 1)	Three-week, summer academy for ALL new 9th-grade students performing below proficiency; 0.5 Credit	Pilot sites Summer 2010; (Pilot for lower-performing students implemented in Summer 2009); Full implementation Summer 2011	Focus on high-school reading and mathematics strategies, team building; ARRA funded
Freshmen Seminar; (Priority 2)	Course for 9th-grade students in need of additional transition support; Build upon current transition and skill-building courses	Pilot Fall 2010; Full implementation Fall 2011	To be developed using national models by the Ed Services Project Team and teachers. Possibly including "Success Highways," a curriculum focused on resiliency skills and goal attainment
Early Intervening Services; (Priority 3); Transition-planning tool	Provides teachers, counselors, parents, and students with one comprehensive web-based tool to plan for high-school transition and incorporates career- and college-readiness planning in earlier grades	Spring 2010; Current 7th- and 8th-grade classes, with possible implementation beginning in grade 5	Examples include Know How to Go and Naviance; Students will continue to use the planning tool throughout high school; ARRA funded; RFP currently open and receiving proposals
Freshman Orientation; (Priority 3)	Two-day orientation for all new 9th-grade students	Pilot sites Summer 2010	To be included in Summer Academy for all 9th-grade students; Parent participation required

12. American Recovery and Reinvestment Act (ARRA) funds were approved by the Board in June 2009 and include projects aligned to the activities called for in this item.

- Introduce study skills for ninth-grade students ($485,849 FY10)
- Implement high-school readiness programming ($757,640 FY10)
- Begin postsecondary support in ninth grade ($530,367 FY10)

13. Pilot sites will be identified for implementation activities in Spring, Summer, and Fall 2010. Pilot sites will be identified as noted in the Implementation and Assessment Plan section of this item.

14. Funds required for pilot implementation are included in ARRA funds previously approved by the Board.

15. The Administration will continue to work with the Educational Services project team to develop the final implementation plan. Where pilot sites are called for in the summer of 2010, up to 20 sites will be identified using the following criteria:

a. equitable geographic participation

b. schools with higher percentages of students not previously achieving at least 5 credits after one year of high school

c. schools with demonstrated capacity to focus efforts and mobilize supports on ninth-grade students in need of additional support

d. this effort will include a program-evaluation plan developed with the Division of Research and Assessment

e. following pilot implementation in up to 20 sites and evaluation feedback, strategies will be refined prior to full implementation in summer and fall of 2011.

* * * * *

(Item 6) Report on a Request by Director Miller to Withdraw Resolution 0910R-035 from Further Consideration

1. At its meeting on December 17, 2009, the Board referred Resolution 0910R-035 by Director Miller to the Committee on Innovation/School Reform:

WHEREAS, In October 2007, the Milwaukee Board of School Directors adopted Resolution 0708R-035, which called for the development of a "green initiative" for Milwaukee Public Schools; and

WHEREAS, A component of the District's green initiative is to develop a "green action plan" and green curricula and to increase both staff development and instruction in various aspects of green resources and technologies; and

WHEREAS, At the 2009 Greening Milwaukee Public Schools Conference, it was recommended that MPS create elementary and secondary educational programs that "leave no child inside" by incorporating service learning, real-world experiences, and school-based environmental efforts; and

WHEREAS, Attendees also recommended creating program options that would prepare students for "green collar" jobs; and

WHEREAS, Science, technology, engineering and mathematics (STEM) programs lead to greater development of academic skills in the areas of science, technology, engineering, and mathematics; and

WHEREAS, STEM programs with an environmental focus prepare students for careers in fields such as recycling, urban agriculture, water retention, pollution controls, energy efficiency, and alternative energy systems; and

WHEREAS, The District's current STEM program — Project Lead The Way (PLTW) — includes both green and environmental engineering curriculum; and

WHEREAS, Nationally, PLTW has developed new curriculum for both middle- and high-school programs on green technology and environmental engineering in which MPS staff will be trained in this summer; and

WHEREAS, An environmentally focused STEM program would enable participating schools to forge partnerships with trade organizations, local colleges, and engineering firms to create internships that would provide hands-on experience and job training; and

WHEREAS, Such a program would also incorporate a sense of civic-mindedness in students by teaching them to be stewards of their environment and, therefore, their communities; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop an environmentally based STEM/service-learning program for the 4th-12th grades; and, be it

FURTHER RESOLVED, That the program include our partnerships with area colleges and universities and community-based organizations; and, be it

FURTHER RESOLVED, That the program incorporate a professional development component for MPS faculty using the curriculum; and, be it

FURTHER RESOLVED, That the program be brought to the Board for approval no later than the April 2010 Board cycle with a plan for implementation in the summer of 2010.

2. As the Committee has not yet taken up consideration of this Resolution, and in accordance with Board Rule 1.08(5), Director Miller has requested the Committee's consent to withdraw Resolution 0910R-035 from further consideration.

Committee's Report

Your Committee reports that it has granted Director Miller's request to withdraw Resolution 0910R-035 from further consideration.

* * * * *

(Item 7) Action on a Non-Instrumentality Charter School Proposal from Academy of Learning and Leadership K-8 School

Background

On January 5, 2010, Academy of Learning and Leadership submitted a proposal to become an MPS non-instrumentality charter school to open in the Fall of the 2010 school year and to serve a maximum of 495 students in grades K-8. On February 4, 2010, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members, parents, and members of the community demonstrated their passion, commitment, and support for the Academy of Learning and Leadership charter school proposal.

Analysis

1. The Academy of Learning and Leadership proposes:

   a. two small learning communities that will serve 4K through 8th-grade students in an environment of approximately 200 students each that is supported by a team of caring committed adults ;

   b. small class sizes aiding the Academy's caring, relationship-based environment (15 students in the lowest grades, and up to 24 at the highest grades);

   c. an Individual Learning Plan (ILP) for every student, developed quarterly, with parental input in an effort to develop an understanding of expectations at a more specific level;

   d. a Parent Information Center in collaboration with GreatSchools.org and the Lindsay Heights Initiative;

   e. Expeditionary Learning — Expeditionary Learning Outward Bound (ELS) is a comprehensive school-reform and school-development model based on active pedagogy for elementary, middle, and high schools. These hands-on learning experiences will be used to provide rich "ah-ha" moments for students and teachers through intense discovery coupled with reflection and dialogue;

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 the MPS Working Together Achieving More Strategic Plan

Statute, Administrative Policy, or Board Rule Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools; however, as the school is requesting to open as an MPS Non-Instrumentality Charter School beginning in the fall of 2010, there would be a need to waive MPS 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. (For example, in order for a charter school to start up in September of 2008, the petition or proposal must be filed by 4:30 p.m. on January 5, 2007.)

Fiscal Impact Statement

5. Upon the Board's approval, the FY2011 budget will allocate funds to MPS instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Academy of Learning and Leadership proposal at this time; and

2. waive Administrative Policy 9.12, Charter Schools and authorize the start of the school for the fall of 2010; and

3. authorize the Charter Schools Office, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Academy of Learning and Leadership in anticipation of the establishment of an MPS non-instrumentality charter school for the 2010-2011 school year.

Director Thompson moved to refer the item back to Committee.

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

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Woodward, and President Bonds—7.

Noes—None.

Voting "present"—Director Blewett—1.

* * * * *

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; Monthly Report on Contracts under $25,000; Quarterly Report on contracts between $25,000 and $50,000; and Acceptance of Donations

Award of Contracts

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

Materials Contracts:

STAGE LIGHTING EQUIPMENT

Madison University High School

Prime Contractor
ACME Corporation
5445 N. 27th Street
Milwaukee, WI 53209

Low Bidder, Base Bid of.....$57,160.00

Funds are budgeted for the purchase of stage-lighting equipment at Madison University High School from FY10 Major Maintenance Construction Fund, contracted services for electrical, account code FAR00MMSMA ECNCELC0, (Project #1325, W.O. #011880). Equipment is to be delivered by April 29, 2010.

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-5545 Blanket Contract with Carriage Cleaners for Dry Cleaning Services

The Administration requests authorization to award a blanket contract to Carriage Cleaners for the provision of dry cleaning services to MPS schools and departments. Carriage Cleaners is the low complying bidder for Bid 5545.

This blanket contract authorizes Carriage Cleaners to be the primary MPS vendor for dry cleaning services over the life of the award. The bid award is for one year, with the option to extend for two additional one-year periods. The contract covers dry cleaning of band uniforms, usher and usherette uniforms, ROTC uniforms, color guard uniforms, choir robes, jazz ensemble attire, and miscellaneous items.

The budget codes charged will be those of the schools and departments requesting dry cleaning service. The total estimated dollar value of the contract is $8,982 annually, or $29,946 over the maximum three-year period.

Budget Code: Will vary by MPS location placing the order
Budget Amount $8,982
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

B-5565 Blanket Contract with the Marek Group for Printing and Mailing of School Marketing Postcards

The Administration requests authorization to award a blanket contract to The Marek Group to print and mail postcards created for the purpose of marketing school information to drive enrollment. The postcards are to be mailed to targeted school households in the metro-Milwaukee area. The Marek Group is the low complying bidder to Bid 5565.

The contract is for one year, beginning March 1, 2010, with an option to renew for one additional year. The annual cost not to exceed is $29,292. The maximum two-year cost will not exceed $58,584. The budget codes charged will be those of the schools requesting the printing and mailing services.

Budget Code: Will vary by MPS location placing order.
Budget Amount $29,292
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

B-5567 Blanket Contract to Horizon Software International for Vending Machines

The Administration requests authorization to award a blanket contract to Horizon Software International to provide vending machines to selected MPS secondary schools. Horizon Software was the only bidder for Bid 5567.

The vending machines to be purchased will provide reimbursable meals, fresh fruit and vegetables, sandwiches, salads, wraps, and milk. The vending machines will be linked to the District's Horizon software system, which records all MPS reimbursable meal transactions.

Ten MPS secondary schools currently have Horizon vending machines through which students can get reimbursable breakfasts or lunches. These 10 sites experienced a 10-15% increase in participation for breakfast when the vending machines were installed. A great variety of choices can be offered to students through the vending machines, and there is more flexibility with meal-service times. Labor costs are also decreased, as there is greater flexibility in when staff prepares and stocks food, as compared with the traditional delivery method

This award will be for one year, with an estimated dollar value of $174,902 for the purchase of 14 vending machines and $2,506 for the annual recurring maintenance fees for the 14 machines.

Budget Code: BKF00BKFXX-EEQP (School Breakfast Program — Equipment)
Budget Amount $177,408
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 December 31, 2009, 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	$ 140,728,963	$ 230,727,518	$ 757,680,216	23%
Categorically Aided	269,186,528	13,287,393	282,473,921	14,185,399	56,949,286	225,524,635	20%
School Nutrition	37,660,110	24,514	37,684,624	3,256,078	8,817,038	28,867,586	23%
Construction	59,954,297	25,790,445	85,744,742	12,189,574	12,861,993	72,882,749	15%
Extension	13,155,240	2,374,607	15,5291847	4,923	895,342	14,634,505	6%
Total All Funds	$ 1,342,005,377	$ 67,835,491	$ 1,409,840,868	$ 170,404,337	$ 310,251,177	$ 1,099,589,691	22%

Below is a summary of expenditures as of December 31, 2009, 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	$ 76,408,760	$ 462,410,362	$ 525,997,372	47%
Categorically Aided	269,186,528	13,287,393	282,473,921	20,731,143	129,077,964	153,395,957	46%
School Nutrition	37,660,110	24,514	37,684,624	3,729,053	15,319,029	22,365,595	41%
Construction	59,954,297	25,790,445	85,744,742	1,143,466	86,314,789	-570,047	101%
Extension	13,155,240	2,374,607	15,529,847	485,824	7,725,086	7,804,761	50%
Total All Funds	$ 1,342,005,377	$ 67,835,491	$ 1,409,840,868	$ 102,498,246	$ 700,847,230	$ 708,993,638	50%

[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, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2009, through December 31, 2009.

School Operations Fund

Expenditures, encumbrances, and commitments through December totaled $462,410,362, or 47% of the revised budget.

District Contingent Fund

The balance at December 31, 2009, was $500,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2009	$ 22,009,569
Approved Transfers:	
Board Amendments (October)	(21,509,569)
Balance — December 31, 2009	$ 500,000

Construction Fund

Expenditures, encumbrances, and commitments through December totaled $86,314,789, or 101% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through December totaled $7,725,086, or 50% of the revised budget.

Revenues and Expenditures
Current-Year Versus Three-Year Average
As of December 31, 2009

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current-Year	3-Yr Avg	Current-Year	3-Yr Avg
School Operations	23%	25%	47%	47%
Categorically Aided	20%	27%	46%	44%
School Nutrition	23%	30%	41%	44%
Construction	15%	2%	101%	96%
Extension	6%	7%	50%	48%

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.

Quarterly Report on contracts between $25,000 and $50,000

Pursuant to Administrative Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the quarterly report for contracts between $25,000 and $50,000. This report, which includes information for October, November, and December 2009, is for information purposes only, and no action is required.

Month	School/Dept	Project Description	Contractor/Vendor	HUB% Participation	Amount
Oct.	Rogers Street Academy	New Playground Construction	Munson, Inc.	0%	$31,000.00
Oct.-Dec.	Various	Real Estate Services	Quarles & Brady, LLP	10%	$3,744.00
Nov.	Longfellow School	Video Surveillance	Innovative Systems, Inc.	0%	$39,784.00
Nov.	Eighty-First Street School	Energy-Management System Replacement	HVA Products, Inc.	0%	$26,000.00
Dec.	Kluge School	Energy-Management System Replacement	Johnson Controls, Inc.	0%	$34,496.00
Total					$135,024.00

Acceptance of Donations

School	Donor	Gift or Purpose	Amount
Academy of Accelerated Learning	James Haeselich	Donation — Check to purchase boots for children	$792.93
Academy of Accelerated Learning	Rebecca Bonneau	Donation — For field trips, science, and other school programs	$20.00
Academy of Accelerated Learning	James Haeselich	Donation — Check for field trip for class pizza party	$500.00
Audubon	Donorschoose.org	Video recorder for band students	$400.00
Barton	Half-Priced Books	Nine boxes of children's books	$1,500.00
Brown	Milwaukee Rotary Club	Donation — To fund substitute art teacher's salary	$6,643.00
Burdick	ING Financial Advisors	Donation — For student honors program	$500.00
Dover	Dover Street PTA	Donation — For freedom mural	$124.00
Fernwood	General Mills	Donation — Box tops for education	$626.80
Lincoln Center	Milwaukee Art Museum Garden Club	Honorarium performance, December 2009	$150.00
King Jr.	Quad/Graphics	Donation — For 8th-grade field trip	$5,000.00
Milwaukee German Immersion	Northwestern Mutual Foundation	Donation — For German program	$1,000.00
MPS — WE Indians Program - Correction	Lois Lenski Covey Foundation, Inc.	Donation — For the purchase of children's books	$3,000.00
MPS — WE Indians Program — Correction	Children's Service Society of Wisconsin	Donation — Five boxes of books for American Indian families	Undetermined
Riverside	Wheaton Franciscan Healthcare	Donation — For HBCU Tour	$1,000.00
Riverside	DBA Larry's Fiesta	Donation — For HBCU Tour	$300.00
Riverside	Nancye Brazil	Donation — For HBCU Tour	$200.00
Roosevelt	Justin Cook	½ Size knitting, summit cello	$1,600.00

Committee's Recommendation

Your Committee recommends that the Board authorize the contract and 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 Personnel Transactions; 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	
2	Rena Williams Technology	Sr. Programmer/Analyst $69,940.06/yr.	02-01-10
2	Joyce Chesser Milw. German Immersion	School Secretary I $28,464.69/yr.	01-22-10
5	Jennifer Cruz Academy of Accelerated Lrning.	School Secretary I $21,574.05/yr.	01-25-10
		Promotions	
5	Marie Truman Technology	Sr. Programmer/Analyst $59,706.09/yr.	01-11-10
		Changes in Status	
	Naomi Gray[1] Bay View	Handicapped Children's Assistant $16,015.77/yr.	01-22-10
	Jeanette Martin[1] Hamilton	Handicapped Children's Assistant $16,015.77/yr.	01-26-10
	Charlene McCullum[1] 65th Street	Handicapped Children's Assistant $16,015.77/yr.	01-25-10
	Angela Moore[1] Bruce	Handicapped Children's Assistant $16,015.77/yr.	01-25-10
	Gwendolyn Perry[1] Kluge	Handicapped Children's Assistant $16,015.77/yr.	01-22-10

[1]From substitute to regular

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r,a	Saruccia M. Benedetto 5-Year Kindergarten	B	$46,821.00	8	01/25/2010
2,r	Gwendolyn E. Carter Mathematics	B	$35,729.00	1	01/05/2010
2,r	Julianah M. Coker Cross-Categorical	B	$35,729.00	1	01/25/2010
5,r	Nicole L. DeBus Cross-Categorical	B	$35,729.00	1	01/22/2010
5,r	Laura C. Dorow Art Cross-Categorical	B	$35,729.00	1	01/25/2010
5,r	Michelle K. Ellison-Sanders Cross-Categorical	B	$35,729.00	1	01/25/2010
4,r	Abraham Garcia K5 Bilingual	B	$35,729.00	1	01/25/2010
5,nr	Rose M. Goeb Cross-Categorical	B	$37,314.00	2	01/25/2010
5,r	Rebecca A. Hayward Mathematics	B	$35,729.00	1	02/01/2010
5,nr	Tracy N. Jansen Grade 2	B	$35,729.00	1	02/01/2010

2,r,b	Kimberly Johnson-Ragland Reading	C	$60,134.00	12	01/11/2010
5,r	Carolyn J. Joubert Cross-Categorical	B	$35,729.00	1	01/25/2010
5,r	Kathryn C. Kalt Cross-Categorical	B	$35,729.00	1	01/25/2010
5,r	Eli A. Kelley Cross-Categorical	B	$35,729.00	1	01/25/2010
5,r	Megan M. Krell EC:EEN- Cross-Categorical	B	$35,729.00	1	01/25/2010
5,r,a	Sharon J. Kusmirek EC:EEN — Cross-Categorical	B	$40,483.00	4	02/01/2010
5,r	Adam R. LaBadie Health & Phys. Ed.	B	$35,729.00	1	01/26/2010
5,r	Ryan J. Lawrence Social Studies	B	$35,729.00	1	01/25/2010
5,nr	Megan M. Miller Social Studies	B	$35,729.00	1	01/11/2010
5,r	Christopher L. O'Byrne Cross-Categorical	B	$35,729.00	1	01/25/2010
4,r	Nicolo C. Onorato MRP/CD — Cross-Categorical	B	$35,729.00	1	01/25/2010
5,r	Lara C. Otero Cross-Categorical	B	$35,729.00	1	01/25/2010
5,r	Kimberly L. Owcarz Cross-Categorical	B	$35,729.00	1	01/25/2010
2,r	Isaac Vernon-Brey MRP/CD — Cross-Categorical	B	$35,729.00	1	01/25/2010
5,r	Lee M. Waechter Cross-Categorical	B	$35,729.00	1	01/25/2010
5,nr	Jill M. Weber Cross-Categorical	B	$35,729.00	1	01/25/2010

Approval of Certificated Appointments — School Social Workers

2,r	Lyniece Maiden Social Work	2A	$48,636.00	1	01/25/2010

Approval of Certificated Appointments — Occupational Therapists

5,r	Barbara A. Lijewski Occupational Therapist	B	$35,729.00	1	01/25/2010

Approval of Certificated Appointments — School Nurses

5,r	Megan E. Mura School Nurse	2A	$36,927.00	1	01/04/2010

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, June 2010:		
McNulty, Erin	Day-Day Teacher	January 19, 2010
Personal Extension, June 2010:		
Davis, Deborah	Leave	January 26, 2010
Tormey Scoot, Maria	Leave	February 1, 2010

Personal Leave, June 2010:

Anick, Diane	Story	January 21, 2010
Komberec, Diane	Bryant	January 25, 2010
Stutzki, Heidi	Story	January 26, 2010

Removal As Appointed Teachers

Arena, Glenn	AWOL	January 26, 2010
Bearskin, Benjamin	AWOL	January 26, 2010
Black, Burdean	Leave	January 26, 2010
Briggs, John	AWOL	January 26, 2010
Clancy, Benjamin	Leave	January 26, 2010
Coppins, Daryl	Leave	January 26, 2010
David, Georgina	Leave	January 26, 2010
Fast, Rachel	Leave	January 26, 2010
Fernandez, Christina	AWOL	January 26, 2010
Fischer, Margaret	Leave	January 26, 2010
Green, Erma	AWOL	January 26, 2010
Johnson, Christopher	AWOL	January 26, 2010
Klein, Jennifer	AWOL	January 26, 2010
Kraus, Nina	Leave	January 26, 2010
Lopez-Barton, Alexander	Leave	January 26, 2010
Marquez, Merari	AWOL	January 26, 2010
Martin, Williams	Leave	January 26, 2010
Nerone, Kimberly	Leave	January 26, 2010
Nesemann, Christopher	AWOL	January 26, 2010
Piering, Paul	AWOL	January 26, 2010
Poe, Angela	Leave	January 26, 2010
Reed, Jennifer	AWOL	January 26, 2010
Robinson, James	AWOL	January 26, 2010
Serocki, Jeremy	Leave	January 26, 2010
Vallee, Andrea	Leave	January 26, 2010

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Lois Arrington	Teacher	06/22/10
Sue Barden	Teacher	01/19/10
Vicki Crabtree	Teacher	06/16/10
Karen Culver	Teacher	03/15/10
Cassie Drewieske	Teacher	01/25/10
Elia Garcia De La Garza	Teacher	01/19/10
Kathryn Golden	Teacher	06/01/10
Elston Hortman	Teacher	01/22/10
Kimberly Jacobson	Teacher	02/21/10
David Lurie	Teacher	01/25/10
Anthony Miller	Teacher	02/01/10
Leslie Molleson	Teacher	01/26/10
Laura Pedersen	Teacher	01/06/10
Tracy Revels	Teacher	01/22/10
Tracey Sbraggia	Teacher	02/16/10

John Wamser	Teacher	06/16/10
Denise Wehr	Teacher	06/16/10
Jaroslaw Wiazowski	Teacher	01/27/10
Patricia Wisniewski	Teacher	01/29/10

Classified Retirements

Name	Position	Effective Date
Richard Bertolas	Bldg. Service Helper II	01-05-10
Robert Blum	Para Educational Asst.	01-30-10
Willard Engelmann	Sr. Project Analyst	01-09-10
Janet Falbo	Para Educational Asst.	01-23-10
Barbara Flores	Benefits Analyst	01-09-10
John Mayer	Digital Electronics Tech.	01-16-10
Marjorie Middleman	Food Service Asst.	01-30-10
Shirley O'Kelley	Gen. Educational Asst.	01-02-10
Geraldine Ramsey	Bldg. Service Helper I	01-30-10
Corinne Skurulsky	Food Service Asst.	01-30-10
Shirley Thompson	Bldg. Service Helper I	01-30-10

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for January 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 Prevailing Wage Rates

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 below:

Painters

Revised 1/8/2010

Please be advised that the Painters and their contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 1, 2009.

	6-1-09 Per Hour
Drywall Taper and Finisher	$28.17
Painter (Buildings)	$27.82
*Painter (Bridge and Iron)	$28.17
Painter (Spray — Epoxy, Cold Tar, Lacquer, Dry-Fog)	$28.57
Painter (Swing Stage — up to 80 feet)	$27.97
Painter (Swing Stage — over 80 feet)	$28.07
Paperhanger	$28.02
Sandblaster	$28.57
Steam Cleaner	$28.17
Painter Chargeman (Bridge & Iron; 5 or less workers)	$28.57
*Painter Foreman (Buildings)	$28.57
Painter Forman (Bridge & Iron)	$28.92
Painter Chargeman (Buildings; 5 or less workers)	$28.22
Painter [Commercial- Industrial — Residential Lead Abatement (All Lead Removal)]	$28.82
Drywall Exterior Insulation Finish Systems (EIFS) Specialist	$28.42
Drywall Machine Tools Specialist	$28.67

All night work is $1.25 per hour above basic wage rates

Employer Contributions paid into the various fringe benefit trust funds for Painters, etc. listed about *[sic]* are as follows, effective June 1, 2009, through May 31; 2010, and paid on all hours worked to BOTH the Pension Trust AND Health & Welfare Trust Funds and up to a maximum of 40 straight-time hours worked per week into the Industry Promotion Fund and the Joint Apprenticeship, Education and Training Trust Fund, and up to a maximum of 40 straight-time hours worked per week into the Industry Promotion Fund.

	6-1-09 Per Hour
Pension Trust Fund	$6.45
Health and Welfare Trust Fund	$8.40
Industry Promotion Trust Fund	$0.05
Apprenticeship Trust Fund	$0.54

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as listed.

Director Blewett moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Petersons, Spence, Thompson, Woodward, and President Bonds—6.

Noes—None.

Temporarily absent—Directors Falk and Miller—2.

* * * * *

(Item 4) Receipt of the Fiscal Year-End 2009 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 February 24, 2005, the Milwaukee Board of School Directors authorized the Office of Board Governance to retain the services of Baker Tilly Virchow Krause, LLP (BT), to perform audit services for the years ending June 30, 2005, 2006, and 2007. On February 2, 2008, the Milwaukee Board of School Directors authorized an extension of the contract with BT to cover the period June 30, 2008, and June 30, 2009, Year-End Audits.

2. BT has completed the June 30, 2009, year-end reports identified below. The reports are presented for the Board's consideration.

- Financial Statements
- Management Letter dated June 30, 2009, 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, 2009

5. State statute 120.14 requires school boards to provide for the audit of their school districts' 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 28, 2009, 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.

a. 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.

b. 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.

8. 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. The prior year's Management Letter included seven recommendations that required follow-up by MPS administration.

a. BT has reported that management's actions resolved four of the recommendations.

b. Two recommendations, which require additional management action and further audit evaluation, are being carried forward to FY10.

c. Two recommendations, which require re-evaluation, have 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

9. 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 the Board's discussion.

Receipt of the Fiscal Year-End 2009 Federal and Single Audit Report

10. 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 which are 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 complied with the specific terms and conditions of its major federal and state award programs.

11. 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

12. The Department of Finance has completed and issued to the Board on December 28, 2009, 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:

1. the MPS Financial Statements for the Year Ended June 30, 2009;

2. the BT Management Letter for the Year Ended June 30, 2009, and accept district administration's response to the BT Management Letter;

3. the Early Retirement Supplement and Benefit Improvement Plan for the Year Ended June 30, 2009;

4. the Supplemental Early Retirement Plan for Teachers for the Year Ended June 30, 2009;
5. the Report on Federal and State Awards for the Year Ended June 30, 2009; and
6. the Comprehensive Annual Financial Report for the Year Ended June 30, 2009.

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

* * * * *

(Item 5) Action on Recommended Professional Services Contracts

Committee's Recommendation

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

RFP 464 Contract with Learning Points Associates for the Purpose of Conducting an Independent Evaluation of the Effectiveness of the *Imagine Arts* Program

The Administration requests authorization to enter into a contract with Learning Points Associates to conduct an independent evaluation of the effectiveness of the *Imagine Arts* program in four schools serving K-8 students. The schools included in this Department of Education grant-funded program are Browning, Hopkins, Kagel, and Story. The purpose of the evaluation is to determine the extent to which the program is successful and to which the program goals are being achieved.

Learning Points responded to Request for Proposal (RFP) 464, which seeks vendors to partner with MPS for the evaluation of grants. An MPS evaluation team reviewed its response and approved Learning Points as a qualified vendor to provide these services.

The contract is for one year, with the option to extend for one additional year. The first year of the contract commences on March 1, 2010, and will not exceed is $25,000. The second year of the contract would begin on March 1, 2011, and would not exceed $27,000.

Budget Code: GSP0SUI0CI-ECNS (Education in Arts — Consulting Services)
Budget Amount $25,000
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

Learning Point Associates

Prime Contractor Information
Certified HUB Vendor? ..... NO
PRIME Price Quote $25,000
Total # of Employees 159
Total # of Minorities 37
Total # of Women 120

HUB Participation
Required ..... NR
Proposed 0%
$ Value $0

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

RFP 553 Authorization to Enter into a Contract with Arts@Large, Inc., for the Purpose of Coordinating the *Imagine Arts* Program

The Administration requests authorization to enter into a contract with Arts@Large, Inc., to provide program coordination for a federally funded Department of Education four-year grant program titled *Imagine Arts*. Arts@Large has worked with the District to provide integrated arts programming in over 25 schools since 2001.

Program coordination will include meeting with school staffs to organize the arts programs which are individualized to each site and connect directly to academic needs at each school. In addition to program coordination, Art@Large will provide artist-in-residencies for the schools, professional development for school staffs, and facilitation of the *Imagine Arts* program. Art@Large works with more than 100 artists in the Milwaukee community.

Arts@Large responded to Request for Proposal (RFP) 553, which seeks vendors to partner with MPS for the implementation of grants. An MPS evaluation team reviewed its response and approved Arts@Large as a qualified vendor for these services.

The contract is for one year, with the option to extend for one additional year. The first year of the contract commences on March 1, 2010, and will not exceed is $89,000. The second year of the contract would begin on March 1, 2011, and would not exceed $94,000.

Budget Code: GSP0SUI0CI-ECTS (Education in Arts — Contract Services)
Budget Amount.....$89,000
HUB % set 0%
HUB % proposed 0%
Total HUB $.....$0

Arts At Large, Inc.

Prime Contractor Information
Certified HUB Vendor? .....NO
PRIME Price Quote.....$89,000
Total # of Employees 1
Total # of Minorities 0
Total # of Women 1

HUB Participation
Required..... NR
Proposed..... 0%
$ Value.....$0

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

RFP 543 Authorization to Extend the Contract with Gabriel, Roeder, Smith and Company for Actuarial Services Associated with Projecting the District's OPEB (Other Post-Employment Benefits) Liability

The Administration requests authorization to extend the contract with Gabriel, Roeder, Smith and Company (GRS) for actuarial services associated with projecting the District's OPEB (Other Post-Employment Benefits) liability.

Government Accounting Standard Board (GASB) Statement No. 45 requires governmental entities to quantify and report their OPEB liabilities for health- and life-insurance benefits. The District reported its OPEB liability in its FY08 and FY09 Comprehensive Annual Financial Reports (CAFRs).

In 2006, the Administration issued Request for Proposal (RFP) 543, seeking actuarial consulting services associated with the District's health benefits. The purpose of the RFP was to pre-qualify one or more firms to perform a variety of actuarial consulting services, including assisting MPS with the implementation of GASB Statement No. 45. GRS was one of four responding firms pre-qualified to provide actuarial services.

On March 20, 2007, the Milwaukee Board of School Directors authorized the Administration to enter into a contract with GRS to perform the actuarial services required for compliance with Statement No. 45. The contract was for one year commencing April 26, 2007, with the option to extend for two additional one-year periods. Contract services included OPEB actuarial valuations for Fiscal Years 2008, 2009, and 2010.

The District is in the process of evaluating options to fund its $2+ billion OPEB liability. At the request of the Administration, GRS submitted a proposal to extend the existing contract for an additional 21-month period through December 31, 2011. This extension would provide continuity of services needed while the Administration evaluates its funding options. Transitioning to a new actuarial firm during the District's current evaluation of funding options would result in duplication of services and increased fees, given that the involvement of both the incumbent and new actuarial firms would be required to support the analysis.

The existing GRS contract has approximately $24,000 remaining for the FY10 OPEB valuation and related auditor requests through December 31, 2010. The Administration requests an additional $15,000 to extend the contract through December 2011 to provide the FY11 OPEB valuation and consulting services related to the evaluation of funding options.

The Administration will issue its next RFP for health-plan actuarial services in early FY11 for implementation in FY12.

Budget Code:DWC00EMBDW-EMDI (Employee Benefits – Medical Insurance)
Budget Amount.....$15,000
HUB % set..... 10%
HUB % proposed..... 10%
Total HUB $.....$1,500

Gabriel, Roeder, Smith

Prime Contractor Information
Certified HUB Vendor? .....NO
PRIME Price Quote.....$15,000
Total # of Employees 145
Total # of Minorities 23
Total # of Women 71

HUB Participation
Required..... 10%
Proposed..... 10%
$ Value.....$1,500

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

RFP 679 Authorization to Enter into a Contract with Spreenkler, LLC, for Communication-Support Services for Safe Schools/Healthy Students

The Administration requests authorization to enter into a contract with Spreenkler, LLC, to provide communication support services for the Safe Schools/Healthy Students Initiative (SS/SH). The communication services will support the larger MPS community of staff, students, and families. Spreenkler will effectively collaborate with SS/HS project directors

and support the goals of the SS/HS grant. Spreenkler responded to Request for Proposal (RFP) 679 and was recommended for a contract award by the RFP evaluation committee.

Spreenkler will be responsible for the project-management and communication-support services for the Safe Schools/Healthy Students Initiative. Spreenkler will provide creative marketing and advertising as well as web design and video programming to promote the goals and accomplishments of local and national SS/HS events.

The Career Education requirement in the RFP will be met through the expertise in technology, marketing, and design technology of the Spreenkler staff.

The mentoring of MPS students will include providing real project experience. This exposure to both technology and business will support our students as they make decisions regarding future education and employment goals.

The scope of service includes, but is not limited to:

1. website design and development;
2. on-site training sessions;
3. editing of audio, video, and digital photography; and
4. troubleshooting.

The contract is for one year with the option to extend for one additional year. The annual cost is not to exceed $60,000. The cost over the maximum two-year period will not exceed $120,000.

Budget Code ..... (60%) GEN0SHL0IV-ECTS (SS/HS — 1st Funds — Contract Services)
(40%) GEN0SHF0IV-ECTS (SS/HS — 2nd Funds — Contract Services)

Budget Amount.....$60,000
HUB % set..... 0%
HUB % proposed..... 0%
Total HUB $.....$0

Spreenkler, LLC

Prime Contractor Information
Certified HUB Vendor? .....No
PRIME Price Quote.....TBD
Total # of Employees 9
Total # of Minorities 1
Total # of Women 6

HUB Participation
Required.....NA
Proposed..... 0%
$ Value.....$0

Student Engagement
Paid Student Employment-Hour Commitment .....NA
Student Education-Hour Commitment.....10

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

* * * * *

(Item 6) Action on Recommended Sole-Source Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following sole-source contract.

Contract with the New Teacher Center for School-based Mentor Training

The Administration is requesting authorization to enter into a contract with the New Teacher Center to provide school-based mentor training and support for the mentor coordinator and mentor forums.

On January 29, 2009, the Milwaukee Board of School Directors authorized the Administration to enter into a sole-source contract for $80,000 with the New Teacher Center to provide support for the new-teacher-induction initiative from January 2009 through June 2009.

On July 30, 2009, the Board authorized the Administration to enter into a second contract, for $80,000, to continue with the full implementation of the New Teacher Center's mentoring and induction program for the 2009-2010 school year.

The Administration is now requesting authority to enter into a contract with the New Teacher Center in the amount of $90,000 to extend services through June 30, 2011. Services include implementation support for full-release mentors and the extension of training to the school-based mentors as part of the district-wide staff development approach.

The requested expansion is intended to align current staff development with full-release mentors so district and school-based mentors experience the same training and to build MPS capacity.

Budget Code: OGA00HROHR-ECNS (Human Resources — Consulting Services)
Budget Amount.....$90,000
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 Resolution 0910R-031 by Director Blewett To Develop a Plan To Implement "Green" Purchasing for All Goods, Services, and Technologies

Background

At its meeting on November 19, 2009, the Board referred Resolution 0910R-031 by Director Blewett to the Committee on Finance and Personnel:

WHEREAS, As future adult citizens of Milwaukee and the world, Milwaukee Public Schools ("MPS") students will bear the cost of decisions made today; and

WHEREAS, There is an increased desire among citizens to implement environmentally preferable products and services into the mainstream; and

WHEREAS, "Environmentally preferable" products and services are those that have a lesser or reduced effect on human health and the environment when compared with competing products or services that serve the same purposes; and

WHEREAS, Environmentally responsible purchasing will:

- reduce pollution and the associated detrimental health effects
- strengthen communities by retaining and creating jobs locally
- save money in the long run, without mortgaging our children's future; and

WHEREAS, The use of environmentally sustainable products, services, and technologies can save MPS time, energy, and resources due to a reduced need for clean-up, replacement, and maintenance costs; and

WHEREAS, As both a public entity and an educational institution, MPS must take a leadership role in encouraging the use of "green" products, services, and technologies; and

WHEREAS, in October 2007, the Milwaukee Board of School Directors adopted resolution 0708R-035 by Director Blewett directing the Administration to capitalize on the experience and expertise within the community to create a green-initiative taskforce to develop a green initiative for the district; and

WHEREAS, In May of 2008, the district hosted a conference on "greening MPS" with community partners at which the City, County, State, and private industries, including engineering and construction firms, were all represented; and

WHEREAS, As more leaders such as MPS green their purchasing policies, more entities will follow suit, benefiting both individual organizations and the environment; and

WHEREAS, Making financial investments in companies that recognize the value of sustainability and that align their business goals accordingly is a way for MPS to invest in the community in a socially responsible way; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a plan to implement "green" purchasing for all goods, services, and technologies purchased by Milwaukee Public Schools; and, be it

FURTHER RESOLVED, That this plan be presented to the Board no later than the January 2010 Board cycle.

Administration's Analysis

1. The Administration supports the development of a green purchasing policy for MPS. The Administration also believes that there are additional, simple policies that could be enacted — such as turning off computers and printers each night, or requiring "energy misers" on vending machines — that would not only be green, but would also save money as well.

2. The Administration is currently in the process of examining other governmental green purchasing policies, such as the policy adopted by the City of Milwaukee and the federal government's Environmentally Preferable Purchasing (EPP) program. An representative from the Administration also will attend the National Institute of Governmental Purchasing's class on responsible green purchasing in late January 2010.

3. The Administration is concerned that a blanket directive to "buy green" could have significant cost impacts and unintended consequences related to HUB and COIN participation. The Administration Green Team discussed the proposed resolution and also expressed concerns about the costs of full implementation. The meeting, however, was poorly attended, and the Administration would like further opportunity for the Green Team to discuss the matter.

4. The Administration requests time to further analyze other governmental bodies' green purchasing policies and to evaluate how those policies can be enacted within MPS's decentralized purchasing environment in a cost-effective manner. The Administration will draft a policy and bring it to the Board for approval.

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 complies with state statutes, administrative policies, and Board rules.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment Plan

8. This Administration will analyze other governmental bodies' green policies and evaluate how those policies can be enacted within MPS's decentralized purchasing environmental. The Administration will present a proposed policy for consideration by the Board in June 2010.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to analyze existing governmental green policies, draft a policy for MPS, and present that policy to the Board in June 2010.

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

* * * * *

(Item 8) Action on a Request for Authority To Refund the RACM Series 2003 Revenue Refunding Bonds

Background

1. In November 1990, the Milwaukee Board of School Directors ("Board"), in the name of the City of Milwaukee ("City"), entered into a lease agreement ("the Lease"), with Wisconsin Preservation Fund, Inc., as landlord ("Landlord"), regarding the properties known as the Grand Avenue School and the Milwaukee Education Center ("the Projects").

2. Funds for the acquisition, renovation, expansion, and improvement of the Projects were financed through the 1990 issuance of Development Revenue Bonds (the Series 1990 Bonds) by the Redevelopment Authority of the City of Milwaukee (RACM).

3. In April 1993, RACM issued development revenue refunding bonds (the Series 1993 Bonds), a portion of which were used for the advance refunding of the Issuer's Series 1990 Bonds.

4. In May 2003, RACM issued development revenue refunding bonds (the Series 2003 Bonds) that refunded all of the Series 1993 Bonds.

5. As of March 2, 2010, there will be $14,360,000 of the Series 2003 Bonds outstanding. Each March 1 thereafter, from 2011 through 2014, principal and interest payments will be made on the Series 2003 Bonds. As of March 1, 2014, the bonds will be retired.

6. Due to currently low interest rates, an opportunity exists to refinance the remaining outstanding Series 2003 Bonds.

Administration's Analysis

7. The Administration is requesting authority to refund the Series 2003 Bonds, including exercising a call provision, because there is an opportunity to refinance the outstanding debt at lower interest rates. Approval of this item by the Board will also authorize a request to the City to issue general obligation bonds to refund the Series 2003 Bonds. Finally, approval of this item by the Board indicates agreement that the debt service of the new bonds will be administered within the terms of the intergovernmental agreement for debt that exists between the City and MPS. A copy of the agreement is attached to the minutes of your Committee's meeting.

8. The new debt will have the same March 2014 final maturity as do the Series 2003 Bonds, and the interest rates on the new debt are projected to be in the 1% to 2% range. This compares to the interest rates on the remaining outstanding Series 2003 Bonds, which range from 3.25% to 3.60%. Interest savings are projected to total an estimated $500,000 over the remaining life of the outstanding debt, if the 1% to 2% interest rates can be achieved.

9. The financing team for this transaction will comprise the firms that the City uses for its debt issuances. MPS will pay the fees incurred for their services. The fees will be funded from bond proceeds.

10. At this time, the Administration requests the Board's approval for the City to issue general obligation bonds to refund the remaining outstanding Series 2003 Bonds. If the Board authorizes the Administration to proceed, the Administration will work with the City to implement a refunding of the Series 2003 Bonds.

Strategic Plan Compatibility Statement

11. 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: Schools are welcoming, well-maintained and accessible for students, families, staff and the community.

WTAM applicable measurable objective: 100% of MPS buildings will receive a rating of good or better (6-10) on the building conditions report.

Statute, Administrative Policy or Board Rules Statement

12. This item is consistent with Administrative Policy 5.01(1), Facility Planning.

Fiscal Impact Statement

13. This item authorizes expenditures. If approved, the Administration will work with the City to refund the Series 2003 Bonds. In the process, the district will incur costs for the issuance of the new debt and a refunding process for the old debt. These costs will be financed from bond proceeds. These costs are estimated not to exceed $50,000. Payment of these issuance costs will be charged to account ODB00DBTXX EACL.

Implementation And Assessment Plan

14. Upon the Board's approval, the Administration will work with the City to refund the Series 2003 Bonds by the issuance of new, lower-cost debt that has the same March 2014 maturity as does the existing Series 2003 bonds.

Committee's Recommendation

Your Committee recommends that the Board give authorization to work with the City to refund the Series 2003 Bonds, as detailed in the agreement attached to the minutes of your Committee's meeting, at a cost not to exceed $50,000.

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

* * * * *

(Item 9) Informational Progress Report on Projects Funded through the American Recovery and Reinvestment Act (ARRA)

Administration's Report

1. The FY10 budget adopted by the Board of School Directors on June 4, 2009, included various projects to be funded under the American Recovery and Reinvestment Act (ARRA). The Board was provided with a two-year plan for the use of ARRA funds. Approved funding of $101 million for FY10 included $32.4 million for projects to be supported under Title I-A ARRA; $15.6 million for projects to be funded under the Individuals with Disabilities Act (IDEA) ARRA; and up to $53.1 million in borrowing for various capital improvements under the interest-free Qualified School Construction Bonds (QSCB) program (ARRA). All three sources represent a two-year boost to federal educational program funding.

2. The documents attached to the minutes of your Committee's meeting report progress on the implementation of projects funded through the above ARRA sources as of December 31, 2009.

3. The State Department of Public Instruction previously approved the district's plan for ARRA spending for FY10. This report anticipates that funding will remain available to continue the implementation of projects to the end of the fiscal year.

* * * * *

(Item 10) Action on a Contract with the Social Development Commission To Implement the High School Parent Involvement Program (RFP 642)

Background

1. Milwaukee Public Schools will receive approximately $64.5 million of additional Title I-A funding through the American Recovery and Reinvestment Act (ARRA). This funding presents the district with an unprecedented opportunity to engage in large-scale, targeted intervention strategies to improve educational opportunities for all Milwaukee students and their parents or guardians.

2. The Board of School Directors, at its meeting on June 4, 2009, approved a Title I ARRA budget that included funding to increase parental involvement at district high schools. The Administration's strategy is to contract with local community-based organizations to assist with the efforts, which will be aligned with system of support (SOS) clusters.

3. The Administration in July 2009 released RFP #642, seeking community-based organizations that would implement programs to increase parental involvement at the high-school level. A review team recommended the district's contract with the Social Development Commission to implement such a program in the North, Hamilton, and Custer clusters. The Board has previously approved contracts to provide parental involvement services in the remaining clusters.

Administration's Analysis

4. The Social Development Commission's program operates as a five-session series of four-hour workshops, conducted consecutively. The program focuses on working collaboratively with parents and students. The program delivers a unique blend of three curricula:

a. *Creating Lasting Family Connections*, a research-based, family-tested, model program recognized by the national Substance Abuse and Mental Health Services Administration. This program reinforces and builds the skills and knowledge of both parents and their youth. It is designed to help parents become proactive factors in helping their children develop needed skills to succeed in school and later in life, as well as to avoid the use of drugs, alcohol, and tobacco substances, to resist negative peer pressure, and to develop strong social skills;

b. *Sankofa Story*, a tool by SDC to provide an opportunity for parents, teachers, nonprofit staff, and families to engage youth and adults in the process of learning about African American history in an engaging, educational, and fun way. In learning African American history, parents and students can increase their understanding of the current issues that unite and divide our country from a racial perspective. This tool is versatile and can be used as a tool to educate people from any ethnic background. In this proposal, the Sankofa Story is referred to as the SDC Parent Involvement Tool Kit, which every parent participating in the sessions will receive;

c. *Pathways to Success*, a curriculum developed in cooperation with the University of Nebraska Cooperative Extension Services and established by the National Workforce Development to help meet the work-readiness skills competencies established by the national Workforce Investment Act (WIA). Work-readiness skills and goals will prepare youth to meet the expectations of employers by demonstrating measurable growth in several areas.

5. SDC will provide services to the North, Custer, and Hamilton clusters. There are approximately 2,789 high-school students in the North cluster, 2,491 high-school students in the Custer cluster, and 3,753 high-school students in the Hamilton cluster.

Strategic Plan Compatibility Statement

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

Goal 2: School communities work together for improvement in academic achievement

WTAM Strategy: Increase parent/guardian involvement in their children's education.

WTAM applicable measureable objectives: 90% of MPS parents will agree that they are involved in important decisions affecting their schools.

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 $135,000.00. Budget code: PRT-H-S-P10-DW-ECTS (ARRA — Parent Involvement); HUB % set: 5% per cluster; HUB % proposed: 5% per cluster; total HUB: $ 5% per cluster

Implementation and Assessment Plan

9. Upon the Board's approval of the recommendation, the Administration will contract with the Social Development Commission (SDC) to implement the described parental involvement programs at the high-school level in the North, Custer, and Hamilton clusters.

Committee's Recommendation

Your Committee recommends that the Board authorize a one-year contract, as attached to the minutes of your Committee's meeting, with the Social Development Commission (SDC) to implement two five-session series of four-hour workshops within the North, Hamilton, and Custer clusters for parents and students, using the following curriculum:

1. Creating Lasting Family Connections
2. Sankofa Story
3. Pathways to Success.

Funding is not to exceed $135,000.00 for the 2009-2010 school year.

Director Petersons moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 11) Action on a Proposed Amendment to the Lease Agreement between the Milwaukee Board of School Directors and Carmen High School of Science and Technology

Background

1. In April 2007, the Board authorized a three-year lease agreement with Carmen High School of Science and Technology, a non-instrumentality charter school located in the Walker Campus at 1712 S. 32nd Street. The term of the lease is August 1, 2007, to June 30, 2010.

2. The lease was first amended on July 1, 2008, to increase the amount of available space, while keeping the lease rate the same in accordance with the agreement.

3. In July 2009, Carmen High School of Science and Technology requested additional space and requested that the District re-evaluate the current rental fee of $11.00 per square foot.

4. Prior to receipt of the formal request from Carmen High School of Science and Technology, the Administration was evaluating district lease rates and conducting analysis in an effort to lease space to non-instrumentality charters at a minimal cost per square foot, which is more reflective of MPS instrumentality charters rates.

Administration's Analysis

5. The amendment to the lease agreement would change the rental fee to $6.00 per square foot, for an annual rate of $139,344 for the period of July 1, 2009, to June 30, 2010.

6. The amendment would extend the term of the lease to June 30, 2012, under the same terms and conditions, except that the rent may be adjusted annually to reflect increased expenses.

7. In addition, the amendment calls for an additional renewal of the lease agreement if Carmen High School of Science and Technology continues to charter under the authorization of the Milwaukee Board of School Directors and continues to abide by the terms and conditions of the charter contract. If the District determines in January 2012 that the Carmen High School of Science and Technology charter will be renewed, the District will continue to lease Carmen High School of Science and Technology space at the Walker Campus for the duration of the renewed charter contract. MPS and Carmen High School of Science and Technology would begin negotiating the lease in February 2012 for the new term that would commence on July 1, 2012.

Strategic Plan Compatibility Statement

8. 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: Facilities are available for community use.

WTAM measurable objective: Annual operational cost for excess space will be reduced by $10 million.

Statute, Administration 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.

Implementation and Assessment Plan

11. Upon approval by the Board, the attached second amendment to the lease agreement between Milwaukee Board of School Directors and Carmen High School of Science and Technology will be executed.

Committee's Recommendation

Your Committee recommends that the Board approve the second amendment to the lease agreement between the Milwaukee Board of School Directors and Carmen High School of Science and Technology, as attached to the minutes of your Committee's meeting.

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

* * * * *

(Item 12) Action on a Request To Declare Various District-Owned Properties as Surplus

Background

1. The district owns approximately 18.5 million square feet of building space. Some of these facilities are vacant or underused.

2. In the past, the Board has declared underused or vacant properties as surplus on a case-by-case basis: 10 properties in March 2006, two properties in August 2006, one property in August 2008, and nine properties in September 2009.

3. The Administration has identified additional sites for potential re-use or sale. The sites are:

a. 9520 W. Allyn St. — 9.30 acres; 59,833 square-foot building.
Fletcher Elementary School — scheduled for closure July 1, 2010.

b. 2969 S. Howell Ave. — 7.64 acres; 88,348 square-foot building.
Fritsche Middle School — scheduled for closure July 1, 2010.

c. 4601 N. 84th St. — 15.70 acres; 114,684 square-foot building.
Morse Middle School — scheduled for closure July 1, 2010.

d. 4310 N. 16th St. — 2.60 acres; 53,200 square-foot building.
Philipp Elementary School — school building currently vacant.

e. 1312 N. 27th St. — 3.66 acres; 25,924 square-foot building.
Twenty-seventh Street Elementary School — scheduled for closure July 1, 2010.

f. 6850 N. 53rd St. — 16.66 acres; 242,597 square-foot building.
Webster Middle School — school building currently vacant.

Administration's Analysis

4. Declaring a property as surplus does not mean that the district cannot continue to use the property or that it will necessarily be sold. By the Board's declaring these properties 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.

5. The Administration continues to receive various inquiries regarding the potential availability of district real estate for sale or lease.

6. Based on the current use of these properties and the potential for re-use by the district, the Administration is requesting that the properties listed above be declared as surplus.

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: Facilities are welcoming, well-maintained and accessible.

WTAM measurable objective: Annual operational cost for excess space will be reduced by 10 million dollars in three years.

Statute, Administrative Policy or Board Rules Statement

8. The Administration's recommendation complies with Administrative Policy 5.01, Facilities. The Board's authorization is required to declare property as surplus.

Fiscal Impact Statement

9. This item does not authorize expenditures or approve the sale of these properties. This is the first step in a process that allows for the sale of district real estate. As properties are sold, the district will receive the revenue from the sale.

Implementation and Assessment Plan

10. Upon approval, the Administration will work with internal staff, the City of Milwaukee, Department of City Development, and other interested parties to determine the best and highest use for the affected properties.

Committee's Recommendation

Your Committee recommends that the Board declare the following properties as surplus:

1. 9520 W. Allyn St. — 9.30 acres; 59,833 square-foot building.
Fletcher Elementary School — scheduled for closure July 1, 2010.

2. 2969 S. Howell Ave. — 7.64 acres; 88,348 square-foot building.
Fritsche Middle School — scheduled for closure July 1, 2010.

3. 4601 N. 84th St. — 15.70 acres; 114,684 square-foot building.
Morse Middle School — scheduled for closure July 1, 2010.

4. 4310 N. 16th St. — 2.60 acres; 53,200 square-foot building.
Philipp Elementary School — school building currently vacant.

5. 1312 N. 27th St. — 3.66 acres; 25,924 square-foot building.
Twenty-seventh Street Elementary School — scheduled for closure July 1, 2010.

6. 6850 N. 53rd St. — 16.66 acres; 242,597 square-foot building.
Webster Middle School — school building currently vacant.

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

* * * * *

(Item 13) Action on a Vendor List for Carpet Installation and Repair Services

Background

1. The Division of Facilities and Maintenance Services (DFMS) has always outsourced the installation of broadloom carpet due to the specialized nature of the work. The Division of Facilities and Maintenance does not have a classification of prevailing-wage-rate employee for this type of activity.

2. In an effort to establish a more efficient and cost-effective method for carpet installation and repair services, a Request for Proposals (RFP) for carpet installation and repair services was developed. The RFP provides for a "pre-approved" list of firms for carpet repair and installation services. This will provide school-based personnel and departments with a straightforward method of directly obtaining routine carpet installation and repair services while ensuring that MPS standards and specifications are met.

Administration's Analysis

3. The RFP, which was released on October 27, 2009, detailed the approved manufacturers, specifications for installation and removal, and the requirements for addressing asbestos-containing materials. In addition to the installation of new broadloom carpet, other services quoted as part of the RFP included modular carpet tile installation, carpet repair/removal, and vinyl base removal installation.

4. Responses were received on November 19, 2009. A total of four firms submitted proposals. Proposals were evaluated on the basis of cost, responsiveness to requirements, experience, references, and ability to meet the needs of MPS. Personnel from the Division of Facilities and Maintenance Services, the Division of Diversity and Community Engagement, and the Division of Insurance and Risk Management reviewed and evaluated the responses. Two of the four firms did not meet the insurance requirements and were subsequently disqualified.

5. The Administration is recommending that the Board approve Lippert Tile Company, Inc., and Ron's Carpeting & Service, Inc., as the district's carpet installation and repair contractors.

6. The HUB participation requirement is 10%, and one of the two firms recommended — Ron's Carpeting & Service, Inc. — is a certified HUB firm. Information relative to actual participation by the HUB firms will be included in the annual report to the Board by the Division of Diversity and Community Engagement.

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: Facilities are welcoming, well-maintained and accessible.

WTAM measurable objective: 100% of the buildings will be open for classes on a daily basis.

Statute, Administrative Policy or Board Rules Statement

8. 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 may extend more than three years.

Fiscal Impact Statement

9. This item does not authorize expenditures. Funds to support these services are either are budgeted as part of individual projects or are made available by the individual schools, departments, or programs. Services by the various firms are not used until appropriate funds are identified and encumbered.

10. During FY07, a total of $51,706 of carpet installation and repair services were purchased by schools, departments, and programs. During FY08, a total of $121,250 of carpet installation and repair services were purchased by schools, departments, and programs. During FY09, a total of $110,537 of carpet installation and repair services were purchased by schools, departments, and programs.

Implementation and Assessment Plan

11. Upon approval by the Board, the individual contractors, schools, and departments will be notified of the terms and conditions of the contract and the prices associated with each vendor. Carpet installation and repair services will be used as individual projects dictate throughout the fiscal year.

Committee's Recommendation

Your Committee recommends that the Board approve the following vendors to provide carpet installation and repair services district-wide for a period of one year, with the option of two one-year extensions.

- Lippert Tile Company, Inc.
- Ron's Carpeting & Service, Inc. (HUB)

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

* * * * *

(Item 14) Action on a Request To Enter into an Option-To-Purchase Agreement with Gorman & Company, Inc., for the Development of the Former Jackie Robinson Middle School

Background

1. The District owns 18.5 million square feet of building space. Some of these facilities are vacant or underused.

2. The Division of Facilities and Maintenance Services has recently re-engaged the services of the Department of City Development (DCD) to assist MPS in the marketing and sale of MPS surplus property.

3. Jackie Robinson Middle School, 3245 N. 37th St., was closed in July 2004 and identified as surplus in March 2006. The property has been re-zoned to LB2, local business. This designation allows a wide variety of uses, including multi-family housing.

Administration's Analysis

4. The Jackie Robinson property — bound by West Fond du Lac Avenue, West Concordia Avenue, and North 37th Street — may lend itself to conversion to affordable housing through use of affordable housing tax credits administered by the Wisconsin Housing and Economic Development Authority (WHEDA). MPS, in conjunction with DCD, released a Request for Proposal, "Robinson Middle School Redevelopment Opportunity Affordable Housing/Commercial," seeking conceptual proposals for redevelopment of the property. The proposed redevelopment must include the elements listed below:

a. expanded housing opportunities in the city through conversion of the building to multi-family housing. Adding single-family or townhouse units along West Concordia Avenue is desirable;

b. expanded employment, if commercial redevelopment is proposed;

c. additional green space through removal of excess paving and provision of vegetable and/or rain gardens;

d. Improved perimeter appearance by replacing the existing chain link fencing with decorative metal fencing and/or attractive landscaping;

e. increase in the City's tax base — the project must be fully taxable; and

f. compliance with the City's Emerging Business Enterprise policies and MPS workforce goals.

5. The following criteria were used in the review of proposals:

a. offering price;

b. contribution to/impact on the neighborhood;

c. quality and attractiveness of the renovations and site improvements;

d. expertise and experience of the development team, with special emphasis on the tax-credit and rehabilitation experience;

e. financial capacity of the buyer;

f. soundness of the budget and financing strategy;

g. tax base to be generated;

h. compliance with the City's Emerging Business Enterprise policies and MPS workforce goals; and

i. extent of sustainable or green elements.

6. Prohibited uses include school building, tax-exempt facility, church or religious assembly facility, social service offices, pawn shop, convenience store, liquor store, cigarette or cigar shop, gun shop, payday or auto-title loan store, or tavern (unless food service is the major component).

7. Three responses were received. The proposal that ranked the highest was that of Gorman & Company, Inc.

Strategic Plan Compatibility Statement

8. 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 makes responsible decisions regarding excess building capacity.

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. Sale proceeds will be received and used in accordance with Wis. Statute 119.60(1).

Fiscal Impact Statement

10. This item does not authorize expenditures. Proceeds of potential sale are reserved for the repayment of borrowed funds under the American Recovery and Reinvestment Act Qualified School Construction Bonds.

Implementation and Assessment Plan

11. Upon approval by the Board, Gorman & Company, Inc., must execute the Purchase and Sale Agreement and submit earnest money of $10,000 to the City of Milwaukee within ten (10) business days. The offer term will commence with the Common Council's approval and will extend to December 30, 2010, to allow Gorman & Company, Inc., to submit a WHEDA tax-credit application and to obtain final construction plans and firm financing. One six-month extension is available, contingent upon demonstrated performance to obtain final plans and financing. The earnest money shall be credited only toward the purchase price for a closing prior to December 30, 2010.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into an option-to-purchase agreement, as provided in the attachments to the minutes of your Committee's meeting, with Gorman & Company, Inc., for the redevelopment of the former Jackie Robinson Middle School.

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

* * * * *

(Item 15) Action on a Request for a Permanent Waiver of a Portion of Administrative Policy 3.09, Purchasing and Bidding Requirements, To Allow Communications & Public Affairs To Enter into No-Bid Contracts for Advertising That May Also Exceed the Limit Requiring the Board's Approval

Background

1. The Division of Communications and Public Affairs has the role of marketing the district and its schools. Tasks include negotiation with various media — including, but not limited to, television stations and billboard companies — for paid placement of advertising. Some of the contracts are negotiated for the district in general, and some of the contracts are negotiated by the Division of Communications and Public Affairs on behalf of individual schools.

Administration's Analysis

2. This item seeks authority to enter into contracts for advertising services. The contracts may exceed $25,000. This item also seeks a waiver to the competitive bidding requirements of Administrative Policy 3.09, Purchasing and Bidding Requirements, because the services sought are unique to each provider and are not suitable for competitive bidding.

3. The Division of Communications & Public Affairs has long had the responsibility of marketing the MPS district and its schools. District marketing efforts include annual investments in television, radio, print, and other venues. Advertising purchases are made after reviews of audience demographics and rating metrics.

4. The Division of Communications & Public Affairs enters into agreements with television stations WITI, WTMJ, WISN, WDJT, Telemundo, and Time Warner Cable for advertising time that may cumulatively exceed $25,000 for each vendor.

5. Each of the television stations is unique because of differing network affiliations, programming, and audience makeup. Time Warner Cable is different still because of its collection of dozens of channels, such as BET, TLC and NICK, many providing unique advertising opportunities. Because of the individualized programming on each station and the varied audiences each entity represents, the Administration requests a permanent waiver of the bidding requirements of Administrative Policy 3.09.

6. The district also contracts with Clear Channel for various services that cumulatively may exceed $25,000. These services include marketing messages placed on behalf of individual schools and the district

on Clear Channel-owned billboards and services that are unique to Clear Channel, such as signage on Milwaukee County Transit buses and the signs in the Milwaukee Amtrak station. Because of the unique nature of Clear Channel's advertising outlets, the Administration requests a permanent waiver of the bidding requirements of Administrative Policy 3.09.

Strategic Plan Compatibility Statement

7. The Administration's current efforts support 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

8. This item is consistent with Administrative Policy 9.01, Public Information Policy. The recommendation requires a waiver to a portion of the competitive bidding requirements of Administrative Policy 3.09.

Fiscal Impact Statement

9. This item authorizes the Division of Communications & Public Affairs to execute contracts in a manner that allows flexibility in marketing. Such contracts vary in value from approximately $5,000 to a high of $20,000 and cover services for an average of six weeks at a time. Expenditures are charged to INF-0-0-MED-IC-EADV (Communications and Public Affairs — Advertising). The total cost of advertising purchased on behalf of the district through FY10 and its schools will not exceed $70,000. The cost of advertising purchases made on behalf of individual schools may be reimbursed from school budgets.

Implementation and Assessment Plan

10. Upon the Board's approval, the Division of Communications & Public Affairs will negotiate contracts with the vendors.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to negotiate and enter into media contracts for advertising services in FY10 with WITI, WTMJ, WISN, WDJT, Telemundo, Time Warner Cable and Clear Channel. The total cost of advertising purchased on behalf of the district through FY10 and its schools will not exceed $270,000. The cost of advertising purchases made on behalf of individual schools may be reimbursed from school budgets.

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

* * * * *

NEW BUSINESS

In accordance with notice previously given, Director Miller moved to discharge the Committee on Strategic Planning and Budget from further consideration of Resolution 0910R-033, and to refer the resolution to the Committee on Parent and Community Engagement.

The motion to discharge and refer prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Petersons, Spence, Woodward, and President Bonds—7.

Noes—None.

Temporarily absent—Director Thompson—1.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by President Bonds

(1) The MPA Executive Leadership Team (consisting of representatives of the Executive Partners) met with the Co-Executive Directors of the MPA and discussed some direction for the future.

(2) Implementation Team membership is being addressed, and vacant positions are being filled.

(3) The Implementation Team held some discussion concerning what the MPA might contribute to making Learning Teams more effective.

(4) MPA Co-Executive Directors shared information with workgroup co-chairs regarding expectations concerning work plans for the second semester and forward. Revised work plans will be submitted by the end of February, and workgroups will begin thinking about what they might work on accomplishing next year.

(5) One-page rough drafts on several topics of essential information for parents of MPS students were developed and brought to the Implementation Team for review and discussion. Work is continuing on refining these and on development of additional topics.

(6) Several stories were shared with the Implementation Team about school leaders demonstrating growth and progress on using the new EdStat process and acting on the data to help reduce achievement gaps and improve student performance. Implementation Team members were invited to attend an EdStat training session.

(7) A session on "Implementation of Learning Teams" was presented at the 14th Annual Holmes Partnership Conference, "Closing the Achievement Gap: Continuing the Work," held on January 28-30, 2010, in Charleston, South Carolina. Presenters included Hope Longwell-Grice, Linda Post, and Alfonzo Thurman (UWM); Christine Anderson (NEA Foundation Grant); and Linda Roundtree (MPS). In addition, Dan Donder (MPS) presented a session on "K-12 Connections."

(8) MPA Executive Partner MATC has a new president — Dr. Michael Burke. To learn more about Dr. Burke, visit the MATC website at www.matc.edu.

(9) Dr. Nancy Zimpher, former MPA Executive Partner, sent greetings to the MPA. She was a keynote speaker at a recent NSF national event where her presentation was all about partnerships. She spoke highly of the work of Milwaukee and the collaboration of the MPA.

(10) Family Literacy & Tutoring Workgroup Update:

- Work plan updates were completed.
- The community-wide tutor-training session that was planned for February 9 is being rescheduled. A March date and location are being sought.

(11) The Comprehensive Literacy Workgroup has been focused on literacy coaches and getting literacy skills into the classroom.

(12) Comprehensive Mathematics Workgroup/Milwaukee Mathematics Partnership (MMP) Update:

- At the January MTL (Math Teacher Leader) meetings, MTLs engaged in sessions to:

  1. develop their mathematics content knowledge, focused on addition and subtraction of fractions;

  2. strengthen their leadership skills, focused on creating and sharing knowledge; and

  3. deepen their understanding of researched-based assessment practice, focused on exploring cognitive demands.

  MTLs are to share the information received with their Learning Teams.

- Another math lab was conducted on February 18 in the Grades 7-8 Mathematics Labs Pilot.

- An Algebra Lab, Geometry Lab, and Advanced Algebra Workshop were all conducted in February.

- For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the attached January 2010 issue of The MMP Messenger.

(13) The Milwaukee Area Academic Alliance in English held a free "Poetry Out Loud!" workshop on Saturday, February 6. The Poetry Out Loud program helps students master public-speaking skills, build self-confidence, and learn about their literary heritage. The Milwaukee Area Academic Alliance in English was formed in 1988 and brings English teachers together to share teaching ideas and to get to know one another in a casual setting.

(14) The University of Wisconsin-Milwaukee's Writing Project will be offering its Invitational Summer Institute on June 21-July 22, 2010, for teachers of all levels. Participants will engage in extensive writing experiences and reflection and become leaders in the area of writing by conducting in-service presentations.

(15) Alverno College, along with MY Access!, is co-sponsoring a conference on "Leadership for 21st Century Learning" to be held March 2 at Alverno. The keynote speaker, Dr. Doug Reeves, will focus on the "What's and How's of 21st Century Learning" and the qualities of effective administrative leadership. Dr. Mary Diez will address the need for teacher leadership. Breakout sessions will focus on building strong literacy skills, fostering effective leadership, and sustaining effective learning communities. The goal of the conference is that participants will:

- understand the key literacy skills needed to be proficient navigators in a 21st-Century environment;

- understand the important role that leadership plays in developing proficient, flexible learners who are equipped to thrive in the 21st Century;

- interact with like-minded colleagues to share strategies designed to advance the capabilities of learning communities united to support 21st-Century student success; and

- share ideas and plan to transfer learning into current practice.

Additional information and registration can be accessed through the Community/Calendar of Events page of the website at www.alverno.edu.

(16) NEA Foundation Grant Update:

- The NEA Foundation grant will be offering 25 full scholarships through its work with Alverno for faculty and administrators at NEA Focus Schools to attend the "Leadership for 21st Century Learning Conference."
- Diane Rozanski is presenting the Moodle Learning Community to the Action Research Fellows.
- Invitation has been received to conduct a workshop on the NEA Foundation-supported work in elementary, middle and high schools at the NEA's Joint Conference on the Concerns of Minorities and Women at the end of June in New Orleans.
- The nomination process is underway for ten "Stardust Teachers." Each NEA Focus School may submit one exceptional teacher nominee, and applications will be reviewed by a committee. Winners and runners-up will be honored at the May 22 NEA Foundation's Grant Data Celebration Luncheon.
- Planning is underway for the MMABSE 2010 Teacher Recognition Gala, which will be held on May 15 at the Midwest Airlines Center. Each MPS school may nominate one honoree by March 5.
- Evaluation data on the January 16 professional development day for NEA Focus Schools has been compiled:
  - Top responses on what participants most valued:
    - the general session and discussion on diversity, cultural competence, bias and acceptance
    - strategies for engagement and enhancing student learning
    - networking
    - collaboration time
    - hands-on, facilitative format
    - SMARTboard
    - action research
    - leadership styles
    - everything.
  - Some of the strategies presented that participants feel will impact on student achievement:
    - diversity awareness
    - understanding and eliminating biases
    - appreciation and acceptance
    - tolerance scale
    - making connections with students
    - action research
    - SMARTboard
    - interactive learning
    - active engagement and use of centers
    - literacy and vocabulary activities

> differentiated practice
> structure of the math block
> Think-Pair-Share
> engaging teachers to become leaders

— Some of the next steps identified by participants:

> team/relationship building
> increasing collaboration
> increasing multicultural communication
> beginning action research for classroom teachers
> sharing what learned with staff and engaging them
> implementing learned strategies
> focusing on the components in math and literacy blocks
> being more appreciative and accepting of students and staff
> helping teachers become comfortable with varying instruction

• There was a high degree of response from participants concerning the excellent content, format, and delivery of the sessions on diversity, cultural competence and bias; the desire for more extended workshops on the subject; and the need for all educators to attend.

> "Best NEA function yet!"
> "I wish the NEA would continue to include community leaders and parents in this type of training."

(17) NEA Foundation and MMABSE professional development are being aligned around cultural responsiveness for next year.

(Item 2) Report of the Board's Delegate to the MPS Head Start Program

Submitted by Director Spence

Major Activities

(1) Training site visits were conducted from February 1 through February 4 to obtain data for the 2009-2010 Head Start Self-Assessment.

(2) Head Start managers, support staff, and teachers participated in a Spanish course on February 1, 8, 15, and 22. The course, which was funded through Head Start Quality Improvement funds, was taught by an instructor from the University of Wisconsin-Milwaukee. Participants in the course are learning how to communicate using the Spanish language.

(3) Management meetings were held on February 2, 12, 19, and 26. The meetings focused on program updates, changes, and Policy Council meeting planning.

(4) The Head Start Coordinator and the Health, Mental Health and Disabilities Manager participated in a meeting of the Mental Health Focus Group on February 3 to discuss current findings. A course for MPS Head Start will be developed from this focus group in working with a mental health consultant.

(5) ERSEA/FPA meetings were held on February 3 and 17. The meetings focused on health compliance, student attendance, and preparing for Spring Complementary.

(6) Curricular training was conducted for Head Start support staff on February 4. The training focused on use of the curricula in the classroom.

(7) The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on February 4. 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 Head Start Coordinator participated in a Gwen T. Jackson Model Site meeting held on February 4. The meeting was held to discuss current programming and practices.

(9) Head Start Staff Meetings were held on February 4 and 16 to provide curricular training and to discuss program updates, enrollment, and health compliance.

(10) ChildPlus Training was conducted for the Family Partnership Associates on February 5. The training focused on entering PIR data into the ChildPlus software.

(11) The Head Start Coordinator participated in an Early Childhood staff meeting on February 8. This meeting focused on updates and planning for Early Childhood programs.

(12) The Head Start Coordinator and managers participated in training for MPS Administrators on February 9 presented by Chike Akua. The training was designed to assist administrators in gaining new knowledge to help change classroom practices that are not culturally responsive.

(13) Health team meetings were held February 9 and 23. The meetings focused on parental meetings, screenings at the school sites, and oral-health education.

(14) The Head Start Coordinator participated in a Core Health Services meeting held on February 10. 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.

(15) Head Start teachers and educational assistants participated in a full-day training session on February 10. The training focused on culturally responsive teaching, home visits, and the integration of movement in the classroom.

(16) The Head Start Policy Council met on Saturday, February 13.The meeting focused on program updates.

(17) The Health, Mental Health and Disabilities Manager participated in an MPS Parent Involvement Committee meeting on February 16. The meeting was held to discuss parental involvement needs district-wide.

(18) Head Start Tteachers participated in after-school collaboration trainings with Head Start, High Scope, and SDC Head Start on February 16 and 18. The training focused on how to have an engaging science area. On February 24, the training focused on how to have an engaging literacy center.

(19) 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.

(20) The Head Start Coordinator participated in a Department of Educational Services project team meeting on February 19. The meeting was held to allow time for Department of Educational Services project teams to meet and plan.

(21) The Head Start Program hosted and sponsored a Family Curriculum Night on February 24. The training allowed parents opportunities to explore the curricula used in the Head Start classrooms through hands-on activities.

(22) The Curriculum Generalist, Education Manager, and Health, Mental Health and Disabilities Manager participated in Jim Knight's instructional coaching training on February 25 and 26. The training focused on how to coach teachers to improve classroom instruction.

(23) The Head Start Health Team and Family Partnership Associates facilitated the parent meetings for the month of February. The meetings provided strategies on oral-health wellness.

(24) The next Policy Council meeting will be held on Saturday, March 13, 2010, at 12:00 noon at Central Services in room 206/208.

Services Provided

(25) Site-monitoring visits were conducted at Dover, Hayes, Kluge, Longfellow, and Lowell.

(26) Blood testing for lead poisoning and anemia were conducted by the Milwaukee Health Department's Childhood Lead Poisoning Prevention Program at Dover and Auer Avenue on February 4 and 9.

(27) Physical exams for Head Start students were conducted at Auer Avenue and Gwen T. Jackson on February 26.

(28) Head Start families were referred to Give Kids a Smile Day at Marquette University on January 23.

Enrollment

(29) There were 1,036 students enrolled in the Milwaukee Public Schools' Head Start Program as of January 29 for the 2009-2010 school year.

(30) There were 51 students enrolled in the Milwaukee Public Schools' Head Start Program as of January 29 for the Expansion Program for the 2009-2010 school year.

(31) There were 258 students enrolled in the Milwaukee Public Schools' Head Start Program as of January 29 for the 2010-2011 school year.

* * * * *

(Item 3) Report of the Board's Delegate to the Wisconsin Association Of School Boards (WASB)

Submitted by Director Falk

WASB Resolutions

Below is WASB's Report to the Membership on 2010 Resolutions submitted by member districts

Resolutions Approved

Resolution 10-01: Locally Elected School Boards

Amend 1.00 Local Fiscal Control: The WASB believes that the locally elected school board district should have control of its local fiscal affairs and, within broad state guidelines, be allowed to manage its affairs with provision for interdistrict cooperation. The WASB opposes constitutional amendments that undermine the fiscal authority of local elected officials, diminish the role of citizens in the local decision-making process, and hinder the ability of Wisconsin public school boards to address the changing needs of their students.

Amend 1.01, Preserving Powers: The WASB supports retaining and preserving the power and duty of locally elected school boards to oversee public education.

Amend 1.02, Local Accountability and Flexibility: The WASB subscribes to the belief that the prime purpose of locally elected school boards is to conceive and implement school programs designed to serve the local students, consistent with local needs, state goals and national programs. The accountability shall reside with the local school districts.

Resolution 10-02: Reform of School Finance

Amend 2.07, Necessary Resources: The WASB will work with groups in Wisconsin to support necessary resources for schools, with programs and needs defined by quality research, to enable all students to meet Wisconsin's instructional standards.

Resolution 10-03: School Budget Development

Create: The WASB should create recommendations that would enable school boards to develop their budgets in an accurate and timely manner.

Resolution 10-04: High Poverty Aid

Create: The WASB supports legislation allowing each local school district eligible to receive high poverty aid to elect whether it will receive such aid as a general aid subject to the revenue limits or as a categorical aid to be received outside the revenue limits.

Resolution 10-05: Student Assessment as Amended

Create: The WASB supports legislation to: a) include value-added analysis of state assessment data in the state's assessment and accountability system to allow the specific elements which contribute to student achievement growth to be determined; b) require that state high school assessments be conducted closer to graduation than just the start of tenth grade; and c) require the use of nationally benchmarked assessments that compare Wisconsin students nationally with other students from other states.

Resolution 10-06: Aligning Total Compensation Increases to Revenue Increases

Create: The WASB supports legislation limiting the percentage increase of total compensation packages for municipal employers settled through arbitration to not exceed the allowable percentage increase in available revenue for that municipal employer.

Amend 2.40, State Cost Controls: The WASB is opposed to legislation which would permanently limit school district expenditure or tax levy increases to specified annual rates. The WASB believes any constraints should apply to all units of government.

Amend 4.11(1): Allow a public school employer to avoid arbitration by offering a total compensation package to any bargaining unit that includes at least an inflationary increase aligned to revenue limits.

Repea12.4l(e): Allow the budget to increase at least equal to the minimum percentage allowed for increases in personnel costs (the QEO).

Repea12.4l(r): The WASB supports indexing revenue limits and the QEO to the same inflationary measure.

Repeal 4.18, Qualified Economic Offer (QEO): The WASB encourages local districts to offer all employee unions wage and benefit increases not to exceed the minimum QEO allowed by law to avoid arbitration while the state-imposed revenue limits are in place.

Resolution 10-07: Arbitration Law

Amend 4.11(d) Binding Arbitration Law Changes: Provision for arbitrators to give greatest weight to revenue limits, greater weight to local economic conditions, no weight to accumulated fund balances, and an accounting of such consideration in the written award; and weight to all other criteria as applied to all other municipal employers.

Resolution 10-08: Cast Forward Costing

Create: The WASB supports legislation specifying 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.

Resolution 10-09: Health Insurance Provider Selection Authority

Amend 4.19, Health Care Bargaining (a): The WASB supports legislation that would make the selection of health insurance providers a prohibited subject of bargaining and to grant school boards the unilateral authority to determine the health insurance provider(s) for their employees.

Resolution 10-13: Spring Elections

Create: The WASB supports legislation requiring the election of school board members in nonpartisan elections during the spring with other non-partisan officeholders.

Resolutions Not Approved

Resolution 10-10: Health Insurance Contributions

Create: The WASB supports legislation requiring school district employees to contribute a percentage of their health insurance premium costs.

Resolution 10-11: Wisconsin Retirement System Contributions

Create: The WASB supports legislation requiring employees to contribute a percentage of their earnings toward the cost of providing retirement annuities under the Wisconsin Retirement System.

Resolution 10-12: Licensure of Charter School Teachers

Create: The WASB supports legislation allowing a teacher granted a charter school license to have greater flexibility to teach multiple subjects if the teacher has demonstrated competency in the subject matter taught.

Resolution 10-14: Arts and Creativity Education

Create: The WASB supports investment in arts and creativity education and in the artistic and creative energy of Wisconsin public school students throughout their education.

* * * * *

(Item 4) Report of the Board's Delegate to the Title I District Advisory Council (DAC)

Submitted by Director Blewett

Parental Involvement Activities

January 2010

Corrective Action Plan — Attendance (CAPA) (The meetings are held in various locations, dates, and times based on the individual needs of each cluster.): Many of the January CAPA cluster meetings were cancelled due to inclement weather. Those that were held shared updates on successful attendance strategies and any challenges that they encountered with their school strategies. The agenda included a discussion of the Truancy Plan in its draft form. The assignment given to the members for the month of February was to find out the strategies from the Action Plan that are being used at their schools.

January 7, 2010

District Advisory Council Meeting — Central Services Auditorium: The meeting for the month of January was cancelled due to inclement weather.

January 20, 2010

District Parental Involvement Professional Development — Central Services Auditorium: 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 January, informational sessions on two programs in the district — Language! and Unique — were presented along with a workshop entitled "School-Home Connections: Easy Reading and Writing Activities for Families."

January 30, 2010

Parent Orientation and Training/District Title I Annual Parent Meeting: The district holds a parent meeting each school year. The theme for this school year's meeting was "Family, School, and Community: The Building Blocks that Support Student Achievement." Parents and guardians are given the opportunity to attend workshops in parenting, shared decision making, educational programming, rights and responsibilities, and technology.

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. until 3:30 p.m. and Saturdays from 9:00 a.m. until 12:00 p.m.

- Computer classes are offered on Tuesdays and Thursdays from 9:00 a.m. until 3:30 p. m. These computer classes, which are offered for English speakers and bilingual students, 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.

- Instruction in life skills is 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. A parent 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 or guardian who has a child enrolled in a Milwaukee Public School. Parents who enroll in the Parent Center will have an opportunity to participate in a variety of programs, such as technology, and a variety of science and math "Make it and Take it" sessions for free. 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.

* * * * *

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 January and February 2010

1. Participated in numerous meetings and telephone conferences related to negotiations for the contract with the new Superintendent.

2. Participated in telephone conferences with DPI and met with the MPS Administration regarding $175 million in Title I funds.

3. Meet with union representatives and Administration regarding contract negotiations.

4. Participated in telephone conference with DPI on Race to the Top topics.

5. Met with numerous elected officials from the state and federal levels regarding mayoral takeover and dispute over Title I funds.

6. Attended Title I parent meeting.

7. Met with ASC (Administrators and Supervisors Council) on several occasions regarding school budgets.

8. Meet with DPI personnel when they made a site visit to MPS regarding guidance counselors in the schools.

3rd-Quarter Report on Board Members' Attendance at Board and Committee Meetings

Below is the report on the attendance of all Board members at Board and Committee meetings during the 3rd quarter of the Board year.

Quarterly Board Attendance (November 1, 2009-January 31, 2010)		
Member	Meetings Assigned[1]	Meetings Attended[2]
Blewett	26	23
Bonds	24	24
Falk	24	24
Miller	26	25
Petersons	23	21
Spence	20	20
Thompson	24	23
Voeltner	24	20
Woodward	26	26

[1] The number of meetings assigned may vary according to the number of committees to which a Board member has been assigned and how often those committees have met or to the number of special meetings the Board has held.

[2] Except in cases of sudden emergencies, it is the practice of Board members to give advance notice and ask to be excused when they are aware that they will not be able to attend a scheduled meeting of the full Board or of committees to which they have been appointed.

* * * * *

COMMUNICATIONS AND PETITIONS

The Board Clerk, presented the following communications:

(Item A) Communication 0910C-005 from the Metropolitan Milwaukee Alliance of Black School Educators, Inc., Requesting a Hearing Regarding Various Educational Issues

METROPOLITAN MILWAUKEE ALLIANCE OF BLACK SCHOOL EDUCATORS, INC.

February 4, 2010

TO: Dr. Michael Bonds
President
Milwaukee Board of School Directors
Milwaukee Public Schools

The MMABSE Retiree Educator Commission representing the organization would like a hearing before the Board of School Directors at the earliest possible date to address the following critical issues. Please inform us of the date and time of the hearing.

We also would like the Board to direct the MPS administration to investigate these issues, report back to the Board, and apprise us of the results of the investigation:

1. Removal of popular programs from north side schools and placed in south side schools
2. Elimination of Madison's IB program
3. Clarification of board's position on commitment to north side specialty schools
4. Re-segregation of district based on transportation regions
5. South side schools with entrance requirements not sanctioned and approved by the board
6. South side schools using entrance requirements to limit the number of African American and special needs students

•
•
•

Sincerely,

Rosalyn Mc Cray
Retiree Educator Commission Chair
414-760-1516
mmabse@aol.com

Rogers E. Onick
MMABSE President
414-276-6808
mmabse@aol.com

P. O. Box 2132, Milwaukee, WI 53201-2132

WWW.MMABSE.ORG

Referred to the Committee on Parent and Community Engagement.

Communication 0910C-006 from Patricia Latiker Requesting a Hearing Regarding the Services Provided to Children with IEPs at Hamilton High School

Patricia Latiker
4126 N. 25th St.
Milwaukee, WI 53209
414-•••-••••

February 24, 2010

Milwaukee School Board
5225 West Vliet Street
Milwaukee, Wi 53208

Dear Sirs:

In January 2010 I wrote to you about the level of services for my Special Education son, •••••, at Hamilton High School. My letter was referred to staff at Hamilton. I am not satisfied with the way my concerns have been met and I am concerned for the safety of son at Hamilton.

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 and their safety in the building and to and from school.

Sincerely yours,

Patricia Latiker

Referred to the Committee on Parent and Community Engagement.

(Item C) Communication 0910C-007 from Thomas Phillipson Requesting a Hearing Regarding the Language! Reading Program

Thomas K. Phillipson
2803 West Cherry Street
Milwaukee, WI 53209
414-•••-••••

February 24, 2010

Milwaukee School Board
5225 West Vlier Stree *[sic]*
Milwaukee, WI 53208

Dear Sirs:

In January 2010 I wrote to you about some of my concerns with the Language! program used for some Special Education students *[see attached]*. I stated in the letter, "The Committee on Special Education should hear from interested parties about this program…." In the last month my urgent concern has expanded to include what interventions are used to so that some children who are behind grade level in reading do not need to be referred for a Special Education evaluation.

I request a public hearing before the appropriate committee of the School Board to consider:

The issues raised in my letter of January 20, 2010

How can Language! be used as a intervention for children who may be referred for an IEP

How can money that already comes from DPI to help children avoid needing an IEP be used for children who are behind in their reading so as to avoid the need for an IEP

Which schools with children with IEPs who are behind in their reading are not using Language!

How many children with IEPs who are behind in their reading are not receiving Language!

What interventions are used in schools that do not use Language! to help children with IEPs bring their reading up to a suitable level.

What will it cost to use Language! for more regular education students who are behind in their reading and where might the money come from.

Since the last question may be beyond the scope of the Special Education Committee of the Board I will contact Director Woodward and may address that issue in a separate letter to be referred to a different committee for a public hearing.

Sincerely yours,

Thomas K. Phillipson

[Attachment follows.]

Thomas K. Phillipson
2803 West Cherry Street
Milwaukee, WI 53208

January 20, 2010

Milwaukee School Board
5225 West Vliet Street
Milwaukee, WI 53208

Dear Sirs;

I have several concerns about the new reading and writing program called Language! that is used for some of our children with IEPs. The Committee on Special Education should hear from interested parties about this program, both its strengths and weaknesses. Several district employees have expressed both positive and negative views on Language!. But when I encourage them to write to the Board about it they will not. They are afraid of their jobs.

Almost all the folks endorse Language!, largely because it includes a strong phonics base as an alternative to whole language. Some folks are asking why can't MPS offer Language! to failing readers before they fall far enough behind to qualify for an IEP. One goal of the Special Education should be to provide services without the expense of IEP evaluations and all the costs that go with "compliance" to the requirements of IDEA.

Some of the complaints from Special Education teachers include how the blocks of time required for Language! mess up class schedules in middle and high school, how the time required to teach Language! takes away from the teachers time to meet the other requirements of individual IEPs, and how we try to push the program for middle and high school students so fast that some of the very students who are already far behind are left behind again. And for some students at the high school level Language! seems to need enrichment to command their attention.

Sincerely yours,

Thomas K. Phillipson

Referred to the Committee on Parent and Community Engagement.

* * * * *

RESOLUTIONS

Resolution 0910R-037

By Director Voeltner

WHEREAS, The Milwaukee Board of School Directors, by its nature and in fulfilling its duty to the children and citizens of the City of Milwaukee, must often deal with emotionally charged and even controversial topics; and

WHEREAS, Although spirited debate is a vital tradition of the American democratic process, it is necessary that governing bodies, at any level, maintain a high level of decorum to ensure the orderly conduct of public business; and

WHEREAS, Board Rule 3.01 Code of Conduct — Board of School Directors states:

> Members of the Board recognize that they are public officials who are accountable to the citizens of the City of Milwaukee. As such, they will seek to maintain the highest standards of ethical conduct, avoiding both the actuality and appearance of conflict of interest. This code of ethics is intended to support Board members in the achievement of such standards.

and

WHEREAS, Board Rule 1.29(2)(b), Conduct in Meetings, states that:

> Board Members will adhere to the standards of conduct set forth in the section of *Robert's Rules of Order* on Decorum in Debate (§43), including the following standards:
>
> a. Confining remarks to the merits of the pending question.

b. Refraining from attacking a member's motives.

c. Addressing all remarks through the Chairperson.

d. Avoiding the use of members' names.

e. Refraining from speaking adversely on a prior action not pending.

f. Refraining from speaking against one's own motion.

g. Reading from reports, quotations, etc., only without objection or with permission.

h. Yielding the floor during an interruption by the Chairperson.

i. Refraining from disturbing the assembly

and

WHEREAS, Board Rule 1.29(2)(c), Conduct in Meetings, further states that:

> Board members will refrain from using an official meeting of the Board for any purpose other than the business stated in the call of the meeting. Prohibited activities include election-related campaigning on one's own behalf or on behalf of others, and activities outlined in the Board's Code of Ethics.

and

WHEREAS, Board Rule 1.29(1)(c)1 states, "In their dealings with district staff, at all levels, Board members shall always strive to be humane, fair, and dignified."; and

WHEREAS, Beside following the codes of conduct outlined in these policies, Board members should be held accountable for assuming the same civic and social responsibilities for which we hold students accountable; and

WHEREAS, While there are written rules to which Board members are expected to adhere in their treatment of their colleagues and district employees, these rules do not specifically address Board directors' treatment of members of the public; and

WHEREAS, Board Governance Policy BG 2.02, Governing Style, section (2)(b), directs that the Board shall "[e]nforce upon itself whatever discipline is needed to govern the Milwaukee Public Schools with excellence…"; now, therefore, be it

RESOLVED, That Board direct the Office of Board Governance to revise Board Rule 3.01 to add a section that requires Board members to extend to members of the public the same courtesies that they are expected to extend to their colleagues and MPS staff, as outlined in the Board Rules; and be it

FURTHER RESOLVED, That the Code of Conduct be revised to include all of the same civic and social responsibilities for which the Board holds students accountable; and be it

FURTHER RESOLVED, That the Board direct the Office of Board Governance to bring these revisions back to the Board for final approval.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0910R-038

By Director Miller

WHEREAS, In October 2007, the Milwaukee Board of School Directors adopted Resolution 0708R-035 by Director Blewett, directing the Administration to create a green-initiative taskforce to develop a green initiative for the district;; and

WHEREAS, A component of the District's green initiative is to develop a green action plan and green curricula and to increase both professional development and instruction in various aspects of green resources and technologies; and

WHEREAS, Through the 2009 Greening Milwaukee Public Schools Conference, it was recommended that MPS create elementary and secondary educational programs that "leave no child inside" by incorporating service learning, real-world experiences, and school-based environmental efforts; and

WHEREAS, Attendees also recommended creating program options that would prepare students for "green collar" jobs; and

WHEREAS, An environmentally-focused STEM (Science, Technology, Engineering and Mathematics) program can be one of these program options; and

WHEREAS, Such a program would lead to greater development of 21st- century knowledge and skills in the areas of science, technology, engineering, and mathematics. Through effective STEM education and integrated academic content, students develop valuable skills. They learn to ask and answer questions, explain phenomena using evidence and reasoning, use physical and mental models, and solve problems. Students also learn and practice personal, social, and cross-cultural skills to inform their perspectives and decision making about STEM-related environmental issues; and

WHEREAS, Such a program would incorporate service learning to enable students to apply their knowledge and skills to real-world experiences. Service learning would connect environmental science to real-life settings beyond the classroom, giving students a sense of civic-mindedness by teaching them to be stewards of their environment, and therefore, their community; and

WHEREAS, The program would support the Board-adopted one-half credit graduation requirement in service learning: and

WHEREAS, Such a program would align with the goals of the Environmental Literacy Plan being developed by the Wisconsin No Child Left Inside (NCLI) Coalition; and

WHEREAS, An environmentally-focused STEM program would enable participating schools to forge partnerships with local colleges, universities, environmental community-based organizations, and businesses to create internships that would provide hands-on learning experiences and job training; and

WHEREAS, STEM programs with an environmental focus prepare students for careers in fields such as waste management, urban agriculture, water science, energy conservation, horticulture, bioengineering, and environmental engineering; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop an environmentally based STEM/service-learning program for the 4th through 8th grades; and be it

FURTHER RESOLVED, That the program include our existing partnerships with area colleges and universities, related businesses, and community-based organizations; and, be it

FURTHER RESOLVED, That the program incorporate a professional development component for MPS faculty using science-based, environmentally focused service-earning curricula; and, be it

FURTHER RESOLVED, That the program be supported by the newly formed cross-departmental STEM Leadership Team and Service Learning Project Team; and be it

FURTHER RESOLVED, That the program be brought to the Board for approval no later than the April 2010 Board cycle with a plan for implementation in the summer of 2010.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-039

by Director Petersons

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, Growing Power is an organization that engages children in producing healthful foods for their communities; and

WHEREAS, The mission of Growing Power is to grow food, to grow minds, and to grow community; and

WHEREAS, Growing Power has previously partnered with MPS in educational projects, including community gardens and a school garden at Maple Tree School; and

WHEREAS, Growing Power has also partnered with MPS in a pilot program to bring fresh produce to 14 MPS schools, with plans for future expansion of this program; and

WHEREAS, By working in a garden, a child can experience the satisfaction that comes from caring for something over time, while observing the cycle of life firsthand; and

WHEREAS, Nearly one in three children is overweight or obese; and

WHEREAS, The American Academy of Pediatrics is urging healthier schools, more exercise, access to affordable healthful food, and the knowledge to make healthful choices; and

WHEREAS, Most inner-city children do not understand where natural food comes from or how food gets from the farm to the table; and

WHEREAS, The unhealthful diets and related health problems of low-income, urban populations are largely attributable to limited access to safe and affordable fruits and vegetables; and

WHEREAS, Hands-on learning in a garden gives students a chance to learn the important life skill of growing one's own food and promotes environmental awareness by exploring the workings of nature; and

WHEREAS, Expanding the partnership between MPS and Growing Power would allow more children to learn about environmental sustainability, prepare for careers in the "green" industry, learn more healthful eating habits, and learn to be good stewards of the environment; now, therefore, be it

RESOLVED, That the MPS partnership with Growing Power be expanded to include ten additional schools within the 2010-2011 school year; and be it

FURTHER RESOLVED, That the Administration present its plan to expand this partnership no later than the May 2010 Board cycle.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-040

by Director Petersons

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.

Referred to the Committee on Accountability/Finance/Personnel.

Resolution 0910R-041

by Director Blewett

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 in 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 "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.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 8:38 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 2, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 6:02 PM.

Present—Directors Falk, Miller, Petersons (6:29 PM), Spence, Woodward, and President Bonds—6.

Absent and excused—Directors Blewett, Thompson and Voeltner—3.

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

February 26, 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 Tuesday, March 2, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conferring with legal counsel concerning strategy with respect to litigation in which the Board is or may become involved.

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.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

Director Spence 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, Spence, Woodward and President Bonds—5.

Noes—None.

The Board retired to executive session at 6:06 PM.

The Board adjourned from executive session at 6:36 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 25, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:35 PM.

Present—Directors Blewett (6:48 PM), Falk, Miller, Petersons, Spence (6:45 PM), Thompson (6:37 PM), Voeltner, Woodward, and President Bonds—9.

Absent—None.

Before commencing the meeting, President Bonds requested a moment of silence in memory of Daija Galmore, a student at Samuel Morse Middle School, who was killed in an accident on March 7, 2010, and Tom Morgan, Executive Director of the Milwaukee Teacher's Education Association, who suffered a massive heart attack and died on March 21, 2010, during a vacation in Costa Rica.

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:

JOSEPH EDWARD DEVEREAUX
Maintenance and Repair Supervisor
Division of Facilities and Maintenance Services

Joseph Edward Devereaux has been employed with Milwaukee Public Schools, in the Division of Facilities and Maintenance Services (FMS), for 20 years. Joe started his career at MPS as a Plumber, was promoted in 1994 to Plumber Foreman, and in October 2005, became the first of three Maintenance & Repair Supervisors. As a Maintenance & Repair Supervisor, Joe is responsible for supervising and overseeing skilled-trades personnel and outside contractors, works with internal and external stakeholders to refine FMS process and procedures in an ongoing effort to reduce costs and improve service, administers expense budgets, and monitors performance metrics.

Joe brings 25 years of skilled-trade experience and a total-quality-management style of leadership to the team that he supervises. This combination of skill sets and expertise ensures that our district facilities remain safe, clean, and welcoming environments for students and staff.

Joe is a leader at FMS and has volunteered for many assignments above and beyond his normal duties and responsibilities, including coordinator of the MPS blood drive, the Employees' Combined Giving Campaign, and the UPAF Campaign.

Joe recognized the need and importance of donating blood and personally began his own blood donations at age 39. In 2007, he organized the first blood drive at Facilities and Maintenance. Under his leadership, the number of individuals participating in the annual blood drive has increased by 36%. Joe's creative flair has contributed to the success of the annual event. Over the years, Joe has invited celebrity volunteer hosts, including local pageant winners, politicians, and celebrities. While this is a serious endeavor, Joe keeps the event fun and entertaining with a new twist or surprise for participants every year.

The Milwaukee Public Schools' Combined Giving Campaign has been extremely successful, in large part due to the efforts of Joe Devereaux. As a member of the district planning team, he has brought creativity, enthusiasm, and success to the campaign. In addition to his work on the overall yearly planning, Joe serves as a site coordinator for Facilities and Maintenance and regularly achieves one of the highest dollar totals and employee participation levels in the district for his division's campaign.

Since Joe became the coordinator for Facilities and Maintenance, contributions have steadily increased, for a combined total contribution of $118,000 in the last nine years. It is important to note that the MPS Combined Giving Campaign is the main source of funding for the MPS Foundation and provides funding to over 200 health and human services agencies throughout the metro-Milwaukee area, many of which provide much needed services to MPS students and their families. Because of Joe's dedication to the success of the campaign, it has finally met a longtime goal — exceeding the $400,000 mark in 2009-10. Joe's involvement in the MPS Combined Giving Campaign has had a positive impact on many lives.

Joe became the UPAF Campaign leader in 2009, when he introduced the first FMS silent art auction. The auction was a fun way to highlight the UPAF campaign, promote involvement of FMS employees and FMS business partners, and raise additional funds for the MPS Foundation. This year, Facilities and Maintenance has invited Roosevelt Middle School to be a partner, and the silent art auction will include students' artwork. The auction, which is open to all district employees, is another example of Joe's ability to reach out and collaborate with schools, business partners, and individual donors.

The most recent endeavor that Joe has embarked on is creating the first chapter of a Milwaukee Optimist Club. The current focus is to gather MPS individuals for a presentation on how Optimists can naturally partner with youth in the Milwaukee Public Schools. Optimist clubs are currently using the slogan "Bringing out the best in kids." Joe accepted the appointment to the Charter Presidency of the Metro Milwaukee Optimist Club. In this role, Joe hopes the Milwaukee Chapter will begin to partner with MPS schools at all levels.

As part of Joe's commitment to MPS, he has also participated in:

- the MPS School-to-Work program with high-school students interested in the field of construction;
- multiple Career Day presentations at MPS elementary, middle, and high schools;
- MPS Math Buddies, which focuses on assisting high-school students in the classroom;
- National Young Readers Day; and
- the Junior Achievement program for elementary-school students.

Joe's responsibilities as a Maintenance and Repair Supervisor ensure that the students' learning environments are safe, clean, well maintained, and conducive to learning. More important, the leadership role that Joe has taken with programs outside of his required duties and responsibilities demonstrate a strong commitment to supporting the district's mission.

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

◊ ◊ ◊ ◊ ◊

Proclamation in Honor of Eva Z. Lam

Submitted by President Bonds

WHEREAS, Eva Z. Lam spent 15 years in Milwaukee Public Schools and graduated from Rufus King International Baccalaureate High School as Valedictorian of the Class of 2006; and

WHEREAS, Eva Z. Lam was named the National Forensic League's Student Congress National Champion and Presiding Officer in 2005 and the National Forensic League's Student Congress National Champion in 2006; and

WHEREAS, Eva Z. Lam anticipates graduating from Harvard University, where she currently maintains a 3.921 grade-point average and is an A.B. candidate in social studies, received a citation in Chinese language, and participated in the undergraduate teacher education program; and

WHEREAS, Eva Z. Lam, while attending Harvard University, directed the Harvard College Democrats, Harvard's largest partisan political club; and

WHEREAS, Eva Z. Lam was the Assistant Director and Media Coordinator for the Harvard Students for Barack Obama, for which she organized campaign trips, phone banks, and "Get Out the Vote" efforts for the 2008 Presidential election; and

WHEREAS, Eva Z. Lam contributed to Perspective, Harvard's liberal magazine, by publishing articles on such topics as Barack Obama's experience, American military aid to Israel, and abstinence-only education; and

WHEREAS, Eva Z. Lam is an activist in the Harvard College LGBT Political Coalition, which seeks to foster dialogue and political activism surrounding lesbian, gay, bi-sexual, and transgender issues; and

WHEREAS, Eva Z. Lam was selected as a American Rhodes Scholar, one of only 31 other American students, one of the few ever selected from Wisconsin, and the first Milwaukee Public Schools graduate to receive this distinction; and

WHEREAS, Eva Z. Lam will use the scholarship to study comparative and international education in Oxford, England, because she feels motivated to give back to the educational system that helped set her on the path to achievement; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its congratulations to Eva Z. Lam for being selected as an American Rhodes Scholar and for the successes she has had in her educational endeavors; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board and that engrossed copies of this resolution, suitably signed and sealed, be prepared and presented to Eva Z. Lam.

Adopted by consensus.

◊ ◊ ◊ ◊ ◊

Other Awards and Commendations

Students

The selection committee for the Herb Kohl Educational Foundation Scholarship and Fellowship Program has announced recipients of the 2010 Herb Kohl Foundation awards for students and teachers. The $1,000.00 awards are being made to 100 teachers, their schools, and 200 graduating high-school students in Wisconsin.

Following are MPS recipients of scholarships and fellowships. They were recognized at a luncheon and reception program on March 21 at Greendale High School in Greendale.

Excellence Scholars	Lauryn Beecher, Riverside University High School.
Teacher Fellows	Anne Brennan, A.E. Burdick School Maureen Gleesing, South Division High School Kim Islas, Honey Creek Elementary School
Initiative Scholars.....	Rocio Estevez, South Division High School Samantha Goodwin, Rufus King High School

Excellence Scholarship recipients have demonstrated excellence in the academic arena and high motivation to achieve, have displayed a broad range of activities and leadership outside the academic setting, and have shown strong promise for succeeding in college and beyond. Fellowship recipients are chosen for their superior ability to inspire a love of learning in their students, their ability to motivate others, and for their leadership and service within and outside the classroom. Each Fellow's school will also receive a $1,000 grant. Excellence Scholarship and Fellowship recipients are selected by a statewide committee composed of civic leaders and representatives of education-related associations and the program's co-sponsors — The Wisconsin Newspaper Association Foundation, Wisconsin Department of Public Instruction, Wisconsin Council of Religious and Independent Schools (WCRIS), and regional Cooperative Educational Service Agencies (CESA).

Recipients of the Initiative Scholarship, who are chosen by their schools, have demonstrated exceptional initiative in the classroom and have shown strong promise for succeeding in college and beyond, but have not yet received other academic-based scholarships.

◊ ◊ ◊ ◊ ◊

Three seventh-grade students from Escuela Vieau have been selected as winners for their contributions to a "zine" contest sponsored by Small Science Collective. For the 2009 contest, more than 250 zines — handmade publications pertaining to special topics — were submitted from around the world. Thirty-two winners were selected for their outstanding creative mini-magazines that communicated one of 11 different scientific topics, including astronomy, sustainability, and oceans and water.

Art teacher Susan Nolan-Nakatsuji made the zines an assignment for her class and then collaborated on the creative effort with science teachers. In art class, Nolan-Nakatsuji taught design concepts and methods to visually communicate information. She then asked that students explore scientific topics to illustrate in their eight-page, palm-sized zines. The three winning Vieau students created zines illustrating ideas relating to sustainability and energy, geoscience, and oceans and water.

Staff

Renee taylor, Manager of the Division of Diversity & Community Engagement, received the Award of Excellence as the Supplier Diversity Manager of the Year at the annual Partners for Profit Business Exchange in Green Bay, Wisconsin, on March 23, 2010. Vendors praised MPS for the assistance which it has provided through the strength and commitment of its program.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of February 2, 16, 19, and 25 2010, were approved as printed.

* * * * *

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

The Director, Office of Board Governance/Board Clerk presented 50 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 February 24, 25, and 26, 2010, and March 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22, and 23, 2010.

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.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Parent and Community Engagement Committee, Item 3, a resolution to direct that Title I funds designated for ESL parent and community classes and programs be administered and distributed by the Division of Bilingual/Multicultural Education;

Innovation/School Reform Committee, Item 3, a request for authorization to enter into negotiations to renew the Non-Instrumentality Charter School Contract with Highland Community School;

Innovation/School Reform Committee, Item 7, a Charter School Petition from the Transformation Learning Community (TLC);

Innovation/School Reform Committee, Item 8, a Non-Instrumentality Charter School Proposal from Project Excel High School;

Innovation/School Reform Committee, Item 9, a Non-Instrumentality Charter School Proposal from the Milwaukee College Prep;

Innovation/School Reform Committee, Item 10, a Non-Instrumentality Charter School Proposal from Milwaukee Community Cyber (MC^2) High School;

Innovation/School Reform Committee, Item 11, a Non-Instrumentality Charter School Proposal from Inland Seas High School;

Innovation/School Reform Committee, Item 12, a Non-Instrumentality Charter School Proposal from North Point Lighthouse Charter School;

Innovation/School Reform Committee, Item 13, a Non-Instrumentality Charter School Proposal from Milwaukee Leadership Academy;

Innovation/School Reform Committee, Item 14, a Non-Instrumentality Charter School Proposal from Unison Medical Academy; and

Accountability/Finance and Personnel Committee, Item 6, approval of prevailing wage rates.

On the motion of Director Thompson, the balance of the reports was approved, 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 reconsider the vote by which the balance of the standing Committee reports was accepted.

The motion to reconsider was adopted by consensus.

Director Blewett moved to set aside the following additional item:

Innovation/School Reform Committee, Item 1, a mutual request for termination of the Instrumentality Charter School Contract with Milwaukee Learning Laboratory & Institute (MLLI) and the closing of the school at the end of the 2009-2010 school year;

and to accept the balance of the reports of the Standing Committees.

The motion prevailed, 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) 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 activities that began July 1, 2009)

2009-10 School Year	Total MPS IEP Students	Initial Evaluations Completed (cumulative)	% Special Ed	Re-evaluations Completed (cumulative)	% Special Ed Needs Identified (continue)
Aug	17,541	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	1091	63%	802	74%
Jan	17,565	1756	62%	1243	75%
Feb	17,680	2306	60%	1597	76%
Mar	17,899	2739	59%	1972	76%

2. Special Services Information-Management System (SSIMS) Report as of February 26, 2009.

   a. Staff provided SSIMS/Encore trainings for new special services staff and drop-in HELP sessions for all staff.

   b. Sessions were conducted with Spectrum K12 School Solutions for the updates to the SSIMS/ Encore application, which include the latest federal and state mandates.

   c. SELLS and Special Services Supervisors were trained in using the CIFM software.

   d. CIFM software support was provided via HELP desk phone assistance *and* drop-in HELP sessions.

* * * * *

(Item 2) Communication 0910C-006 from Patricia Latiker Requesting a Hearing Regarding the Services Provided to Children with IEPs at Hamilton High School

Background

At its meeting on February 25, 2010, the Milwaukee Board of School Directors referred the following communication to the Committee on Parent and Community Engagement:

Patricia Latiker
4126 N. 25th St.
Milwaukee, WI 53209
414-•••-••••

February 24, 2010

Milwaukee School Board
5225 West Vliet Street
Milwaukee, Wi 53208

Dear Sirs:

In January 2010 I wrote to you about the level of services for my Special Education son, •••••, at Hamilton High School. My letter was referred to staff at Hamilton. I am not satisfied with the way my concerns have been met and I am concerned for the safety of son at Hamilton.

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 and their safety in the building and to and from school.

Sincerely yours,

Patricia Latiker

Committee's Report

Your Committee reports having given hearing to Patricia Latiker and other interested parties.

* * * * *

(Item 3) Action on Resolution 0910R-033 by Director Miller To Direct That Title I Funds Designated for ESL Parent and Community Classes and Programs Be Administered and Distributed by the Division of Bilingual/Multicultural Education

Background

1. At its meeting on December 17, 2009, the Board referred Resolution 0910R-033 by Director Miller to the Committee on Strategic Planning and Budget:

WHEREAS, The Milwaukee Public Schools District has sought to align its Central Services with the needs of schools and communities; and

WHEREAS, A core belief of MPS is that children come first; and

WHEREAS, MPS's growing ESL (English-as-a-Second-Language) programs and communities need specific leadership and support from the district relating to language and culture; and

WHEREAS, The responsibility for the implementation of the ESL adult program was recently moved under the supervision of the MPS Division of Bilingual/Multicultural Education; and

WHEREAS, Title I is the key source of funding for ESL initiatives with parents and communities; and

WHEREAS, ESL parents and families are growing populations being served by the district; and

WHEREAS, It is predicted that increased significant numbers of immigrant populations will be residing in Milwaukee; now, therefore, be it

RESOLVED, That, in an effort to streamline processes, the Title I funds designated for ESL parent and community classes and programs be administered and distributed by the Division of Bilingual/Multicultural Education; and be it

FURTHER RESOLVED, That the staff and resources related to the ESL parent and community classes be administered by the Division of Bilingual/Multicultural Education; and be it

FURTHER RESOLVED, That a bilingual position of Title I Community Relations Specialist be shared between the Title I Department and the Division of Bilingual/Multicultural Education.

2. At its meeting on February 25, 2010, the Board, on the motion of Director Miller, voted to discharge Resolution 0910R-033 from the Committee on Strategic Planning and Budget and refer the Resolution to the Committee on Parent and Community Engagement:

administration's Analysis

3. On Tuesday, September 22, 2009, the Superintendent met to discuss how Latinos can have a greater voice in the Title I parental involvement decisions and how the district can support the district Parent Center at the Walker Campus. Attending the meeting were Board Director Larry Miller; Department of Parent and Student Services Director, Jennie Dorsey; Division of Bilingual/Multicultural Education Director, Jesus Santos; Principal on Special Assignment, Tom Hanley; Title I Coordinator, Phyllis Anderson; Parent Involvement Coordinator, Tamara Johnson; District Advisory Council Chair, Carmen Mills; Voces De La Fontera Associate Director, Jeanne Geraci; and parent representatives Mayela Vainstein and Victoria Moreno.

4 At the meeting, it was unanimously agreed upon that there would be an advisory committee established to further explore ways in which to increase parental participation and services, not only at the district Parent Center housed at the Walker Campus, but also at the district Parent Center housed at Wheatley Elementary School. Members of the advisory committee would include Tamara Johnson, Parent Involvement Coordinator; and Jesus Santos, Director of Bilingual/Multicultural Education, as well as other district personnel, parents, and community members.

5. As a result of discussions that took place at a follow-up meeting to the September 22, 2009, meeting, to foster the participation of Spanish-speaking parents in the Milwaukee Public Schools and to improve the quality of adult-outreach services, the Administration has agreed to move all resources associated with the evening and Saturday English as a Second Language (ESL) programming for parents — including the community relations specialist who oversees the evening and Saturday ESL classes for parents now held at the Walker site — from the Department of Student Services (Title I Parent Office) to the Department of Educational Services (Bilingual Office), commencing with the second semester of FY10.

6. This position will entail the following involvement and duties related to district parental involvement:

a. continued involvement on the S.O.S. South Cluster;

b. functional plan, as it relates to parental involvement;

c. district-wide parental trainings for Bilingual and Title I;

d. participation and involvement in the DAC (Title I District Advisory Committee);

e. continued services and evaluation of the evening and weekend ESL parental classes;

f. Newcomer Parent Center involvement for the creation of ESL classes; and

g. other duties as assigned.

7. The change will ensure that all ESL courses provided by the district have consistent course content and learning targets. The Division of Bilingual/Multicultural Education will provide input to the principals regarding the performance-appraisals of those who are teaching the classes. Maintaining parent services at the Walker site will provide geographic equity in parent-outreach activities required under the Corrective Action Plan and *No Child Left Behind Act of 2001*. The Parent Office will coordinate with the Bilingual Office to ensure that programs offered during the daytime hours at both sites are accessible and are culturally sensitive to the needs of Spanish-speaking parents.

8. The resolution proposes moving all staff and other resources from the Department of Student Services (Title I Parent Office) to the Department of Educational Services (Bilingual Office). Because the Walker Parent Center is used for a wide variety of parental activities beyond services for the Spanish-speaking, there is a continued need for the Title I Parent Office to provide daytime parent services at the Walker site. According to Section 1118(e)(12) of *No Child Left Behind Act of 2001*, the district may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under parental involvement.

9. The Department of Parent and Student Services (Title I Office) has for many years worked very closely with the Title I District Advisory Council's parents, who have oversight of both locations (Walker and Wheatley). The district-wide advisory council comprises MPS parents, guardians, grandparents, or caregivers (such as family members of MPS students) who either are elected, volunteer, or are appointed from an MPS school local parent group to serve on the Title I District Advisory Council. The Title I District Advisory Council also has an elected Title I Executive Committee, which comprises elected representatives from the Title I District Advisory Council.

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: Central services uses best practices when providing services to students, staff, families, and the community.

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

Statute, Administrative Policy or Board Rules Statement

11. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

12. This item does not authorize expenditures. No additional funds will be expended; however, funding authority of $55,000.00 will be transferred from the Department of Parent and Student Services (Title I Office) to the Department of Educational Services (Bilingual Office) to support the transfer of the position and overtime for the continuation of evening bilingual classes for MPS parents. The following budget lines will be affected:

CMR-0-S-1C0-SN-ESEAD1015 — Community Relations Specialist

CMR-0-S-1C0-SN-EWXM — Extra Hours — Miscellaneous

CMR-0-S-1C0-SN-EWPO — Part-time Other

CMR-0-S-1C0-SN-EWPT — PT Certificated

Committee's Recommendation

Your Committee recommends that the Board direct that:

1. in an effort to streamline processes, the Title I funds designated for all ESL parent and community classes and programs be administered and distributed by the Division of Bilingual/Multicultural Education;

2. the staff and resources related to the ESL parent and community classes be administered by the Division of Bilingual/Multicultural Education; and

3. a bilingual position of Title I Community Relations Specialist be transferred from the Title I Department to the Division of Bilingual/Multicultural Education.

Director Spence moved to approve the Committee's recommendations, numbers 1 and 2 only, and striking number 3.

Director Blewett moved a substitute, to approve the Committee's recommendations.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Falk, Miller, Voeltner and President Bonds—5.

Noes—Directors Petersons, Spence, Thompson and Woodward—4.

* * * * *

(Item 4) Overview of the MPS Parent Dispute Resolution System

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

Administration's Analysis

1. 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 was 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.

2. The Parent Dispute Resolution System outlines a number of opportunities for parents to resolve issues in informal, as well as more formal, ways. Parents and MPS administrative staff and teachers 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 have access to the more formal problem-resolution methods at any time in the resolution process.

3. The following is a brief description of the Parent Dispute Resolution System.

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 concern, 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

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 calling or writing to DPI at: DPI, Special Education Team P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563

4. The Administration will provide a presentation outlining the essential components of the Parent Dispute Resolution System (see Attachment).

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.

Goal #2: School Staffs are responsive to students and families.

Statute, Administrative Policy or Board Rules Statement

6. This item is consistent with administrative policies and procedures and applicable state and federal laws.

Implementation Plan

7. The District supports parental participation in special education activities and successful dispute resolution in the following ways:

a. Service providers and administrators receive ongoing training and support in the requirements of the IDEA with respect to parental participation in IEP-related activities and dispute-resolution skills

b. The District maintains a PDRS database to record dispute events and to monitor action toward resolving these issues.

c. The Parent Student Service Center provides parents with a survey to measure customer satisfaction relative to the PDRS.

d. The Administration — including staff from Administrative Accountability, Special Services, and Parent/Student Services — participates in ongoing review of the PDRS complaints, resolutions, and other complaint access systems.

e. Charter and partnership contracts require annual audit of IDEA requirements, including CIFM compliance data and dispute-resolution activities as part of the contract-compliance activities.

f. Parental access is supported by the school staff, including the building coordinator, school psychologist, special education supervisor, special education leadership liaison, principal, and school social worker. Training and support are also available through the Parent Student Service Center on an individual basis and as part of the monthly training activities.

g. Activities toward increasing parental engagement at the district level is part of the District's Strategic Plan, *Working Together Achieving More* (WTAM).

* * * * *

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 Mutual Request for Termination of the Instrumentality Charter School Contract with Milwaukee Learning Laboratory & Institute (MLLI) and the Closing of the School at the End of the 2009-2010 School Year

Background

1. On February 24, 2005, the Milwaukee Board of School Directors approved a five-year charter school contract establishing Milwaukee Learning Laboratory & Institute (MLLI) as an instrumentality charter school, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-2010 school year. MLLI is located at 6506 West Warnimont Avenue. The current contract specifies services for 320 full-time-equivalent students (FTEs) in grades 9 through 12. The September state aid enrollment count was 174 students, including 45 students (26%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of MLLI's compliance with its contract under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Analysis

3. The charter school contract review process was initiated in December 2009. On February 5, 2010, the MPS Charter School Contract Review Team convened to review and evaluate information and data provided by the Charter Schools Services Office and information and data requested of various Central Services staff relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance and compliance data, including the performance and compliance audit, No Child Left Behind status, financial audit, charter school compliance record, site visitation data, teacher licensure, special education compliance, parental complaints, and school climate survey data, as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from MLLI and reviewed any additional data provided by the school. The Charter School Contract Review Team then finalized its findings and recommendation relative to contract compliance. The decision of the Team was reached by collaboration and consensus as outlined in Administrative Policy 9.12, Charter Schools.

5. On February 5, 2010, the Charter School Contract Review Team recommended a one-year renewal of the instrumentality charter contract with MLLI, to begin with the 2010-2011 school year and to end with the last regularly scheduled school day of 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 concurs with the recommendation.

6. On March 2, 2010, a letter was received from MLLI requesting mutual termination of its instrumentality charter school contract, effective June 30, 2010.

7. The charter school contract for MLLI 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.

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. The item does not authorize expenditures. The funds for this charter school contract will be included as part of the school budgets in the FY11 Board-adopted budget. The Wisconsin Department of Public Instruction (DPI) requires the submission of an inventory of all equipment with a current per-unit market value of $5,000 or more and unused supplies with aggregate value of $5,000 or more purchased with federal funds. This submission must include the reason the charter school closed, an inventory of applicable items, and a description of how these items would be used by other public schools. If the items will not be used by other public schools, these items must be sold and the proceeds forwarded to DPI.

Implementation and Assessment Plan

11. Upon the Board's approval of this item, Charter School Services will work with the Office of the City Attorney to prepare the mutual termination agreement.

12. The MPS Division of Student Services and Parent Information Center will work with parents, students, and the school leader to enroll the Milwaukee Learning Laboratory & Institute's students in MPS regular, instrumentality charter, non-instrumentality charter, or partnership schools. An instrumentality charter school, Professional Learning Institute, has agreed to request additional contract seats beginning in FY11 to accommodate students that desire to attend a project based learning school.

13. MPS staff will be reassigned in accordance with the provisions found in bargaining unit contracts.

Committee's Recommendation

Your Committee recommends that the Board agree to the mutual termination of the Milwaukee Learning Laboratory & Institute's instrumentality charter school contract and closure of the school at the end of the 2009-2010 school year.

Director Blewett moved to

1) approve the Committee's recommendation;

2) direct that the administration work with students, allowing all students to enroll in their first choice wherever possible, including students who wish to continue at Professional Learning Institute; and

3) direct the administration to bring back a contract amendment to increase the PLI enrollment as necessary.

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 a Request for Authorization To Enter into Negotiations To Renew the Instrumentality Charter School Contract with Advance Language & Academic Studies (ALAS)

Background

1. On June 3, 2003, the Milwaukee Board of School Directors approved a five-year charter school contract establishing Advance Language & Academic Studies (ALAS) as an instrumentality charter school, beginning with the 2004-2005 school year and ending on the last regularly scheduled school day of the 2009-2010 school year. 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 state aid enrollment count was 251 students, including 38 students (15%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of ALAS's compliance with its contract under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Analysis

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 Schools Services Office and information and data requested of various Central Services staff relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance and compliance data, including the performance and compliance audits, No Child Left Behind status, financial audit, charter school compliance record, site-visitation data, teacher licensure, special education compliance, parental complaints, and school climate survey data, as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from ALAS and reviewed any additional data provided by the school. The Charter School Contract Review Team then finalized its findings and recommendation relative to contract compliance. The decision of the Team was reached by collaboration and consensus as outlined in Administrative Policy 9.12, Charter Schools.

5. On February 11, 2010, the Charter School Contract Review Team recommended a one-year renewal of the instrumentality charter contract with ALAS for 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. The MPS Charter School Contract Review Team's findings and recommendation relative to ALAS are included in the attachments to the minutes of your Committee's meeting.

6. At this time, authorization is being requested to begin contract-renewal negotiations between the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, and representatives from the school, to negotiate and draft the renewed charter school contract for ALAS.

Strategic Plan Compatibility Statement

7. 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

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 funds for this charter school contract will be included as part of the school budgets in the FY11 Board-adopted budget.

Implementation and Assessment Plan

10. Upon the Board's approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board for approval.

Committee's Recommendation

Your Committee recommends that the Board:

1. grant a two-year renewal of the instrumentality charter contract with ALAS, for the 2010-2011 and 2011-12 school years;
2. direct that the school attend to the areas in which it was found to be non-compliant or partially compliant; and
3. direct that local assessments be added to the school's contract.

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

* * * * *

(Item 3) Action on a Request for Authorization To Enter into Negotiations To Renew the Non-Instrumentality Charter School Contract with Highland Community School

Background

1. On January 27, 1996, the Milwaukee Board of School Directors approved the initial charter school contract establishing Highland Community School as a non-instrumentality charter school. On

September 26, 2000, the Board renewed the charter contract with Highland Community School for five years. On June 23, 2005, the Board renewed the charter contract with Highland Community School for five years, to begin with the 2005-2006 school year and to end with the last regularly scheduled school day of the 2009-2010 school year. 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 grade 8. The September state aid enrollment count was 161 students, including 6 students (4%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the Highland Community School's compliance with its contract under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Analysis

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 Schools Services Office and information and data requested of various Central Services staff relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance and compliance data, including the performance and compliance audit, No Child Left Behind status, financial audit, charter school compliance record, site visitation data, teacher licensure, special education compliance, parental complaints, and school climate survey data, as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from Highland Community School and reviewed any additional data provided by the school. The Charter School Contract Review Team then finalized its findings and recommendation relative to contract compliance. The decision of the Team was reached by collaboration and consensus as outlined in Administrative Policy 9.12, Charter Schools.

5. 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 to end with the last regularly scheduled school day of the 2014-2015 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. The MPS Charter School Contract Review Team's findings and recommendation relative to Highland Community School are included in the attachments to the minutes of your Committee's meeting.

6. At this time, authorization is being requested to begin contract-renewal negotiations between the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, and representatives from the school, to negotiate and draft the renewed charter school contract for Highland Community School.

Strategic Plan Compatibility Statement

7. 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

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 funds for this charter school contract will be included as part of the school budgets in the FY11 Board-adopted budget.

Implementation and Assessment Plan

10. Upon the Board's approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board for its approval.

Committee's Recommendation

Your Committee recommends a five-year renewal of the non-instrumentality charter contract with Highland Community School, to begin with the 2010-2011 school year and to end with the last regularly scheduled school day of the 2014-2015 school year, and that the school attend to the areas in which it was found to be non-compliant or partially compliant.

Director Voeltner moved to approve the Committee's recommendation.

The motion was approved by consensus.

* * * * *

(Item 4) Action on a Request for Authorization To Enter into Negotiations To Renew the Instrumentality Charter School Contract with Honey Creek Continuous Progress School

Background

1. On January 27, 2005, the Milwaukee Board of School Directors approved a five-year charter school 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 school day of the 2009-2010 school year. 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 grade K3 through Continuous Progress grade 5. The September state aid enrollment count was 367 students, including 50 students (14%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the Honey Creek Continuous Progress School's contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Analysis

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 Schools Services Office and information and data requested of various Central Services staff relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance and compliance data, including the performance and compliance audit, No Child Left Behind status, financial audit, charter school compliance record, site visitation data, teacher licensure, special education compliance, parental complaints, and school climate survey data, as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from Honey Creek Continuous Progress School and reviewed any additional data provided by the school. The Charter School Contract Review Team then finalized its findings and recommendation relative to contract compliance. The decision of the Team was reached by collaboration and consensus as outlined in Administrative Policy 9.12, Charter Schools.

5. 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 to end with the last regularly scheduled school day of the 2014-2015 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. The MPS Charter School Contract Review Team's findings and recommendation relative to Honey Creek Continuous Progress School are included in the attachments to your Committee's meeting.

6. At this time, authorization is being requested to begin contract-renewal negotiations between the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, and representatives from the school, to negotiate and draft the renewed charter school contract with Honey Creek Continuous Progress School.

Strategic Plan Compatibility Statement

7. 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

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 funds for this charter school contract will be included as part of the school budgets in the FY11 Board-adopted budget.

Implementation and Assessment Plan

10. Upon the Board's approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board for its approval.

Committee's Recommendation

Your Committee recommends a five-year renewal of the instrumentality charter contract with Honey Creek Continuous Progress School, to begin with the 2010-2011 school year and to end with the last regularly scheduled school day of the 2014-2015 school year, and that the school attend to the areas in which it was found to be non-compliant or partially compliant.

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

* * * * *

(Item 5) Action on a Request for Authorization To Enter into Negotiations To Renew the Non-Instrumentality Charter School Contract with Wisconsin Career Academy

Background

1. On June 27, 2000 the Milwaukee Board of School Directors approved a five-year charter school contract establishing Wisconsin Career Academy (WCA) as a non-instrumentality charter school. On June

23, 2005, the Board renewed the charter contract with Wisconsin Career Academy for five years, to begin with the 2005-2006 school year and to end with the last regularly scheduled school day of the 2009-2010 school year. Wisconsin Career Academy is located at 4801 South 2nd Street. The current contract specifies services for 350 full-time-equivalent students (FTEs) in grades 6 through grade 12. The September state aid enrollment count was 294 students, including 56 students (19%) with special education needs.

2. The MPS Charter School Contract Review Team has conducted a review of the Wisconsin Career Academy's contract compliance under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Analysis

3. 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 the Charter Schools Services Office and information and data requested of various Central Services staff relative to contract compliance.

4. The Charter School Contract Review Team examined the school's performance and compliance data, including the performance and compliance audit, No Child Left Behind status, financial audit, charter school compliance record, site visitation data, teacher licensure, special education compliance, parental complaints, and school climate survey data, as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from Wisconsin Career Academy and reviewed any additional data provided by the school. The Charter School Contract Review Team then finalized its findings and recommendation relative to contract compliance. The decision of the Team was reached by collaboration and consensus as outlined in Administrative Policy 9.12, Charter Schools.

5. On February 5, 2010, the Charter School Contract Review Team recommended a one-year renewal of the non-instrumentality charter contract with Wisconsin Career Academy, to begin with the 2010-2011 school year and end with the last regularly scheduled school day of 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 Team also recommends that the school earn a clean financial audit and 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 in FY11. The Superintendent concurs with the recommendation. The MPS Charter School Contract Review Team's findings and recommendation relative to Wisconsin Career Academy are included in the attachments to the minutes of your Committee's meeting.

6. At this time, authorization is being requested to begin contract-renewal negotiations between the Superintendent's designee, in consultation with the Office of Board Governance and the Office of the City Attorney, and representatives from the school, to negotiate and draft the renewed charter school contract for Wisconsin Career Academy.

Strategic Plan Compatibility Statement

7. 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

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 funds for this charter school contract will be included as part of the school budgets in the FY11 Board-adopted budget.

Implementation and Assessment Plan

10. Upon the Board's approval of this item, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board.

Committee's Recommendation

Your Committee recommends a two-year renewal of the non-instrumentality charter contract with Wisconsin Career Academy, to end with the last regularly scheduled school day of the 2011-2012 school year, and that the school attend to the areas in which it was found to be non-compliant or partially compliant. Your Committee also recommends that the school earn a clean financial audit and 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 in FY11.

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

* * * * *

(Item 6) Action on a Recommendation for the Non-Renewal of the Instrumentality Charter School Contract with the Alliance School at the End of the 2009-2010 School Year

Background

1. On May 26, 2005, the Milwaukee Board of School Directors approved a five-year charter school contract establishing the Alliance School as an instrumentality charter school, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-2010 school year. At the time, the school was located at 234 West Galena Street. The contract specified 150 full-time-equivalent students (FTEs) in grades 9 through 12.

2. On October 23, 2008, the Milwaukee Board of School Directors took action to relocate Alliance High School from 234 West Galena Street to the Metropolitan facility at 850 West Walnut Street, effective with the 2009-2010 school year.

3. On December 16, 2008, the Milwaukee Board of School Directors approved the addition of grades 6 through at the Alliance School and an increase in the contracted full-time-equivalent students (FTEs) by 25, for 175 total contract FTEs.

4. Currently, the Alliance School is located at 850 West Walnut Street. The current contract specifies services for 175 FTEs in grades 6 through 12. The September 2009 state aid enrollment count was 159 students, including 37 students (23%) with special education needs.

5. The MPS Charter School Contract Review Team has conducted a review of the Alliance School's compliance with its contract under MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Analysis

6. The charter school contract review process was initiated in December 2009. On February 11, 2010, the MPS Charter School Contract Review Team convened to review and evaluate information and data provided by the Charter Schools Services Office and information and data requested of various Central Services staff relative to contract compliance.

7. The Charter School Contract Review Team examined the school's performance and compliance data, including the performance and compliance audit, No Child Left Behind status, financial audit, charter school compliance record, site visitation data, teacher licensure, special education compliance, parental complaints, and school climate survey data, as well as other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team met with representatives from the Alliance School and reviewed any additional data provided by the school. The Charter School Contract Review Team then finalized its findings and recommendation relative to contract compliance. The decision of the Team was reached by collaboration and consensus as outlined in Administrative Policy 9.12, Charter Schools. The MPS Charter School Contract Review Team's findings and recommendation relative to the Alliance School are included in the attachments to the minutes of your Committee's meeting.

8. On February 11, 2010, the Charter School Contract Review Team recommended non-renewal of the instrumentality charter contract with the Alliance School due to:

a. 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

b. violation of the contract in the areas identified in the compliance and financial audit findings.

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 s. 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. The charter school contract between the Alliance School states:

This contract may be terminated before expiration of its term upon any of the following grounds:

BY BOTH PARITES:

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 Stats., or

6. Board determines that Charter School does not agree to modifications and/or amendments required by the Board to this Contract.

If this 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 at the minimum, the end of the semester in which notice of termination is given, unless, in the discretion of the Board, termination should become effective sooner.

11. The MPS Charter Review Team concluded that the school has violated its contract because pupils enrolled at the Alliance School have failed to make sufficient progress toward attaining the educational goals under § 118.01, Stats., or the academic performance criteria established by the Board, which is ground 3 for termination as stated in the contract.

12. Performance audit results revealed that, in the 2008-2009 school year, the Alliance School met 50% of the contractually required 75% of applicable performance criteria:

a. On the Grade 10 Reading Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 35% of the Alliance School's students scored proficient or advanced, compared with 41% in MPS.

b. On the Grade 10 Mathematics Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 29% of the Alliance School's students scored proficient or advanced, compared with 28% in MPS.

c. On the Grade 10 English/language arts Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 35% of the Alliance School's students scored proficient or advanced, compared with 36% in MPS.

d. On the Grade 10 Science Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 24% of the Alliance School's students scored proficient or advanced, compared with 28% in MPS.

e. On the Grade 10 Social Studies Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 41% of the Alliance School's students scored proficient or advanced, compared with 40% in MPS.

13. The Alliance School met 0% of the three applicable mandatory academic performance criteria:

a. The Alliance School did not meet the average daily attendance rate, achieving 75%, compared with 80% in MPS.

b. The Alliance School did not meet the mobility rate criterion, reaching 27%, compared with 22% in MPS.

c. The Alliance School did not meet the Adequate Yearly Progress (AYP) criterion in the area of mathematics.

14. The Alliance School's performance audit found the school to be non-compliant with its contract in the areas of immunizations, which was a repeat of a finding in FY06. The audit also found the Alliance School out of compliance with average daily membership.

15. The Alliance School violated the contract in the following areas of non-compliance regarding finance:

- student activity fund and cash receipts;
- student activity fund management and cash disbursements;
- contract expenditures;
- fixed-asset management;
- non-payroll and grant expenditure; and
- payroll.

16. Additional areas of partial and non-compliance can be found in the attached Contract Review Checklist.

17. The Superintendent has reviewed the contract review checklist and recommendation of the Contract Review Team and has concluded that he does not concur with the recommendation to not renew the charter contract of the Alliance School for the following reasons:

a. the value-added growth estimates in reading and math for Alliance are not significantly different from the district average for all MPS high schools;

b. preliminary value-added attendance results show that Alliance increased its 9th-grade attendance;

c. Alliance serves a unique population in the district that is often underserved in a traditional school setting; and

d. Alliance needs the flexibility under its charter status in the areas of student and teacher scheduling, curriculum, and teacher licensing to serve this unique population of students.

Strategic Plan Compatibility Statement

18. 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

19. 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

20. If the Board adopts the Contract Review Team's recommendation, the item does not authorize expenditures. If the Board decides not to renew the contract with Alliance and Alliance reverts to a traditional school, the FY11 proposed budget will include funds for the school.

21. If the Board does not adopt the Contract Review Team's recommendation, the funds for this charter school contract will be included as part of the school budgets in the FY11 Board-adopted budget.

Implementation and Assessment Plan

22. If the Board adopts the Contract Review Team's recommendation, the Alliance School's charter contract will expire at the end of the 2009-2010 school year. Following the guidelines outlined in Administrative Policy 9.12, regarding the revocation of a contract between the Board and an MPS charter school that is an instrumentality of MPS, the Alliance School shall revert to a traditional MPS school. This will occur at the beginning of the 2010-2011 school year.

23. If the Board does not adopt the Contract Review Team's recommendation, the charter school will enter into contract negotiations according to the charter school policy, in anticipation of developing a renewed contract to be presented to the Board.

Committee's Recommendation

Your Committee recommends a two-year renewal of the instrumentality charter contract with the Alliance School, for the 2010-2011 and 2011-12 school years, and that the school attend to the areas in

which it is found to be non-compliant or partially compliant and work with the Division of Research and Assessment to develop alternative means to assess the value-added this school brings to its unique population of students.

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

* * * * *

(Item 7) Action on a Charter School Petition from the Transformation Learning Community (TLC)

Background

On February 4, 2010, the Transformation Learning Community submitted a petition to become an MPS instrumentality charter school for the 2010-2011 school year targeting 11th- and 12th-grade students. On February 16, 2010, members of the MPS Charter School Review Panel met to review the charter school petition. Prior to this submission date, the school staff, parents and community members presented to the Panel and demonstrated broad support for the Transformation Learning Community charter school petition.

Analysis

1. The Panel believes that the Transformation Learning Community petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Transformation Learning Community:

a. has a dedicated staff willing to take ownership for the Transformation Learning Community concept;

b. experiential learning to provide students and staff with opportunities to develop leadership and team building skills, confront their own strengths and weaknesses and connect all learning to actual life experience;

c. Personalized Education Plans (PEP) as an overall portfolio to show student progress towards graduation through participation in academic activities, post secondary planning, goal setting and providing evidence of abiding by the community agreements between the student and the TLC community ;

d. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals;

e. differentiated online learning from simple computer-based instruction monitored by a highly qualified teacher who provides continual feedback, support and tutoring to ensure that students received individualized instruction to complement the work that the students complete independently within the online course;

2. The MPS Charter School Review Panel recommends that the concept of the petition be approved at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports "Goal: 2, 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 Rules Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY 2011 budget will allocate funds to MPS instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Transformation Learning Community's petition at this time; and

2. 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 Transformation Learning Community in anticipation of the establishment of an MPS instrumentality charter school for the 2011-2012 school year.

Director Woodward moved to place the item on file.

Director Petersons moved a substitute, to approve the Committee's recommendation.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Blewett Falk, Miller, Petersons, Spence, Thompson and Voeltner—7.

Noes—Director Woodward and President Bonds—2.

* * * * *

(Item 8) Action on a Non-Instrumentality Charter School Proposal from Project Excel High School

Background

1. On January 5, 2010, Wisconsin Community Services, Inc., Project Excel submitted a proposal to become an MPS non-instrumentality charter school, to serve approximately 50 students the first year, ramping up to a maximum capacity of 125 students in grades 9 through 12, beginning with the 2011-2012 school year.

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 Project Excel High School proposal.

Analysis

3. The mission of Project 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 education schedule as a means to increase student attendance and the programs 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 education model which is divided into two district divisions: Division 1: Core Prep I the 9th and 10th grades, and Division 2: Vocational Phase in the 11th and 12th grades;

d. Coordinated Education Plans (CEP) for students, which becomes the blueprint that identifies goals, measures of success and supports that each student need to reach their full educational potential.;

e. Supportive services that help with physical and social-emotional challenges which may prevent students from focusing on education. Some of the supportive services will include youth mentors, art therapist, and case management services;

Strategic Plan Compatibility Statement

5. The recommendation is compatible with and supports "Goal: 2, 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 Rules Statement

6. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

7. Upon the Board's approval, the FY2011 budget will allocate funds to MPS non-instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Project Excel High School Proposal at this time; contingent upon the school finding a suitable facility; and

2. 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 Project Excel Charter High School in anticipation of the establishment of an MPS Non-Instrumentality charter school for the 2011-2012 school year.

Director Woodward moved to place the item on file.

Director Falk in the chair.

Director Spence moved a substitute, to accept the Committee's recommendation.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Miller, Petersons, Spence, Thompson, Voeltner and Chair pro Tem Falk—8.

Noes—Director Woodward—1.

President Bonds resumed the chair.

* * * * *

(Item 9) Action on a Non-Instrumentality Charter School Proposal from the Milwaukee College Prep

Background

On January 4, 2010, the Milwaukee College Prep submitted a proposal 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.

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 Prep's proposal.

Analysis

1. Following the demonstration, the Panel decided to recommend the concept of the Milwaukee College Prep proposal to become an MPS instrumentality charter school. The Panel believes that the Milwaukee College Prep proposal has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that the Milwaukee College Prep:

a. a college prep curriculum and set high expectations for its students in grades Kindergarten through forth grade;

b. is 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 ;

d. standards based Social Studies curriculum designed to be very interactive and group learning structured;

e. teaching through chants and jingles, which keeps the students actively involved in the learning process and promotes learning through repetition;

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, School communities work together for improvement in academic achievement", of the district's *Working Together, Achieving More* Strategic Plan to improve Milwaukee Public Schools.

Statute, Administrative Policy or Board Rules Statement

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY 2011 budget will allocate funds to MPS instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Milwaukee College Prep's proposal at this time, contingent upon the school's finding a suitable facility; and

2. 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 in anticipation of the establishment of a MPS Non-instrumentality charter school for the 2011-2012 school year.

Director Woodward moved to place the item on file.

Director Falk moved a substitute, to approve the review panel's recommendation.

The substitute motion prevailed, the vote being as follows:

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

Noes—Director Woodward—1.

* * * * *

(Item 10) Action on a Non-Instrumentality Charter School Proposal from Milwaukee Community Cyber (MC^2) 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, beginning 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.

Analysis

3. The mission of Milwaukee Community Cyber High School is to empower students to become engaged learners utilizing 21st century tools and resources leading to successful post-secondary opportunities in a global environment.

4. The school proposes:

   a. customized learning based on the abilities, learning styles and interests of students via a virtual curriculum;

   b. Personal Learning Plans (PLP) that fits with the students learning style, interest, aptitudes and schedule;

   c. an educational program that allows students the ability to progress to greater levels of independency by demonstrating the initiative and responsibility necessary to successfully complete their online courses making continued, successful progress;

   d. Team instruction comprised of a certified online teacher, a certified learning coach (teacher) and other certified support staff as needed such as a reading specialist, special education teacher, guidance counselor, social worker and/or instructional technology teacher to support and promote student academic success and personal achievement;

   e. Multi-dimensional curriculum to meet the needs and future goals of all learners focusing on literature, language, history, mathematics, science, technology and art;

Strategic Plan Compatibility Statement

The recommendation is compatible with and supports "Goal: 2, School communities work together for improvement in academic achievement", of the district's *Working Together, Achieving More* Strategic Plan to improve Milwaukee Public Schools.

Statute, Administrative Policy or Board Rules Statement

5. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools.

6. In order to allow the charter school to become effective with the 2010-11 school year, the Board would have to waive, 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

7. Upon the Board's approval, the FY2011 budget will allocate funds to MPS non-instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Milwaukee Community Cyber High School Proposal at this time, contingent upon the school finding a suitable facility; and

2. 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…

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 Community Cyber High School in anticipation of the establishment of an MPS Non-Instrumentality charter school for the 2010-2011 school year.

Director Woodward moved to place the item on file.

Director Falk moved a substitute, to approve the Committee's recommendation.

The substitute motion prevailed, the vote being as follows:

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

Noes—Directors Blewett and Woodward—2.

Voting present—President Bonds—1.

* * * * *

(Item 11) Action on a Non-Instrumentality Charter School Proposal from Inland Seas High School

Background

1. On February 11, 2010, Learn the Seas-America, Inc. submitted a proposal to become an MPS non-instrumentality charter school, to serve approximately 120 students the first year, ramping up to a maximum capacity of 150 students in grades 9 through 12, beginning with the 2010 school year.

2. On Tuesday, March 2, 2010, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members, community members, students and parents, demonstrated their passion, commitment, and support for the Inland Seas High School proposal.

Analysis

3. The mission of Inland Seas High School is to provide urban and underserved youth with a challenging academic, character building, and job readiness curriculum through a hands-on learning community focused on freshwater, marine, and outdoor education experiences.

4. The school proposes:

a. complementing a standards-based curriculum with hands-on, inquiry-based learning;

b. annual week-long "intensives" that promote leadership and learning through canoeing, sailing, outdoor activities, and college tours;

c. a brain-based and multiple-intelligence program utilizing expeditionary learning projects to facilitate learning;

d. implementation of Howard Gardner's theory of Multiple Intelligences where the strengths and weaknesses of all students can be part of the learning process;

e. immersing students in complex, multi-model real life projects and problems for students to grapple over with other students and local professionals;

Strategic Plan Compatibility Statement

The recommendation is compatible with and supports "Goal: 2, 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 Rules Statement

5. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools.

6. In order to allow the charter school to become effective with the 2010-11 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

7. Upon the Board's approval, the FY2011 budget will allocate funds to MPS non-instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Charter School Review Panel's Recommendation

The MPS Charter School Review Panel recommended that the Committee:

1. approve the concept of the Inland Seas High School proposal at this time, contingent upon the school finding a suitable facility and developing of a plan for sustainability; and

2. 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…

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 Inland Seas High School in anticipation of the establishment of an MPS Non-Instrumentality charter school for the 2010-2011 school year.

Committee's Recommendation

Your Committee is reporting this item to the Board without recommendation in order to allow the Administration and the Office of Board Governance time to gather and submit to the Board, prior to its regular March meeting, information relative to the school's financial situation and academic achievement.

Vice President Blewett in the Chair.

Director Bonds moved to place the item on file.

The motion failed of adoption on a tie vote:

Ayes—Directors Bonds, Miller, Voeltner and Woodward—4.

Noes—Directors Falk, Petersons, Spence and Thompson—4.

Voting "present"—Vice President Blewett—1.

Director Thompson moved to hold the item at Board level and direct the administration and the Office of Board Governance to respond with a financial viability analysis.

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

Ayes—Directors Falk, Miller, Thompson and Vice President Blewett—4.

Noes—Directors Bonds Petersons, Spence, Voeltner and Woodward—5.

Director Falk moved to send the item back to Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Petersons, Spence, Thompson, Voeltner and Vice President Blewett—7.

Noes—Directors Bonds and Woodward—2.

President Bonds resumed the Chair.

* * * * *

(Item 12) Action on a Non-Instrumentality Charter School Proposal from North Point Lighthouse Charter School

Background

1. On February 18, 2010, Lighthouse Academies of Wisconsin submitted a proposal for an MPS non-instrumentality charter school to serve approximately 235 students the first year, ramping up to a maximum capacity of 435 students in grades K through 8, beginning in fall of the 2011 school year.

2. After the members of the MPS Charter School Review Panel have met to review the charter school proposal, and the proposal writers have given a presentation regarding their passion, commitment, and support for the North Point Lighthouse Charter School, the Panel will forward its recommendation to the Board.

Analysis

3. The mission of the North Point Lighthouse Charter School is to prepare students for college through a rigorous arts-infused program.

4. The school proposes:

a. a focus on making college attainable for all scholars based on programs that provide students with academic, cultural, and social foundations;

b. arts-infused instruction and collaboration with local art partners as the means by which to increase student engagement;

c. a standards-driven, rigorous research-based program that features reading skills as the foundation, highly structured mathematics, and a wide variety of instructional materials;

d. student participation in a mix of active, authentic assignments and performance tasks, as well as traditional pen-and-paper tests;

e. required courses in both the visual arts and music with both of these subject areas infused into other core subjects such as math and social studies;

f. a longer school year (190 days) and a longer school day (8 hours) to enable students to make up for lost time and stay on task to prepare for college;

g. teacher looping which is the practice of a teacher staying with the same class for two years in a row to better foster teacher-student relationships and create better stability.

Strategic Plan Compatibility Statement

5. The recommendation is compatible with and supports "Goal: 2, 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

6. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

7. Upon the Board's approval, the FY2011 budget will allocate funds to MPS non-instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendation

Your Committee reports having given public hearing regarding the Lighthouse Academies non-instrumentality charter school proposal on Tuesday, March 9, 2010.

Your Committee also reports having directed the Charter School Review Panel to conduct a review of the Lighthouse Academies Charter School proposal, and to bring its recommendation directly to the Board for its consideration.

Subsequent to the Committee's meeting and after the members of the Lighthouse Academies presented to the MPS Charter School Review Panel, on March 15, 2010, their passion, commitment and broad community support for the school's concept, , the Panel recommends that the Board:

1. approve the concept of the Lighthouse Academies proposal at this time; and

2. 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 Lighthouse Academies in anticipation of the establishment of an MPS non-instrumentality charter school for the 2011-2012 school year.

Director Thompson moved to adopt the Charter School Review Panel's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—Directors Woodward and President Bonds—2.

Temporarily absent—Director Blewett—1.

* * * * *

(Item 13) Action on a Non-Instrumentality Charter School Proposal from Milwaukee Leadership Academy

Background

1. March 3, 2010, American Quality Schools Corporation submitted a proposal for an MPS non-instrumentality charter school to serve approximately 125 students the first year, ramping up to a maximum capacity of 475 students in grades 9 through 12, beginning with the 2011 school year.

2. After the members of the MPS Charter School Review Panel have met to review the charter school proposal, and the proposal writers have given a presentation regarding their passion, commitment, and support for the Milwaukee Leadership Academy, the Panel will forward its recommendation to the Board.

Analysis

3. The mission of the Milwaukee Leadership Academy is to be a school of high standards which will provide students with the academic foundation, social skills, and practical experience to enable them to pursue meaningful careers through successful college and career experiences post-graduation.

4. The school proposes:

a. focusing on college and career preparation to address the shortage of minority students pursuing post-secondary education;

b. use of the Paideia Teaching Strategy where students work in small groups with the teacher as "coach" and the emphasis is on critical thinking, problem solving, and finding relevance in the curriculum;

c. demonstration by students that they have mastered the core competencies of: workplace, lifelong learning, citizenship, and personal growth and health;

d. increased flexibility and choice as students progress from a structured freshman schedule to a university-type schedule with independent study and mentorship opportunities by their senior year;

e. offering extensive summer education opportunities including remedial classes, the MLA Scholars Program, a week on a college campus, and enrollment in a summer college course;

f. ample use of the technology, including some online course offerings, that this generation of students has become accustomed to.

Strategic Plan Compatibility Statement

The recommendation is compatible with and supports "Goal: 2, 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 Rules Statement

5. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

6. Upon the Board's approval, the FY2011 budget will allocate funds to MPS non-instrumentality charters in the same manner as it does to other non-contracted MPS schools.

committee's Recommendation

Your Committee reports having given public hearing regarding the Milwaukee Leadership Academy (AQS) non-instrumentality charter school proposal on Tuesday, March 9, 2010.

Your Committee also reports having directed the Charter School Review Panel to conduct a review of the Milwaukee Leadership Academy (AQS) charter school proposal, and to bring its recommendation directly to the Board for its consideration.

Subsequent to the Committee's meeting, and after the members of the Milwaukee Leadership Academy (AQS) presented to the MPS Charter School Review Panel on March 22, 2010, their passion, commitment, and broad community support for the school's concept, the Panel recommends that the Board:

1. approve the concept of the Milwaukee Leadership Academy (AQS) proposal at this time; and

2. 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 Milwaukee Leadership Academy (AQS) in anticipation of the establishment of an MPS non-instrumentality charter school for the 2011-2012 school year.

Director Falk moved to place the item on file.

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.

* * * * *

(Item 14) Action on a Non-Instrumentality Charter School Proposal from Unison Medical Academy

Background

1. On March 1, 2010, Esperanza Unida submitted a proposal for an MPS non-instrumentality charter school, to serve approximately 60 students the first year, ramping up to a maximum capacity of 300 students in grades 6 through 10, beginning with the 2010 school year.

2. After the members of the MPS Charter School Review Panel have met to review the charter school proposal, and the proposal writers have given a presentation regarding their passion, commitment, and support for the Unison Medical Academy, the Panel will forward its recommendation to the Board.

Analysis

3. The mission of the Unison Medical Academy is to recruit and retain a divers population of students to equip them with the knowledge and skills required to achieve success as they prepare for careers in the medical and health-related profession. All students will be prepared for and supported in applying to post-secondary education in the field of their choice. UMED students will become critically –thinking citizens able to contribute to the ideals of democratic values and global understanding.

4. The school proposes:

a. reaching a diverse population of urban youth who are traditionally under-represented in the medical and healthcare professions;

b. contact with medical and health care professionals and on-site clinical experiences that become more sophisticated with each grade level;

c. collaborative group learning in grades 6-8 followed by traditional core courses supplemented with health and medical courses in the high school years;

d. partnerships with local and international physicians, health professionals, and community clini9cs to provide direct and early experiences to stimulate curiosity and engagement;

e. incorporation of Alverno's Eight Abilities: communication, analysis, problem solving, valuing, social interaction, global perspective, citizenship, and aesthetic engagement;

f. adoption of a year-round schedule to keep students attentive to their studies.

Strategic Plan Compatibility Statement

5. The recommendation is compatible with and supports "Goal: 2, 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 Rules Statement

6. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools.

7. In order to allow the charter school to become effective with the 2010-11 school year, the Board would have to wave 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

8. Upon the Board's approval, the FY2011 budget will allocate funds to MPS non-instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendation

Your Committee reports having given public hearing regarding the Unison Medical Academy (UMED) non-instrumentality charter school proposal on Tuesday, March 9, 2010.

Your Committee also reports having directed the Charter School Review Panel to conduct a review of the Unison Medical Academy (UMED) charter school proposal, and to bring its recommendation directly to the Board for its consideration.

Subsequent to the Committee's meeting, the members the MPS Charter School Review Panel, on March 22, 2010, met to conduct a review of the passion, commitment and broad community support for the concept of the of the Unison Medical Academy (UMED) proposal.

After the school's January 22, 2010, presentation and the Charter School Review Panel's review of the March 1, 2010, proposal, the Panel recommends that the Board not authorize the establishment of the Unison Medical Academy (UMED) proposal, based on the deficiencies outlined in the proposal relative to the curriculum and assessments as listed in the attachment.

Director Spence moved concurrence with the Review Panel'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 15) Action on Resolution 0910R-038 by Director Miller To Develop a "Green" STEM Program

Background

At its meeting on February 25, 2010, the Board referred Resolution 0910R-038 by Director Miller to the Committee on Innovation/School Reform:

WHEREAS, In October 2007, the Milwaukee Board of School Directors adopted Resolution 0708R-035 by Director Blewett, directing the Administration to create a green-initiative taskforce to develop a green initiative for the district; and

WHEREAS, A component of the District's green initiative is to develop a green action plan and green curricula and to increase both professional development and instruction in various aspects of green resources and technologies; and

WHEREAS, Through the 2009 Greening Milwaukee Public Schools Conference, it was recommended that MPS create elementary and secondary educational programs that "leave no child inside" by incorporating service learning, real-world experiences, and school-based environmental efforts; and

WHEREAS, Attendees also recommended creating program options that would prepare students for "green collar" jobs; and

WHEREAS, An environmentally-focused STEM (Science, Technology, Engineering and Mathematics) program can be one of these program options; and

WHEREAS, Such a program would lead to greater development of 21st- century knowledge and skills in the areas of science, technology, engineering, and mathematics. Through effective STEM education and integrated academic content, students develop valuable skills. They learn to ask and answer questions, explain phenomena using evidence and reasoning, use physical and mental models, and solve problems. Students also learn and practice personal, social, and cross-cultural skills to inform their perspectives and decision making about STEM-related environmental issues; and

WHEREAS, Such a program would incorporate service learning to enable students to apply their knowledge and skills to real-world experiences. Service learning would connect environmental science to real-life settings beyond the classroom, giving students a sense of civic-mindedness by teaching them to be stewards of their environment, and therefore, their community; and

WHEREAS, The program would support the Board-adopted one-half credit graduation requirement in service learning: and

WHEREAS, Such a program would align with the goals of the Environmental Literacy Plan being developed by the Wisconsin No Child Left Inside (NCLI) Coalition; and

WHEREAS, An environmentally-focused STEM program would enable participating schools to forge partnerships with local colleges, universities, environmental community-based organizations, and businesses to create internships that would provide hands-on learning experiences and job training; and

WHEREAS, STEM programs with an environmental focus prepare students for careers in fields such as waste management, urban agriculture, water science, energy conservation, horticulture, bioengineering, and environmental engineering; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop an environmentally based STEM/service-learning program for the 4th through 8th grades; and be it

FURTHER RESOLVED, That the program includes our existing partnerships with area colleges and universities, related businesses, and community-based organizations; and, be it

FURTHER RESOLVED, That the program incorporate a professional development component for MPS faculty using science-based, environmentally focused service-earning curricula; and, be it

FURTHER RESOLVED, That the program be supported by the newly formed cross-departmental STEM Leadership Team and Service Learning Project Team; and be it

FURTHER RESOLVED, That the program be brought to the Board for approval no later than the April 2010 Board cycle with a plan for implementation in the summer of 2010.

Administration's Analysis

1. This summer project will provide up to 100 fourth- through eighth-grade students a science-based, service-learning experience in environmental sustainability. This program will be titled as a "green" scouting program. The program will be run 3.5 hours per day, four days per week at four K-8 sites for five weeks, starting concurrent with summer school. Moreover, the sites will be supported by their involvement with environmental community based organizations and/or local businesses and colleges/universities. This program will build on programs run in the summer of 2008 and 2009.

2. The program will be staffed by one science teacher and an AmeriCorps VISTA at each site. Students will receive curriculum to enrich their practical and conceptual understanding of energy conservation, water quality and retention and issues of invasive species. Students will follow the steps of high quality service learning, including investigation, planning, action, reflection and demonstration.

3. Students will all receive badges for implementing actions that address the environmental issues they investigate. Students will be visiting with community based environmental organizations and/or businesses. Students will create electronic documents of what they did and what they learned.

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: 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

5. This item is consistent with administrative policies and procedures.

Fiscal Impact Statement

6. This item does not authorize expenditures. The Administration will develop a plan to be brought forward for consideration as part of the FY11 budget process. Funds to support the program are not-to-exceed $40,000.

Implementation and Evaluation Plan

7. Upon approval by the Board, the Administration will take the necessary steps to implement the program in the summer of 2011.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and direct the Administration to develop a plan to be brought forward as part of the FY11 budget, contingent upon the funding for the program being available in the FY12 budget for implementation in the FY11 school year.

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

* * * * *

(Item 16) Action on Recommendations from the Specialty School Committee Regarding the Status of MPS City-Wide and Neighborhood Specialty Schools

Background

1. At its June 25, 2009 meeting, the Milwaukee Board of School Directors directed the Administration to review the citywide and neighborhood specialty school designations. The review would be part of the transportation savings initiatives presented to address the Board's goal of saving $20 million annually in net transportation costs.

2. Citywide specialty schools do not have designated attendance areas and accept students from throughout the city. Transportation is provided to all students whose residence is more than one mile from their elementary schools or more than two miles from their secondary schools. The following schools are designated as citywide schools:

Bradley Tech High School
Elm Creative Arts
Golda Meir Gifted and Talented
Hayes Bilingual
King HS
La Escuela Fratney
Lincoln Middle School
Milwaukee Education Center
Milwaukee French Immersion
Milwaukee German Immersion
Milwaukee HS of the Arts
Milwaukee School of Languages
Milwaukee Sign Language
Milwaukee Spanish Immersion
Morgandale Bilingual Center
Morse Middle School
New School for Community Service
Reagan High School
Riverside High School
Roosevelt Middle School
WI. Conservatory of Lifelong Learning

Charter schools are not included since their enrollments and transportation policies are included in their contracts.

3. Neighborhood specialty schools are schools that reserve enrollment preferences for students located within a defined radius of the school. Unsubscribed seats are available for students who reside elsewhere in the city. Some neighborhood specialty schools have attendance areas; others do not. Transportation is provided if the student lives more than one mile from school and less than seven miles from school. The following schools are designated as neighborhood specialty schools:

Allen Field
Brown Street Academy
G. W. Carver Academy
Garland Early Childhood Center
Hartford Ave. University
Hawley Road
Hawthorne
Lloyd Street
River Trail
Sixty-Eighth Early Childhood Center
Starms Discovery Center
Starms Early Childhood Center
Tippecanoe School
Twenty-seventh Street
Victory Gifted & Italian Immersion

4. Transportation costs for city-wide and neighborhood specialty schools are projected at $12.1 million for FY10. That is 44% of the $27.4 million regular transportation budget. Currently, 16,436 citywide and neighborhood specialty school students are transported. On average, it costs $179 more to transport a citywide or neighborhood specialty school student than an attendance-area school student.

5. The Administration has completed the review requested by the Board.

Administration's Analysis

6. At the request of the Superintendent, a process to conduct the review that was fair and transparent, and by which to rate the principals' report was developed. The first committee was composed of citywide and specialty school principals, and representatives from the Department of Special Education, Division of Research and Assessment, and the Department of Parent and Student Services were selected to assist with this project. They were: Clavon Byrd, Eric Gallien, Virginia McFadden, Ron Ranieri, Nancy Bonesho, Ruth Maegli, Claudia Weaver, Marybell Nieves-Harris and Virginia Cullen, and Dorothy St.Charles, consultant.

7. This committee's first task was to review the Matrix for Distinguishing Specialty Schools established for the review process and to develop "look fors" for each criterion. The committee brainstormed ideas individually and then met as a group to develop the "look fors". The "look fors" were then shared with all citywide and neighborhood specialty school principals to assist them in preparing their reports. The committee's next task was to use the "look fors" to develop a rubric by which to evaluate the principals' reports.

8. The second committee was composed of representatives from central administration. They were Nancy Bonesho, Jeff Krupar, Ron Ranieri, Jim Lawton, Keith Atkinson, Mary Staten and Dorothy St. Charles, consultant. This committee's task was to review and score the reports and communicate with principals, if necessary.

9. The process for scoring principals' reports was as follows. The rubric included eight criteria worth four points each. A total of thirty-two points could be awarded.

a. Each member of the committee was assigned five schools.

b. Schools were exchanged if anyone had a conflict or anyone was presently working with a principal.

c. Members individually scored his/her five reports. Each scorer rated each criterion using the rubric and noted the documented evidence for his/her five schools.

d. During the second phase of the scoring process, the committee met as a group so each member could report on each of their five schools While each school was discussed, all of the other committee members scored that school as well. Essentially, each school was reviewed by all member of the committee.

e. The group further discussed each school where the evidence was lacking or insufficient before coming to consensus on a score.

f. If evidence was referenced in the report but the evidence wasn't attached, the scorer contacted the principal. If no evidence was referenced, that particular criterion score was lowered.

g. Schools were then ranked from high to low, based on their rubric score. Thirty-two points was the maximum.

h. It was determined that schools falling below 20 points would be recommended for revocation of specialty designation. Those schools are Allen Field, Brown Street Academy, Garland Early Childhood Center, Hawthorne, Lloyd Street, Milwaukee Education Center, and River Trail.

i. Care was taken to make sure the information submitted by the school was thorough and accurate.

10. Proposed changes to city-wide or neighborhood specialty status will be effective for the 2011-12 school year if approved by the Board. At that time, schools that no longer have city-wide or neighborhood specialty status would follow the enrollment and transportation guidelines for schools in the transportation region in which they are located. Those students enrolled in the identified schools during the 2009-10 school year and students enrolled through the January 2010 three-choice school selection process would follow the district's "grandfather" guidelines. Current students would remain eligible for transportation service if they live more than one mile from school, less than seven miles from school, and do not change their residence.

11. The Administration projects that 24 bus routes will be eliminated, and $601,630 (FY10 dollars) saved when the changes to these schools' status are fully implemented. The number of students, routes and projected savings by school is detailed in the table below.

School	Enrolled	Trans out of Region	Pct. out of Region	# of Rts out of Region	Projected Savings
Allen Field	894	23	2.57%	2	$48,359.50
Brown	353	192	54.39%	4	$102,368.00
Garland	310	51	16.45%	1	$24,911.25
Hawthorne	363	145	39.94%	4	$100,744.00
Lloyd	437	248	56.75%	7	$177,159.50
MEC	296	14	4.73%	1	$25,159.75
River Trail	537	213	39.66%	5	$122,928.75
Totals	*3,341*	*886*	*26.52%*	*24*	*$601,630.75*

12. Schools that scored between 20 and 29 will submit annually a report that details the school's ability to meet the criteria found in the Matrix for Distinguishing Specialty Schools. The Administration will establish guidelines and a process for new schools to follow in seeking citywide or neighborhood specialty status. The Administration recognizes that there may be multiple schools implementing these specialties. In these cases, transportation regions will be established, similar to the transportation regions for Montessori schools.

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 4 years.

Statute, Administrative Policy or Board Rules Statement

14. This item is consistent with Administrative Policy 4.04: Student Transportation Services.

Fiscal Impact Statement

15. This item does not authorize expenditures. The Administration projects that 24 bus routes will be eliminated, and $601,630 (FY10 dollars) saved when the changes to these schools' status is fully implemented.

Implementation and Assessment Plan

16. Schools that scored between 20 and 29 will submit annually a report that details the school's ability to meet the criteria found in the Matrix for Distinguishing Specialty Schools. The Administration will establish guidelines and a process for new schools to follow in seeking citywide or neighborhood specialty status. The Administration recognizes that there may be multiple schools implementing these specialties. In these cases, transportation regions will be established, similar to the transportation regions for Montessori schools.

Committee's Recommendation

Your Committee recommends that the Board remove the neighborhood specialty and citywide specialty designations from the following schools that scored below 20 points on the Matrix for Distinguishing Specialty Schools, effective with the 2011-12 school year:

Allen Field
Brown Street Academy
Garland Early Childhood Center
Hawthorne
Lloyd Street
Milwaukee Education Center (MEC)
River Trail

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

* * * * *

COMMITTEE ON ACCOUNTABILITY/FINANCE AND PERSONNEL

Director Blewett 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; Monthly Report of Contracts under $25,000; and Acceptance of Donations

Award of Contracts

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

ARCHITECTURAL CONTRACTS

PROJECT ARCHITECT SERVICES FOR SCHOOL REDEVELOPMENT

North Division High School Complex

Prime Contractor
Quorum Architects, Inc.
3112 W. Highland Blvd.
Milwaukee, WI 53208

Low Bidder, Base Bid of.....$84,000.00

Funds are budgeted for the architectural services for the North Division High School Complex's redevelopment project through a grant in the amount of $90,625.00 funded through the Social Development Corporation (SDC). Grant funds must be expended by August 30, 2010.

CONSTRUCTION CONTRACTS

RELOCATION OF MORSE SCHOOL TO THE MARSHALL HIGH SCHOOL COMPLEX

Morse/Marshall Complex

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

Low Bidder, Base Bid of.....$174,583.00

Funds are budgeted for the Morse School's relocation project from FY10 Major Remodeling Fund, contracted services for miscellaneous, account code FAR00MRPMR ECNCMIS0, (Project #1519, W.O. #047186). Project is to begin on March 29, 2010, and is scheduled for completion on August 13, 2010.

Prime Contractor Info

Certified	No
Total # of Employees	30
Total # of Minorities	3
Total # of Women	3

HUB
Req. 25%
Submitted 26%
$ Value $45,282.00

COIN
Required 25%

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

TOT LOT RECONSTRUCTION

Maple Tree School

Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 W. Loomis Road
Greenfield, WI 53220

Low Bidder, Base Bid of $64,659.00, plus $14,651.00 for Mandatory Alternate Bid #1, to install new tot lot on existing asphalt playground surface and to restore existing tot lot location as indicated on Drawing Sheets 2, 4, and 6, for a total of $79,310.00

Funds are budgeted for the Maple Tree School's tot lot reconstruction project from FY10 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2MP ECNCFIR0, (Project #1500, W.O. #045684). Project is to begin on March 29, 2010, and is scheduled for completion on June 11, 2010.

Prime Contractor Info
Certified ..... No
Total # of Employees 30
Total # of Minorities 15
Total # of Women 5

HUB
Req. 0%
Submitted ..... N/A
$ Value ..... N/A

COIN
Required 10%

Student
Paid Employment (Required Hours) 0
Educational Experience (Required Hours) 10

ROOF REPLACEMENT

Riverside University High School

Prime Contractor
Peak Roofing, LLC
770 N. Milwaukee Street
Milwaukee, WI 53202

Low Bidder, Base Bid of $366,800.00

Funds are budgeted for the Riverside University High School's roof-replacement project from FY09 & FY10 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2RS ECNCROF9, and FAR00MMSRS ECNCROF0 (Project #763010, W.O. #042763). Project is to begin on March 29, 2010, and is scheduled for completion on July 27, 2010.

Prime Contractor Info

Certified	No
Total # of Employees	1
Total # of Minorities	0
Total # of Women	0

HUB

Req.	35%
Submitted	35%
$ Value	$128,380.00

COIN

Required	30%
Student	
Paid Employment (Required Hours)	300
Educational Experience (Required Hours)	10

Construction Contracts:

Total construction contract dollars awarded	$620,693.00
Total dollars HUB participation	$173,662.00
% of HUB participation	28.66%
% Minority employees within company	9.20%
% Women employees within company	4.95%

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 5571 Contracts with Various Vendors for Athletic, Sports, and Physical Education Supplies and Equipment

The Administration requests authorization to enter into contracts with multiple vendors to provide athletic, sports, and physical education supplies and equipment to MPS schools and departments.

These will be blanket contracts with an estimated value of $166,667 annually for all vendors. The contracts will be for one year, with the option to extend for two additional one-year periods.

The eight vendors below offered the greatest value out of 14 respondents to Bid 5571. No minimum level of purchases is guaranteed to any vendor. Schools and departments are free to use any and all the listed vendors.

Goods that would be subject to MPS administrative polices regarding apparel vendors will be subject to a different bid.

Vendor Name	Product Description	Discount Percentage from Catalog	Estimated Annual Value
10-S Tennis Supply	Athletic Supplies & Equipment	Free Shipping and 10% discount	$20,833
Aluminum Athletic Equipment Co.	Athletic Supplies & Equipment	Free Shipping and 15% discount	$20,833
Baden Sports Inc.	Balls, Baseball, Softball	Free Shipping and 15% discount	$20,833
Basketball Products International	Basketball	Free Shipping and 10% discount	$20,833
Gopher Sport	Athletic, Sports & Physical Education	Free Shipping and 5% discount	$20,833
MF Athletic, LLC	Track & Field, Rehabilitation	Free Shipping and 10% discount	$20,833
School Health Corporation	Athletic Training Supplies	Free Shipping and 15% discount	$20,833
School Specialty	Fitness, Sports, Physical Education & Recreation	Free Shipping and 12% discount	$20,833

The budget code will vary, depending upon the user location

Annual Budget Amount $166,667

B 5572 Contracts with Various Vendors for Classroom Supplies

The Administration requests authorization to enter into contracts with multiple vendors to provide classroom supplies to MPS schools and departments.

These will be blanket contracts with an estimated value of $150,000 annually for all vendors. The contracts will be for one year, with the option to extend for two additional one-year periods.

The nine vendors below offered the greatest value out of 29 respondents to Bid 5572. No minimum level of purchases is guaranteed to any vendor. Schools and departments are free to use any and all the listed vendors.

Vendor Name	Product Description	Discount Percentage From Catalog	Estimated Annual Value
ETA/Cuisenaire a Div. of A. Daigger & Co Inc.	Teacher/Classroom Instructional Materials	Free Shipping and 18%/6% discounts	$16,667
Kaplan Early Learning Company	Teacher/Classroom Instructional Materials	Free Shipping and 17% discount	$16,667
Lakeshore Learning Materials	Teacher/Classroom Instructional Materials	Free Shipping and 5% discount	$16,667
Nystrom Herff Jones Education Division	Maps & Globes	Free Shipping and 10% discount	$16,667
One Man Place Inc.	Maps & Globes	Free Shipping and 5% discount	$16,667
Oriental Trading Company, Inc.	Incentive, Motivational & Novelty	Free Shipping and 5% discount	$16,667
Positive Promotions	Incentive, Motivational & Novelty	Free Shipping and 5% discount	$16,667

Vendor Name	Product Description	Discount Percentage From Catalog	Estimated Annual Value
Really Good Stuff	Teacher/Classroom Instructional Materials; Incentive, Motivational & Novelty	Free Shipping and various volume discounts	$16,667
School Specialty	Teacher/Classroom Instructional Materials	Free Shipping and 12% discount	$16,667

The budget code will vary, depending upon the user location

Annual Budget Amount $150,000

Acceptance of the Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of January 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	$ 126,358,532	$ 988,407,734	$ 288,440,019	$ 519,167,537	$ 469,240,197	53%
Categorically Aided	269,186,528	15,326,655	284,513,183	27,226,023	84,175,308	200337,875	30%
School Nutrition	37,660,110	24,514	37,684,624	3,595,060	12,412,100	25,272,524	33%
Construction	59,954,297	25,790,445	85,744,742	9,078,563	21,940,556	63,804,186	26%
Extension	13,155,240	2,374,607	15,529,847	10,395,453	11,290,794	4,239,053	73%
Total All Funds	$ 1,342,005,3773	$ 69,874,753	$ 1,411,880,130	$ 338,735,118	$ 648,986,295	$ 762,893,835	46%

Below is a summary of expenditures as of January 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	$ 76,294,470	$ 524,292,009	$ 464,115,725	53%
Categorically Aided	269,186,528	15,326,655	284,513,183	27,272,516	153,639,436	130,873,747	54%
School Nutrition	37,660,110	24,514	37,684,624	2,562,558	17,954,695	19,729,929	48%
Construction	59,954,297	25,790,445	85,744,742	1,115,061	85,748,561	-3,819	100%
Extension	13,155,240	2,374,607	15,529,847	678,961	8,279,285	7,250,562	53%
Total All Funds	$ 1,342,005,377	$ 669,874,753	$ 1,411,880,130	$ 107,923,566	$ 789,913,986	$ 621,966,144	56%

[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 January 31, 2010.

School Operations Fund

Expenditures, encumbrances, and commitments through January totaled $524,292,009, or 53% of the revised budget.

District Contingent Fund

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

Balance — July 1, 2009	$ 22,009,569
Approved Transfers:	
Board Amendments (October)	-21,509,569
Balance — January 31, 2010	$ 500,000

The $22,009,569 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 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 January totaled $85,748,561, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through January totaled $8,279,285, or 53% of the revised budget.

Revenues and Expenditures
Current-Year Versus Three-Year Average
as of January 31, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current-Year	3-Yr Avg	Current-Year	3-Yr Avg
School Operations	53%	51%	53%	54%
Categorically Aided	30%	36%	54%	52%
School Nutrition	33%	40%	48%	52%
Construction	26%	32%	100%	99%
Extension	73%	77%	53%	53%

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
Academy of Accelerated Learning	Russel and Susan Boushon	$100.00	Donation for supplies and field trips
Alliance	Kitchenart	$25.00	Donation
Alliance	Max Anderson	$25.00	Donation
Alliance	Gail Kerr	$100.00	Donation
Alliance	Doreen Eicher	$25.00	Donation
Alliance	Martin Huennekens and Nicholas Lemus	$130.00	Donation
Alliance	Julia Kleppin	$20.00	Donation
Alliance	Kevin Duvalle	$25.00	Donation

School	Donor	Amount	Gift or Purpose
Alliance	Mortgage Bankers of Wisconsin	$40.00	Donation
Alliance	Deena Andrews	$60.00	Donation
Alliance	Nathaniel Walker	$40.00	Donation
Alliance	Matthew Mackai	$100.00	Donation
Alliance	Todd Wellman	$15.00	Donation
Alliance	Plymouth Church of Milwaukee	$100.00	Donation
Audubon	Hair Works	$220.00	10 Certificates for free haircuts
Audubon	Roundy's	$58.55	Student incentives
Bradley Tech	Joseph and Janice Sandrin	$194.00	Donation for field trip and dissection supplies
Bradley Tech	George and Julie Mosher Family Foundation	$10,000.00	Donation for the Robotics Team
Craig	Nature's Classroom Institute	$6,050.00	Donation for field trip
Fernwood	Roundy's	$229.58	We-care Program
King Jr.	Briggs & Stratton Corp. Foundation, Inc.	$5,000.00	Donation for 8th-grade trip
Lancaster	National Education Association	$1,000.00	Donation for student incentives
Maple Tree	Debra Jupka	$600.00	Student incentives
Maple Tree	Debra Jupka	$150.00	Student incentives
Maple Tree	West Granville Presbyterian Church	$50.00	Donation for Black History activity
Marshall H.S.	Fraternal Order of Police, Lodge #1	$500.00	Donation for camp program
Marshall H.S. Complex	Mike Taylor	$2,500.00	18 pairs of basketball socks and shoes
MPS — Music	Jeri Inde	$400.00	Donation — Viola
MPS — Department of Parent and Student Services	Half Price Books	$1,975.00	Donation — 655 books and 2 CD-ROMs for parent incentives
MPS — Recreation	Time Warner Cable	$250.00	Gift certificate for daddy/daughter dance door prize
MPS — Recreation	Sprecher	$7.00	Two four-packs of Sprecher soda for daddy/daughter dance door prizes
MPS — Recreation	Harley Davidson	$300.00	T-shirts and hats for daddy/daughter dance door prizes
MPS — Recreation	Cousins Subs	$10.00	two coupons for daddy/daughter dance door prizes
MPS — Recreation	Carter's Creations	$93.25	Flowers for daddy/daughter dance door prizes
MPS — Recreation	Earl King	$35.00	Seven $5.00 Gift cards for daddy/daughter dance door prizes
Northwest Secondary	Angela Honeycutt	$140.00	Donation for field trip and supplies
Northwest Secondary	GE Healthcare to FIRST	$9,000.00	FIRST Robotics Team sponsorship

School	Donor	Amount	Gift or Purpose
Riley	Roundy's	$78.54	Donation for field trips and school items
Riverside	Riverside University H.S. Foundation, Inc.	$3,060.00	Donation for HBCU Tour
Rufus King	Anonymous	$250.00	Donation for the school newspaper
65th Street	Target	$800.00	Donation for science field trips for Room 7
Stuart	Roundy's Pick N Save	$78.58	We-care Program
Vieau	Landmark Credit Union	$500.00	Donation for student/parental involvement
WHS of Information Technology	Greater Milwaukee Foundation — Schaus Family Fund and Other Funds	$4,725.00	Donation — Decorations and catering for City-wide Special Ed. Prom
WHS of Law, Education & Public Service	Quarles and Brady LLP	$50.00	Donation for yearbook

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed above and accept the donations as listed above, 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	
2 Geraldine Houser Jackson	School Secretary I $21,574.05/yr.	03-08-10
4 Adrienne LaRosa Parent & Student Services	School Secretary I $26,012.13/yr.	02-22-10
	Changes in Status	
Rita Diaz[1] Pierce	School Secretary I $27,087.85/Yr.	04-05-10
Brenda McGowan[2] Cooper	Handicapped Children's Assistant $16,015.77/Yr.	02-05-10
Jonquetta Morgan[2] Alcott	Handicapped Children's Assistant $16,015.77/Yr.	02-11-10
Andrea Smart[2] Hamilton	Handicapped Children's Assistant $16,015.77/yr.	02-05-10

[1]From a 12-month to a 10-month position
[2]From substitute to regular

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r	Theresa A. Barnes Cross-Categorical	B	$35,729.00	1	02/16/2010
5,r	David Eppelsheimer Cross-Categorical	B	$35,729.00	1	02/16/2010
2,r,b	Dura R. Hale Mathematics	D	$58,550.00	10	02/22/2010
5,r	Amy A. Jaschob Cross-Categorical - MRP/OI	B	$35,729.00	1	02/10/2010
5,r	Sandra L. Pelkowski Cross-Categorical	B	$35,729.00	1	02/08/2010
4,nr	Mario J. Rivera Bilingual Grade 3	B	$35,729.00	1	02/22/2010
5,r	Erin E. Sivek English	B	$35,729.00	1	02/22/2010

Approval of Certificated Appointments — School Social Worker

5,r,b	Mary E. Barrett 5-Year Kindergarten	2A	$74,964.00	7	03/01/2010

Approval of Certificated Appointments — School Nurse

5,r	Susan L. Smith School Nurse	2A	$49,296.00	1	02/22/2010

Approval of Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2010		
Krewson, Kelly	Alcott	March 16, 2010
Zachari, Susanna	95th Street	February 24, 2010
Illness Leave Extension, June 2010:		
Tormey Scott, Maria	Leave	January 25, 2010
Illness Leave, June 2010		
Turner, Tanya	Sherman	February 2, 2010
Study Leave Extension, June 2010:		
Fraioli, Anne	Leave	January 25, 2010
Sabbatical Leave, June 2011:		
Friedman, Catherine	WCLL	August 2010
Martin, Carletta	Hopkins	August 2010

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Kathleen Andrzejewski	Teacher	06/16/10
Amita Antao	Principal	06/30/10
Antonio Aranda	Teacher	03/04/10
Geneva Atkins	Teacher	06/16/10
Vivienne Biddle	Teacher	02/22/10

George Brosky	Teacher	06/22/10
Lea Brzezkinski	Teacher	06/16/10
Pierce Cable	Teacher	02/19/10
Sarah Chavez	Teacher	04/11/10
Stephen Chojnacki	Teacher	06/16/10
Juanita Collier	Teacher	06/16/10
Kathleen Collin	Teacher	06/16/10
Vaughn Cummings	Asst. Prin.	06/18/10
Mark Delaney	Teacher	06/16/10
John Derge	Teacher	06/01/10
Judith Dorn	Teacher	06/16/10
Sharon Ebel	Teacher	06/16/10
Nancy Fehl-Wildt	Teacher	06/16/10
Diane Fenske	Teacher	06/16/10
Rachel Fenwick	Teacher	06/16/10
Erika Fowler	Teacher	06/16/10
Willie Fuller	Principal	06/30/10
Ellen Graan	Teacher	06/16/10
David Greenwell	Teacher	02/01/10
Michael Gutowski	Teacher	06/16/10
Kiku Harvey	Teacher	06/01/10
Marie Hearn Shandowlyon	Teacher	06/16/10
Hendricks-Williams	Asst. Prin.	07/01/10
Jennifer Heritsch	Teacher	06/15/10
Karen Herrider	Teacher	06/16/10
Kathleen Holdorf	Teacher	02/11/10
Barbara Ireland	Teacher	06/22/10
Jessica Jaglowski	Teacher	01/25/10
Jennifer Jones-Miller	Teacher	06/22/10
Aixa Karan	Teacher	06/16/10
George Kesich, III	Teacher	06/16/10
Horace Kirby	Teacher	06/22/10
Thomas Kraft	Asst. Prin.	06/18/10
Nina Kraus	Teacher	03/01/10
Diane Kremkau	Teacher	06/16/10
Leslie Kuper	Teacher	06/16/10
Jaclyn Laber	Principal	06/18/10
Jack Le VeQue	Teacher	06/16/10
Erika Lindstorm	Teacher	06/16/10
Richard Main	Teacher	06/16/10
Linda Mayo	Teacher	06/16/10
Caroline McCormack	Teacher	02/19/10
Brenda Morrow	Teacher	06/16/10
Kathleen Murphy	Teacher	06/16/10
Jeanette Nathan	Teacher	06/16/10
Michalynn Orlowski	Teacher	06/16/10
Maria Eugenia Ortiz	Teacher	06/16/10
John Ostopowicz	Teacher	06/16/10
Steven Otten	Teacher	06/16/10
Timothy Petri	Teacher	06/16/10

Terry Pier	Teacher	06/16/10
Jennifer Powell	Teacher	06/16/10
Marie Prichard	Teacher	06/16/10
Lonnie Pugh	Asst. Prin.	06/18/10
Colleen Rourke	Teacher	06/16/10
Craig Scheff	Teacher	06/16/10
Bonnie Sederholm	Teacher	06/22/10
Arlene Sevilla	Teacher	02/12/10
Alice Somers	Principal	07/15/10
Arthur Soto	Teacher	06/16/10
Carolyn Stampley	Teacher	06/21/10
Wanda Steavens	Teacher	02/26/10
Sandra Szymkowski	Teacher	06/16/10
Carolyn Tate-McIntosh	Asst. Prin.	06/18/10
Hattie Thomas	Teacher	06/16/10
Antoinette Thompson	Soc. Worker	06/22/10
Sharon Traylor	Asst. Prin.	06/18/10
Therese Trimberger	Teacher	06/16/10
Misae Tucker	Teacher	06/16/10
Teresa Valent	Teacher	06/22/10
Carolyn Werner	Teacher	03/01/10
Mark Wulff	Teacher	06/16/10

Classified Retirements

Name	Position	Effective Date
Juanita Figueroa	General Ed. Assistant	02-12-10

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for February 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 individual be promoted or appointed to the classification indicated, effective upon assignment following approval by the Board:

5(r)	Eric Radomski	Curriculum Specialist Career and Technical Education Educational Services	Schedule III, Range 11A $77,155.00

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 464 Contract with the University of Wisconsin-Milwaukee's Center for Urban Community Development for the Evaluation of MPS Community Learning Centers

The Administration requests authorization to enter into a contract with the University of Wisconsin-Milwaukee's Center for Urban Community Development (UWM-CUCD) to conduct an evaluation of the MPS Community Learning Centers (CLCs). UWM-CUCD is on the District's list of approved evaluators, based on its response to Request for Proposal (RFP) 464, a continuous solicitation for grant-evaluation services to determine program effectiveness.

UWM-CUCD will conduct a rigorous evaluation strategy based on data collected through Academics Plus (the CLC web-based attendance-tracking system) and MPS academic data. CUCD will be responsible for collection and analysis of qualitative and quantitative data. CUCD will design and implement the evaluation strategy for fifty-four CLCs. CUCD will prepare an overall end-of year evaluation report, as well as provide ongoing data reports for the CLC management team. The reports will track the progress of all CLCs and document the impact of CLC participation on day school attendance, behavior, and academic outcomes. Comparisons will be made between CLC attendees, non-CLC day school peers, and non-CLC district peers.

The evaluation design will also include a comparative analysis of the CLC Select 20 programs to determine the degree to which students enrolled in Select 20 demonstrate improved academic performance, compared with CLC peers not enrolled in the Select 20 program, non-CLC day school peers, and differences between CLC sites. The contract period is from April 1, 2010 through June 30, 2010.

Total Budget Amount.....$59,000

Budget Codes:

GEN0IDG0RC-ECTS (21st Century Learning Centers — Contract Services).....$6,000

GEN0I2M0RC-ECTS (21st Century Learning Centers — Contract Services) $8,000

GEN0I2L0RC-ECTS (21st Century Learning Centers — Contract Services) $12,000

DTI0SSY0RC-ECTS (CLC Systems — Contract Services) $33,000

HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

UWM School of Continuing Education

PRIME Contractor Information
Certified HUB Vendor? ..... NO
PRIME Price Quote $59,000
Total # of Employees ..... NG
Total # of Minorities ..... NG
Total # of Women ..... NG

HUB Participation
Required 0%
Proposed 0%
$ Value $0

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

RFP 650 Contract with the Children's Outing Association to Implement an Incentive-Based Driver Education Program

The Administration requests authorization to enter into a contract with the Children's Outing Association (COA) to implement the District's incentive-based driver education program. COA responded to Request for Proposal (RFP) 650, which sought qualified vendors to implement an incentive-based program, and was recommended for a contract award by the RFP evaluation team.

COA will offer the driver education program for City of Milwaukee students ages 15.5 to 18 years at Bay View, Marshall, Milwaukee High School of the Arts, North Division, Northwest Secondary, Riverside, South Division, and Washington High School Community Learning Centers, and United Neighborhood Centers of Milwaukee.

The contract will be for one year, beginning on April 1, 2010, and will not exceed $250,000.

Budget Amount $250,000

Budget Code: DRD00DEDDW-ECTS (Driver Education — Contract Services)

HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

COA Youth & Family Centers

PRIME Contractor Information
Certified HUB Vendor? ..... NO
PRIME Price Quote $250,000
Total # of Employees 165
Total # of Minorities 100
Total # of Women 108

HUB Participation
Required..... 0%
Proposed 0%
$ Value.....$0

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

RFP 464 Contract with the University of Memphis for the Purpose of Conducting an Independent Evaluation of the Small Learning Community Grant

The Administration requests authorization to enter into a contract with the University of Memphis (UM) to conduct an independent evaluation of the effectiveness of the Small Learning Community grant being implemented at five MPS high schools: Bradley Tech, Pulaski, James Madison Academic Campus, Vincent High School, and Custer High School.

The University of Memphis will visit each of the five participating schools once each year in the spring and, beginning in year two, will conduct visits in the late fall and late spring. UM will meet with the following groups from each school: parent focus group (with members selected by the school), school leadership team, teacher focus group, and student focus group.

UM staff members will create a report for each school that will include a summary of the findings and a set of recommendations. Annual project reports will be provided that will include findings from the school reports, an overall summary, and a set of recommendations for the project as a whole.

The University of Memphis responded to Request for Proposal (RFP) 464, which seeks vendors to partner with MPS for the evaluation of grants. An MPS evaluation team reviewed the response and approved the University of Memphis as a qualified vendor to provide grant-evaluation services.

The contract is for three years for an amount not to exceed $149,976.60.

- The first year of the contract would commence on March 26, 2010, and will not exceed $47,184.28.
- The second year of the contract would commence on March 1, 2011, and will not exceed $44,699.02.
- The third year of the contract would commence March 1, 2012, and will not exceed $58,093.30.

Budget Amount.....$149,976.60

Budget Code: SDV0SS20IV-ECNS (Small Learning Communities — Consulting Services)

HUB % set 0%
HUB % proposed 0%
Total HUB $.....$0

University of Memphis

PRIME Contractor Information
Certified HUB Vendor? .....NO
PRIME Price Quote $149,977
Total # of Employees.....0
Total # of Minorities.....0
Total # of Women.....0

HUB Participation
Required..... 0%
Proposed 0%
$ Value.....$0

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

****** Contract with the University of Wisconsin-Milwaukee's Children Center to Provide Kindergarten Services

The Administration requests authorization for Hartford University School to enter into a contract with the University of Wisconsin-Milwaukee's Children Center (UWM) to provide kindergarten services for 35 full-time-equivalent (FTE) K4/K5 students in FY10.

UWM will provide kindergarten services to the children at $5,000 per FTE. 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 will be assigned to the UWM Children Center. The maximum annual cost of the contract, including the cost of an MPS teacher, is $175,000 for 35 children.

This collaboration develops a feeder pattern into MPS and increases the number of students choosing the Milwaukee Public Schools who would otherwise be enrolled in private schools or programs. It draws in parents who live or work in the Hartford neighborhood, the great majority of whom will likely transport their children themselves. It 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. The Administration erroneously believed it had received the Board's approval for the 2009-2010 contract and so is bringing it to the Board belatedly.

Budget Code: GENKIBDKHF-ECTS (Curriculum — Contract Services)

Total Budget Amount.....$175,000

HUB % set 0%
HUB % proposed 0%
Total HUB $.....$0

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. Contract with Adecco to Provide Library and Literacy Services through the Extended Summer Reading Program

On December 15, 2009, the Board authorized the Administration to enter into a sole-source contract with the Milwaukee Public Library Foundation (Foundation) for $41,270 to provide

library and literacy services through the extended summer reading program targeted at Milwaukee Public School students. The Providing Opportunities to Promote and Enhance Literacy grant requires that MPS contract with the Foundation. The Foundation's intent was to subcontract those services to Addeco.

Since that time, the Foundation has informed MPS that they have made a policy-based decision to limit the Foundation's activities to fundraising, eliminating the Foundation's involvement in contracting for services. MPS reported to the Board on February 12, 2010, that it had taken steps to contract directly with Addeco, based on the belief that the Board's direction would be to take necessary steps to ensure the implementation of the grant and the provision of the services.

The Administration now seeks formal approval of that contract.

This contract shall be in effect from February 2010 through August 31, 2010, and the amount is not to exceed $41,270.

The scope of services is as follows:

- Adecco will provide agreed-upon outreach staff ("Outreach Staff") to provide library and literacy services through an extended summer reading program during the school year to targeted Milwaukee Public Schools on behalf of the Milwaukee Public Library ("Library"). It is anticipated that Outreach Staff will work directly with students twice monthly, presenting literacy-related activities designed to spark excitement about different authors and books in order to hook students on the pleasure of reading and increase the time they spend reading. Outreach Staff will increase the number of visits on behalf of the Library to each school to three times a month.
- The Library will offer a family event at the libraries closest to the schools for the students and their families to encourage the entire family to get library cards and use their library on a regular basis. The family events will model for parents a variety of ways in which they can incorporate literacy-development activities easily into their daily lives and encourage library use not only for the students, but also for the parents. The library will facilitate library card signup, with the goal that all students will obtain valid public library cards, and encourage teachers to plan class visits to the public library.
- Contractor will purchase agreed-upon supplies up to $5,000 to assist in the implementation of the program on a reimbursement basis.
- Contractor shall provide and document services and the purchase of goods pursuant to all applicable federal grant regulations and audit requirements.
- Contractor shall provide, at its own expense, all personnel and materials required to perform the services under this contract.

Budget Code: GSP0SUL0CI-ECNS (School Libraries — Consulting Services).....$41,270

HUB % set 0%
Total HUB $.....$0

B. Contract with Expeditionary Learning Outward Bound to Provide 20 Full-Day Site Visits for Professional Development and Technical Support for the Expeditionary Learning™ curriculum

The Administration is requesting authorization on behalf of the Washington High School of Expeditionary Learning to enter into a sole-source contract with Expeditionary Learning Outward Bound to provide 20 full-day site visits for professional development and technical

support, focusing on the areas of curriculum development, best practices and team building for the national non-profit Expeditionary Learning™ curriculum. As the sole owner of that curricula, the Expeditionary Learning Outward Bound is the only service provider that may deliver professional development services for schools affiliated with the Outward Board.

Expeditionary Learning Outward Bound will provide a package of services to faculty and school leaders to foster the full implementation of the ELS (Expeditionary Learning Schools) school-reform design package, including direct school services, off-site professional development, and ELS network membership.

The contract is for one year — September 1, 2009, through August 1, 2010 — and the amount is not to exceed $30,000.

Budget Code: SD1HSCA0XW-ECNS (Perkins Grant — Consulting Services) $30,000

HUB % set: 0%
Total HUB $.....$0

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

* * * * *

(Item 6) Action on Prevailing Wage Rates

Background

In a communication dated March 5, 2010, the Milwaukee Building and Construction Trades Council submitted the new wage rates for building trades workers, as provided below, effective on the dates indicated.

Statute, Administrative Policy or Board Rules Statement

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 into 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 following new prevailing wage rates.

Boilermakers

Please be advised that the Boilermakers and their Contractors have an agreement providing for the following rates of wages and fringe benefits, effective February 11, 2010.

	2-11-10 Per Hour
Boilermaker	$ 33.64
Boilermaker Assistant Foreman	$ 34.89
Boilermaker Foreman	$ 36.14
Boilermaker General Foreman	$ 38.14

Employer contributions paid into the various fringe benefit trust funds for Boilermakers are as follows, effective February 11. 2010.

	2-11-10 Per Hour
Welfare Trust Fund (Based on hours paid)	$ 6.82
Boilermakers Great Lakes Area Apprenticeship Fund (Based on hours worked)	$ 0.35
MOST Program (Based on hours worked)	$ 0.24
Vacation Trust Fund (Based on hours paid)	$ 1.05
Pension Trust Fund (Based on hours paid)	$ 6.55
Boilermakers Annuity Trust (Based on hours paid)	$ 4.00
Training and Development (Based on hours paid)	$ 0.31
Retiree Supplemental	$ 1.00

Vacation — The Employer agrees to deduct One Dollar and Five Cents ($1.05) per hour worked by each employee covered by this agreement for the Boilermakers Vacation Fund.

Field Dues — Deduction is FOUR AND ONE QUARTER percent (4.25%) of the GROSS wages rounded up to the nearest cent.

MOST Program — Contractors agree to fund in its entirety the Mobilization, Optimization, Stabilization, and Training Program (MOST), currently at Twenty-Four Cents ($0.24) per hour worked.

Director Spence moved to approve the Committee'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.

* * * * *

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) Overview of FY11 Budget

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

Part A: Overview of Budget and Parameters

1. At its meeting on January 24, 2010, the Milwaukee Board of School Directors approved the calendar for the Fiscal Year 2010-2011 budget.

2. At that same meeting, the Board decided to continue school-based budgeting of administrative, secretarial, para-professional, and general aide positions.

3. In January, FY11 budget allocations were determined and provided to the schools. The principals, school staff, and school communities are in the process of developing their schools' FY11 budgets.

4. The Administration will present an overview of the FY11 budget to update the Committee on:

- enrollment projections;
- determination of the all-schools allocation;
- pupil weights and per-pupil allocations to schools; and
- other issues that affect the FY11 budget.

Part b: Informational Report on MPS Benefit Rate

5. The Finance Department, as part of the annual budget process, develops a fringe-benefit rate that is used to allocate the cost of employee benefits to schools and departments. The rate is calculated by adding up all costs associated with district-paid employee benefits and dividing the total cost by staff wages. Employee benefits include Social Security; pension-plan contributions; supplemental pension-plan contributions; dental and vision coverage; and medical and life insurance coverage for both current and retired employees. The primary reasons for allocating benefits through the benefit rate is to reflect the actual costs of school and departmental operations and to track the actual costs associated with employing staff.

6. The benefit rate, as well as benefit costs, increased significantly over the past years and are expected to increase further in future years. The primary drivers of this increase include increased medical costs, continued growth in the number and mortality of retirees covered for medical insurance and pension plans, and a decreasing wage base associated with a drop in staff employment. Changes to existing employee labor contracts are critical to maintaining or possibly reducing the current benefit rate.

7. The attached report on the MPS benefit rate presents the details of budgeted costs and calculations of fringe-benefit rates for FY09, FY10, and FY11 and reports the changes in the costs. FY11 salaries and wages were estimated on the FY10 actual salaries and wages for filled positions. Accordingly, salaries and wages are lower than those used for prior-year estimates. Experience tells us that, during the early stages of the budget-development process, this is the best methodology to use.

8. An analysis of benefits changes by category is presented below:

a. Employer-paid Social Security and Medicare: Social Security and Medicare are calculated at 6.2% and 1.45% of wages, respectively. These expenditures will fluctuate with the wages paid to staff. As salaries increase or decrease, contributions increase or decrease. FY11 costs are estimated to decrease by 5.3%, from $43.4 million in FY10 to $41.1 million for FY11. The decrease is attributed to smaller wage increases and less staff employed.

b. City Pension — Employee Contribution: Classified employees are included in the City's Employee Retirement System (ERS). In accordance with the governing pension charter and district labor contracts, the district is obligated to pay the employees' required city pension-plan contribution. The employee contribution is 5.5% of eligible wages. Plan contributions fluctuate with the wages paid to classified staff. As salaries increase or decrease, contributions increase or decrease. FY11 costs are estimated to decrease by 5.7%, from $8.2 million in FY10 to $7.7 million for FY11. The decrease is attributed to smaller wage increases and less staff employed.

c City Pension — Employer Contribution: The employer contribution represents the portion of the pension funded by the employer. This contribution fluctuates with plan

experience and the return on pension-plan trust investments. In FY09, investment performance was poor, and MPS was required to make a contribution of $7.5 million. Prior to FY09, MPS, due to the funded status of the plan and strong investment performance, was on holiday from employer contributions. FY11 costs are estimated to remain somewhat consistent with prior-year costs. The City's budget and pension office has advised MPS that, as investment performance has improved and no increased contribution is indicated at this time, the estimated FY11 contribution should be set at $7.5 million.

d. Wisconsin Retirement System (WRS) Pension Contribution: MPS is responsible to fund the state pension plan for teachers and other certificated staff. Plan contributions include a employer contribution of 4.8% of wages and an employee contribution of 6.2% of wages. In addition, 2% of wages is contributed to fund the pension obligation bond debt service for past service liabilities. In accordance with labor contract provisions, the district is obligated to pay the employees' required WRS plan contribution. Plan contributions fluctuate with the wages paid to certificated staff and the contribution rates determined by WRS. As salaries increase or decrease, contributions increase or decrease. FY11 costs are estimated to decrease by 4.9%, from $53.7 million in FY10 to $51.0 million for FY11. The decrease is attributed to smaller wage increases and less staff employed.

e. Administrators Supervisor Council Supplemental (ASC) Pension Contribution: The supplemental pension plan was established in 1978 as part of the ASC collective bargaining agreement to provide certificated members of ASC with benefits to supplement pension benefits which they receive from the WRS. This plan was closed to new participants in 2003. MPS is responsible to fund the plan by making the annual required contribution as determined by the actuary. Plan contributions are a function of benefits, experience, and investment performance. Lower than expected investment performance in FY09 and expected lower FY10 investment performance have resulted in increased contributions for FY10 and FY11. The FY10 increase of $1.2 million, or 68.7%, is primarily the result of prepaying the FY09 contribution in FY08. FY11 costs are estimated to increase by 29.3%, from $3.0 million in FY10 to $3.9 million for FY11. The increase is attributed to the annual required contribution determined by the actuary.

f. Teachers Supplemental Pension: The supplemental pension plan was established in 1982 as part of the Milwaukee Teachers Education Association (MTEA) collective bargaining agreement to provide members of MTEA with benefits to supplement pension benefits which they receive from the WRS. MPS is responsible to pay the annual required contribution as determined by the actuary. Plan contributions are a function of benefits, experience, and investment performance. Lower than expected investment performance in FY09 and expected lower FY10 investment performance and higher experience have resulted in increased contribution for FY10 and FY11. FY11 costs are estimated to increase by 3.7%, from $16.0 million in FY10 to $16.6 million for FY11. The increase is attributed to the annual required contribution determined by the actuary.

g. Life Insurance: The district pays substantially all of the premium for life insurance for active employees and certain retirees in accordance with labor agreements. Retiree life insurance has an age-reduction schedule that reduces at age 67 to 25% of the active amount in force at time of retirement. Insurance for most retirees who have 30 or more years of service is fully paid by the district, while those retirees with less than 30 years of service pay the premiums to age 65, at which time the district pays the full amount. FY11 costs are estimated to decrease by 2.0%, from $1.859 million in FY10 to $1.823 million for FY11. The decrease is attributed to smaller wage increases and less staff employed.

h. Medical, Dental and Vision Insurance — Current Employees: Current collective bargaining agreements require MPS to pay all medical and vision benefits for active

employees. The dental plan is partially paid by the employees, with the majority of costs paid by the district. Funds required to cover these expenses are budgeted on actual experience and expected inflation for medical and dental costs. FY11 costs are estimated to increase by 9.3%, from $189.0 million in FY10 to $206.6 million for FY11. The increase is based on the actuary's review of paid claim experience, expected medical inflation and utilization, and staff employed. Currently, only cabinet members, the Director of Board Governance, and the Superintendent pay a 5% premium contribution for health insurance. Board members pay a premium contribution based on the difference between the plan which they select and the lowest-cost health plan. Currently, there are 20 employees paying the 5% health premium contribution.

i. Medical: Insurance — Retired Employees: Current collective bargaining agreements require MPS to fund medical and life insurance for retired employees. Retirees who are eligible for Board-paid retiree healthcare pay all future increases in the premium rates after their dates of retirement. Funds required to cover the Board's obligation to pay these expenses are budgeted on actual expected medical costs for the upcoming school year. The district currently uses the pay-as-you-go method for budgeting and paying these expenditures. Annual expenditures continue to increase primarily due to an increasing retired employee population, increased mortality, increased utilization, and medical costs for this group. FY11 pay-as-you-go costs are estimated to increase by 15.9%, from $56.0 million in FY10 to $64.9 million for FY11. The increase is based on the actuary's review of retiree paid claim experience, utilization, and expected medical inflation.

9. The FY11 fringe-benefit rate does not include any funding for the future expected retiree healthcare and life insurance costs, as the district funds these benefits as costs are incurred; i.e., the pay-as-you-go method. If the district did fund the unfunded actuarial liability for future retiree health benefits in accordance with a 30-year amortization period and GASB 45, the annual required contribution would have been $221.6 million in FY11. To facilitate this level of funding, the fringe-benefit rate would need to increase from 77% of wages to 103.7% of wages. The district is currently working with the Department of Public Instruction to identify potential funding sources to help the district fund a trust for future retiree health benefits.

10. The Administration will present an overview and analysis of the schedule [attached to the minutes of your Committee's meeting] to the Committee Strategic Planning and Budget.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by President Bonds

- MPA's Co-Executive Directors met with the President of the Milwaukee Board of School Directors concerning connection with the future MPS Superintendent of Schools.
- The Implementation Team welcomed new members and reviewed the history and reason for formation of the MPA as well as its current structure. New members are:
  - Tom Hanley, Ann Terrell, and Catherine Thome from MPS
  - Judy Gundry and Wanda Welch from the MTEA
  - Alison Ford from UWM

- Work groups gave the Implementation Team a brief overview of recent accomplishments and those still planned for the current year and any ideas thus far for next year:
    - o Comprehensive Literacy Work Group
        - — brought many of the MPA organizations and colleges/universities together to develop a teacher-quality grant proposal, which was not funded; however, discussion and collaboration continue on putting together some courses that can transfer credits between universities;
        - — will submit another grant application for support of collaboration and course development;
        - — will seek to infuse information into MPS — all teachers, with particular attention given to the needs of Literacy Coaches.
    - o Comprehensive Mathematics Work Group
        - — The governor's initiative for the 114 80/20 released Math Teacher Leaders (MTLs) is working very well, and good gains have been made as evidenced by the good growth shown on benchmark assessments.
        - — Non-released MTLs are doing a good job and making good progress.
        - — The Group has grown the program and brought in MTLs from high schools, and strong in-roads are now being made there.
        - — Textbook adoptions — the new curriculum is working very well
        - — The work in Milwaukee continues to be presented statewide as well as nationwide:
            - > Ten proposals to present at the National Council of Teachers of Mathematics (NCTM) Conference were accepted; all ten MPS Math Teaching Specialists will be participating.
            - > Many MTLs will be presenting at the Green Lake conference in May.
            - > MPS Math Teaching Specialists have been asked to present on the work in math to the CESA 10 teachers in April.
        - — Systemic change — students in several programs at UWM can get a math focus with the 1-8 license — as new teachers, they are very good with the math and are bringing the math communities in MPS forward.
        - — MTL content knowledge continues to grow, as evidenced in the MKT exam/survey administered annually.
    - o Family Literacy & Tutoring Work Group
        - — Tutor-training sessions are continuing, with the goal to recruit and train volunteer tutors. The latest session, held on March 15 at North Multiplex, was one of the best sessions held thus far. Assistance was given in the development of a new tutoring plan for a student whose current plan has had little impact.
        - — Tutors were matched with tutoring opportunities.
        - — The Work Group's goals were successfully aligned with the MPS Strategic Plan.
        - — There is growing work around pre-college.
        - — In the future, the Work Group wants to focus most on revising and continuing tutor training and growing the subgroups to the point of demand for separate Work Groups.

- Skunkworks Work Group
  - The Work Group brought students to the table and had a number of outings and events where students were heard from.
- Teacher & Principal Quality Work Group
  - Working on PI34
    - Looking at how to collapse individual surveys and create one comprehensive survey administered to initial educators at the end of April
    - Discussing how local colleges and universities can come together around helping initial educators with their Professional Development Plans (PDPs) and simplify the process
    - Discussing how to provide more IHE reps to serve on teacher PDP teams
    - Discussing colleges/universities and MTEA sending information to the district on what kinds of support they can offer to initial educators
    - An *ad hoc* committee is coming together to work on details
    - A meeting will be held in April with Anita Pietrykowski from the Department of Administrative Accountability at MPS to discuss how best to address the needs of administrators who need to complete PDPs.
  - Developing the Cooperating Teacher Handbook and MediaSite with the goal of implementation in the spring of 2010
    - Discussing workshops and other ways to communicate information to principals that will help them learn how to identify effective cooperating teachers
    - Addressing how to more equitably distribute student teachers across the district
    - Addressing term of service for cooperating teachers
    - Looking at how to assess the effectiveness of the cooperating teacher document and process.

- Work group and Implementation Team members have continued to create and refine their "Essential Information for Parents" bulletins. A new topic on college readiness was added, and the Family Literacy & Tutoring Work Group has developed a draft bulletin.
- The Family Literacy & Tutoring Coordinator served as a reviewer of proposals from vendors seeking to provide Title 1 services to non-public and partnership schools in Milwaukee for the next three years. She also participated in the Comprehensive Literacy Work Group's work on its "Essential Information for Parents" bulletins.
- The Implementation Team had a brainstorming session on what else the MPA should be addressing and identified some issues associated with some of the items.
- Implementation Team members were invited to participate in a group at MPS tasked with applying for a School Leadership Grant oriented towards developing the capacity of existing principals in instructional leadership.
- Comprehensive Literacy Work Group Update:
  - Discussion was held about the possibilities of a teacher-perception survey and student evidence as a progress monitoring measure.
  - Work was done on the "Essential Information for Parents" bulletins.

- Balanced Literacy Subgroup Update:
  - History of the Comprehensive Literacy Framework was reviewed and discussion was held about the Comprehensive Literacy DVD — where to go from here and what to do differently.
  - Discussion was held on the cooperating teacher placements, model, and possible revisions and possible inclusion of the classroom level, and on assessment of students components in the LITPREP project.
  - The district-approved and supported literacy professional development for educators from the draft version of the Comprehensive Literacy Plan was reviewed, and consideration is being given to possible connection of LITPREP modules to the document.
  - Discussion was continued on possibilities to offer the LITPREP course (with credits that are transferable from campus to campus), and further options were identified for exploration, including an online offering— extension of the face-to-face sessions, possible funds for teacher compensation, and rotation of university representatives during the 2010-11 Literacy Leader professional development to address the LITPREP module.
- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:
  - There was an article in the *UWM Research Report 2010* on the work of the MMP making an impact on improving the teaching and learning of mathematics in MPS and closing the achievement gaps. The percentage of students scoring proficient or better on the Fall 2008 test scores increased by an average of five percentage points across all grades tested, with students in grades four and eight making increases of nine and ten points. Scores in the rest of the state increased by less than two percentage points. The entire article is attached.
  - At the February MTL (Math Teacher Leader) meetings, the leadership portion was focused on making coherence, the assessment portion focused on making connections through teaching and learning, and the content portion focused on reflecting and connecting. MTLs also attended one session of their choice from a variety of topics, including using CR items formatively, using portfolios, facilitating content, networking for non-released MTLs, managing a busy schedule, and continuing with cognitive demand.
  - Another math lab was conducted on March 23 in the Grades 7-8 mathematics labs pilot.
  - An algebra lab, geometry lab and advanced algebra workshop were all conducted in March.
  - A two-hour math workshop designed to strengthen students' understanding of fractions was hosted by Vieau School on a recent Saturday with support from the Milwaukee Mathematics Partnership. Nearly 190 students and several parents attended.
  - For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the February 2010 issue of "The MMP Messenger."
- NEA Foundation Grant Update:
  - Planning has begun on creation of a video to showcase the work of the NEA Foundation's grant to close the achievement gaps in Milwaukee Public Schools. The video will be presented at the Milwaukee end-of-year celebration, at the Minority and Women Concerns Caucus at the NEA Convention, and at the NEA Foundation's Closing the Achievement Gaps Grants Site Convening in Washington, DC.
  - Planning and preparations continue for several upcoming events mentioned in previous reports.

* * * * *

(Item 2) Report of the Board's Delegate to the Head Start Program

Submitted by Director Spence

Major Activities

1. On March 4, the Education Manager facilitated training for K4 early childhood paraprofessionals in culturally responsive and engaging activities for K4 students.
2. On March 4, the Health, Mental Health and Disabilities Manager facilitated training for K4 early childhood paraprofessionals in social emotional development in early childhood.
3. Head Start managers, support staff, and teachers participated in a Spanish course on March 5, 8, and 15. The course, which was funded through Head Start Quality Improvement funds, was taught by an instructor from the University of Wisconsin-Milwaukee. Participants in the course are learning how to communicate using the Spanish language.
4. The Education Manager facilitated training for Head Start parents on the Galileo Assessment tool during a parent/teacher conference at Gwen T. Jackson.
5. Management meetings were held on March 5, 12, 19, and 26, focusing on program updates, changes, and planning for Policy Council meetings.
6. ERSEA/FPA meetings were held March 10 and 31, focusing on health compliance, student attendance, enrollment, and follow-up to the family partnership associates.
7. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on March 4. 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 Head Start Coordinator participated in a Gwen T. Jackson model site meeting held on March 4 to discuss current programming and practices.
9. Head Start staff meetings were held on March 3, 17, and 30 to provide curricular training and to discuss program updates, enrollment, and health compliance.
10. The Head Start Coordinator participated in an early childhood staff meeting on March 8. This meeting focused on updates and planning for early childhood programs.
11. The Health, Mental Health and Disabilities Manager participated in an MPS Parent Involvement Committee meeting on March 9. The meeting was held to discuss parental involvement needs district-wide.
12. The Head Start Coordinator attended a meeting of the Wisconsin Head Start State Collaboration Office Advisory Committee on March 9. The purpose of the meeting was to discuss and advise around matters of early childhood education and Head Start initiatives at the state level.
13. The Health Team met on March 9 and 23 to focus on parental meetings, screenings at the school sites, and oral-health education.
14. The Head Start Coordinator participated in a Core Health Services meeting on March 10. 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.
15. The Head Start Policy Council met on Saturday, March 13.The meeting focused on program updates and the self-assessment.
16. The Head Start Coordinator participated in a planning meeting for the Week of the Young Childhood on March 16.
17. The Head Start Coordinator, the Health Coordinator, the ERSEA Manager, and the Policy Council Chairperson participated in a Milwaukee Public Schools Head Start risk-

management meeting on March 17. The purpose of the meeting was to identify program strengths and areas in need of improvement.

18. The Head Start Coordinator participated in a meeting on March 22 as part of MPS Human Resources and Information Technology Team's efforts to revisit the employee performance evaluation process.

19. The Education Manager conducted a Head Start classroom walkthrough with the principal at Lowell on March 23. The purpose of the walkthrough was to educate the principal on Head Start practices.

20. The Head Start Coordinator and the Health, Mental Health and Disabilities Manager participated in a Mental Health Focus Group meeting on March 24 to discuss current findings. A course for MPS Head Start will be developed from this focus group in working with a mental health consultant.

21. Head Start teachers participated in after-school collaboration trainings with Head Start, High Scope, and SDC Head Start on March 24. The training focused on how to have an engaging math area.

22. The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on March 24. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

23. Head Start staff participated in an oral-health training on March 30 conducted by Diane Flanagan, a registered dental hygienist from Children's Health Alliance of Wisconsin.

24. The Head Start Health Team and family partnership associates facilitated the parental meetings for the month of March. The meetings focused on nutrition and lead poisoning.

25. The Head Start Coordinator and Education Manager participated in a meeting with Dr. Julie Kailin, of University of Wisconsin-Milwaukee, to plan a course on culturally responsive teaching and learning on March 31.

26. The next Policy Council Meeting will be held on Saturday, April 17, 2010, at 12:00 noon at Central Services in room 206/208.

Services Provided

27. Site-monitoring visits were conducted at ALBA, Forest Home, Holmes, Gwen T. Jackson, Kagel, Mitchell, Milwaukee Sign Language, Siefert, and Westside.

28. Representatives of the Milwaukee Health Department's Childhood Lead Poisoning Prevention Program conducted blood testing for lead poisoning and anemia at Auer, Green Bay, Kluge, Lincoln, Sherman, and Westside.

29. Dental screenings were conducted at Auer, Gwen T. Jackson, Kluge, Sherman, Siefert, and Westside.

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

Enrollment

31. As of March 19, there were 1,047 students enrolled in the Milwaukee Public Schools Head Start Program for the 2009-2010 school year.

32. As of March 19, there were 51 students enrolled in the Milwaukee Public Schools Head Start Program's Expansion Program for the 2009-2010 school year.

33. As of March 19, there were 418 students enrolled in the Milwaukee Public Schools Head Start Program for the 2010-2011 school year.

* * * * *

(Item 3) Report of the Board's Delegate to the Board Advisory Committee on Creativity & Arts Education

Submitted by Director Blewett

The Board Advisory Committee on Creativity & Arts Education met on January 29, 2010. Please see the documents forwarded under separate cover.

* * * * *

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 March 2010

Submitted by President Bonds

March Activities

1. During the month of March, the President met with the following groups and individuals:
   - the MATC Appointment Committee;
   - representatives of GE & Boeing Corporation regarding business partnerships;
   - representatives of Cardinal Stritch University regarding potential partnerships;
   - representatives of the Workforce Investment Board;
   - various state legislators regarding issues that impact on MPS;
   - Governor Doyle and his staff members;
   - the UWM Dean of Education on partnership issues;
   - various board members regarding issues of their choice.; and
   - various community leaders regarding MPS issues.
2. The President also welcomed Dr. Thornton, the next Superintendent of the Milwaukee Public Schools, when Dr. Thornton visited Milwaukee this month. President Bonds accompanied Dr. Thornton on a tour of Milwaukee to give him an overview of the city and MPS. President Bonds also introduced the future Superintendent to key stakeholders in the community.
3. During Dr. Thornton's visit, President Bonds and Dr. Thornton also continued their work on Dr. Thornton's transition to MPS.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

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

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

Referred to the Committee on Parent and Community Engagement.

* * * * *

RESOLUTIONS

Resolution 0910R-042

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, Milwaukee students and families could benefit from establishing additional successful partnerships that enrich the educational opportunities provided to students, especially students who are disadvantaged or whose academic performance is below grade level; and

WHEREAS, The Wisconsin Humanities Council (WHC) describes the humanities as "the evolving ideas and the accumulated knowledge about human history and culture that help us make sense of our lives and encourage us to think imaginatively and critically about the world"; and

WHEREAS, The WHC argues that through "engagement with the humanities, we develop skills of inquiry, observation, analysis, reflection, and communication"; and

WHEREAS, The WHC observes that the "humanities inspire curiosity and vision, and offer the means by which to consider how and why humans think and act as we do"; and

WHEREAS, The WHC includes within its list of disciplines in the humanities the disciplines of archaeology; cultural anthropology; the history, theory, and criticism of the arts; ethics; ethnic studies; folklore; history; jurisprudence; languages; linguistics; literature; philosophy; religious studies; women's studies; and those aspects of the social sciences that employ historical or philosophical approaches; and

WHEREAS, Expansion of the educational opportunities in the humanities and sciences — including the study of cultures, ethnicity, languages, and the physical and social sciences — that are aligned with the MPS Learning Targets will improve student achievement; and

WHEREAS, Exposure to community, learning, civic, and service institutions will afford students opportunities to understand and appreciate their identity; to respect the heritages, experiences, and identities of others; to become engaged citizens; to learn more about Milwaukee and Wisconsin; and to explore potential career paths; and

WHEREAS, Establishing partnerships in the humanities and sciences will create awareness of the respective missions of MPS and its partners and increase resources and support for educational programs in the humanities and sciences; and

WHEREAS, The MPS Partnership for the Arts is not intended to supplant instruction in the classroom by certified educators, but has, on the contrary, brought more visibility to, support for, and enhanced arts programming within the classroom; and

WHEREAS, A partnership for the humanities and sciences can afford Milwaukee students and families opportunities similar to those realized through the MPS Partnership for the Arts; and

WHEREAS, MPS, as a writing-intensive school district, embraces educational opportunities that foster critical thinking and offer non-traditional writing experiences tailored to address the unique learning needs of individual students and to expose students to the challenges of real-world experiences; and

WHEREAS, Students with special needs and students who qualify for free or reduced lunch may not have the resources or opportunities to visit or participate in programs offered by institutions of higher learning, community-based organizations, libraries, museums, historical societies, labor associations, and other organizations outside of those experiences provided by partnerships between MPS and said organizations; and

WHEREAS, In the global community of the 21st century, where access to and knowledge of diverse languages, cultures, ethnicities, traditions, histories, and sciences is increasingly valuable, it is imperative that educators create innovative ways to educate our students to be resourceful, creative, and flexible, thus making them better citizens and employees; and

WHEREAS, The MPS Partnership for the Arts has galvanized the arts and nonprofit community to realize the potential for partnership with MPS and sparked awareness of the district's mission to educate the whole student, and a similar result can be realized through the establishment of a partnership in the humanities and sciences; and

WHEREAS, The MPS Partnership for the Arts has begun the process of working with an outside evaluator and a team of advisors to advance the transparency of the partnership, to engage the community in the distribution and monitoring of funds, and to develop a highly effective and appropriate evaluation instrument for the partnership in order to maximize the returns from this public investment; now, therefore, be it

RESOLVED, That the Board direct the Administration to create an MPS Partnership for 21st Century Learning, focusing on the study of the humanities and sciences, to be modeled after the MPS Partnership of the Arts; and be it

FURTHER RESOLVED, That the findings from the process for making the MPS Partnership for the Arts more transparent and effective be applied to the MPS Partnership for 21st Century Learning; and be it

FURTHER RESOLVED, That the MPS Partnership for 21st Century Learning be directed to engage critical learning partners such as institutions of higher education and other educational and governmental agencies, community-based organizations, museums, libraries, historical societies, labor associations, and other organizations in creating new and fostering existing partnerships with the district; and be it

FURTHER RESOLVED, That partnerships be developed, encouraging proposals that focus on any of the following areas:

- the Milwaukee experience: past, present, and future;
- multicultural understanding;
- civic engagement;
- critical thinking;
- innovation;
- sustainability;
- technology; and
- service; and be it

FURTHER RESOLVED, That proposals developed by individuals or organizations for this partnership be awarded extra points for those projects that

- connect to district learning targets,
- target at-risk populations,
- include a service-learning component,
- include a writing component,
- promote civic engagement,
- include a technological component,
- promote economic or environmental sustainability, and/or
- promote the learning of multiple languages; and be it

FURTHER RESOLVED, That one million dollars be allocated in the FY11 budget and in each subsequent fiscal year in the Extension Fund to provide matching funds for proposals that offer learning opportunities in the humanities and sciences for Milwaukee youth in after-school and summer programs.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-043

by Director Bonds

WHEREAS, Goal 5 of the *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools* states that School staffs are responsive to students and families; and

WHEREAS, In the last several years, the Milwaukee Public Schools District has experienced a steady decline in enrollment, which in turn affects the structure of existing schools as well as the variety in educational programming offerings in the district ; and

WHEREAS Each year as enrollment declines, the district experiences increased excess capacity, district-wide, with the majority of vacant seats at the high-school level; and

WHEREAS, Strategies that the Board has embarked upon to address the issue of access capacity include the merging or consolidation of school programs and the establishment of neighboring school clusters; and

WHEREAS, Through recent Board action, the Northern Star school, which serves a population of school-age parents in grades 6-9, is slated to close in June of 2010; and

WHEREAS, Lady Pitts school, which also serves the at-risk, school-age parent population of students in Grades 6-12, has excess capacity; and

WHEREAS, The district has seen successes in both school mergers and consolidation of similar programs; and

WHEREAS, The 6-12 model has been successful in enabling students and teachers to build long-term relationships and allows for more continuity in the curriculum as students move from one grade level to another; and

WHEREAS, The 6-12 model also helps reduce ninth-grade attrition by making a smoother transition from middle school to high school, which is a benefit to our at-risk population; and

WHEREAS, MPS must continue to adequately serve our at-risk, school-age parent population in alternative settings, while offering the benefits of a traditional high school; and

WHEREAS, As the Lady Pitts School operates within a traditional high school, the students of the school are afforded the opportunity of the specialty program necessary for their specific population, while being afforded all of the amenities of a traditional high school; now, therefore, be it

RESOLVED, That the Lady Pitts program be expanded to include the capacity to serve the students currently enrolled in the Northern Star school-age parent program, creating a family model; and, be it

FURTHER RESOLVED, That the Lady Pitts Program be further expanded to serve grades 6 through 12 and that it be folded into the Custer High School program, in an effort to establish continuum for its at-risk population; and, be it

FURTHER RESOLVED, That the program be developed and implemented for the 2010-11 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0910R-044

by Director Blewett

WHEREAS, The MPS *Working Together-Achieving More* Action Plan states that school communities work together for improvement in academic achievement; and

WHEREAS, At June 25, 2009 meeting of the Milwaukee Board of School Directors, the Board 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, The administration submitted an informational report to the Innovation and School Reform Committee of the MPS Board on November 19, 2009, indicating that the administration would require neighborhood specialty and city-wide schools to undergo a process to determine and maintain their citywide or neighborhood specialty status; and

WHEREAS, As part of the process in identifying why a school carried the status of a city-wide or neighborhood specialty school, schools currently distinguished as city-wide or neighborhood specialty schools would be required to apply for that status; and

WHEREAS, Schools were thus required to go through a rigorous process of detailing the school's distinction and capacity to address the matrix for distinguishing their school as a specialty school; and

WHEREAS, The administration has indicated that each school would be required to submit on an annual basis a report that details the school's ability to meet the criteria found in the matrix for distinguishing specialty school; and;

WHEREAS, Schools designated as city-wide would be required to implement the specialty school-wide, and they must substantially meet the criteria found in the matrix for distinguishing specialty schools; and

WHEREAS, Many city-wide or neighborhood specialty schools devoted numerous hours creating a detailed report indicating that they were high-performing places of learning that employ effective educational practices and serve a district need; and

WHEREAS, These school reports detail how the specialty was woven through the fabric of the school and the educational program was administered to all of its students; and

WHEREAS, To require the amount of time it takes to research, craft, and submit such a report on an annual basis, without drastic changes to the education educational programming of a school community, would take valuable time away from student instruction; and

WHEREAS, Much of the information in the required annual report defending the school's city-wide or neighborhood specialty distinction is outlined in the schools educational plan, which is also required to be submitted annually; and

WHEREAS, Administrative requirements should provide value to the school communities equivalent to the burden of meeting those requirements; and

WHEREAS, The initial production of these reports added value to the local school community in directing the school community to reflect and focus upon its unique educational mission; and

WHEREAS, The MPS Board can take no action on an informational report to the Board; and

WHEREAS, The MPS Board therefore took no action on the informational report of November 19, 2009; and

WHEREAS, The MPS Board has neither approved of this administrative procedure nor any policy that requires such a procedure; now, therefore, be it

RESOLVED, That MPS Board require school communities who wish to attain the status of a city-wide or neighborhood specialty school to make an initial application for that status; and be it

FURTHER RESOLVED, That the application procedure be modeled on the procedure created by the MPS administration in its November 19, 2009, informational report to the MPS Board's Committee on Innovation/School Reform; and be it

FURTHER RESOLVED, That the review and renewal of the status of city-wide and neighborhood specialty schools be conducted no more than once every five years and no less than once every seven years, unless the academic performance of city-wide or neighborhood specialty school significantly declines in key measures or unless the school governance council requests a change in status; and be it

FURTHER RESOLVED, That this resolution become effective immediately upon approval.

Referred to the Committee on Innovation/School Reform.

The Board adjourned at 10:16 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 30, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 5:57 PM.

Present—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward, and President Bonds—7.

Absent and excused—Directors Blewett and Petersons—2.

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

March 25, 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 5:30 p.m. on Tuesday, March 30, 2010, in Room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving hearing, deliberating, and taking action in the matter of an appeal of disciplinary action under Part IV, Section N(1)(c) of the contract between the Milwaukee Board of School Directors and the Milwaukee Teachers Education Association (MTEA).

The hearing will be held in public or private at the request of the appellant, under the provisions of Section 19.85(1)(b), Wisconsin Statutes.

The Board may retire to executive session to deliberate the matter and reconvene in open session to take action on matters considered in executive session under the provisions of Section 19.85(1)(a), Wisconsin Statutes.

Upon reasonable notice, efforts will be made to accommodate the needs of individuals with disabilities through sign language interpreters or other auxiliary aids. Please contact the Office of Board Governance, Room 273, Central Services Building, 5225 West Vliet Street, P.O. Box 2181, Milwaukee, WI 53201-2181 (Phone 475-8284; Fax 475-8071; TTY (888) 808-0928).

LYNNE A. SOBCZAK
Board Clerk

At the request of the appellant, Director Spence moved to close the hearing, under the provisions of Wisconsin Statutes 19.85(1)(b).

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

The hearing was closed at 6:00 PM.

The Board recessed from 7:15 to 7:22 PM and from 8:16 to 8:18 PM.

The hearing concluded at 9:00 PM.

Director Miller moved that the Board retire to executive session to deliberate, under the provisions of Section 119.85(1)(a), Wisconsin Statutes.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Miller, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

The Board retired to executive session at 9:05 PM.

The Board reconvened in open session at 10:02 PM.

Director Voeltner moved that the Board uphold the Administration's recommendation based on the following findings and conclusions:

Findings of Fact:

On November 30, 2009, MPS teacher Emmain Bailey became concerned that an elementary school child in her class was playing with her braids that she cut part of one of the braids off and threw it into the trash.

Conclusions:

The Milwaukee. Board of School Directors finds that Ms. Bailey's conduct on November 30, 2009, as outlined in detail in Therese Freiberg's January 19, 2010, letter to Ms. Bailey, entailed violation of the Rules of Conduct listed by Ms. Freiberg in that letter and by the Superintendent in his letter to Ms. Bailey recommending her termination on January 25, 2010. The Board further concludes that the offense committed by Ms. Bailey on November 30, 2009, constitutes just cause for her termination and therefore affirms the Superintendent’s recommendation for termination.

The motion prevailed, the vote being as follows:

Ayes—Directors Miller, Spence, Voeltner, Woodward and President Bonds—5.

Noes—Directors Falk and Thompson—2.

The Board adjourned at 10:04 PM.

EUGENE JONES
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 20, 2010

Special meeting of the Board of School Directors called to order by President Bonds at 8:27 PM.

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

Absent—None.

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

April 15, 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 meeting of the Committee on Accountability/Finance and Personnel scheduled to begin at 6:30 p.m.) on Tuesday, April 20, 2010, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of initiating the performance evaluation 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 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 Woodward moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of initiating the performance evaluation 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 8:30 PM.

The Board adjourned from executive session at 10:39 PM.

EUGENE JONES
Assistant Board Clerk

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 22, 2010

Regular meeting of the Board of School Directors called to order by President Bonds at 6:38 PM.

Present—Directors Blewett (6:44 PM), Miller, Petersons, Spence (6:41 PM), Thompson, Voeltner, Woodward, and President Bonds—8.

Absent and excused—Director Falk—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:

ARLENE SKWIERAWSKI
Retired MPS Teacher & Current MPS Traveling Music Teacher

Arlene Skwierawski has made countless contributions to Milwaukee Public Schools and the greater community through her role as a music teacher. She is an important figure and role model in Milwaukee due to her successful mission of uniting people from all walks of life through music. Her career in education as a Catholic Sister of Mercy in Chicago was through 1968, when she started teaching in Milwaukee Public Schools and was assigned to North Division as a music teacher. A talented teacher and musician, Ms. Skwierawski decided early on to use music to make a positive difference in the lives of students and members of the greater Milwaukee community. She retired from MPS in 1994, but continues to work as a traveling music teacher within the system and started the successful MPS Alumni Choir.

In 1998, Ms. Skwierawski started the popular and successful MPS Alumni Choir. Under her direction, the choir originally performed at a talent show and has since grown to nearly forty members. They practice every Monday night at Milwaukee High School of the Arts.

At North Division, Ms. Skwierawski was a beloved and popular teacher who quickly became the school's successful choir director. She built on her students' strength and learned about gospel music through her Pentecostal students, incorporating it into her music teaching and the creation of gospel choirs in the Catholic churches located in the central city in hopes of attracting a more diverse membership. One of the positive

outcomes in the community was her work in organizing choirs in seven central city neighborhood churches including Holy Angels Parish and All Saints. She also worked with choirs in churches located on the near south side.

In 1990, Brother Booker Ashe founded CAPITA Productions, a non-profit community theater group. As its director, Ms. Skwierawski helped to bring people from all backgrounds together to produce quality productions for the Milwaukee community. Some of the productions included *West Side Story, Fiddler on the Roof, The Wiz* and most recently, *We Are the Drum — We Are the World*, which was staged at the North Division High School Campus. It was after this successful production that President Bonds brought forward Ms. Skwierawski's nomination for the Excellence in Education Award. He shared the following regarding her importance in the community: "She is truly a jewel for our district and has impacted thousands of kids through her dedication during her tenure in MPS."

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

◊ ◊ ◊ ◊ ◊

Other Awards and Commendations

Students

Gunnar Raasch, junior at Milwaukee High School of the Arts, is the first-place winner for the State of Wisconsin in the National Peace Essay Contest. He will receive a $1,000 scholarship when he goes on a five-day, all-expenses-paid trip to Washington, D.C., in June. Gunnar and students from each state and U.S. Territory will visit embassies; meet legislators, foreign policy scholars and diplomats; and study international peace initiatives. Gunnar's essay on the theme *"The Effectiveness of Nonviolent Civic Action"* focused on the Singing Revolution of Estonia, a national movement in which music played a central role as a mode of nonviolent protest against Soviet rule.

More than 1,200 essay entries were submitted nationwide. This is the third time in four years that MHSA has produced the statewide winner. National winners have yet to be announced, so Gunnar is still in the running for a $10,000 scholarship.

The National Peace Essay Contest is conducted by the United States Institute of Peace. The contest is designed to promote serious discussion among high-school students and teachers and national leaders about international peace and conflict resolution today and in the future; to complement existing curricula and other scholastic activities; and to strengthen students' research, writing, and reasoning skills. More information is available at http://www.usip.org/programs/projects/2009-2010-contest.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of March 2, 25, and 30, 2010, were approved as printed

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Request for the Disallowance of a Claim for Injuries Allegedly Sustained at the Former Edison Middle School on August 9, 2007

Office of the
Superintendent

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, served on Milwaukee Public Schools on January 15, 2010, by Attorney Brian Henderson on behalf of Samuel Schmoldt, an employee of an MPS contractor, for injuries allegedly sustained by Mr. Schmoldt at Edison Middle School on August 9, 2007.

Claim is being made in the sum of $69,873.00

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 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 claimant a period of six (6) months in which to bring suit.

Respectfully Submitted,

William Andrekopoulos
Superintendent of Schools

Director Thompson moved to disallow the claim and place the item on file as recommended by the Superintendent.

The motion prevailed, the vote being as follows:

Ayes—Directors Miller, Petersons, Spence, Thompson, Voeltner, Woodward and President Bonds—7.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

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 Woodward moved to accept the reports of the Independent Hearing Officers of the following dates and times:

March 24, 2010 at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
March 25, 2010, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
March 26, 2010, at 11:30 a.m. and 2:00 p.m.
March 29, 2010, at 9:30 a.m. and 11:30 a.m.
March 30, 2010, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
March 31, 2010,.at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
April 1, 2010, at 11:30 a.m. and 2:00 p.m.
April 12, 2010, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
April 13, 2010, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
April 14, 2010, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
April 15, 2010, at 11:30 a.m. and 2:00 p.m.
April 16, 2010, at 11:30 a.m. and 2:00 p.m.
April 19, 2010, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
April 20, 2010, at 9:30 a.m. and 11:30 a.m.

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

Ayes—Directors Miller, Petersons, Spence, Thompson, Voeltner, Woodward, and President Bonds—7.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 4, a resolution to incorporate the Lady Pitts School-Age Parent Program into Custer High School;

Innovation/School Reform Committee, Item 5, a resolution to create a Partnership for 21st Century Learning; and

Accountability/Finance and Personnel Committee, Item 11, a professional services contract with the Institute for Research and Reform in Education to provide continued support for implementation of the First Things First Framework.

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

Noes—None.

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 Non-Instrumentality Charter School Proposal from Inland Seas High School

Background

1. On February 11, 2010, Learn the Seas-America, Inc., submitted a proposal to become an MPS non-instrumentality charter school which would serve approximately 120 students the first year, ramping up to a maximum capacity of 150 students in grades 9 through 12, beginning with the 2010 school year.

2. On Tuesday, March 2, 2010, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members, community members, students and parents, demonstrated their passion, commitment, and support for the Inland Seas High School proposal.

3. On March 9, 2010, the MPS Charter School Review Panel presented its recommendations to the Committee on Innovation/School Reform. The MPS Charter School Review Panel recommended that the Board:

a. approve the concept of the Inland Seas High School Proposal at this time, contingent upon the school finding a suitable facility and developing of a plan for sustainability; and

b. 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…

c. authorize the Charter Schools Office, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Inland Seas High School in anticipation of the establishment of an MPS Non-Instrumentality charter school for the 2010-2011 school year.

4. After taking testimony and considering the proposal for Inland Seas High School, the Committee voted to report this item to the Board without recommendation in order to allow the Administration and the Office of Board Governance time to gather and submit to the Board, prior to its regular March meeting, information relative to the school's financial situation and academic achievement.

5. At its meeting on March 25, 2010, the Board voted to send the item back to the Committee on Innovation/School Reform for further consideration and to receive further information regarding the proposal.

Analysis

6. The mission of Inland Seas High School is to provide urban and underserved youth with a challenging academic, character building, and job readiness curriculum through a hands-on learning community focused on freshwater, marine, and outdoor education experiences.

7. The school proposes:

a. complementing a standards-based curriculum with hands-on, inquiry-based learning;

b. annual week-long "intensives" that promote leadership and learning through canoeing, sailing, outdoor activities, and college tours;

c. a brain-based and multiple intelligence program utilizing expeditionary learning projects to facilitate learning;

d. implementation of Howard Gardner's theory of Multiple Intelligences where the strengths and weaknesses of all students can be part of the learning process;

e. immersing students in complex, multi-model real life projects and problems for students to grapple over with other students and local professionals;

Strategic Plan Compatibility Statement

8. The charter school proposal would be compatible with and would support "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 Rules Statement

9. The proposal would be consistent with Wisconsin Statute 118.40, Charter Schools.

10. In order to allow the charter school to become effective with the 2010-11 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

11. Upon the Board's approval, the FY2011 budget will allocate funds to MPS non-instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendation

Your Committee recommends that the Board place this item on file.

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

* * * * *

(Item 2) Action on Resolution 0910R 032 by Directors Falk and Voeltner To Develop a Proposal for a Two-Way Bilingual (English/Spanish) International Baccalaureate High School To Be Implemented in the Fall of the 2011-12 School Year

Background

At its meeting on December 19, 2009, the Board referred Resolution 0910R-032 by Directors Falk and Voeltner to the Committee on Innovation/School Reform

> WHEREAS, The mission of the Milwaukee Public Schools is to ensure that maximum educational opportunities are provided to enable all students to reach their highest potential; and

WHEREAS, As part of this mission, the district is charged with ensuring that students are provided with the means to achieve their educational goals of today in preparation for the global workforce of tomorrow; and

WHEREAS, To be competitive in a global society, students must acquire a greater knowledge and appreciation of other cultures; and

WHEREAS, The International Baccalaureate (IB) curriculum helps educational entities develop student into citizens of the world in relation to culture, language, and learning; and

WHEREAS, An IB education also provides students with international content while responding to local requirements and interests and encouraging diversity and flexibility in teaching methods; and

WHEREAS, Becoming bilingual is also an advantage for students seeking employment opportunities domestically as well as internationally; and

WHEREAS, Bilingualism not only enhances cognitive development, but also increases multicultural understanding and expands educational and professional prospects; and

WHEREAS, Two-way immersion bilingual education is an educational program that provides instruction in English and a second language; and

WHEREAS, Two-way programs provide both sets of students with ample exposure to the two languages, allowing them to progress academically in both languages and to gain an appreciation of another culture; and

WHEREAS, According to Michigan University, because classrooms are composed of both native English speakers and students for whom English is a new language, and because instruction is in both languages, both groups of students become proficient in both languages; and

WHEREAS, Whether students choose to engage in global opportunities or to contribute to their own communities closer to home, the entire community can benefit from students who are bilingual and who have been introduced to an IB educational curriculum; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a proposal for a two-way bilingual (English/Spanish) IB high school to be implemented in the Fall of the 2011-2012 school year; and be it

FURTHER RESOLVED, That the plan be brought to the Board for approval not later than the June 2010 Board cycle.

Administration's Analysis

1. The Administration agrees with the intent of this resolution and supports expansion of International Baccalaureate options in MPS. This resolution calls for establishing a new school and pursuing the application process to achieve IB affiliation. Because the IB application process begins with an existing school, the Administration will explore opportunities to establish the school first, followed by pursuit of the IB affiliation, or to identify an existing school that would be appropriate for this model. The Administration will explore options that may include the launch of a new school or identification of a school with an existing two-way bilingual program as an appropriate site for the new IB high-school option.

2. The International Baccalaureate Organization's application process requires that explicit steps be followed. These include the following phases, as published on the IBO's website <http://www.ibo.org/>:

First Phase — Feasibility Study and Identification of Resources

Second Phase (for Middle-Years Programme and Primary-Years Programme only) — Trial Implementation Period

Final Phase — School Visit

3. The Administration would like to note the following from the same IBO source:

> Candidate schools must not claim during the application procedure, either orally or in their documentation, that they are authorized to deliver IB programmes. Only a school that has been granted authorization by the director general to teach one or more of the IB programmes is entitled to describe itself as an "IB world school" or make reference to the IBO name and programmes in accordance with the conditions provided in the *Rules for Authorized Schools.*

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: 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

5. This item is consistent with administrative policy and the International Baccalaureate Organization's guidelines.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Implementation and Assessment Plan

7. Upon adoption of this resolution, the Administration will begin early identification of sites for the development of the school and IB program and bring a plan for implementation to the Board during the June Board cycle.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution with the following amendments to the Resolved and Further Resolved:

RESOLVED, That the Board direct the Administration to develop a ~~proposal~~ plan for implementing a two-way bilingual (English/Spanish) IB high-school program to be implemented in the Fall of the 2011-2012 school year; and be it

FURTHER RESOLVED, That the plan be brought to the Board for approval not later than the ~~June~~ September 2010 Board cycle.

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

* * * * *

(Item 3) Action on Resolution 0910R 039 by Director Petersons To Expand the MPS Partnership with Growing Power to Engage Children in Producing Healthful Foods for Their Communities

Background

At its meeting on February 25, 2010, the Board referred Resolution 0910R-039 by Director Petersons to the Committee on Innovation/School Reform:

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, Growing Power is an organization that engages children in producing healthful foods for their communities; and

WHEREAS, The mission of Growing Power is to grow food, to grow minds, and to grow community; and

WHEREAS, Growing Power has previously partnered with MPS in educational projects, including community gardens and a school garden at Maple Tree School; and

WHEREAS, Growing Power has also partnered with MPS in a pilot program to bring fresh produce to 14 MPS schools, with plans for future expansion of this program; and

WHEREAS, By working in a garden, a child can experience the satisfaction that comes from caring for something over time, while observing the cycle of life firsthand; and

WHEREAS, Nearly one in three children is overweight or obese; and

WHEREAS, The American Academy of Pediatrics is urging healthier schools, more exercise, access to affordable healthful food, and the knowledge to make healthful choices; and

WHEREAS, Most inner-city children do not understand where natural food comes from or how food gets from the farm to the table; and

WHEREAS, The unhealthful diets and related health problems of low-income, urban populations are largely attributable to limited access to safe and affordable fruits and vegetables; and

WHEREAS, Hands-on learning in a garden gives students a chance to learn the important life skill of growing one's own food and promotes environmental awareness by exploring the workings of nature; and

WHEREAS, Expanding the partnership between MPS and Growing Power would allow more children to learn about environmental sustainability, prepare for careers in the "green" industry, learn more healthful eating habits, and learn to be good stewards of the environment; now, therefore, be it

RESOLVED, That the MPS partnership with Growing Power be expanded to include ten additional schools within the 2010-2011 school year; and be it

FURTHER RESOLVED, That the Administration present its plan to expand this partnership no later than the May 2010 Board cycle.

Administration's Analysis

1. The Administration has developed a strong working relationship with Growing Power and supports the intent of the resolution to continue and increase the number the partnerships between Growing Power and the district. In deciding how to proceed with the resolution, it is important to learn more about the current district connections with Growing Power.

2. One of the programs currently underway with Growing Power is Farm Fresh to MPS. This program incorporates more fresh, healthful, and local foods into meals not only to meet the food-security needs of MPS students, but also to promote better nutrition and preventative health methods to reduce childhood obesity and diabetes.

3. Farm Fresh to MPS achieves the following:

a. provides fourth-graders with fresh, highly nutritional sprout snack (4 oz.) at least once throughout the project period;

b. leads to the establishment of a farm-to-school program serving approximately 80,000 MPS students daily;

c. provides "green" job-training opportunities for Milwaukee youth and young adults;

d. supports local sustainable development geared at closing the gap between the food producer and the consumer;

e. supports the implementation of several citywide renewable-energy systems and sustainable business practices;

f. contributes to the greater societal shift towards living more sustainably and more healthfully, depending less on the use of non-renewable fossil fuel energy and more on the local expertise and innovation in urban sustainable agriculture; and

g. teaches our children to reconnect with the source of our food and the earth through educational tours and curriculum-based education.

4. The main beneficiaries of Farm Fresh to MPS are:

a. MPS students who are eating the highly nutritional sprout snacks and locally grown food and are learning about where the food comes from through Growing Power educational tours and curriculum-based education;

b. youth and young adults who become employed by Growing Power and/or participate in the Food Systems Specialist job-training program that supports the Farm Fresh to MPS project's operational needs, such as soil creation and all aspects of localized food production; and

c. low-income Milwaukee neighborhoods that become more food secure as a direct result of the urban sustainable agricultural production and green job-training programs.

5. The second major district connection with Growing Power is through implementation of the USDA Fresh Fruit and Vegetable grant. Fourth-grade students and teachers will be invited to participate in a pre-arranged field trip to visit the "urban farm." The students and teachers will be invited to partake in a taste test of the vegetables grown at Growing Power. They will also observe first-hand the farming, harvesting, washing, packaging, aquaculture/hydroponics, and composting/vericomposting techniques used at Growing Power. In preparation for this partnership, a brief educational video for classrooms will be shown to prepare students for the unique vegetables, such as sunflower seed sprouts and pea shoots, that they will be tasting.

Strategic PLAN Compatibility Statement

6. 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 objective: The student attendance rate will increase to 95%.

Statute, Administrative Policy or Board Rules Statement

7. This item is consistent with administrative policies.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

9. the Administration will take direction from whatever action the Board takes in regard to this resolution.

Committee's Recommendation

Your Committee recommends that the Board direct that:

1. the Administration work with Growing Power to identify five to ten schools that would be willing to work with Growing Power to start gardens on their school grounds. The children in these schools would work in the gardens and learn how to plant and raise their own food; and

2. this partnership begin in the 2011-2012 school year.

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

* * * * *

(Item 4) Action on Resolution 0910R-043 by Director Bonds to Incorporate the Lady Pitts School-Age Parent Program into Custer High School

Background

At its meeting on March 25, 2010, the Board referred Resolution 0910R-043 by President Bonds to the Committee on Innovation/School Reform:

WHEREAS, Goal 5 of the *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools* states that School staffs are responsive to students and families; and

WHEREAS, In the last several years, the Milwaukee Public Schools District has experienced a steady decline in enrollment, which in turn affects the structure of existing schools as well as the variety in educational programming offerings in the district ; and

WHEREAS Each year as enrollment declines, the district experiences increased excess capacity, district-wide, with the majority of vacant seats at the high-school level; and

WHEREAS, Strategies that the Board has embarked upon to address the issue of access capacity include the merging or consolidation of school programs and the establishment of neighboring school clusters; and

WHEREAS, Through recent Board action, the Northern Star school, which serves a population of school-age parents in grades 6-9, is slated to close in June of 2010; and

WHEREAS, Lady Pitts school, which also serves the at-risk, school-age parent population of students in Grades 6-12, has excess capacity; and

WHEREAS, The district has seen successes in both school mergers and consolidation of similar programs; and

WHEREAS, The 6-12 model has been successful in enabling students and teachers to build long-term relationships and allows for more continuity in the curriculum as students move from one grade level to another; and

WHEREAS, The 6-12 model also helps reduce ninth-grade attrition by making a smoother transition from middle school to high school, which is a benefit to our at-risk population; and

WHEREAS, MPS must continue to adequately serve our at-risk, school-age parent population in alternative settings, while offering the benefits of a traditional high school; and

WHEREAS, As the Lady Pitts School operates within a traditional high school, the students of the school are afforded the opportunity of the specialty program necessary for their specific population, while being afforded all of the amenities of a traditional high school; now, therefore, be it

RESOLVED, That the Lady Pitts program be expanded to include the capacity to serve the students currently enrolled in the Northern Star school-age parent program, creating a family model; and, be it

FURTHER RESOLVED, That the Lady Pitts program be further expanded to serve grades 6 through 12 and that it be folded into the Custer High School program, in an effort to establish continuum for its at-risk population; and, be it

FURTHER RESOLVED, That the program be developed and implemented for the 2010-11 school year.

administration's Analysis

1. Lady Pitts provides comprehensive education and supportive community services for teen parents. In addition to the standard curriculum, all students are required to complete prenatal and parenting courses.

2. Northern Star Charter School was established on July 22, 2002, as an instrumentality charter. Northern Star offers a drop-out recovery program that targets teen parents and those who are pregnant in the middle grades.

3. On December 17, 2009, a mutual termination of the charter contract with Northern Star was approved by the Board, effective December 21, 2009, with the students to remain at the current site until the end of the 2009-2010 school year.

4. The Administration agrees with the intent of the resolution and has been working closely with the school communities during the past year.

5. The Northern Star concept will be incorporated with the Lady Pitts program, which will be overseen by the Custer administration.

Strategic PLAN Compatibility Statement

6. 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 objective: The student attendance rate will increase to 95%.

Statute, Administrative Policy or Board Rules Statement

7. This item is consistent with administrative policy.

Fiscal Impact Statement

8. This item does not authorize expenditures. No seats have been allocated for Northern Star due to its closure as of June 2010.

Implementation and Assessment Plan

9. Upon approval by the Board, the Administration will work with the school community to implement the resolution.

Committee's Recommendation

Your Committee is reporting this item to the Board without recommendation in order to allow the Administration the opportunity to work further with the school communities.

Vice President Blewett in the Chair.

Director Bonds moved to 1) continue to engage the Lady Pitts, Custer and Northern Star communities; and 2) to continue to engage the Custer and other communities relative to expanding to grades six through eight for the fall of 2011 and report back to the Board in June of 2010.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Miller, Petersons, Thompson, Voeltner, Woodward and Vice President Blewett—7.

Noes—None.

Temporarily absent—Director Spence—1.

President Bonds resumed the Chair.

* * * * *

(Item 5) Action on Resolution 0910R-042 by Director Blewett to Create a Partnership for 21st Century Learning

Background

At its meeting on March 25, 2010, the Board referred Resolution 0910R-042 by Director Blewett to the Committee on Innovation/School Reform:

> 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, Milwaukee students and families could benefit from establishing additional successful partnerships that enrich the educational opportunities provided to students, especially students who are disadvantaged or whose academic performance is below grade level; and

WHEREAS, The Wisconsin Humanities Council (WHC) describes the humanities as "the evolving ideas and the accumulated knowledge about human history and culture that help us make sense of our lives and encourage us to think imaginatively and critically about the world"; and

WHEREAS, The WHC argues that through "engagement with the humanities, we develop skills of inquiry, observation, analysis, reflection, and communication"; and

WHEREAS, The WHC observes that the "humanities inspire curiosity and vision, and offer the means by which to consider how and why humans think and act as we do"; and

WHEREAS, The WHC includes within its list of disciplines in the humanities the disciplines of archaeology; cultural anthropology; the history, theory, and criticism of the arts; ethics; ethnic studies; folklore; history; jurisprudence; languages; linguistics; literature; philosophy; religious studies; women's studies; and those aspects of the social sciences that employ historical or philosophical approaches; and

WHEREAS, Expansion of the educational opportunities in the humanities and sciences — including the study of cultures, ethnicity, languages, and the physical and social sciences — that are aligned with the MPS Learning Targets will improve student achievement; and

WHEREAS, Exposure to community, learning, civic, and service institutions will afford students opportunities to understand and appreciate their identity; to respect the heritages, experiences, and identities of others; to become engaged citizens; to learn more about Milwaukee and Wisconsin; and to explore potential career paths; and

WHEREAS, Establishing partnerships in the humanities and sciences will create awareness of the respective missions of MPS and its partners and increase resources and support for educational programs in the humanities and sciences; and

WHEREAS, The MPS Partnership for the Arts is not intended to supplant instruction in the classroom by certified educators, but has, on the contrary, brought more visibility to, support for, and enhanced arts programming within the classroom; and

WHEREAS, A partnership for the humanities and sciences can afford Milwaukee students and families opportunities similar to those realized through the MPS Partnership for the Arts; and

WHEREAS, MPS, as a writing-intensive school district, embraces educational opportunities that foster critical thinking and offer non-traditional writing experiences tailored to address the unique learning needs of individual students and to expose students to the challenges of real-world experiences; and

WHEREAS, Students with special needs and students who qualify for free or reduced lunch may not have the resources or opportunities to visit or participate in programs offered by institutions of higher learning, community-based organizations, libraries, museums, historical societies, labor associations, and other organizations outside of those experiences provided by partnerships between MPS and said organizations; and

WHEREAS, In the global community of the 21st century, where access to and knowledge of diverse languages, cultures, ethnicities, traditions, histories, and sciences is increasingly valuable, it is imperative that educators create innovative ways to educate our students to be resourceful, creative, and flexible, thus making them better citizens and employees; and

WHEREAS, The MPS Partnership for the Arts has galvanized the arts and nonprofit community to realize the potential for partnership with MPS and sparked awareness of the district's mission to educate the whole student, and a similar result can be realized through the establishment of a partnership in the humanities and sciences; and

WHEREAS, The MPS Partnership for the Arts has begun the process of working with an outside evaluator and a team of advisors to advance the transparency of the partnership, to engage the community in the distribution and monitoring of funds, and to develop a highly effective and appropriate evaluation instrument for the partnership in order to maximize the returns from this public investment; now, therefore, be it

RESOLVED, That the Board direct the Administration to create a MPS Partnership for 21st Century Learning, focusing on the study of the humanities and sciences, to be modeled after the MPS Partnership of the Arts; and be it

FURTHER RESOLVED, That the findings from the process for making the MPS Partnership for the Arts more transparent and effective be applied to the MPS Partnership for 21st Century Learning; and be it

FURTHER RESOLVED, That the MPS Partnership for 21st Century Learning be directed to engage critical learning partners such as institutions of higher education and other educational and governmental agencies, community-based organizations, museums, libraries, historical societies, labor associations, and other organizations in creating new and fostering existing partnerships with the district; and be it

FURTHER RESOLVED, That partnerships be developed, encouraging proposals that focus on any of the following areas:

- the Milwaukee experience: past, present, and future;
- multicultural understanding;
- civic engagement;
- critical thinking;
- innovation;
- sustainability;
- technology; and
- service; and be it

FURTHER RESOLVED, That proposals developed by individuals or organizations for this partnership be awarded extra points for those projects that

- connect to district learning targets,
- target at-risk populations,
- include a service-learning component,
- include a writing component,
- promote civic engagement,
- include a technological component,
- promote economic or environmental sustainability, and/or
- promote the learning of multiple languages; and be it

FURTHER RESOLVED, That one million dollars be allocated in the FY11 budget and in each subsequent fiscal year in the Extension Fund to provide matching funds for proposals that offer learning opportunities in the humanities and sciences for Milwaukee youth in after-school and summer programs.

Administration's Analysis

1. Based on the success of the MPS Partnership for the Arts, the Administration believes it is possible that the intent of the resolution could be realized. Should the Board decide to adopt the resolution, and allocate $1 million in the FY11 budget, it is important to note that, for subsequent years, the Board would have to levy an additional $1 million to sustain the partnership through the Extension Fund.

2. Use of this funding mechanism would require that the resulting programming associated with the proposed partnership be open to all Milwaukee students and that such programming take place after the regularly scheduled school day.

3. Because Milwaukee is a community that is very rich in the arts, there are many natural structures in place that have been helpful in establishing and maintaining the district's Partnership for the Arts. Because similar structures are not in place in Milwaukee relative to the humanities and sciences, the proposed partnership may require additional administrative staff specializing in these areas.

Statute, Administrative Policy or Board Rules Statement

4. This item is consistent with the district's core belief that community partnerships add value.

Fiscal Impact Statement

5. This item does not authorize expenditures. The Milwaukee Board of School Directors has the authority to levy an additional $1 million, should it decide to adopt the resolution and implement an MPS Partnership for 21st Century Learning to focus on the study of humanities and sciences and to be modeled after the MPS Partnership for the Arts. Because Milwaukee is a community that is very rich in the arts, there are many natural structures in place that have been helpful in establishing and maintaining the district's Partnership for the Arts. Since similar structures are not in place in Milwaukee relative to the humanities and sciences, the proposed partnership may require additional administrative staff that specialize in these areas.

Implementation and Assessment Plan

6. The Administration will take direction from the Board relative to implementing the resolution.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0910R-042, with the final Resolved amended as follows:

FURTHER RESOLVED, That an additional one million dollars be allocated in the FY11 budget and in each subsequent fiscal year in the Extension Fund to provide matching funds for proposals that offer learning opportunities in the humanities and sciences for Milwaukee youth in after-school and summer programs.

Director Blewett moved to approve the Committee's recommendation.

The motion failed on a tie vote:

Ayes—Directors Blewett, Miller, Woodward and President Bonds—4.

Noes—Directors Petersons, Spence, Thompson and Voeltner—4.

* * * * *

(Item 6) Action on a Request for a Waiver of Administrative Policy 5.01(8)(b) and on the Merger of Washington High School of Law, Education and Public Service with Washington High School of Expeditionary Learning Outward Bound

Background

1. In a letter dated December 16, 2009, principals Amita Antao and Gregory Ogunbowale communicated to the Superintendent a request to merge Washington High School of Law, Education and Public Service (LEAPS) with Washington High School of Expeditionary Learning Outward Bound (ELOB) and change the name of the merged school back to its previous name, Washington High School, effective with the 2010-2011 school year. Both principals met with their staffs regarding the potential merger, and there was a favorable response. In addition to the principals, the letter to the Superintendent requesting the merger was signed by each school's learning team.

Administration's Analysis

2. Pursuant to Administrative Procedures 5.01(2), Facilities Retirement, Washington High School LEAPS and Washington High School ELOB meet the criteria for school closing and building consolidation. According to Administrative Policy 5.01(8)(b), however, Board action is required prior to December 31 for such an undertaking.; therefore, waiver of the December 31 deadline is being requested in order to respond to the staff requests from the two schools.

3. The student-enrollment data support this request: Declining enrollment at both schools was considered by both schools in making this request. As detailed in the following official September enrollment-counts table, enrollment over the past five years has declined at Washington Law by 27.5% and at Washington ELOB by 24.5%, with a decline of 26% for both schools.

Year	LEAPS	ELOB
2005-2006	342	343
2006-2007	358	330
2007-2008	290	305
2008-2009	278	315
2009-2010	248	259

4. The principals discussed the possibility of a merger to consolidate enrollment, to generate additional revenue, and to continue to provide supportive services to students. The FY11 projected enrollment for the merged school is 507 students.

5. Washington LEAPS and ELOB are small schools that emerged from the school-reform movement. They are located on the Washington Campus at 2525 N. Sherman Boulevard, formerly Washington High School. Washington High School has a rich history and has served as an important part of the Sherman Park Community. As a part of the Washington Campus, the current schools have built on the strengths established by Washington High School, which include a strong alumni association and a nurturing school community.

6. Washington LEAPS' focus is on creating a rigorous learning environment through the service-learning model, block scheduling, and out-of-school learning opportunities which takes advantage of the expertise of its advisory board and connections with the National Academy Foundation, the Guardian Credit Union, the Sherman Park Community Association, the Urban Ecology Center, and Marquette Law School. LEAPS has two pathways — law and finance. The official September 2009 enrollment at LEAPS was 248 students, including 87 students with special education needs (35%).

7. Washington ELOB's goal is to improve student achievement, build student behavior, enhance teacher practices, and build student character while preparing students for college using the Expeditionary Learning Outward Bound (ELOB) model. The ELOB model emphasizes high achievement through active learning, character growth, and teamwork. Its focus is on a professional development program that provides teachers with academic experiences through a challenging set of connected real-world projects. The official September 2009 enrollment at ELOB was 259 students, including 83 students with special needs (32%).

8. As a result of the declining enrollment and escalating costs at Washington LEAPS and Washington ELOB, the FY11 projected allocations for these schools will not supply enough resources for adequate educational programs. The principals are requesting a merger to consolidate enrollment, generate additional revenue, and provide supportive services to students. The FY11 projected enrollment for the merged schools is 507 students.

9. Washington LEAPS is identified as a Tier I, Persistently Low-Performing School by the state; Washington ELOB is identified as a Tier III school. ELOB is identified as a Tier III school.

10. Merging the two schools will further strengthen the existing programs by aligning efforts and sharing resources to eliminate waste. Both schools have strong programs and committed advisory boards. The school community has taken steps to lay the groundwork for the collaboration of the committed staff and advisory boards to support increased achievement for all students. The merged school would retain the site code from the largest school, Washington ELOB.

11 Washington LEAPS and Washington ELOB are both SIFI Level I schools.

12. On March 26, 2010, the administrative specialist and DIFI supervisor met with the staffs from WHS LEAPS and WHS ELOB to discuss the merger. The staffs did not object to the proposed merger.

13. Letters went home to WHS LEAPS and WHS ELOB parents/guardians during the week of March 29, 2010, regarding the proposed merger. Parents and guardians were invited to a school meeting scheduled for March 31, 2010, at 5:30 p.m. at the Washington High School Complex Library. In the letter, parents and guardians were also informed of the April 13, 2010, meeting of the Committee on Innovation/School Reform of the Milwaukee Board of School Directors and the opportunity to provide testimony at a public hearing at that time.

14. Upon approval of the proposed merger by the Milwaukee Board of School Directors, the school communities will work together under the leadership of the school principals to plan and implement the merger.

15. It is anticipated that all students currently enrolled at WHS LEAPS and WHS ELOB who desire to attend the merged school will be accommodated in the new school in 2010-11.

16. On March 26, 2009, the Administration informed the Milwaukee Teachers' Education Association of the potential merger. Bargaining units affected by the merger have been advised of the proposed merger and of the April 13, 2010, meeting of the Committee on Innovation/School Reform.

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.

Statute, Administrative Policy, or Board Rules Statement

18. Because the proposed merger for the coming school year has originated after December 31, 2009, the Administration is requesting a wavier 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. Merger of the two schools meets the stipulations set forth in Administrative Procedures 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation, and consolidation principles.

Fiscal Impact Statement

20. As an incentive for the two schools to merge, an allocation of $68,500 will be added to the new school's FY11 budget. It will continue for two more years, pending annual approval of the school-allocation process. The amount of the incentive, which is based on savings in non-classroom staff, is available to schools that create district savings through merging.

Implementation and Assessment Plan

21. Upon the Board's approval, the school communities will work together under the leadership of the WHS LEAPS and WHS ELOB principals to plan and implement the merger and to change the name back to the previous name, Washington High School.

22. The Administration will work with the principals of WHS LEAPS and WHS ELOB to make the necessary student assignments.

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. grant a waiver of Administrative Policy 5.01(8)(b), as it relates to the December 31 deadline for possible closures for the following year;
2. approve the merger of WHS LEAPS with WHS ELOB and change the name to the previous name, Washington High School, effective June, 2010; and
3. allocate incentive funds in the amount of $68,500 in the FY11 budget to the merged school.

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

* * * * *

(Item 7) Action on a Request To Waive a Portion of Administrative Policy 7.37 and to Increase Graduation Requirements at Samuel Morse ● John Marshall School for the Gifted and Talented

Background

1. In March 2008, the Board approved the reconfiguration of the current Samuel Morse Middle School for the Gifted and Talented as 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 6-12 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 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 the relocation of the school has continued during the 2009-2010 school year.

5. On November 30, 2009, the Administration received a request from Eric Gallien, the principal of Samuel Morse ● John Marshall School for the Gifted & Talented, to increase the school's high-school graduation requirements in order to align them to the school's rigorous gifted-and-talented model.

6. The Administration received a letter, dated January 29, 2010, from the School Governance Council supporting the increase in the graduation requirements. A copy of this letter is attached to the minutes of your Committee's meeting.

Administration's Analysis

7. This item seeks the Board's approval to increase graduation requirements at Samuel Morse ● John Marshall School for the Gifted & Talented from the 22 total units required by Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, to 25 units, as follows:

English	4.0
Math	4.0
Science	3.0
Social Studies	3.0
PE	1.5
Health	0.5
fine Arts	1.0
Foreign Language	2.0
Community Service	1.0
PLTW	2.0

8. In addition, the school seeks to include the current ninth-grade students and all subsequent students in these graduation requirements. Because of this request, the Administration is also asking the Board to waive a portion of Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, section 4, which states that "[a]ny approved changes should not affect student currently enrolled in the school and should be clearly stated in writing for student considering enrolling in that high school."

9. For the purpose of this request, "community service" is described by the school staff and the school governance council as volunteering. The community-service, or volunteer, requirement includes that students provide at least 170 hours of service during their four-year enrollment in grades 9-12. The 170 hours is approximately equivalent to the number of hours in which a student would be engaged in classroom-based learning in a 1.0 credit course.

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 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

11. The recommendation requires a waiver of Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level.

Fiscal Impact Statement

12. This item does not authorize expenditures.

13. Funds to support implementation of this item will be assumed by Samuel Morse ● John Marshall School for the Gifted & Talented

Committee's Recommendation

Your Committee recommends that the Board:

1. approve an increase in the graduation requirements at Samuel Morse ● John Marshall School for the Gifted & Talented to 25 units to as follows:

English	4.0
Math	4.0
Science	3.0
Social Studies	3.0
PE	1.5
Health	0.5
fine Arts	1.0
Foreign Language	2.0
Community Service	1.0
PLTW	2.0;

2. waive section 4 of Administrative Policy 7.37, Graduation and Promotion Requirements and Learning Targets by Grade Level, which states that "[a]ny approved changes should not affect student currently enrolled in the school and should be clearly stated in writing for student considering enrolling in that high school"; and

3. approve the implementation of the increased graduation requirements for all students currently enrolled in grade nine and all subsequent student enrollments at Samuel Morse ● John Marshall School for the Gifted & Talented.

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

* * * * *

(Item 8) Action on Proposed Allocations of Additional Behavioral Reassignment Seats to Three MPS Partnership School Sites 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. They provide services as follows:

a. Behavioral Reassignment Seats: These seats were established to provide education and services to students who have been removed from MPS schools for behavioral problems. The students are usually assigned for one semester or more to schools with behavioral reassignment seats.

b. 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

2. 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.

3. The Administration has looked into areas where there are currently unspent funds.

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, $95,000 is being requested to be transferred to partially offset the cost of the seats.

b. In a separate item, the Administration will request 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, 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.

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 is being charged to the account. Therefore, $60,801 is being requested to be transferred to partially offset the cost of the seats.

	FTEs					
School	At-Risk	BR	COS	March-June 2010	April-June 2010	Total
Assata	104		15	15	40	55
CYD	16	124.5	10	10	20	30
Synergy	30	155	16	25	40	65
TOTAL	150	279.5	41	50	100	150
COST				$178,956	$226,845	$405,801

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: 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

5. The recommendation adheres to the provisions of §115.85, Wis. Stats., and the MPS standards for contracting with alternative partnership schools.

Fiscal Impact Statement

6. This item authorizes expenditures of $405,801, for a total of 150 pro-rated behavioral reassignment seats at Assata, Career Youth Development, and Lad Lake Synergy Middle and High School. From March through June, 50 seats will be needed at a cost of $178,956. From April through June, 100 seats will be needed at a cost of $226,845.

7. 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); and

- a total of $60,801 from GEN-0-S-SSF-DW-ESEA5714 ($37,347) and DWC-0-0-SSF-DW-EEBN ($23,454) (School Special Funds — general education assistant staff and benefits).

8. Providing the funding for the additional behavioral reassignment seats will reduce 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

8. Assata, Career Youth Development, and Lad Lake Synergy Middle and High School shall establish to the satisfaction of MPS that they have complied with the performance standards specified in their contracts.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve a total of 150 additional behavioral reassignment seats to be allocated over three months — 50 seats requested for March to June 2010, with an additional 100 seats requested for April to June 2010. 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
Assata	104		15	15	40	55
CYD	16	124.5	10	10	20	30
Synergy	30	155	16	25	40	65
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 account 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); and
- a total of $60,801 from GEN-0-S-SSF-DW-ESEA5714 ($37,347) and DWC-0-0-SSF-DW-EEBN ($23,454) (School Special Funds — general education assistant staff and benefits).

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

* * * * *

(Item 9) Informational Report on the 2009 Summer School and Preliminary Plans for the 2010 Summer School Program

Your Committee reports having received and taken public testimony on the following informational report from the Administration.

Administration's Report

1. Following is a summary of the highlights of the 2009 Summer School program. Information for this report comes from a review of attendance reports, student records, curriculum based measurement results, and summer classroom observations and surveys.

2. Eighty-Two (82) schools provided educational and recreational activities for approximately 12,000 students over the course of five (5) weeks. Sites were staffed with at least one safety assistant and a special education teacher, in addition to the regular education staff hired to serve the school's enrollment numbers.

3. The Summer School Office coordinates, monitors, and manages the following summer programs: High School Credit Recovery, Elementray/K5-8/Middle Grades, Grade 8 Promotional Program, ESY-Extended School Year, CATP-Community Assessment & Training Program, Partnership Placements, and the Summer IEP Teams.

4. The 2009 High School Summer School program was held from June 26, 2009 to July 31, 2009. An average of 2,800 students were served over the five (5) week session. At the high school level, eleven (11) schools offered a program for students in English, math, science, and social studies courses. Custer and Hamilton also offered physical education and health. South Division offered bilingual and English as a Second Language (ESL) instruction was provided. Milwaukee High School of the Arts offered Spanish courses. Greater student safety, achievement, and attendance occur when students continue instruction in their winter sites with teachers familiar with their performance. As a result of coursework completed in summer school, 162 students graduated from high school. Under the Division of Diversified Community Schools, thirty (30) students from the adjudicated youth program were served at three (3) sites: St. Charles, Lad Lake Ultra, and Project Excel.

5. The Summer School Office in collaboration with the Curriculum Specialists developed Summer Curriculum Pacing Guides for the following high school core content credit recovery courses: Algebra, Geometry, English 9, Biology, Physical Science, and Citizenship. A common exam was created and administered for the courses listed above. In addition, the Summer School Office scheduled the dates for final exams and distributed the exam the Monday of exam week.

6. The City of Milwaukee provided City Health nurses from June 29 to July 29, 2009 at the following sites**:** Vincent, Madison, Hamilton, and Custer. The City of Milwaukee Health Department's Adolescent Community Health program works with public and private school personnel and community partners to promote the health and educational success of teenagers.

7. The Grade 8 Promotional program was a six-week program held from June 25 to August 6, 2009. The academic program is intended to strengthen the academic skills of current 8th grade students who are close to completing their promotional requirements. Students not meeting one of the three criteria: academic performance, test results or the recommendations of teachers in 1 or 2 subject areas may be recommended to attend the Grade 8 Promotional Program. Overall attendance in the Grade 8 Promotional Program was ninety-eight (98%).

8. Ninety-one percent (91%) or 212 out of 232 students enrolled in the Grade 8 Summer Promotional program were promoted to the ninth grade. Two hundred eighteen (218) out of two hundred thirty-two (232) students or 94% of the students enrolled completed the program. Fourteen (14) students were dropped from the program due to poor attendance and/or behavior issues. Six (6) students failed to meet the academic area requirements and were retained.

9. The MPS Grade 8 Promotional summer literacy program employs the content of social studies and literature to help students engage in meaningful literacy experiences purposefully designed to enhance students' skills in reading, writing, listening, speaking, researching and utilizing language, and technology.

10. The MPS Grade 8th Promotional science summer school program implements *Inquiry in Action* produced by they American Chemical Society. *Inquiry in Action* uses a guided-inquiry approach. Each

investigation begins with an introductory activity or teacher demonstration that serves as motivation for either student or teacher questioning. Together, the teacher and students develop a question to investigate and begin to design an experiment to answer that question. In most investigations, this initial designing and conducting of experiments is done with substantial teacher guidance. This approach allows teachers to model the thinking processes involved in investigating a scientific question and gives students some familiarity with the science concepts and a context for further investigation. As students gain experience, they take on more responsibility in designing experiments later in the investigation to answer related questions. The purpose of *Inquiry in Action* is to give elementary and middle school teachers a set of physical science activities to help teach the major concepts in the study of matter while helping students develop the abilities and understandings of scientific inquiry. The activities were selected because they are engaging for students and lend themselves to a guided-inquiry approach which will help students to develop higher order thinking and process skills that they will need to be successful in their high school science courses.

11. The Grade 8 Promotional-*Country Data Project: a Mathematics Project in Data Analysis* focuses on areas of weaknesses identified on classroom assessment data analysis. It is intended to bridge the gaps in concepts and skills required of students for a smooth transition into high school. The lessons/activities in *the Country Data Project* were developed to build conceptual understanding of these deficient skills using a project-based curriculum. Students work on understanding what a typical person looks like numerically in the United States and compare this to what a typical person looks like numerically in another country. Students are actively engaged in unpacking data displayed in graphs as a variety of mathematics topics emerge from summarizing data displayed in these graphs. The curriculum encompasses activities which challenges students to make conjectures, read and estimate information from a variety of displays, summarize data, problem solve and communicate their reasoning. To further address the areas of weaknesses identified, alignment to State Standards are provided for each lesson. Formative assessments are embedded through out the curriculum as well as math vocabulary words that are to be developed with each lesson. Students are expected to show understanding of the targeted concepts and skills in a final project bridging literacy and mathematics.

12. Licensed School Counselors were hired to support the Grade 8 Promotional Program. The School Counseling Career Education Targets (DPI standards and the MPS Comprehensive School Counseling Program) for the eighth grade focus on skill development, personal strength assessment, understanding of the workforce and careers. In addition, students received skill development in the area of problem solving and communication. Audubon Middle School and Northwest Secondary Middle School were each staffed with one middle school and one high school counselor to support the areas listed above to ensure a smooth transition of students into high school.

13. Considerable support to boost student attendance was provided by the staff of the Truancy Abatement & Burglary Suppression Program (TABS). The TABS case managers contacted each student prior to the start of the Grade 8 Promotional Program. Topics of discussion focused on transportation routes to the summer program, the Summer School calendar, and program expectations. These areas were addressed with the student and the parent/guardian. Throughout the summer, the TABS staff consistently informed students and their families of the strict attendance policy. One hundred twenty-five (125) home visits were made during the summer in an effort to support student achievement.

14. The Elementary, K8, and Middle School summer session was held from June 29 to July 30, 2009. The program offered instruction Monday through Thursday mornings from 9:00 a.m. – 12:00 noon with optional afternoon recreation activities and Friday fieldtrips.

15. Fifty-nine (59) elementary and K8 Summer School programs served an average of 8055 students over the five (5) week session. Students received three (3) hours of math, reading, writing, and oral language skills daily.

16 Six (6) middle grade Summer School programs served an average of 634 students during the five (5) week program with three (3) hours of math, reading, writing, and oral language skills.

17. ***The Elementary Science/Literacy Pilot —*** For the 2009 Summer School program, twenty sites were selected as Science/Literacy Pilot sites. Pilot sites were selected based on 2008 winter Schools Identified for Improvement (SIFI) and Adequate Yearly Progress (AYP) criteria. The following twenty schools were Summer School Science/Literacy Pilot sites for the 2009 Summer School program: Allen-Field, Auer Avenue, Burdick, Carver, Cass, Fifty-Third, Forest Home, Gaenslen, Green Bay Avenue, Hartford, Hi-Mount, Hopkins, Keefe, Lancaster, Longfellow, Rogers, Sherman, Thoreau, Thurston Woods, and Townsend.

18 ***Pilot Summer School Lesson Plan Development*** — Beginning March 2009 through May 2009, the MPS Curriculum Specialists, literacy specialists, and a team of science teachers worked collaboratively to create and rewrite existing science/literacy lessons to be used at the Pilot sites. Five lessons were developed for each strand of Earth, Life and Physical Science at each grade level kindergarten through fifth grade. A total of fifteen Science/Literacy sessions were developed for each grade level for use during Summer School.

19. The lessons were written to teach literacy skills through the content area of science in a 90-minute block format. The block was structured to provide whole group as well as differentiated small group instruction on a daily basis. These lessons incorporated the use of authentic literature along with non-fiction read and think-alouds, hands-on science experiments and demonstrations, leveled science readers, Marzano's Six Step Vocabulary Process, GRASPS, Reading A-Z, Science A-Z, RAZ-kids, Discovery Streaming Education, Project CRISS strategies, and Kidspiration. The lessons were aligned to the Wisconsin Academic Standards, the Milwaukee Public Schools' Learning Targets in the areas of English Language Arts, Reading and Science, the Characteristics of a High Performing Classroom, the Comprehensive Literacy Framework, and Bloom's Taxonomy. Literacy Specialists worked to incorporate Reading and English Language Arts connections, Special Education and English Language Learner modifications, daily formative assessment, technology, and other supplementary educational resources into each lesson.

20. All resources and materials needed to implement the Science/Literacy block were provided to the Pilot schools by the Summer School Office. The resources provided included a Teacher's Resource Guide, which included all lessons and extension activities, English Language Arts Writing Guides and GRASPS booklets, leveled Reading A-Z books, leveled science readers, authentic literature, materials for science experiments, and CDs with supporting video clips from Discovery Education. Bilingual classrooms received resources in both Spanish and English. Over the course of the five week Summer School session, 105,062 logins and 5,200 PDF files (downloadable books) were recorded through the Reading A-Z resource site. The twenty Pilot school Site Coordinators received a trial subscription to Science A-Z. Over the course of the Summer School session, there were 132 logins and 511 PDF book downloads from the teacher resource site.

21. ***Pilot Summer School Professional Development*** — On June 22, 2009, 124 teachers participated in four hours of professional development. The professional development included strategies for implementing the Science/Literacy program, information on implementing the math block, special education inclusion strategies, and tools for assessment and data collection. All program materials were also distributed to classroom teachers and Site Coordinators on this date. Classroom teachers received program materials which included a Teacher Resource Guide, leveled science readers, read aloud books, leveled Reading A-Z books, science experiment materials, and two resource discs. The resource discs included supporting materials including links to video clips from Discovery Streaming Education, electronic versions of the Teacher Resource Guide, Math Curriculum Pacing Guides and all math pre and post assessments. Site Coordinators received the resource discs for all grade levels and a Summer School resource disc. The Summer School resource disc included additional information and resources for supporting assessment, research and strategies on interactive read-alouds and small group reading instruction, vocabulary, adolescent learners, and all assessment files. An electronic survey for this professional development opportunity was provided and 78% of participants offered feedback.

22. On June 24, 2009, three hours of professional development was provided by the Math, Science & Literacy Specialists for the twenty (20) Summer School Pilot Site Coordinators. During this professional

development site coordinators received additional information on data collection tools and ways to use formative assessment to change instructional practice, hands-on application of the Science/Literacy program and materials, ways to support teachers in providing interactive read-alouds, utilization of GRASPS, Marano's Six Step Vocabulary Process, clarification of math objectives and learning goals, and tools for observing and providing effective, descriptive feedback to teachers.

23. The twenty (20) Pilot Site coordinators attended a follow up three-hour professional development session facilitated by the Math, Science & Literacy Specialists on July 1, 2009. During this session, additional support and information was provided on data collection tools and assessment, hands-on application of the science/literacy program and materials, and information on ways to support the implementation of the science/literacy program. Participants provided electronic feedback on both of these professional development opportunities.

24. ***Pilot Summer School Ongoing Support —*** Regular, ongoing support was provided by the Summer School Office throughout the entire five week program via email, phone calls, on-site professional development, teacher interviews, and school site visits. A total of 762 contacts were made during the five weeks. During the first week of the Summer School, active engagement walkthroughs were conducted by the Literacy and Math Specialists at all twenty (20) Pilot schools. Instructional Practices Inventory (IPI) Walkthroughs took place during the second, third and fourth weeks of summer school. All Pilot sites had a preliminary IPI walkthrough during week two and a follow-up post IPI walkthrough during week three or four. Over the course of the five week period, twenty walkthroughs were conducted at ten Pilot sites with a total of 416 classroom observations. Data for all of the walkthroughs is available through the Summer School Office.

25. Over the course of the five week period, 646 site visits (not including IPI Walks) were made to provide Site Coordinator support, classroom teacher support, program or assessment support, materials distribution and to conduct teacher interviews.

26. Additional support was provided during daily phone calls and emails from the Summer School Office and/or Literacy, Math & Science Specialists.

27. Midway through the summer session, electronic feedback was collected from all Pilot classroom teachers and Site Coordinators. Fifty-six percent of teachers responded to provide input on the Science/Literacy and Summer School support. Based on analysis of the electronic feedback, adjustments and additional support was offered in indicated areas of need. A final electronic feedback survey was made available for all Pilot school classroom teachers and site coordinators during the final week of summer school.

28. ***Pilot Summer School Assessment —*** Pilot schools were required to participate in Thinklink Benchmark testing in mathematics for grades 3, 5 and 7. The Thinklink Benchmark pre-test was administered during the first week of Summer School. The Thinklink Benchmark post-test was administered during the final week of Summer School

29 The Summer School Office recommended that Pilot schools administer, collect and analyze Classroom Assessments Based on Standards (CABS) pre and post data in vocabulary, math and science/literacy. It was suggested that CABS be administered during the first week and final week of Summer School. CABS assessments were designed to assess vocabulary that was provided with the Science/Literacy Pilot Curriculum. Pilot Site Coordinators entered pre and post CABS assessment data into a data file that was provided by the Summer School Office.

30. ***Non-Pilot Summer School Schools-*** The following forty-three (43) Summer School sites were Non-Pilot sites for the 2009 Summer School program: Audubon, Bethune, Burroughs, Carson, Clark, Cooper, Doerfler, Dover, Emerson, Engleburg, Fairview, Fratney, Grant, and Greenfield. Hawley, Holmes, Honey Creek, Humboldt Park, Kagel, Kilbourn, Lafollette, Lincoln, Lincoln Center of the Arts, MacDowell, Maple Tree, McNair, Milwaukee Academy of Chinese Learning (MACL), , Mitchell, Milwaukee School of Languages, Morgandale, Neeskara, Ninety-Fifth, Northwest Secondary, Parkview, Pierce, Riley, Siefert, Stuart, Vieau, Wedgewood Park, Westside, Whitman, Zablocki.

31. ***Non-Pilot Summer School Professional Development —*** On June 25, 2009, four hours of professional development was provided for the Non-Pilot Summer Schools. Two hundred seventy-six (276) participants attended the professional development. Three sessions were offered during the professional development. Math, Literacy & Science Specialists presented the Literacy/Science sessions which included strategies for implementing a 90-minute Science/Literacy Block including the use of read- and think-alouds, effective use of non-fiction science books, effective small group differentiated reading instruction, selection criteria for vocabulary words, review of the Marzano Six Step Process-with an emphasis on Steps 4, 5, and 6, and the integrated use of Reading A-Z and RAZ-Kids.

32. During the math sessions, Math Specialists provided information on the implementation of the 90-minute Math Block, information on the Math Curriculum Pacing Guides, and math assessments. The summer K-8 mathematics curriculum focuses on Learning Targets and State Descriptors that were identified as areas of weakness based on "winter" schools Benchmark data analysis. The summer school pacing guide includes activities/lessons from the winter school's board-adopted curriculum resources. An emphasis is placed on lessons/activities that help to develop conceptual understanding of concepts and skills embedded in the Learning Targets and State Descriptors identified. The lesson/activities actively engage students in meaningful mathematics that promotes communication and reasoning. To bridge the gaps identified the alignment to the Learning Targets and State Descriptors are provided for each lesson/activity. Formative assessments and math vocabulary words are also identified for each area of focus. To address the needs of individual schools, schools may choose to focus on the Learning Targets and State Descriptors that their data indicates as areas of concern. Standards-based supplemental lessons/activities are provided to support this decision.

33. During the assessment session, the Literacy Specialists facilitated the process of collaboratively selecting vocabulary words and pre and post assessment templates for each site, the application and calibration of analyzing student work samples, how to use school data formatively to inform instruction, and all Summer School assessment recommendations, requirements and procedures were given to Site Coordinators. During this time, Non-Pilot Summer School Site Coordinators received a resource CD and a math CD. The Resource CD included information on accessing Reading A-Z and RAZ kids, electronic version of the GRASPS booklet, Project CRISS strategies, research and strategies on implementing small group reading instruction and interactive read-alouds, websites with free online resources to support science and literacy, district vocabulary information, and all assessment files. The math CD included electronic versions of all of the Math Curriculum Pacing Guides and all math pre and post assessments.

34. Seventy-eight percent of participants provided electronic feedback regarding this professional development.

35. On July 8, 2009, thirty-eight (38) Non-Pilot Summer School Site Coordinators participated in a three-hour professional development session facilitated by the Literacy, Math & Science Specialists. During this session, participants received additional information on data collection tools and ways to use formative assessment to change instructional practice, hands-on application of the Science/Literacy program and materials, ways to support teachers in providing interactive read-alouds, utilization of GRASPS, clarification of math objectives and learning goals, and tools for observing and providing effective, descriptive feedback to teachers.

36. ***Non-Pilot Summer School Ongoing Support —*** Regular, ongoing support was provided by the Summer School Office throughout the entire five week program via email, phone calls, on-site professional development, teacher interviews and school site visits. A total of 589 contacts were made during the five week summer school program. During the first week of the Summer School, active engagement walkthroughs were conducted by the Literacy Specialists at Non-Pilot schools. Instructional Practices Inventory (IPI) Walkthroughs took place during the second, third and fourth weeks of summer school. Ten Non-Pilot sites had a preliminary IPI walkthrough during week two and a follow-up post IPI walkthrough during week three or four. Over the course of the five week period, 203 data points for walkthroughs were conducted at ten Non-Pilot sites

37. Over the course of the five week period, 203 site visits (not including IPI Walks) were made to provide site coordinator support, classroom teacher support, program or assessment support materials distribution, and to conduct teacher interviews.

38. Additional support was provided during daily phone calls and emails from the Summer School Office and/or Literacy, Science & Math Specialists.

39. ***Non-Pilot Summer School Assessment*** — Non-Pilot schools were required to participate in Thinklink Benchmark testing in mathematics for grades 3, 5 and 7. The Thinklink Benchmark pre-test was administered during the first week of summer school. The Thinklink Benchmark post-test was administered during the final week of summer school.

40. The Summer School Office recommended that Non-Pilot schools administer, collect and analyze Classroom Assessments Based on Standards (CABS) pre and post data in vocabulary, math and science. It was suggested that CABS be administered during the first week and final week of Summer School. Non-Pilot Site Coordinators entered pre and post CABS assessment data into a data file that was provided by the Summer School Office.

41. The *Newcomer Summer Center* a grant funded program was a twenty-day intensive K-8 content-based ESL instructional program held at MACL. The Principal was Mr. James Sayavong, a native Laotian speaker and administrator for the Milwaukee Chinese Academy (MACL). Prior to the opening of Summer School, the NCSC received 85 applications from students across the Milwaukee area with seventy-five students attending the summer program.

42. The Newcomer Summer Center curriculum was specifically designed for students whose first language was other than English and who have been in schools in the United States for less than three years. The Division of Bilingual Multicultural Education convened certified ESL specialists to align the NCSC curriculum in math, reading and writing to the WIDA English Language Proficiency Standards. Materials were purchased to support the specially designed curriculum and to provide students with the necessary tools needed to learn. Teachers taught identified key vocabulary using a sheltered Marzano six step approach. Basic math facts were taught and reinforced to prepare students for the regular school year and filling any gaps in mathematical skills. Five teachers worked in grade level clusters. Native language support was provided by 5 Hmong paraprofessionals, along with cultural and language support for the Burmese and African students by Dr. Sebastian Ssempijja and cultural brokers from the community who visited the school daily and became the bridge between the school, parents, and community.

43. Recognizing the importance of educating the whole child, a professional African drummer worked with the upper elementary and middle school students daily. Because these children are usually isolated within the confines of their neighborhoods, every Thursday afternoon the entire school went on cultural excursions in locations around the Milwaukee area. No cost sites were chosen with the expectation that refugee and immigrant families would be made aware of family activities in the Milwaukee area in which they could go.

44. South Division Citywide High School ESL Summer School Program-The Citywide ESL High School Program was an intensive high school content-based ESL instructional program held at South Division High School. This program was led by two ESL Specialists, Slobodan Mladenovic and Joy Foster Steckler. There were 65 students enrolled with 9 withdrawals — 83% of the ELLs enrolled finished the summer session. During this program there were students representing 14 different languages: Mai Mai, Karen, Spanish, Thai, Burmese, Chin, Mandingo, Arabic, Mongolian, Swahili, Vietnamese, Somali, French, and Hmong. Of the grade levels, 46 students were in 9th grade, 15 students were in 10th grade and 4 were from 11th grade.

45. During the ESL Summer School program at South, students worked on all language domains including listening, speaking, reading and writing. ESL Specialists used the WIDA English Language Proficiency Standards to develop language objectives for these students. ESL is taught using content based ESL techniques.

46. ELLs were assessed in writing with a writing sample scored against the WIDA Writing Rubric, a rubric designed especially for English Language Learners. As a result, forty three students (77%) showed growth in their writing skills when comparing pre and post rubric scores over the summer session.

47. In Linguistic growth, pre and post assessment data is also very positive. The ELLs are given the David Test which is a 100 point adaptive test for language. Forty-one students (73%) showed gain. Of these students, the average gain (raw score increase) was 8 points.

48. The Summer School Staff conducted The Instructional Practices Inventory (IPI). The IPI is a data collection profile system established to accurately measure the nature of instructional practices across an entire school. Such information, when gathered according to the IPI protocols for data collection, provides a valid picture of instruction across a school or school system. IPI data collection is a way of measuring levels of student engagement and classroom instruction in a non-evaluative manner. Math Specialists, Literacy Specialists and other support staff conducted the Instructional Practices Inventory-IPI Walkthrough. A one-day walkthrough to develop data points that give a picture of instructional practices used on a typical day. The data is used by the school for improving achievement. A random sampling of 40 schools was conducted. An equal number of elementary, K8, middle, and high schools that were located on the north and south side of the city were selected.

49 Of the teachers hired for the 2009 Summer School, approximately 115 were Special Education-Extended School Year (ESY) staff, plus another 25 were supportive services staff such as speech pathologists.

50 During the *ESY-Extended School Year* Program approximately 890 students with special education needs were served in Summer School through Extended School Year (ESY) programs as required by their individual educational plans (IEPs). ESY sites were located at Gaenslen (K3-5), Manitoba (K3-5), Elm (K3-8), and Hamilton HS (6-12). In addition to the ESY sites, every Summer School site provided services to special needs students. Additional information on the ESY program is included in the ESY 2009 Annual Report (please see the attachment to the minutes of your Committee's meeting).

51. Language! Is a comprehensive literacy curriculum which was implemented district-wide in 2008-2009 for students with special education needs who would benefit from accelerated instruction. Six special education teachers assigned to the 2009 Summer School volunteered to pilot *Language*! components during the summer session. Those teachers, along with resource staff, met prior to the summer session to develop the curriculum.

52. The proposed curriculum was divided by grade ranges and consisted of specific, daily activities and weekly assessments. The reading materials were from the Reading A-Z & matched those used in the regular education summer school. Students with special needs received direct *Language*! instruction in small groups for 30 minutes each day in a separate resource setting.

53. The summer IEP teams are Board-funded. The IEP teams consisted of a Diagnostic Teacher, Social Worker, Speech Pathologist, and Psychologist. Additional staff used during the summer IEP process included: Two (2) Occupational Therapists, two (2) Physical Therapists, two (2) Bilingual Teachers, and other staff needed such as Hearing or Vision Teachers.

SUMMER IEP TEAM DATA

Special Education IEP's completed summer '09	169
Students qualified for services	135
Identification Rate	80%
Not Eligible	34

54. Alverno College and the University of Wisconsin-Milwaukee education students participated in field work and student teaching activities. The purpose of the summer teaching experience is to provide the college student with an opportunity to establish connections with MPS students as learners, manage instructional groups of students, plan, teach, assess lessons, and collaborate with MPS school faculty and the university/college supervisor to provide optimal learning for MPS students.

55. The Milwaukee Teaching Fellows Milwaukee Teaching Fellows is an initiative of MPS to recruit, select, and train high-quality professionals and recent college graduates to teach in MPS. A major component of the Teaching Fellow program is the Summer Training Institute. Last year the Fellows trained over 50 individuals to prepare for their careers as highly-qualified MPS teachers in the areas of special education, bilingual education, math, and science. The Teaching Fellow Summer Training Institute consists of "practice teaching" working with MPS summer school teachers to observe and assist in the summer school classroom as well as "framework sessions," which prepares Fellows in research-based teaching methodologies and strategies.

56. The Summer School Office partnered with the Arts @ Large program to connect the arts and academics. Summer activities were held at Kagel, Fletcher, Green Bay Avenue, Pierce, Urban Waldorf (27th St), Clark Street, IDEAL Charter School Ninety-fifth, Fifty-third Street Schools and McNair Academy. The Science/Literacy curriculum became the foundation for the activities. The Arts @ Large Staff incorporated the Earth, Life and Physical Science themes to create insect sculptures, ceramic tiles, birdhouses, and rain barrels. Students also participated in story telling, book making, and creative writing throughout the summer session.

57. The Summer School Office partnered with the Ulster Project. For four weeks each summer, thirty-two (32) Northern Ireland teens are guests in homes in the Milwaukee metropolitan area. American "host teens" are involved as well, participating in the Discovery sessions, learning about the prejudices in their home communities, working with the Northern Irish teens on prejudice-reduction, and community service projects. Community Service hours are required for all participants. Several service-orientated activities occur during the summer session. These projects give teens a change to work together for the benefit of others. The students have participated in the ESY-Special Education Extended School Year Program and the Arts @ Large Program.

58. The summer meals program provides free meals for all children up to the age of eighteen (18). The USDA Summer Meal Program and the USDA Adult and Child Care Program provided funding for the summer meal program and the dinner program. The Hunger Task Force plays an active role in coordinating community summer meal program efforts with MPS and MPS Recreation activities. The Hunger Task Force managed a grant from Harley Davidson that enabled meal and recreational programs to be offered to the children prior to the start of Summer School and after the end of Summer School. The Harley Davidson dollars also helped cover many costs associated with the dinner programs from June 25 through August 31st at select locations.

59. Data collection for the Summer School session is currently being conducted by the Learning Points Associates. The benchmark data from spring and the September benchmark data for students who attended summer school are being compared to a similar demographic group of students who did not attend the summer session. In addition, Learning Points Associates is conducting a research study on the Effects of enrollment in MPS Summer School.

60. Summer School 2010 Plans. The proposed dates for the high school summer school program are June 25 through July 30. Eleven (11) High School sites would serve approximately 2,500-3,500 students for an estimated cost of $2.8 million in Board funds. Additional sites were added due to SIFI status and DPI corrective action.

61. The Special Education Extended School Year (ESY) program would operate from July 6th to July 30th at four (4) locations. Approximately 850-1, 000 students would be served. The summer IEP teams are also funded from the summer school budget for a projected total of $2.1 million in Board funds. The Community Assessment and Training Program — CATP will follow the ESY schedule. MPS Central Services kitchen serves as a training site, as well as, local medical care facilities.

62. The Grade 8 Summer Program to promote grade eight students to high school will serve up to approximately 400 students from June 24th-July 30th, at an estimated cost of $425,000 in Board and Title 1 funds. This year’s sites are Northwest Secondary and Pulaski High School.

63. The Elementary, K8, Middle School Program will operate from June 28th-July 29th. Seventy-five (75) sites will host a program, at an estimated cost of $5.3 million in Title 1 Funds.

64. The Summer School Office in conjunction with the Curriculum Specialists is developing Credit Recovery Core curriculum pacing guides in the following additional areas: English 10, Chemistry, Algebra II with Trigonometry and U. S. History. Common exams are also being developed for these courses.

65. Full- and half-day Summer Enrichment Programs such as the: Community Learning Centers (CLCs), Safe Places, Special Services-Club Rec, and Summer Recreation Enrichment Camps (SREC) have in previous years provided services for students following the morning 9:00-12:00 noon summer school. Activities for these programs are thematic and project based. Students participate in educational fieldtrips, outdoor education, fine arts, crafts, sports and games. This service would continue on a full day basis in lieu of the non-promotional morning summer school program, and would be fee based.

* * * * *

(Item 10) Informational Report Regarding Evaluation of Project Lead the Way (PLTW) in MPS Middle Schools

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

Administration's Report

1. Project Lead the Way (PLTW) is a nationally established program focused on preparing the future technical and engineering workforce in America. PLTW offers a middle-school "Gateway to Technology" curriculum and a five-course high-school curriculum. Teacher and counselor training, project-based courses meeting national science and math standards, equipment specifications, software, post-secondary articulation, and a strong support structure make PLTW a comprehensive program.

2. The network of PLTW schools now exists in 50 states and is supported by the US Department of Education, which is acutely aware that the United States cannot stay competitive in the global marketplace without a citizenry well trained in technology.

3. PLTW allows MPS to systematize and coordinate engineering and technology as a focal point for science, technology, engineering and math (STEM) education. PLTW, built upon national standards and linkages to post-secondary opportunities, is benchmarked to Wisconsin's state educational standards. Accessibility of the curriculum to non-engineering teachers through ongoing professional development and support is a major advantage.

4. Currently, over 3,900 students in the district are involved in pre-engineering education through PLTW in 12 K-8 or middle schools and 8 high schools. 44% of those students are female, far surpassing the percentage of females seen traditionally in technology-rich programs. Over 90% of PLTW students are children of color. MPS has the largest concentrations of children of color and females in the program of any participating district. The district has trained 50 teachers in the program, representing one of the most diverse instructional staffs in PLTW across the country, both in gender and ethnicity.

5. Engineering and technology careers stand out as significant opportunities for MPS students. Even in today's depressed economy, Wisconsin now holds the number-one ranking in the nation for concentration of employment in manufacturing, much of which is in skilled, technical, or engineering-related fields. Growth in civil engineering and biotechnical fields also promises future opportunities for MPS graduates with the kind of strong background in science, technology, and math provided by PLTW.

6. Since 2004, MPS has secured funding from local business and philanthropic organizations to grow the program. Funding for PLTW has come from the Kern Family Foundation, Greater Milwaukee Foundation, Rockwell Automation's Global Community Relations, the Society for Manufacturing Engineers, Harley Davidson Foundation, Helen Bader Foundation, P & H Mining/Joy Global, Brady Corporation, Faye McBeath Foundation, Veolia Water, Wisconsin's Department of Public Instruction and Carl D. Perkins, Title IID, and the federal Fund for Improvement of Education.

7. MPS has invested funding from the American Recovery and Reinvestment Act (ARRA) to expand PLTW into additional middle or K-8 schools in school years 2011 and 2012.

8. The success of PLTW is tied directly to the success of our students and schools in strengthening STEM education. The ability to measure PLTW as a discreet indicator of student success can happen only with a focused evaluation study. The longer-term expectation is to see this study continue to follow cohorts of students throughout their high-school careers and for two years post-secondary, as the students make their way into two-year colleges, four-year universities, or the world of work.

9. To date, most of the evaluations of PLTW have centered on suburban and rural high schools. Few evaluations have been done of the impact of the program on minority groups, particularly in large, urban school districts. To learn of the impacts of PLTW in these under-researched settings, MPS began working with Drs. Sammis White and John Heywood at UWM. Currently, PLTW is being longitudinally evaluated in three middle or K-8 schools: Audubon Middle School of Communication, Escuela Vieau, and Wedgewood Park IB Middle School. This initial project has been funded by Rockwell Automation Global Community Relations.

10. For the past three years, students receiving PLTW training in these schools have been tracked to see to what degree their academic paths differ from those of a control group that has not been exposed to PLTW. Comparisons are made on such measures as annual gains in standardized test scores in math and science, rates of school attendance, and continuation at the same school.

11. The methodology identifies a broadly similar control group within MPS that has not had exposure to PLTW. The measures of success are then standardized by regression, controlling for race, gender, disability, school-lunch eligibility, and year of school (grade). The indicator for PLTW treatment is then examined to determine if significant differences in success persist.

12. As students rise to ninth grade, new measures are added. These include selection of a high school that offers PLTW or another technology rich program, selection of math and science classes each year, selection of PLTW classes in each grade, overall grade-point averages, science and math grade-point averages, tenth-grade standardized test scores and gains over eighth grade in math and science, and for those who elect PLTW high school classes, scores on national PLTW tests.

13. The study, *Results Matter: Evaluating PLTW in Milwaukee Public Schools*, is a collaborative effort of several funders: Rockwell Automation's Global Community Relations has been a supporter of the effort to evaluate PLTW in MPS for four years, focusing in on three schools that the company had funded to start up the PLTW program. Brady Corporation Foundation has been an active partner in developing the discussions to expand the evaluation of PLTW from the original schools in the Rockwell study. The study will expand to cover 11 MPS PLTW schools, including high schools, with additional funding from the Faye McBeath Foundation, Greater Milwaukee Foundation, and Brady Foundation.

14. *Results Matter: Evaluating PLTW in Milwaukee Public Schools* is intended to go on for the next six to eight years to create a longitudinal set of data that looks at long-term issues of student achievement and engagement. The Office of Career and Technical Education (CTE) in MPS is committed to working with current PLTW funders and to involving new ones in this project.

15. The most recent, third year's evaluation of the performance and attitudes of PLTW students in three schools in MPS is attached to the minutes of your Committee's meeting. Each year, CTE learns more about the effects and implementation of the PLTW middle-school-aged program through this study. Each year refines the district's implementation.

16. While the evaluation cannot be considered final at this point, it has produced data on 942 PLTW middle-school-aged students, some who completed their third year of the program in 2008-09. Standardized tests, attendance, placements, and courses taken in ninth grade were examined. Data also were available from 521 short surveys of attitudes of PLTW students in the three schools.

17. The most significant lesson from this year's evaluation is the impact that PLTW has had on achievement for students who stay in the program for the three years of middle school. As it happens, all of

the PLTW students in the study began middle-school grade 6 with lower proficiencies in math, reading, and science and with lower attendance rates than did the control group of non-PLTW students. The study shows that, by eighth grade, those gaps have been eliminated.

18. According to the report,

> The critical analytical point learned is that PLTW over three years appears to reduce and eliminate that gap at entry into middle school. The resulting policy lesson is the importance of maintaining continuity in PLTW throughout middle school.

19. Additional data points on PLTW have been gathered from studies conducted by the UW-Madison Center on Education and Work on MPS high-school PLTW students:

- PLTW students are more likely to score proficient than do their peers on 10th-grade WKCE tests in math and in science;
- PLTW students take the ACT at a greater rate than do their non-PLTW peers;
- high-school PLTW students chose to take more math credits as seniors than do their non-PLTW peers; and
- high-school PLTW students have higher attendance rates do than their non-PLTW peers.

* * * * *

(Item 11) Quarterly Report on the District's Corrective Action Plan

Your Committee reports having received the following informational report from 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 Corrective Action Requirements for Milwaukee Public Schools contain three components:

      - increase student attendance through collaborative community-wide solutions;
      - 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
      - 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 or in process through March 1, 2010.

   c. DPI notified MPS on February 8, 2010, that it will defer federal programmatic funds and/or reduce federal administrative funds if MPS fails to cooperate fully with DPI (see attachment to the minutes of your Committee's meeting). DPI subsequently presented MPS with a table of missed benchmarks. MPS responded in a letter dated February 18, 2010, delineating MPS's responses to individual corrective action benchmarks (see attachment to the minutes of your Committee's meeting.).

2. School Improvement Grant Planning

   a. MPS is working with DPI on developing a proposal for School Improvement Grant funding for Tier I, II, and III schools. The greatest proportion of funding will be dedicated to Tier I and II schools, including schools assigned to the Transformation Zone.

   b. A request for proposal (RFP) has been posted for Transformation Model proposals.

   c. Tier III schools will continue to receive interventions for students struggling with reading and mathematics. Additional funding will used for professional development for staff to support strong instructional practice.

3. Systems of Support (SOS) Cluster Activities

   a. The SOS cluster organization of schools is being redesigned to include the Transformation Zone and contracted schools as separate clusters. There will continue to be nine Clusters of schools, each with separate SOS teams in order to streamline support to schools in an efficient and effective manner.

   b. The Academic Resource Tracker (ART) was developed for the SOS support teams. Team members plan and track services provided to schools on an online calendar. Reports are available to team members specifying services to schools by cluster, school, SOS staff member, and content area of focus (see attachment to the minutes of your Committee's meeting). Reports are used by team members to monitor and differentiate support provided to schools.

* * * * *

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; Quarterly Report on Contracts between $25,000 and $50,000; and Acceptance of Donations

1. Award of Contracts

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

ROOF REPLACEMENT

Tippecanoe School

Prime Contractor
Walsdorf Roofing Company, Inc.
P. O. Box 66
Kiel, WI 53042-0066

Low Bidder, Base Bid of.....$178,600.00

Prime Contractor Info

HUB

Certified ..... No
Total # of Employees 70
Total # of Minorities 4
Total # of Women 3
Required 20%
Submitted 20%
$ Value $35,800.00

COIN

Required % 30%

Student Engagement

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

Funds are budgeted for the Tippecanoe School's roof-replacement project from FY10 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MMSTP ECNCROF0, (Project #1150, W.O. #005934). Project is to begin on May 3, 2010, and is scheduled for completion on August 1, 2010.

PLAYGROUND RECONSTRUCTION

Auer Avenue School

Prime Contractor
Poblocki Paving Corporation
525 S. 116th Street
West Allis, WI 53214

Low Bidder, Base Bid of $276,679.00

Prime Contractor Info

HUB

Certified ..... No
Total # of Employees 131
Total # of Minorities 48
Total # of Women 8
Required 25%
Submitted 25.3%
$ Value $70,000.00

COIN

Required % 30%

Student Engagement

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

Funds are budgeted for the Auer Avenue School's playground reconstruction project from FY10 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MMSAU ECNCGND0, (Project #1582, W.O. #043660). Project is to begin on June 21, 2010, and is scheduled for completion on August 20, 2010.

Clement Avenue School

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

Low Bidder, Base Bid of.....$335,600.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 50
Total # of Minorities..... 3
Total # of Women..... 3
Required.....25%
Submitted.....35.1%
$ Value..... $117,934.00

COIN
Required % 30%

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

Funds are budgeted for the Clement Avenue School's playground reconstruction project from FY10 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MMSCM ECNCGND0, (Project #1584, W.O. #043666). Project is to begin on June 21, 2010, and is scheduled for completion on August 20, 2010.

EXTERIOR WINDOW REPLACEMENT

Maryland Avenue Montessori School

Prime Contractor
Simmons Building Products, Inc.
12100 W. Dearbourn Avenue
Wauwatosa, WI 53226

Low Bidder, Base Bid of.....$426,019.00

Prime Contractor Info

HUB
Certified..... No
Total # of Employees..... 3
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)..... 300
Educational Experience (Required Hours)..... 10

Funds are budgeted for the Maryland Avenue Montessori School's exterior window replacement project from FY10 Major Maintenance Construction Fund, contracted services for windows & doors, account code FAR00MMSMD ECNCWND0, (Project #1495, W.O. #042476). Project is to begin on May 3, 2010, and is scheduled for completion on October 30, 2010.

CONCRETE COAL BIN DECK RECONSTRUCTION

Milwaukee School of Languages

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$63,300.00

Prime Contractor Info

HUB

Certified	Yes
Total # of Employees	75
Total # of Minorities	10
Total # of Women	4
Required	15%
Submitted	15.8%
$ Value	$10,000.00

COIN

Required %	15%

Student Engagement

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

Funds are budgeted for the Milwaukee School of Languages' concrete coal bin deck reconstruction project from FY10 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MMSAU ECNCGND0, (Project #2-751156, W.O. #032860). Project is to begin on June 21, 2010, and is scheduled for completion on August 20, 2010.

COAL BIN DEMOLITION

Riley School

Prime Contractor
Butters-Fetting Co., Inc.
1669 South 1st Street
Milwaukee, WI 53204-2999

Low Bidder, Base Bid of.....$57,500.00

Prime Contractor Info

HUB

Certified	No
Total # of Employees	165
Total # of Minorities	12
Total # of Women	10
Required	20%
Submitted	49.1%
$ Value	$28,250.00

COIN
Required % 20%

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

Funds are budgeted for the Riley School's coal bin demolition project from FY07 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2RI ECNCGND7, (Project #2-751157, W.O. #050403). Project is to begin on June 21, 2010, and is scheduled for completion on August 20, 2010.

BOILER REPLACEMENT

Rufus King High School

Prime Contractor
Arteaga Construction, Inc.
4000 South Pine Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of $535,000.00

Prime Contractor Info

HUB
Certified ..... Yes
Total # of Employees 75
Total # of Minorities 10
Total # of Women 4
Required 20%
Submitted 20.4%
$ Value $109,000.00

COIN
Required % 30%

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

Funds are budgeted for the Rufus King High School's boiler replacement project from FY10 Major Maintenance Construction Fund, contracted services for heating & ventilation, account code FAR00MMSRK ECNCHVA0, (Project #1119, W.O. #005338). Project is to begin on May 3, 2010, and is scheduled for completion on August 27, 2010.

EMERGENCY GENERATOR REPLACEMENT

Milwaukee High School of the Arts

Prime Contractor
Dairyland Electric Co., Inc.
4565 North 128th Street
Butler, WI 53007

Low Bidder, Base Bid of $102,190.00

Prime Contractor Info

HUB

Certified ..... Yes
Total # of Employees 17
Total # of Minorities 6
Total # of Women 3
Required 10%
Submitted 18.8%
$ Value $19,246.00

COIN

Required % 30%

Student Engagement

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

Funds are budgeted for the Milwaukee High School of the Arts' emergency generator replacement project from FY10 Major Maintenance Construction Fund, contracted services for electrical, account code FAR00MMSMH ECNCELC0, (Project #1381, W.O. #016797). Project is to begin on May 3, 2010, and is scheduled for completion on July 9, 2010.

ASBESTOS ABATEMENT

Pulaski High School

Prime Contractor
Colt Construction Services, LLC
2314 N. Grandview Blvd., Suite #207
Waukesha, WI 53188

Low Bidder, Base Bid of $71,457.00

Prime Contractor Info

HUB

Certified ..... No
Total # of Employees 10
Total # of Minorities 2
Total # of Women 2
Required 20%
Submitted 35%
$ Value $25,000.00

COIN

Required % 35%

Student Engagement

Paid Employment (Required Hours) 0
Educational Experience (Required Hours) 10

Funds are budgeted for the Pulaski High School's asbestos abatement project from FY10 Major Maintenance Construction Fund, contracted services for heating & ventilation, account code FAR00MMSPK ECNCHVA0, (Project #2-730628, W.O. #2-730628/2). Project is to begin on May 24, 2010, and is scheduled for completion on June 11, 2010.

Summary

Total construction contract dollars awarded.....$2,046,345.00
Total dollars HUB participation $415,230.00
% of HUB participation.....20.29%
% Minority employees within company.....12.98%
% Women employees within company 19.37%

2. 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-5575 Authorization to Award a Bid to Warner Offset Inc. for Printing the 2010 *Summer Recreation Guide*

The Administration requests authorization to award Bid 5575 for $30,118 to Warner Offset Inc. to print the 2010 *Summer Recreation Guide.* The *Recreation Guide* is a quarterly publication of the Department of Recreation and Community Service which lists programs and activities offered to the general public. Warner Offset was the low complying bidder.

PRIME Contractor Information
Certified HUB Vendor?.....NO
PRIME Price Quote..... $30,118
Total # of Employees.....NA
Total # of Minorities.....NA
Total # of Women.....NA

HUB Participation
Required 0%
Proposed 0%
$ Value $0

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

Budget Code: .....CSV00PRCRC-EADV (Recreation — Advertising)
Budget Amount..... $30,118
HUB % set 0%
HUB % proposed..... 0%
Total HUB $..... $0

3. 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, 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	$ 8,724,851	$ 527,892,387	$ 460,515,347	53%
Categorically Aided	269,186,528	15,380,346	284,566,874	24,194,394	108,369,702	176,197,172	38%
School Nutrition	37,660,110	24,514	37,684,624	4,029,767	16,441,864	21,242,760	44%
Construction	59,954,297	25,790,445	85,744,742	0	21,940,556	63,804,186	26%
Extension	13,155,240	2,374,607	15,529,847	32,961	11,323,755	4,206,092	73%
Total All Funds	$ 1,342,005,377	$ 69,928,444	$ 1,411,933,821	$ 36,981,973	$ 685,968,264	$ 725,965,557	49%

Below is a summary of expenditures as of February 28, 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	$ 79,288,649	$ 601,819,189	$ 386,588,545	61%
Categorically Aided	269,186,528	15,380,346	284,566,874	19,435,815	171,014,587	113,552,287	60%
School Nutrition	37,660,110	24,514	37,684,624	3,779,321	21,698,963	15,985,661	58%
Construction	59,954,297	25,790,445	85,744,742	776,746	85,776,555	-31,813	100%
Extension	13,155,240	2,374,607	15,529,847	625,096	9,100,760	6,429,087	59%
Total All Funds	$ 1,342,005,377	$ 69,928,444	$ 1,411,933,821	$ 103,905,627	$ 889,410,054	$ 522,523,767	63%

[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

4. 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 is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2009, through February 28, 2010.

School Operations Fund

Expenditures, encumbrances, and commitments through February totaled $601,819,189, or 61% of the revised budget.

District Contingent Fund

The balance at February 28, 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 — February 28, 2010	$ 500,000

*Amounts are restated from January's monthly report to include $2,970,766 of revenue amendments due to the revised June 2009 State revenue projections.

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 to 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 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 February totaled $85,776,555, or 100% of the revised budget.

Extension Fund

Expenditures, encumbrances, and commitments through February totaled $9,100,760, or 59% of the revised budget.

Revenues and Expenditures
Current-Year Versus Three-Year Average
As of February 28, 2010

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	53%	52%	61%	61%
Categorically Aided	38%	44%	60%	59%
School Nutrition	44%	49%	58%	62%
Construction	26%	33%	100%	99%
Extension	73%	78%	59%	58%

5. 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.

6. 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.

7. 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 January, February, and March 2010. This is an informational item, and no action is required.

MONTH	SCHOOL	PROJECT	CONTRACTOR	HUB PARTICIPATION	AMOUNT
JANUARY-MARCH 2010	VARIOUS	REAL ESTATE SERVICES	QUARLES & BRADY, LLP	10%	$7,519.78
FEB. 2010	MACDOWELL MONTESSORI SCHOOL	ENERGY-MANAGEMENT SYSTEM REPLACEMENT	SIEMENS INDUSTRY, INC.	0%	$30,620.00
MARCH 2010	HUMBOLDT PARK SCHOOL	MASONRY CHIMNEY MODIFICATIONS	ARTEAGA CONSTRUCTION, INC.	0%	$28,800.00
MARCH 2010	RUFUS KING HIGH SCHOOL	ASBESTOS ABATEMENT	VEOLIA ENVIRONMENTAL SERVICES, INC.	20%	$26,650.00
TOTAL					**$93,589.78**

8. Acceptance of Donations

School	Donor	Amount	Gift or Purpose
ALBA	Roundy's Supermarket, Inc.	$50.82	"We Care"
Carver	Edwards Engineering	$70.00	Supplies
Fernwood	Maple Leaf Enterprises, LLC	$500.00	Educational materials
Garland	Picione Family	$20.00	Donation for 4th-grade EAA trip
Jackson	Topitzes & Associates, Inc.	$540.00	Instructional resources/supplies
Jackson	U'SAgain, LLC	$52.80	Donation — Percentage share of textiles (shoes/clothes) collected on site
Maple Tree	Roundy's	$64.16	"We Care"
MPS — WE Indians Program	First Stage Theater	$660.00	33 First Stage Theater tickets
Morgandale	Scott & Amy Polacek	$35.00	Classroom funds for Room 23
95th Street	Parent of Kai Buliox through Wells Fargo Foundation	$35.00	Educational matching gift program
Northwest Secondary	MacKenzie Environmental Education Center	$315.00	Donation — bus for field trip
Riverside	Glad Tidings Church	$350.00	Donation for Gospel Choir
Riverside	UAW Local 469	$250.00	Donation for Gospel Choir
Riverside	Riverside Foundation	$2,400.00	Costumes
Riverside	Lezlie and Lester Binns	$20.00	Donation for Gospel Choir
Riverside	Elise Cochran	$10.00	Donation for Gospel Choir
Riverside	Bill & Tasha Handy	$400.00	HBCU Tour
Riverside	UAW Local 469	$1,895.00	HBCU Tour
Riverside	Tom Gilpatrick	$325.00	13 Riverside *Mercury* Magazines

School	Donor	Amount	Gift or Purpose
WHS of Expeditionary Learning	Kelben Foundation, Inc.	$1,500.00	Donation
WHS of Information Technology	Kopco Community Corners	$3,050.00	50 Milwaukee Bucks tickets
WHS LEAPS	Karen Berenson	$10.00	Yearbooks
WHS LEAPS	Erin Klun	$10.00	Yearbooks
WHS LEAPS	Heather Melzer	$10.00	Yearbooks
WHS LEAPS	Thomas & Kelly Sneed	$30.00	Yearbooks
WHS LEAPS	Baird Foundation, Inc.	$500.00	Yearbooks
WHS LEAPS	Angela Pittman Taylor	$100.00	Yearbooks
WHS LEAPS	Kim Samplaski	$5.00	Yearbooks
WHS LEAPS	Michele & Jonathan Salzman	$10.00	Yearbooks
WHS LEAPS	Rob & Heidi Mortensen	$10.00	Yearbooks
WHS LEAPS	Judith Wenzel	$30.00	Yearbooks
WHS LEAPS	John Rumpf	$30.00	Yearbooks
WHS LEAPS	Brent & Stephanie Warren	$5.00	Yearbooks
WHS LEAPS	James & Laura Piotrowski	$470.00	Yearbooks — 3 checks
WHS LEAPS	Bradley & Julie Dixon	$5.00	Yearbooks
WHS LEAPS	Stephanie & Walter Polk	$5.00	Yearbooks
Zablocki	American Legion Milwaukee Post 18	$600.00	Book Fair

Committee's Recommendation

Your recommends that the Board authorize the contracts and purchases as listed above and accept the donations as listed above, 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 Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Personnel Transactions; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; Report on Deletion of Names from the List of Appointed Teachers; and Affirmative Action Report

1. Action on Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	Changes in Status	
3 Maria Belanger-Seay[1]	School Secretary I	04-12-10
Madison Academic Campus	$29,038.17/yr.	
5 Tanya Schmutzler[2]	School Secretary I	03-17-10
Hampton	$11,248.00/yr.	

[1]From a 12-month to a 10-month position
[2]From a 10-month position to a 10-month part-time position

2. Action on Certificated Appointment — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
4,r	German A. Diaz Bilingual Grade 3	B	$35,729.00	1	03/08/2010

3. Action on Leaves of Absence

	Present Assignment	Effective From
Childrearing Leave, June 2010:		
Sherman, Molly	Team Teacher — Itinerant	April 12, 2010
Illness Leave Extension, June 2011:		
Cardona, Madeline	Leave	April 20, 2010
Illness Leave, April 2010:		
Feyen, Anne	Day-Day	March 23, 2010
Hebert, Patricia	Milwaukee Sign Language	April 1, 2010
Illness Leave, June 2010:		
Danko, Michael	Fritsch M.S.	March 15, 2010
Paul, Sharon	Lincoln Avenue	January 19, 2010
Personal Leave Extension, June 2011:		
Hogan, Danette	Leave	August 2010
Prather, Tiffany	Leave	August 2010
Personal Leave, June 2011:		
Garland, Kyle	Rufus King H.S.	August 2010
Study Leave, June 2011:		
Moss, Jennifer	Maryland Avenue	August 2010
Sabbatical Leave, June 2011:		
Sattler, Heather	Milw. Lrng Lab & Inst.	August 2010
Tamburello, John	Kluge	August 2010

4. Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Diana Anick	Teacher	04/26/10
Kenneth Baron	Teacher	06/16/10
Tangelyn Black	Teacher	08/06/10
Guadalupe Cardenas	Teacher	04/12/10
Lynnette Chadwick	Teacher	03/12/10
Elizabeth Chou	Teacher	07/01/10
Mary Chukka	Teacher	03/15/10
John Emerson	Teacher	06/16/10
Julie Gosseck	Teacher	04/23/10
Anne Grimes	Teacher	05/28/10
Maria Guzman-Milan	Teacher	03/22/10
Jacquelyn Humphrey	Principal	06/30/10
Amii Kauth	Soc. Worker	06/22/10
Jolene Knuettel	Teacher	08/18/10
Karen Kulas	Teacher	03/31/10

Dorothy Lauer	Teacher	06/16/10
Joan Martinez	Teacher	06/04/10
Dulce Mendoza	Teacher	06/16/10
Susan Messmer	Teacher	06/16/10
Katie Monson	Teacher	03/08/10
Jorge Murillo	Teacher	03/26/10
Charles Norman	Teacher	06/24/10
Karen Parkinson	Teacher	04/23/10
Mary Pipkorn	Teacher	06/16/10
Hannah Poquette	Teacher	06/21/10
Judith Tole	Teacher	06/16/10
Asius Vangio	Teacher	04/16/10
Sharnissa Washington	Teacher	06/14/10

Correction from March 2010 Board Report

Carolyn Tate-McIntosh	Asst. Prin.	06/18/10

Classified Retirements

Name	Position	Effective Date
Evelyn Duncan Coney	School Secretary I	03-25-10
George Hansen, III	Painter	03-06-10
Alan Phillips	School Engineer I	03-20-10

◊

5. Report on Deletion of Names from the List of Appointed Teachers

On February 1, 2010, letters were sent to the following teachers, stating that they should respond by February 15, 2010, as to whether or not they would be returning to their positions as contracted teachers with Milwaukee Public Schools or extending their current leaves of absence. The letters indicated that, if no response was received by February 15, 2010, their names would be deleted from the current list of appointed teachers. As of this date, no response has been received nor have the following teachers informed the Administration of their status:

West, Larry
Wilbrandt Ayala, Yvonne

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

6. Affirmative Action Report

The Affirmative Action monthly personnel transaction report for March 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 above.

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

* * * * *

(Item 3) Action on a Request for an Extension of, and an Increase in the Funding for, the Contract with Broydrick and Associates, Inc., for Legislative Liaison Services

Background

1. The Office of Board Governance is requesting an extension of, and increase in the funding for, the contract with Broydrick and Associates, Inc., to provide MPS with legislative liaison services.

2. Broydrick and Associates provides government, media, and public relations services to local, state, and federal clients. Broydrick currently works with the MPS Intergovernmental Relations and Finance staff to ensure that members of the Wisconsin Legislature address MPS's legislative needs in a considered and positive manner.

3. Pursuant to Request for Proposal 609, MPS originally entered into a $20,000 contract with Broydrick for services for FY10. Due to a greater-than-expected legislative workload, however, the Board increased the contract to $35,000 in December 2009 to fund services through June 30, 2010.

4. Now, based on the level of activity that has been recorded in FY10, and assuming a very active scenario in FY11, the Office of Board Governance recommends that funding in the amount of $80,000 be budgeted for contracted lobbying services over the next 14 months. With that funding, the Office of Intergovernmental Relations will continue to operate at a highly efficient level while serving the needs of the district.

Analysis

5. Typically, in years when the Wisconsin State Budget is not in development, costs related to contracted governmental relations services are lower than those in years in which the development of the state budget is in process. In years in which unique legislative items demand additional attention, however, the need for contracted governmental relation services may increase.

6. In FY10 — a year when the state budget was not in development — it was anticipated that contracted governmental relations costs would be relatively low; however, with the turmoil caused by the issue of mayoral takeover of the governance of MPS that arose during the week of August 10, 2009, and due to subsequent developments, the need for the assistance has been greater than what originally had been anticipated.

7. Even with the increase in legislative activity, the district has made judicious use of its resources. To date, only $35,000 in funding has been used for contracted lobbyist services in FY10. With two months remaining in the fiscal year, and since the issue of MPS governance still remains the focus of some attention — as do issues related to the district's DIFI status — it would likely be in the interest of the district to ensure that appropriate resources are available to attend to any potential legislative exigencies.

8. In addition, it is anticipated that FY11 will be a year of intense legislative activity and that the district will be highly engaged in promoting and defending its interests at both the state and federal levels.

a. In a very difficult fiscal environment, not only will the next state budget be in development over the upcoming year, but the possibility exists that, if revenues fail to meet the expectations of the current state budget, it may be necessary for the State Legislature to craft a repair bill that potentially could affect aid to K-12 education. MPS will obviously work to defend its interests if this is the case.

b. At the federal level, MPS has interests in a number of areas, including the likely reauthorization of the Elementary and Secondary Education Act. MPS will act to promote and preserve its interests at that level, where necessary.

9. Based on the level of activity that has been recorded in FY10, and assuming a very active scenario in FY11, the Office of Board Governance recommends that the contract with Broydrick and Associates, Inc., be extended through June 30, 2011, and that funding in the amount of $80,000 be

budgeted for contracted lobbying services for the term of the contract. With that funding, the Office of Intergovernmental Relations will continue to be run at a highly efficient level while serving the needs of the district.

Strategic Plan Compatibility Statement

10. This request supports Goal 8 of the Strategic Plan — that the district build partnerships that support student achievement — specifically, Strategy 4, which is that the district will collaborate with political leaders at all levels to gain support and resources to address issues that affect students and families.

Statute, Administrative Policy, and Board Rules Statement

11. This item is in line with Board Governance Policy 2.13, Board Legislative Program:

> (1) The Board, as an agent of the State of Wisconsin, must operate within the bounds of state and federal law affecting public education. If the Board is to meet its responsibilities to the residents and students of the community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.
>
> (2) Although a major portion of lobbying efforts will be directed at the state legislature, attention also will be devoted to federal, county, and city activities, including all related agencies and institutions in the greater Milwaukee area.

12. This item also is in line with Board Governance Policy 2.01(c), which 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.

Fiscal Impact Statement

13. Funding in the amount of $80,000 will be budgeted from:

Budget Code: ADT-0-0-OBG-OB-ESAD999

Budget Amount	$80,000
HUB % set	5%
HUB % proposed	100%
Total HUB $	$15,000

Broydrick & Associates

Prime Contractor Information

Certified HUB Vendor?	Yes — WBE
PRIME Price Quote	NTE $15,000
Total # of Employees	15
Total # of Minorities	0
Total # of Women	9

HUB Participation

Required	5%
Proposed	100% WBE
$ Value	$15,000

Student Engagement

Paid Student Employment-Hour Commitment	NA
Student Education-Hour Commitment	20

Implementation and Assessment Plan

14. Funding will be used in accordance with the MPS Legislative Agenda and direction of the MPS Board of School Directors related to state and federal level policies.

Committee's Recommendation

Your Committee recommends that the contract with Broydrick and Associates, Inc., be extended through the next 14 months —through June 30, 2011 — and that funding in the amount of $80,000 be budgeted for contracted lobbying services for the term of the contract. Broydrick and Associates will provide government, media, and public relations services to the Office of Board Governance to ensure that members of the Wisconsin Legislature address MPS's legislative needs in a considered and positive manner.

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

* * * * *

(Item 4) Action on Recommended Professional Services Contracts

Committee's Recommendation

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

RFP 561 Authorization to Extend a Contract with Greenlight Technologies for Oracle Database-Administration Services

The Administration is requesting authorization to extend a contract with Greenlight Technologies, Inc., for Oracle database-administration services. Greenlight Technologies was selected as the recommended vendor through Request for Proposal 561 to provide MPS with a full-time Oracle database administrator to assist with the upgrade from Oracle version 9 to Oracle version 10g. The Board approved a three-year contract with Greenlight Technologies in June 2007.

The Administration is requesting an extension to the original contract. The extension is needed to allow Greenlight Technologies to complete additional upgrades to Oracle version 10g to accommodate the requirements of the District's Integrated Resource Information System (IRIS) database. The contract extension will be for one year, beginning May 1, 2010, with the option to extend for one additional year. The annual cost of the contract will not exceed $125,000. The total cost of the contract over the maximum two years will not exceed $250,000.

Budget Code ..... TSV00TECTC-ECTS (Technology — Contracted Services)
Budget Amount $125,000
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

PRIME Contractor Information
Certified HUB Vendor? ..... NA
PRIME Price Quote Annually $125,000
Total # of Employees ..... NA
Total # of Minorities ..... NA
Total # of Women ..... NA
Required 0%
Proposed 0%

HUB Participation
$ Value $0

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

RFP 656 Authorization to Enter into a Contract with the Visiting Nurse Association for the Provision of Nursing Services

The Administration requests authorization to enter into a contract with the Visiting Nurse Association (VNA) to provide nursing services to MPS schools.

The VNA responded to continual Request For Proposal 656, soliciting vendors for speech pathology and nursing services. An evaluation team approved the VNA to provide nursing services to students in MPS schools. The VNA will focus on providing mid-day injections to diabetic students and training students to be self-sufficient when possible.

These services are contracted out because the MPS nursing staff is unable to fully provide these services, which are often required over a relatively short time period, e.g., student lunch. In addition, MPS nurses would not be available to serve other students if they accompanied these students on fieldtrips. As a result, the Administration has concluded it would not be economically feasible to hire additional MPS nurses for these services.

The contract would be for April through June 2010, with the option to extend for two additional one-year periods. The cost for this fiscal year would not exceed $30,000, with the annual cost of the contract for years two and three not to exceed $60,000. The total cost of the contract over the maximum three-year period will not to exceed $60,000.

Budget Code ..... SSU00IF1DW-ECTS (Special Services — Contracted Services)
Budget Amount $30,000
HUB % set 0%
HUB % proposed 0%
Total HUB $ $0

PRIME Contractor Information
Certified HUB Vendor? ..... NA
PRIME Price Quote Annually $30.000
Total # of Employees ..... NA
Total # of Minorities ..... NA
Total # of Women ..... NA
Required 0%
Proposed 0%

HUB Participation
$ Value $0

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

RFP 464 Authorization to Enter into a Contract with the Wisconsin Center for Education Research for an Independent Evaluation of the *Language!* Program

The Administration requests authorization to enter into a contract with the Wisconsin Center for Education Research (WCER) for the purpose of conducting an independent evaluation of the *Language*! program for students with disabilities. WCER was selected as a recommended vendor for grant-evaluation services in March 2010 through Request for Proposal 464.

Language! 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.

The contract period is for one year, with the option to extend for one additional year. The cost not to exceed in the first year (FY10) is $50,000, with the total amount over the maximum two-year period not to exceed $100,000.

Budget Code: ..... SYS0S1EORH-ECNS (Title I Evaluation Project — Consulting Services)
Budget Amount $50,000
HUB % set..... 0%
HUB % proposed 0%
Total HUB $.....$0

PRIME Contractor Information
Certified HUB Vendor?.....NA
PRIME Price Quote Annually.....$50.000
Total # of Employees .....NA
Total # of Minorities .....NA
Total # of Women .....NA
Required..... 0%
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 5) Action on a Request to Enter into Summer Contracts for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

1. Summer learning programs are critical in providing youth with safe, nurturing, and engaging environments that foster achievement and promote healthy development.

2. The Summer CLC program fills a huge void left in the City when the school year ends in June. By collaborating with the MPS Summer School Office and Milwaukee-area community-based organizations, youth enrolled in the summer CLC program receive the additional academic support they need during the summer months.

3. High-quality summer programs keep students engaged in learning, teach them new skills, and encourage them to develop previously unseen talents. They allow children to form relationships with caring adults, help them stay fit and active, and foster creativity and innovation.

4. Research supports the need for continued learning opportunities during the summer months, especially for low-income children:

a. Approximately two-thirds of the academic achievement gap between disadvantaged youngsters and their more advantaged peers can be explained by what happens over the summer.

b. Most children — particularly children at high risk of obesity — gain weight more rapidly when they are out of school during summer break.

c. Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do.

5. In the summer of 2009, 48 CLCs served more than 8,000 youth in collaboration with 9 lead-agency partners.

6. This summer, the district is working collaboratively with 8 community-based organizations to provide a comprehensive summer learning program at 48 elementary, middle and high school CLCs.

7. The Summer CLC Program will operate between June 21 and August 13, 2010.

8. The Administration is requesting Board authorization to enter into contracts for the period of May 1 through August 27, 2010, with the lead agencies of the following CLCs:

Agency	Site	Amount
Boys and Girls Clubs	Allen Field Elementary School	$ 39,000
	Audubon Middle School	40,000
	Bethune K-8 Academy	39,000
	Carver K-8 Academy	39,000
	Cass Street K-8 School	56,000
	Clarke Street K-8 School	52,000
	Eighty-first Street K-8 School	46,000
	Engleburg Elementary School	52,000
	Fifty-third Street K-8 School	52,000
	Fratney Elementary School	52,000
	Gaenslen K-8 School	52,000
	LaFollette K-8 School	56,000
	Lincoln Ave. Elementary School	46,000
	Maple Tree K-8 School	52,000
	MEC Middle School	26,500
	Mitchell K-8 School	52,000
	Multiplex North	40,000
	Pierce Elementary School	52,000
	Riley Elementary School	52,000
	Rogers Street K-8 Academy	46,000
	Sherman K-8 School	52,000
	Siefert Elementary School	39,000
	Thirty-fifth Street K-8 School	46,000
	Townsend K-8 School	52,000
	Vieau K-8 School	52,000
	Wedgewood Park Middle School	36,000
	Zablocki Elementary School	46,000
COA Youth and Family Centers	Auer Ave. K-8 School	$ 52,000
	OW Holmes K-8 School	52,000
	Hopkins K-8 School	52,000
	Lincoln Middle School of the Arts	32,000
	Riverside University High School	40,000
	Washington Campus High School	40,000

Latino Community Center	Kagel Elementary School	$ 39,000
	South Division High School	32,000
Journey House	Bay View High School	$ 32,000
	Humboldt Park K-8 School	39,000
	Longfellow K-8 School	52,000
Northcott Neighborhood House	Green Bay Avenue K-8 School	$ 56,000
	Greenfield Avenue K-8 School	46,000
	Keefe Avenue K-8 School	52,000
	Northwest Secondary MS/HS (*see Silver Spring Neigh. Ctr)	
	Wheatley K-8 School	33,000
Neu-Life Community Resource Ctr	Gwen T.Jackson Elem. School	$ 52,000
Our Next Generation, Inc	Westside I & II K-8 Academy	$ 52,000
Silver Spring Neighborhood Center	Browning Elementary School	$ 52,000
	Burroughs Middle School	36,000
	Northwest Secondary MS/HS	36,000
	Thurston Woods K-8 Campus	52,000
Total		$ 2,193,500

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: 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

10. The contracts are being presented to the Board pursuant to Administrative Policy 3.09(3).

Fiscal Impact Statement

11. This item authorizes expenditures of $2,193,500. Funds are available from the FY10 Fund for the Improvement in Education (FIE) federal earmarks from the Department of Education (DOE) and the MPS Extension Fund. Funds are budgeted as follows:

GEN-0-I-AK0-XX*-ECTS	$95,000	(U.S. DOE Federal Earmark, Contracted Services)
GEN-0-I-AY0-XX*-ECTS	$1,142,000	(U.S. DOE Federal Earmark, Contracted Services)
CSV-0-0-CNR-XX*-ECTS	$956,500	(Extension Fund, Contracted Services)

**appropriate site locations will be inserted here upon approval by the Board.*

Implementation and Assessment Plan

12. The Director of the Division of Recreation and Community Services, or a designee, will monitor each agency's compliance with the contract and manage the reimbursements of expenditures. Program evaluation — which will include expenditures, attendance, and activity reports — will be required from each agency.

13. The following goals have been set for the summer 2010 CLC program:

    a. expose youths to engaging recreation enrichment on a daily basis;

    b. offer academic instruction through the MPS Summer School Office;

    c. provide participants with a safe haven during the summer months;

    d. expose youths to caring adults;

    e. provide participants with two nutritious meals per day;

    f. provide needed child care for working parents; and

    g. expose youths to new, off-site learning opportunities through various field trips.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts for the period of May 1 through August 27, 2010, with the lead agencies of the following CLCs:

Agency	Site	Amount
Boys and Girls Clubs	Allen Field Elementary School	$ 39,000
	Audubon Middle School	40,000
	Bethune K-8 Academy	39,000
	Carver K-8 Academy	39,000
	Cass Street K-8 School	56,000
	Clarke Street K-8 School	52,000
	Eighty-first Street K-8 School	46,000
	Engleburg Elementary School	52,000
	Fifty-third Street K-8 School	52,000
	Fratney Elementary School	52,000
	Gaenslen K-8 School	52,000
	LaFollette K-8 School	56,000
	Lincoln Ave. Elementary School	46,000
	Maple Tree K-8 School	52,000
	MEC Middle School	26,500
	Mitchell K-8 School	52,000
	Multiplex North	40,000
	Pierce Elementary School	52,000
	Riley Elementary School	52,000
	Rogers Street K-8 Academy	46,000
	Sherman K-8 School	52,000
	Siefert Elementary School	39,000
	Thirty-fifth Street K-8 School	46,000
	Townsend K-8 School	52,000
	Vieau K-8 School	52,000
	Wedgewood Park Middle School	36,000
	Zablocki Elementary School	46,000
COA Youth and Family Centers	Auer Ave. K-8 School	$ 52,000
	OW Holmes K-8 School	52,000
	Hopkins K-8 School	52,000
	Lincoln Middle School of the Arts	32,000
	Riverside University High School	40,000
	Washington Campus High School	40,000
Latino Community Center	Kagel Elementary School	$ 39,000
	South Division High School	32,000

Journey House	Bay View High School	$ 32,000
	Humboldt Park K-8 School	39,000
	Longfellow K-8 School	52,000
Northcott Neighborhood House	Green Bay Avenue K-8 School	$ 56,000
	Greenfield Avenue K-8 School	46,000
	Keefe Avenue K-8 School	52,000
	Northwest Secondary MS/HS (*see Silver Spring Neigh. Ctr)	
	Wheatley K-8 School	33,000
Neu-Life Community Resource Ctr	Gwen T.Jackson Elem. School	$ 52,000
Our Next Generation, Inc	Westside I & II K-8 Academy	$ 52,000
Silver Spring Neighborhood Center	Browning Elementary School	$ 52,000
	Burroughs Middle School	36,000
	Northwest Secondary MS/HS	36,000
	Thurston Woods K-8 Campus	52,000
Total		$ 2,193,500

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

* * * * *

(Item 6) Action on a Lease Agreement with Clear Wireless, LLC, To Erect Transmission Antennas at 14 Designated School Sites

Background

1. This item requests authority to enter into a lease agreement with Clear Wireless, LLC, (Clearwire) to erect wireless communication facilities at the following 14 sites:

- Bay View High School;
- Burdick Elementary School;
- Fairview Elementary School;
- Fernwood Elementary School;
- Hamilton High School;
- Hampton Avenue Elementary School;
- Hartford Avenue Elementary School;
- Juneau Educational Complex;
- King High School;
- Morse Middle School;
- Sherman Multicultural School;
- Sholes Campus;
- Victory Elementary School; and
- Webster Middle School.

2. This item also seeks a waiver to Administrative Policy 5.01(3), Rentals and Services (Leases), which states: "Any revenue generated by the lease fees at school sites that exceed district expenses shall be placed in the local school budget." The revenue realized through the Clearwire leases will be deposited in district-wide account TSV-0-0-CLW-TC-RRNT. The Administration is proposing to use lease revenue for the sole purpose of purchasing wireless broadband services for students who do not have the ability to access the Internet from home.

3. Clearwire, a publicly traded, nationwide company based in Kirkland, Washington, is installing metro-wide wireless Internet services in large metropolitan areas. Clearwire recently completed a network configuration in Chicago and is currently constructing the Minneapolis network.

4. The Milwaukee market network design involves 202 phase-one antenna sites and 30 phase-two sites. The phase-two sites are planned to fill in any weak coverage areas after the Clearwire service is provided in Milwaukee. Wireless connection to the Internet will be available, indoor and outdoor, in the area bounded by Oak Creek on the south, Mequon on the north, Lake Michigan on the east, and downtown Waukesha on the west. The Clearwire wireless Internet service is expected to be completed in October 2010.

5. The 14 MPS schools were identified as phase-one antenna sites to provide adequate coverage to the individual neighborhoods in which the schools are located.

6. The Board previously approved similar leases with cell phone carriers, including:

- Sprint Spectrum for towers at Hamilton High School, Juneau Educational Complex, and Garden Homes Elementary School;
- AT&T for a tower at Riverside High School;
- T-Mobile for towers at Juneau Educational Complex, Milwaukee High School of the Arts, Vincent High School, and Hampton Elementary School.

Administration's Analysis

7. The Administration received a request from Clearwire to erect transmission towers/antennas at 14 MPS facilities. Antennas will be installed on chimneys, power poles, or mounted on curbs or raised platforms on the roofs, based on the specific site characteristics.

8. All costs associated with the installation, maintenance, and operation of the towers will be borne by Clearwire. In addition to the $1,000.00 non-refundable application fee, MPS will receive an average rent of $21,600 per year per site, for total annual revenue of $302,400. The initial term of the lease shall be five years, with the option for Clearwire to renew for three additional periods of five years each. Rental rates will be adjusted by three percent (3%) after each year of each term.

9. The construction of transmitter towers is regulated by the Milwaukee Zoning Ordinance, Section 295-113(4)(b). As such, any wireless communications facility provider will be required to obtain approval from the City of Milwaukee for the construction of the proposed antenna.

10. It is anticipated that the terms and conditions of the lease with Clearwire will be similar to the current leases that the District has with cellular providers, except that the lease revenue will be deposited into a Technology Division account to fund the purchase of wireless broadband services for students who do not have the ability to access the Internet from home.

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: Improve use of technology to meet student needs and increase use of technology to meet family needs.

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

Statute, Administrative Policy or board Rules Statement

12. The final lease document will fully comply with all terms and conditions of Administrative Policy 5.03, Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space.

13. This item requires a waiver of Administrative Policy 5.01(3), Rentals and Services (Leases), which states: "Any revenue generated by the lease fees at school sites that exceed district expenses shall be placed in the local school budget." The revenue realized through the Clearwire leases will be deposited in district-wide account TSV-0-0-CLW-TC-RRNT, Technology Department Clearwire project rent revenue.

Fiscal Impact Statement

14. This item does not authorize expenditures. All costs associated with the installation, maintenance, and operation of the antenna will be borne by Clearwire. The Administration projects revenue averaging $21,600 for the first year for each school, for a total of $302,400. The lease amount will increase three percent each year. The term of the lease is five years and grants Clearwire the option to renew for three additional periods of five years each.

15. The revenue will be allocated to account TSV-0-0-CLW-TC-RRNT to purchase wireless broadband services for qualified students who do not have the ability to access the Internet from home.

16. Upon approval by the Board and receipt of approvals by other appropriate agencies, the Administration will finalize and execute the lease agreement. Construction will begin shortly after execution of the lease.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the Administration to enter into a lease agreement with Clear Wireless, LLC, as attached to the minutes of your Committee's meeting, to erect wireless communication facilities at Bay View High School, Burdick Elementary School, Fairview Elementary School, Fernwood Elementary School, Hamilton High School, Hampton Avenue Elementary School, Hartford Avenue Elementary School, Juneau Educational Complex, King High School, Morse Middle School, Sherman Multicultural School, Sholes Campus, Victory Elementary School, and Webster Middle School. The lease will have with the following minimum terms and conditions:
   - Lease will be for an initial term of five years subject to three additional renewal terms of five years each.
   - Rent for the initial year of the initial term will average $21,600 per site.
   - Rent will be escalated by three percent each year ,beginning with the second year of the initial term; and
2. waive Administrative Policy 5.01(3), which states: "Any revenue generated by the lease fees at school sites that exceed district expenses shall be placed in the local school budget." The revenue realized through the Clearwire leases will be deposited in district-wide account TSV-0-0-CLW-TC-RRNT for the sole purpose of purchasing wireless broadband services for students who do not have the ability to access the Internet from home.

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

* * * * *

(Item 7) Action on an Agreement with the Federal Bureau of Investigation for the Use of Vacant Schools for the Purpose of Conducting Training Exercises

Background

1. In February 2008, the Administration entered into an agreement with the Federal Bureau of Investigation (FBI) to allow the FBI to temporarily use the vacant Jackie Robinson Middle School or other vacant facilities, as available, for tactical training of law-enforcement officers employed by or trained by the FBI. The agreement was structured to cover a five-month period, with an option for a second six months. The training took place on pre-determined days, as was identified in the agreement.

2. The Administration was recently contacted by the FBI with another request to enter into a similar agreement for the use of vacant MPS facilities for the purpose of conducting training exercises. This most recent request includes the use of multiple buildings during the initial term of the agreement.

Administration's Analysis

3. The Administration has identified three vacant facilities where there is no anticipated occupancy or use identified within the next six months:

- Thirty Seventh Street School, 1715 N. 37th Street;
- Webster Middle School, 6850 N. 53rd Street; and
- Garfield Elementary School, 2215 N. 4th Street.

4. The FBI has requested the use of the vacant facilities, beginning May 1, 2010, and ending on December 31, 2010, with an option for one six-month extension. The training will take place on pre-determined days. A copy of the proposed agreement between the Federal Bureau of Investigation and Milwaukee Public Schools and the dates requested for 2010 is attached to the minutes of your Committee's meeting.

5. There are no rental charges proposed for the use of the facilities. . The majority of responsibility for building use rests with the FBI. It is 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 FBI personnel.

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: 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

7. The recommendation is consistent with Administrative Policy 5.01(3), Rentals and Services (Leases), except that the proposed agreement waives the requirement of a base rental charge equal to the comparable net lease rate of commercial property in the area.

Fiscal Impact Statement

8. This item does not authorize expenditures. The FBI accepts responsibility for all cleaning and repairs which might result from their use of the building

Implementation and Assessment Plan

9. Upon approval by the Board, the agreement, as attached to the minutes of your Committee's meeting, will be finalized and executed.

Committee's Recommendation

Your Committee recommends that the Board:

1. enter into an agreement, as attached to the minutes of your Committee's meeting, with the Federal Bureau of Investigation (FBI) for eight months, commencing on May 1, 2010, and ending December 31, 2010, for the use of vacant facilities that may be available for tactical training of law-enforcement officers employed by or trained by the FBI; and
2. grant an option for one six-month extension; and
3. waive the requirement in Administrative Policy 5.01(3), Rentals and Services (Leases), of a base rental charge equal to the comparable net lease rate of commercial property in the area.

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

* * * * *

(Item 8) Action on a Request to Purchase All-in-One Classroom Amplification Systems from LightSPEED Technologies for Use in Special Education Classrooms

Background

1. Normal children's auditory systems do not fully mature until they are 13 to 15 years old. For this reason, children require louder and clearer speech signals than adults do for listening (learning). Extensive documentation supports the need to improve listening environments in typical schools because of the invisible and often forgotten negative effects of noise, distance, and reverberant (hard) surfaces on students' listening skills.

2. One of the most cost-effective ways for teachers to improve listening is via classroom sound-field systems. This technology has been well researched and successfully used as a means of significantly enhancing academic progress by providing the favorable classroom listening environment required for children until they are 15 years old. These systems have been used on a limited basis in the district for the last several years. District research on their effectiveness has shown these systems improve students' pre-academic and academic skills.

3. In addition to improving students' skills, use of sound fields has also dramatically lowered teacher absences due to vocal-related fatigue or illness. When systems were initially put into district schools, 89% of teachers reported less vocal strain, and absences related to vocal fatigues were reduced by 86%.

4. A sound-field system includes strategically installed speaker(s), a receiver, and two wireless microphones. The teacher's voice is transmitted via the wireless microphone through the speaker(s), making his/her voice uniformly audible throughout the classroom during whole-group instruction or activity. The second microphone can be used for team teaching or by students.

Administration's Analysis

5. $300,000 has been allocated in FY09-10 for the purchase of classroom amplification systems for special education classrooms. In December 2009, the Milwaukee Board of School Directors approved the initial sole-source purchase of 145 classroom amplification systems for $236,208 from LightSPEED Technologies. This current item is requesting approval for the purchase of 75 additional classroom amplification systems for $63,792

6. Given the research documenting the effectiveness of sound-field systems in improving students' academic success, the Administration recommends the Board purchase the proposed sound-field systems for use in schools.

7. The Administration recommends increased use of sound-field systems in an effort to reduce the cost of teacher sick leave and to improve consistent teacher presence in the classroom.

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 Objectives: 65% of spending will be in the categories of instruction and instructional support.

Statute, Administrative Policy or board Rules Statement

9. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

10. This item authorizes expenditures not to exceed $63,792. The budget code to be charged is GSPOSIA0DW-EEQ5 (IDEA-ARRA-Equipment). Total HUB= $0.

implementation and Assessment Plan

11. The district will buy 75 all-in-one sound-field systems for placement in special education classrooms grades K-3 and some regular classrooms with significant numbers of special education students. Once the systems are purchased and installed, an MPS audiologist and a manufacturer's local representative will train involved classroom teachers.

12. The MPS audiologist will provide regular follow-up training and integrity checks in affected classrooms. The effectiveness of these systems in increasing student achievement and reducing teachers' absence due to vocal fatigue will be analyzed at the end of a full semester of implementation for each of the classes.

Committee's Recommendation

Your Committee recommends that the Board authorize the purchase of 75 all-in-one classroom amplification systems from LightSPEED Technologies for placement in special education classrooms grades K-3 and some regular classrooms with significant numbers of special education students. The cost of these 75 systems will not exceed $63,792.

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

* * * * *

(Item 9) Action on a Contract with New Resources Consulting to Assist MPS with the Installation and Configuration of, and Training for, the PeopleSoft ePerformance Software Module

Background

1. The District is implementing the PeopleSoft ePerformance module to automate the processing of employee performance evaluations, as part of the larger efforts to improve the effectiveness of the employee-evaluation process and to improve the effectiveness of the teaching staff in general.

2. The Administration is requesting authorization to enter into a contract with New Resources Consulting. The firm will assist MPS in installing the ePerformance software module and in configuring the module to support the specific requirements of MPS. New Resources will also assist in developing documentation and training on the system. Due to an increase in the scope of work, the Administration is requesting authorization to increase the contract by $50,000, to a total of $345,000.

Administrations Analysis

3. MPS has been successfully using the PeopleSoft system since 1999, but has not yet implemented the ePerformance module of PeopleSoft. Implementing ePerformance will enable the automated entry and tracking of employee performance evaluations. It should also greatly increase the quality of evaluations, compliance with the evaluation system's requirements, and the productivity of both school and Central Services staff in processing evaluations.

4. New Resources Consulting was recommended for a contract award pursuant to Request for Proposal 662. New Resources was determined by an evaluation team to be the most responsive of 24 proposing firms, based on a combination of cost and technical factors.

Strategic Plan Compatibility Statement

5. 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. Central services' timely recruitment and hiring practices attract an effective, diverse workforce committed to serving the students of the district.

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

Statute, Administrative Policy or Board Rule Statement

6. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

7. This item authorizes additional expenditures not to exceed $50,000, for a contract total of $345,000. The contract period is for one year. Funds are available in TSV0SD30OF-ECTS (Title I ARRA — Contracted Services).

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 New Resources Consulting to configure, test, modify, and implement the Oracle ePerformance System. The total cost of the contract is not to exceed $345,000. Funds are available in TSV0SD30OF-ECTS (Title I ARRA — Contracted Services).

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

* * * * *

(Item 10) Action on a Contract with Naviance To Implement the Naviance Succeed Subscription, Project Management, and Professional Development

Background

1. The Administration is requesting authorization to enter into a contract with Naviance to implement the district's web-based school-counseling tool. Naviance responded to Request for Proposal (RFP) 676 for a "graduate-ready" postsecondary transition program, which sought qualified vendors to implement a guidance-management, student-career-planning, and college-preparation-monitoring system. Naviance was recommended for a contract award by the RFP evaluation team.

Administration's Analysis

2. Naviance will be piloted in 20 MPS schools:

- Audubon
- Milwaukee School of Languages
- ALAS
- Hamilton
- Pulaski
- MLLI
- Bay View
- Bradley Tech
- Milwaukee Montessori
- MHSA
- Genesis
- South Division
- WHS-IT
- WHS-ELOB
- Vincent
- Custer
- Alliance
- MAAI High School
- Madison Academic Campus
- Community High School.

These schools have been identified as schools with high percentages of new ninth-grade students not successfully completing ninth grade after one year of high school or as schools with significant capacity to move this effort forward.

3. Naviance is a premier student-success-planning tool which empowers students to create their own paths towards academic, personal, and community success.

4. Naviance Succeed is a personal "GPS" which gets students excited about establishing long- and short-term goals, taking ownership of their academic choices, and connecting what they are learning to the future they desire. Naviance can be used every step of the journey — from elementary school through high school to postsecondary pursuits. Delivered through a secure, Web-based platform, Naviance Succeed enables teachers, counselors, administrators, and families to collaborate with students on a daily basis as they chart their paths and work towards academic and postsecondary success. The four dimensions of Naviance are:

a. Success Planning: Each student has an individualized success and learning plan that maps to personal goals.

b. Career Planning: Students participate in career interest and explorations online to pursue the careers which they have always dreamed about or never knew existed.

c. Course Planning: Students, families, counselors, and teachers can map and monitor students' course selections and progress.

d. College Planning: Students receive support in the college-planning process, including college explorations, applications, and completion of financial aid and scholarship applications.

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: Additional resources are allocated to schools as funding becomes available to create classroom conditions that enable students and teachers to consistently perform at high levels.

WTAM applicable measurable objective: 75% of ninth graders will graduate in 4 years.

Statute, Administrative Policy or Board Rules Statement

6. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

7. This item authorizes expenditures. The contract will be for two years, beginning May 1, 2010. Payment for year one (May 2010 through June 2011) is budgeted in the FY2009-2010 ARRA account. Year-two (August 2011 through June 2012) payment will be disbursed from FY 2010-2011 ARRA budget line. The budget for both years will not exceed $440,000. The budget code to be charged is GDC-0-S-P00-DW-ECTS (AARA —Contract Services).

Implementation and Assessment Plan

8. Upon approval by the Board, the Administration will implement the guidance-management, student-career-planning, and college-preparation-monitoring system.

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 Naviance to implement the Naviance Succeed subscription, project management, and professional development. The contract will be for two years, from May 1, 2010, through June 2012, and will not exceed $440,000.

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

* * * * *

(Item 11) Action on a Professional Services Contract with the Institute for Research and Reform in Education To Provide Continued Support for Implementation of the First Things First Framework

Administration's Analysis

1. In June, 2006, the Administration presented an informational item related to the planning and implementation of the First Things First framework as an improvement strategy in large, comprehensive high schools.

2. First Things First (FTF) is an education-reform initiative that aims to raise the academic performance of all students to levels required for post-secondary education and high-quality employment without remediation. Developed by the Institute for Research and Reform in Education (IRRE) in 1996, FTF strives to create meaningful change for all students — particularly young people in low-income communities. The FTF framework provides a set of expectations and articulates the ways in which these expectations can be met by schools and districts.

3. FTF is designated as a research-proven comprehensive school-reform model and, because of this status, is included in *The Catalog of Comprehensive School Reform Models* available through the Northwest Regional Education Lab. Research supporting the "First Things First" framework is also available at www.irre.org.

4. The early planning and implementation of the FTF framework at Pulaski, Bradley Tech, and Madison High School was supported by funding from the Bill & Melinda Gates Foundation. Additional support came in the form of a grant for implementation of smaller learning communities form the U.S. Department of Education.

5. The Administration responded to Resolution 0708-019 by Director Bonds calling for ongoing fiscal and programmatic support of the FTF framework in five of our large high schools. In its response, the Administration committed to ongoing support of the FTF efforts and to continued efforts to identify and secure resources to pursue this end.

6. This item seeks authorization to enter into a professional services contract with the Institute for Research and Reform in Education (IRRE) to continue and intensify supports of the FTF framework in five high schools and to support capacity building at the district level to maintain these efforts through June 2010. The initiation of services resulted through a vendor response to open RFP 553.

7. The five high schools receiving services are Bradley Tech, Custer, Madison, Pulaski, and Vincent. District-level supports include the implementation of cross-department teams, each focused on supporting one of the major improvement strategies in the FTF framework: instructional improvement, common planning time, and family and student advocacy.

8. Funds to support this contract are included in account SDV-0-S-S20-IV ECNS. This contract is an extension of current efforts to continue school supports until the process of proposal reviews is completed and the Transformation Model using School Improvement Grant funds is established. The selection of the technical assistance provider for the Transformation Zone is an open process independent of any previous contracted services work with these schools and independent of the request to enter into this contract.

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: 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 Rule Statement

10. This item is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

11. This item authorizes expenditures in the amount of $300,000.00 using SDV-0-S-S20-IV ECNS. Services are being continued through a vendor response to open RFP 553.

Implementation and Assessment Plan

12. The Administration will continue the planning and implementation of the FTF framework as specified in the U.S. Department of Education grant proposal and will identify additional sources of funds to support ongoing implementation, such as School Improvement Grant funds, as they become available later in FY10.

Administration's Recommendation

The Administration recommended that the Board approve the request to enter into a professional services contract, as attached to the minutes of your Committee's meeting, with the Institute for Research and Reform in Education to provide continuation of services for the implementation of the FTF framework at Bradley Tech, Custer, Madison, Pulaski, and Vincent High Schools and to provide district-level capacity building through June 30, 2010, in the amount of $300,000.00.

Committee's Recommendation

A motion to adopt the Administration's recommendation having failed on a tied vote, your Committee is reporting this item to the Board without recommendation.

Director Thompson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

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

Noes—None.

* * * * *

(Item 12) Action on a Request to Approve $36-$38 Million of Qualified School Construction Bonds and to Amend the Intergovernmental Cooperation Agreement with the City of Milwaukee

Background

1. At its meeting on November 3, 2009, the City of Milwaukee Common Council approved the Intergovernmental Cooperation Agreement (IGA) attached to the minutes of your Committee's meeting, authorizing $48 million in American Recovery and Reinvestment Act (ARRA) borrowing for MPS maintenance and remodeling projects.

2. On November 12, 2009, the City advised MPS of various borrowing strategies and introduced a strategy whereby bonds would be sold at a discount, resulting in an estimated savings of $4 million in interest costs. The strategy would require the Common Council to adopt a Qualified School Construction Bond (QSCB) issuance not to exceed $57 million and to revise the IGA between the City and Milwaukee Public Schools accordingly.

3. At its meeting on November 19, 2009, the Board approved the IGA with the City of Milwaukee.

4. In December 2009, $12 million of the authorized $48 million of QSCBs were sold, leaving $36 million of QSCB project funding to be acquired at a later date.

5. The City and MPS are now prepared to proceed with the issuance of $36-$38 million of bonds. The issuance will require amendments to the IGA between MPS and the City of Milwaukee.

Administration's Analysis

6. This item seeks the Board's approval of (1) the Administration's recommendation of the type of QSCB to be issued and (2) changes to the IGA between the City and MPS for the QSCB. Upon the Board's approval, the Administration will work with the City to issue the bonds and submit an amended IGA for signature by the Board President and the Superintendent.

7. General Obligation bonds may be issued in at least four forms that are useful for MPS; however, the suitability of a form for a purpose will vary by situation:

a. Bonds that are taxable to the investor, with interest costs currently in the 5.50% range. These bonds have no federal government restrictions on the purposes for which the bonds can be issued.

b. Bonds that are tax-exempt to the investor (traditional municipal bonds) with interest costs currently in the 3.5% range. These bonds have some federal government restrictions on the purposes for which the bonds can be issued. Most, if not all, of the purposes for which MPS would use these bonds would qualify as traditional tax-exempt bonds.

c. QSCB tax-credit bonds, with interest received by the investor in the form of income tax credits from the federal government. In addition to the tax credit, investors typically require supplemental interest (paid by MPS) currently in the 1.50% range. The federal government restrictions on purposes are further limited to K-12 instructional purposes. This form of bond was issued by MPS and the City in December 2009, with a supplemental coupon of 1.18% and an original issue discount to provide the investor with a 1.44% supplemental yield.

d. QSCB taxable direct payment bonds, with taxable interest received by the investor, and the federal government reimbursing (direct payment to) MPS for the interest costs in an amount up to the allowable tax-credit rate for tax-credit bonds. Interest costs are currently in the 5.5% range (with a max of 5.85%, the allowable tax-credit rate). In the current market, this form offers MPS and the City the best chance for the equivalent of an interest-free debt. Therefore, the Administration and the City request approval for this form of QSCB.

8. One risk of the recommended QSCB taxable direct-payment bonds is that, if the federal government determines that it will no longer reimburse bond issuers for the interest cost, MPS would be fully responsible for the interest cost, which in the current market is approximately 5.5%. The Treasury Department has stated that it considers the direct payment (reimbursement) similar to tax refunds, and thus there is a very low risk of non-appropriation. There is no guarantee, however, and if it were to happen, MPS would have to pay the entire interest cost, or approximately $2 million per year.

9. The requested changes to the IGA focus on MPS's recognizing and accepting responsibility to fund all debt-service costs that may occur as a result of the issuance of the QSCB. Specifically:

a. MPS agrees to pay all interest on the bonds if the federal government changes policy and does not reimburse the issuers for the interest incurred on QSCB taxable direct payment bonds.

b. MPS agrees to pay the interest on all of the QSCBs issued, although the issuance may exceed $48 million. The IGA will be amended to reflect the actual amount of bonds issued. This amendment is necessitated when additional bonds are issued to fund the issuance costs and any original issue discount.

c. MPS agrees to pay the costs that may result from extraordinary redemption that may occur if not all of the proceeds are used, or if an error of some form occurs by MPS, in which case, some bonds would need to called and retired.

d. In the event that a direct payment is not received due to an action, or inaction, of the City, then the City agrees to reduce the debt-service obligation of MPS to the City by that amount.

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: Schools are welcoming, well-maintained, and accessible for students, families, staff, and the community.

WTAM applicable measurable objectives: 100% of MPS schools will receive a condition rating of good or better (6-10) on the Building Condition Report.

Statute, Administrative Policy or Board Rules Statement

11. This item is consistent with Administrative Policy 3.00, Fiscal Management.

Fiscal Impact Statement

12. The ARRA QSCB will allow the Board to borrow funds to fund construction projects with little or no interest cost to the district. Repayment of principal will occur over the next 15-17 years. The term of the payback will be determined based on the Internal Revenue Services' rules in effect at the date of issuance.

Implementation and Assessment Plan

13. Upon approval by the Board, the Board President and the Superintendent will execute the amended IGA, and the Administration will work with the City to issue the QSCB taxable direct-payment bonds.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the Intergovernmental Cooperation Agreement between MPS and the City of Milwaukee, as attached to the minutes of your Committee's meeting, for the issuance in total of $48 million to $50 million of Qualified School Construction Bonds, which includes approval of the issuance of $36-$38 million of bonds in the form of QSCB taxable direct-payment bonds.

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 President Bonds

- MPA Co-Executive Directors Sue Apps and Bill Kritek attended the former Superintendents' panel at Marquette University on April 12; the Metropolitan Milwaukee Area Deans of Higher Education meeting, where incoming Superintendent Dr. Gregory Thornton was the invited guest, on April 13; and the Milwaukee Graduation Project Summit and following meeting — a project focused on the drop-out issue.
- Sue Apps attended the Press Club luncheon, where Dr. Thornton was the featured speaker.
- MPA Co-Executive Directors met with Dr. Howard Fuller to discuss summer reading plans in Milwaukee.
- A letter of support was provided to MPS for the school leadership grant application.
- Work has continued on the "Essential Information for Parents" bulletins. Additional feedback was also brought forward at the Implementation Team's meeting.
- Results of WKCE testing done at grades 3, 4, 5, 6, 7, 8, and 10 in November 2009 show for MPS:
    - student performance gained in mathematics achievement for the second straight year;
    - math proficiencies increased at approximately 55% of schools;
    - math proficiencies were up eight percentage points for third-grade students;

- there was a two-point decline in grade 10 math scores;
- the overall district proficiency rate in reading remained about the same, with 58% of students achieving proficiency in reading;
- there were reading gains in 35% of district schools that are listed as SIFI (Schools Identified for Improvement);
- there were double-digit increases in the share of students proficient in both reading and math at four schools;
- proficiency increased of five percentage points or more in both reading and math at 11 schools, compared with the prior year;
- the achievement gap between MPS and the state is being trimmed;
- MPS is improving in math at a faster rate than the rest of the state;
- the state's and district's achievement gaps in math declined by an average of nearly seven percentage points over the last five school years in six of the seven grades assessed; the achievement gap widened by two percentage points at grade 10;
- the state's and district's achievement gaps in reading declined in three grades, rose in two, and remained the same in two

The investment in, and hard work of, the Milwaukee Mathematics Partnership, math teaching specialists, math teacher leaders, school math teams, learning teams, and a consistent math curriculum have paid off. Work will be re-focused to increase the math skills of tenth-graders.

- A new district Comprehensive Literacy Plan will be implemented in Fall 2010 in all schools, starting with pre-kindergarten through grade eight. MPS shared information with the Implementation Team concerning what the Comprehensive Literacy Plan may include and some of what will be happening and needs to happen around reading/literacy.
  - The MPA will align its work with the plan.
  - Part of the plan includes greater consistency in reading curriculum. A textbook/instructional materials review and adoption process involving parental, staff, and community input is currently in progress for literacy and English as a Second Language, pre-kindergarten to grade 8. MPA Co-Executive Directors encouraged Implementation Team members to participate in this process.
- The Implementation Team brainstormed and discussed some ideas on possible roles that the MPA and its partner organizations might play in supporting reading in Milwaukee.
- Discussion began at the Implementation Team's last meeting concerning a summer retreat to focus on reading/comprehensive literacy and how it could be supported. A date for some time during the second week of July is currently being considered.
- Comprehensive Literacy Work Group Update:
  - The major focus this year has been on making sure colleges and universities are providing their students with what MPS students need in their teachers. Coursework has been examined, and a draft document has been formed that the colleges and universities at the table (Alverno, Stritch, UWM, Marquette, and Carroll) are in the process of ascribing to. It outlines five competencies — Foundations of Reading Instruction, Application of Research-Based Instructional Practices, Foundations of Assessment, Foundations and Applications of Differentiated Instruction, and Demonstration of Accomplishment — and sets up 60 hours of student time to ensure mastery of competencies. Each competency has performance indicators

that align to the MPS Strategic Plan and current targets. They will also be aligned to the Comprehensive Literacy Plan, and thought is being given to aligning them to national standards. The goal is for a level of consistency in background knowledge that graduates come out with from each college and university.

- The next step after getting something in place for teachers is to address embedding something in college and university administrator-training courses.

- Family Literacy & Tutoring Work Group Update:
  - Continued work on tutoring training sessions is anticipated.
  - Thinking has begun, and specifics should be developed regarding training for parents and on particular categories.
  - Strategies will be aligned to the Comprehensive Literacy Plan.

- Skunkworks Work Group Update:

  The work group will be spending some time considering how it might be possible to bring the idea of computational thinking into the K-12 area. It could potentially increase engagement of students in science, engineering, technology, computer science, and mathematics, as well as play into and support engagement of students in more reading, higher-level reading, and critical thinking.

- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:
  - In addition to continued work on personal leadership goals, math teacher leaders planned and taught a lesson using the "Lesson Planning with Formative Assessment Principles" template to make the connection to formative assessment principles, cognitive demands, and questioning, and did a short reflection.
  - At the March MTL (math teacher leader) meetings, the assessment segment focused on improving teaching and learning through questioning; the content segment focused on moving from additive to multiplicative thinking — the road to proportional reasoning; and the leadership segment focused on connecting Fullan's work with coaching skills. The cohort's open discussion centered on how MTLs are supporting distributive leadership in their buildings.
  - An algebra lab, geometry lab and advanced algebra workshop were all conducted in April.
  - The MMP is sponsoring 101 people from Milwaukee to attend the Wisconsin Mathematics Council Annual Conference in Green Lake.
  - Planning is in progress for a spring breakfast meeting with principals.

- NEA Foundation Grant Update:
  - Two of the four MPS schools with double-digit increases in the share of students scoring proficient in both reading and math on the November 2009 WKCE are NEA Focus Schools — Kagel and Sherman.
  - Three of the eleven MPS schools with proficiency increases of five percentage points or more in both reading and math, compared with the previous year's WKCE results, are NEA Focus Schools — Hopkins, McNair and Wedgewood Park.
  - Through the sponsorship of the NEA Foundation grant, five teachers will be boarding ship and attending the Denis Sullivan/Great Lakes Challenge in August:
    - Mark Eary, Keefe Avenue K-8 School
    - Sandra Johansen, LaFollette K-8 School
    - Ryan Meier, Custer High School

— Larresa Taylor, Custer High School

— Kifle Wodajo, South Division High School

o The Action Research Fellows have been set up with their own District Educational Community in The Learning Community (TLC) of Moodle, the online conversation learning platform of the district.

o Grant Principal Investigator, Dr. Christine Anderson, will be participating on a keynote panel and presenting at the NEA Foundation's Annual National Convention in June.

o Dr. Anderson heard Dr. Pedro Noguera speak at Cardinal Stritch University on April 13 about "Closing Achievement Gaps through Cultural Competency and Cultural Equality." The presentation focused on how awareness, beliefs, and practices around cultural competence and responsiveness have implications for leadership practices, instructional practices, student achievement, and parental involvement.

- Mary Diez, MPA member and Graduate Dean at Alverno College, was honored with the U.S. Postal Service's 2010 "Women Putting Their Stamp on Metro Milwaukee" Award in the Education category. She is recognized for her innovative work and research on teacher preparedness and dispositions. She has played a lead role in close to 20 projects over the past 20 years, directing over $3.36 million in grants to support teacher and administrator development and student-assessment programs in Milwaukee schools and has done specific work with the NEA Focus Schools. NEA Grant Principal Investigator Dr. Christine Anderson, a former award recipient, and several representatives from the MPA and its partner organizations attended the awards ceremony.
- The Milwaukee Area Workforce Investment Board hosted a welcome reception for the new president of MATC, Dr. Michael Burke. Co-Executive Director Sue Apps was in attendance on behalf of the MPA.
- All were saddened at the sudden loss of MPA Executive Partner and MTEA Executive Director, Tom Morgan, and his commitment to improving teaching and learning in MPS. A card and flowers were sent on behalf of the entire Partnership. Patrick O'Mahar has been appointed as Interim Executive Director of the MTEA.

* * * * *

(Item 2) Report of the Board's Delegate to the Head Start Program

Submitted by Director Spence

Major Activities

(1) Management meetings were held on April 16 and April 30. The meetings focused on program updates and changes and Policy Council meeting planning.

(2) ERSEA/FPA meetings were held April 14 and April 17. The meetings focused on enrollment, attendance, parent meetings, health compliance, and setting goals with families.

(3) The Health, Mental Health and Disabilities Manager participated in a transition meeting at Penfield on April 1. 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 Managers participated in training on organization and time management on April 13. The training was facilitated by Joanna Parker, Grantee Performance Support Specialist Team Lead for STG International, Inc.

(5) The Head Start Coordinator participated in a Gwen T. Jackson Model Site meeting held on April 14. The meeting was held to discuss current programming and practices.

(6) Head Start Staff Meetings were held on April 12 and April 20 to provide asthma-prevention training and to discuss program updates, enrollment, and health compliance.

(7) The Head Start Coordinator participated in training on the Learning at a Glance walkthrough tool on April 13.

(8) Health Team Meetings were held April 14 and April 26. The meetings focused on screenings, follow-ups, health and safety monitoring, and family and staff health and nutrition programming.

(9) Head Start teachers participated in after-school collaboration trainings with Head Start, High Scope, and SDC Head Start on April 14. The training focused on how to have an engaging dramatic play area.

(10) The Health Coordinator, Nutrition Technician, and 10-month secretary attended ChildPlus training on April 15 and April 16. The focus of the training was to address questions and concerns regarding the system.

(11) The Head Start Coordinator participated in a Department of Educational Services Project Team meeting on April 16. The meeting was held to allow time for Department of Educational Services Project Teams to meet and plan.

(12) The Head Start Policy Council meeting was held Saturday, April 17.The meeting focused on program updates, the COLA (Cost of Living Allocation) grant application, and the self-assessment.

(13) The Head Start staff participated in the Division of Early Childhood Week of the Young Childhood event at the Betty Brinn Museum on April 14.

(14) The Head Start Coordinator and Education Manager participated in a Comprehensive Literacy Plan overview meeting on April 16.

(15) The Head Start Coordinator participated in an Early Childhood Screener Committee meeting on April 21. The purpose of the meeting was to select an early childhood screener to be used district-wide.

(16) The Curriculum Generalist, Health, Mental Health and Disabilities Manager, the Nutrition Technician ,and a nurse associate participated in the I Am Moving, I Am Learning training on April 21. This training focused on proactive approaches to childhood obesity.

(17) The Education Manager conducted a Head Start classroom walkthrough with the Principal at Gwent T. Jackson on April 21. The purpose of the walkthrough to educate the principal on Head Start practices.

(18) The Head Start Coordinator participated in a Core Health Services meeting held on April 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.

(19) The Health, Mental Health and Disabilities Manager participated in a transition meeting at Easter Seals on April 21. The focus of the meeting was to share information regarding MPS Head Start with families transitioning children from the birth-to-three programs.

(20) The Head Start Coordinator, Curriculum Generalist, two family partnership associates, and Head Start parents attended the Circle of Women Conference on April 23. This conference highlighted women who have overcome obstacles and have become success in their own lives.

(21) The Head Start Program sponsored a Family Curriculum Night on April 27. This training allowed parents to explore the curricula used in the Head Start classrooms through hands-on activities.

(22) The Education Manager participated in a SchoolsMovingUp webinar on engaging, differentiated grammar lessons for writing on April 28.

(23) Head Start teachers and assistants participated in an active-learning fieldtrip professional development on April 30. The focus for the fieldtrip was to engage the classroom teaching teams in activities that provide strategies to extend student-learning opportunities through the field trips.

(24) The Head Start Office staff participated in a team-building work session conducted by Steve Saffron from Saffron Perspective, Inc. The work session focused on team work, energizing the staff, and laughter.

(25) The next Policy Council meeting will be held on Saturday, May 8, 2010 at 12:00 noon at Central Services in room 206/208.

Services Provided

(26) Site-monitoring visits were conducted at Sherman, Siefert, Silver Spring, and Westside.

(27) Health screenings for vision and hearing were conducted for all newly enrolled Head Start students.

Enrollment

(28) There were 1,043 students enrolled in the Milwaukee Public Schools Head Start Program as of April 16 for the 2009-2010 school year.

(29) There were 51 students enrolled in the Milwaukee Public Schools Head Start Program as of April 16 for the Expansion Program for the 2009-2010 school year.

(3)) There were 645 students enrolled in the Milwaukee Public Schools Head Start Program as of April 16 for the 2010-2011 school year.

* * * * *

REPORT OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) Report of the Board's President for April 2010

During the past month, the President engaged in the following activities:

1. met in Madison, Wisconsin, with representatives from the Governor's Office, META, WEAC, and various state legislators regarding the State Superintendent's authority to intervene in struggling schools;
2. attended a reception for new Superintendent at Gerald Randall's house;
3. with Dr. Thornton attended a meeting of education deans from higher-education institutions;
4. met with various Milwaukee legislative leaders regarding the State Superintendent's authority;
5. met with cluster of schools in the MEC region to discuss school options in the Douglas facility;
6. held a retreat at the Juneau Educational Complex to discuss facility issues; and
7. met with various individuals to discuss black students' reading test results.

* * * * *

The Board adjourned at 8:16 PM.

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