BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 25, 2007

Annual Organizational Meeting of the Board of School Directors called to order by the Director, Office of Board Governance/Board Clerk at 6:44 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 3, 2007, have taken the oath of office and are duly qualified to serve:

Tim Petersons..... District 1
Jeff Spence..... District 2
Michael Bonds..... District 3
Terrence Falk..... District 8
Bruce Thompson..... At-large

Directors Blewett, Goldberg, Hardin, and Morales are continuing members.

The following members responded to roll call:

Present—Directors Blewett, Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, and Thompson—9.

Absent—None.

Student members present—Rodtrell Cameron and Fabiola Roque.

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 Blewett
Director Falk.....Director Blewett
Director Goldberg.....Director Bonds
Director Hardin.....Director Blewett
Director Morales.....Director Blewett
Director Petersons.....Director Blewett
Director Spence.....Director Blewett
Director Thompson.....Director Spence
Director Bonds.....Director Bonds

Director Blewett—6.
Director Bonds—2.
Director Spence—1.

Director Blewett, 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 Bonds.....Director Hardin
Director Falk.....Director Hardin
Director Goldberg.....Director Spence
Director Hardin.....Director Hardin
Director Morales.....Director Spence
Director Petersons.....Director Spence
Director Spence.....Director Spence
Director Thompson.....Director Spence
Director Blewett.....Director Hardin

Director Spence—5.
Director Hardin—4.

Director Spence 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.

NEW BUSINESS

By unanimous consent, the following item of New Business was taken up.

(Item A) Introduction of the 2007-08 Student Advisory Representatives to the Board

The Office of Board Governance has been notified that the following students have been appointed as Student Advisory Representatives to the Board for the 2007-08 Board Year:

Student Representatives:

Justin Anderson .....Riverside University High School
Mina Mirhoseini .....Milwaukee School of Languages

Alternates:

Kandiss Jones .....Marshall High School
Kelsey Brooks .....Riverside University High School
Ashley Glenn .....Riverside University High School

APPOINTMENT OF REPRESENTATIVE TO THE LIBRARY BOARD

Appointment of a representative to the Library Board was deferred to a future Board meeting.

APPOINTMENT OF REPRESENTATIVES TO THE MILWAUKEE AREA TECHNICAL COLLEGE APPOINTMENT COMMITTEE

Appointment of representatives to the Milwaukee Area Technical College Appointment Committee was deferred to a future Board meeting..

APPOINTMENT OF REPRESENTATIVE TO CESA #1

Appointment of a representative to CESA #1 was deferred to a future Board meeting.

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

Appointment of a representative to the Wisconsin Association of School Boards was deferred to a future Board meeting.

UNFINISHED BUSINESS

A. Disposition of Items Pending Before the Board and Its Committees on April 25, 2007.

In accordance with Wisconsin Statute 119.10(1) and with the 1983 Board resolution, the Director, Office of Board Governance/Board Clerk, presented the following list of unfinished business pending before the Board and its Committees for reference as indicated:

Items Pending before the Board and Its Committees
as of April 25, 2007

Listed by Committee and Numbered Consecutively
(Names of former Board members are in *italics*)

Finance/Personnel

Item	Author	Subject	Introduced	Action		Notes
				Committee	Board	
(1) Resolution 0102R-019	Blewett, Hardin	Develop an MPS Block Parent Program	September 25, 2001	None	Carried over 4/29/02, 4/29/03, 4/26/04, 4/25/05, 4/27/06	
(2) Resolution 0203R-027	Hardin	Revision in Reimbursement to Board Members for In-city Travel on Board-related Business	September 26, 2002	None	Carried over 4/29/03, 4/26/04, 4/25/05, 4/27/06	
(3) Resolution 0203R-035	Hardin, *Gardner*	Recognition of AMI-certified Montessori Teaching Experience	November 21, 2002	None	Carried over 4/29/03, 4/26/04, 4/25/05, 04/27/06	
(4) Resolution 0304R-014	*Balistreri*	Teacher Recognition Program	September 24, 2003	None	Carried over 4/26/04, 4/25/05, 04/27/06	

Finance/Personnel

Item	Author	Subject	Introduced	Action		Notes
				Committee	Board	
(5) Resolution 0304R-031	*Balistreri*	Bar Coding Student IDs	January 29, 2004	Sent to full Board	Sent back to committee for additional work 4/22/04; carried over 4/26/04, 4/25/05, 4/27/06	
(6) Resolution 0405R-001	*Johnson*	Qualified Staff to Allocate Minimum Portion of School Day to Direct Classroom Instruction	May 27, 2004	None	Carried over 4/25/05, 4/27/06	
(7) Resolution 0405R-004	*Johnson*, Spence	School Safety Assistants to Milwaukee Police Department	May 27, 2004		Carried over 4/25/05, 4/27/06	
(8) Resolution 0405R-008	Hardin	Continuity of Transportation to Students	May 27, 2004	None	Carried over 4/25/05, 4/27/06	Author Agreed to Pull from Consideration September 12, 2004
(9) Resolution 0405R-014	Blewett	Clarify the Property Tax Levy as It Relates to MPS	June 24, 2004	None	Carried over 4/25/05, 4/27/06	
(10) Resolution 0405R-015	Blewett	Require Employees of Contracted Educational Programs to Maintain Milwaukee Residency	June 24, 2004	None	Carried over 4/25/05, 4/27/06	
(11) Resolution 0405R-025	*Balistreri*, Hardin	Review and Audit of the Chargeback/Buyback System	August 26, 2004	None	Carried over 4/25/05, 4/27/06	
(12) Resolution 0405R-049	*Balistreri*	Report of Facilities Leased by MPS	February 24, 2005	None	Carried over 4/25/05, 4/27/06	
(13) Resolution 0405R-052	*Balistreri*	Tracking of Tangible District Assets	February 24, 2005	None	Carried over 4/25/05, 4/27/06	

Finance/Personnel

Item	Author	Subject	Introduced	Action		Notes
				Committee	Board	
(14) Resolution 0506R-001	Blewett	Reporting of School Bus Accidents in Accordance with State Statutes	May 26, 2005	None	Carried over 4/27/06	Administration voluntarily has been reporting this info since the introduction of the resolution
(15) Resolution 0506R-025	*Balistreri*	Making Martin Luther King, Jr., Day a District-Wide Holiday	January 26, 2006	None	Carried over 4/27/06	
(16) Resolution 0506R-026	*Balistreri*	Require Public Hearing Before Administrative Assumption of Budgets of Schools in Deficit	February 22, 2006	None	Carried over 4/27/06	

Innovation/School Reform

Item	Author	Subject	Introduced	Action		Notes
				Committee	Board	
(17) Resolution 0102R-037	Hardin	Establish a Five-year High School Program	February 28, 2002	03-12-02 — Admin. to report on programs of 2 to 6 years by May 02.	03/26/02 — Admin. to report on programs of 2 to 6 years by May 02; Carried over 4/29/02, 4/29/03, 4/26/04, 4/25/05, 4/27/06	Report still pending
(18) Resolution 0405R-027	Hardin	Give Academic Credit for the Successful Completion of the RITZ Program	August 26, 2004	None	Carried over 4/25/05, 4/27/06	
(19) Resolution 0506R-024	*Balistreri*	Give High-School Students Access to Foreign Language Programs	January 26, 2006	None	Carried over 4/27/06	
(20) Resolution 0506R-027	Blewett, Hardin, Morales	Develop Alternatives to Expulsions	February 22, 2006	None	Carried over 4/27/06	

Innovation/School Reform

Item	Author	Subject	Introduced	Action		Notes
				Committee	Board	
(21) 0607R-005	Goldberg	Monthly Update on Customer-service Activities	August 2006	None	None	
(22) 0607R-014	Spence	Program-management Review Process	October 2006	None	None	
(23) 0607R-032	Blewett	Promote and Expand Foreign Language Programs	March 2007	None	None	

Legislation, Rules & Policies Committee

Item	Author	Subject	Introduced	Action		Notes
				Committee	Board	
(24) Resolution 0102R-001	Hardin	Establish a Safety and Security Standing committee	May 3, 2001	None	Carried over 4/29/02, 4/29/03, 4/26/04, 4/25/05, 4/27/06	
(25) Resolution 0304R-008	Hardin	No Child Left Behind Accountability	July 31, 2003	Held in Committee, to be brought back at a later date	Carried over 4/26/04, 4/25/05, 4/27/06	
(26) Resolution 0405R-002	*Johnson*, Spence	District Travel	May 27, 2004	None	Carried over 4/25/05, 4/27/06	
(27) Resolution 0405R-022	*Johnson*	Monitoring of Staff Time Spent on Researching Resolutions	August 26, 2004	None	Carried over 4/25/05, 4/27/06	
(28) Resolution 0405R-024	*Balistreri*	Ensure a Dinner Period for Personnel Who Staff After-hours Board and District Functions	August 26, 2004	None	Carried over 4/25/05, 4/27/06	

Legislation, Rules & Policies Committee

Item	Author	Subject	Introduced	Action		Notes
				Committee	Board	
(29) Resolution 0405R-033	Blewett	Analyze the IDEA Funding Coalition's Mandatory Funding Proposal for the Individuals with Disabilities Education Act	October 28, 2004	None	Carried over 4/25/05, 4/27/06	
(30) Resolution 0405R-036	*Johnson*	Revision to Board Rule 1.08, Committee Agendas & Reports	November 23, 2004	None	Carried over 4/25/05, 4/27/06	
(31) Resolution 0405R-038	*Johnson*	Revision to Board Rule 1.13, Parliamentary Procedures	November 23, 2004	None	Carried over 4/25/05, 4/27/06	
(32) Resolution 0405R-039	*Johnson*	Revision to Board Rule 1.02, Regular Board Meetings	November 23, 2004	None	Carried over 4/25/05, 4/27/06	
(33) Resolution 0405R-041	Blewett	Partnership with Private Schools to Lobby for Increased Federal Funding for IDEA	November 23, 2004	None	Carried over 4/25/05, 4/27/06	
(34) Resolution 0405R-045	Morales	Revision to Board Governance Policy 1.01, Vision and Mission	February 24, 2005	None	Carried over 4/25/05, 4/27/06	
(35) Resolution 0506R-009	Morales	Oppose Proposed State Legislation Changing the Relative Powers of the Milwaukee Board of School Directors and the Milwaukee Superintendent of Schools	August 25, 2005	None	Carried over 4/27/06	

Legislation, Rules & Policies Committee							
Item		Author	Subject	Introduced	Action		Notes
					Committee	Board	
(36)	Resolution 0506R-011	Blewett	Fly the Flag at Half-staff for the Duration of the Wars in Iraq and Afghanistan	September 29, 2005	None	Carried over 4/27/06	
(37)	Resolution 0506R-012	Blewett	Federal Funding for IDEA	September 29, 2005	None	Carried over 4/27/06	
(38)	Resolution 0506R-023	*Balistreri*	Conduct an Evaluation of the Reimbursement for In-City Travel on Board-related Business	November 28, 2005	None	Carried over 4/27/06	
(39)	Resolution 0506R-028	Morales	Oppose a Ban on Civil Unions and Marriage for Same-sex Couples	March 30, 2006	None	Carried over 4/27/06	
(40)	Communication 0506C-005	Ruth Varnado	Requesting a Hearing on Board Decorum during Committee Hearings & Meetings	March 30, 2006	None	Carried over 4/27/06	Scheduled for 4/11/06, but Ms. Varnado asked for postponement due to scheduling conflict.
(41)	0607R-010	Hardin	Amend Administrative Policy 8.10(2) to extend sibling preference in admissions and "grandfathered" transportation services.	September 2006	None	None	
(42)	0607R-016	Blewett	Ban Board and committee meetings on election days	October 2006	None	None	
(43)	0607R-018	Morales	Amend Admin. Policy and Procedure 7.30 to allow senior high class trips	October 2006	None	None	
(44)	Communication 0607C-002	Six Flags Great America	Hearing re Six Flags Physics Days	November 2006	None	None	

Legislation, Rules & Policies Committee

Item	Author	Subject	Introduced	Action		Notes
				Committee	Board	
(45) 0607R-033	Blewett	Support a proposed plan to grow world language programs in the public schools	March 2007	None	None	
(46) 0607R-034	Morales	Revise the expulsion process to help students convicted of minor criminal offenses avoid incarceration	March 2007	None	None	
(47) 0607R-035	Blewett	Ensure opportunities to provide students with alternative viewpoints to military recruitment	March 2007	None	None	
(48) 0607R-036	Blewett	Support a proposed student privacy protection act as an amendment to No Child Left Behind	March 2007	None	None	

Strategic Planning & Budget

Item	Author	Subject	Introduced	Action		Notes
				Committee	Board	
(49) Resolution 9900R-023	Hardin	Work with MPS Parents and SCOPE (School Councils Organized for Progressive Education) to Develop a Plan to Explore Revenue Options, Legislative Actions, and Alternative Funding Sources	March 28, 2000	None	Carried over 4/24/00, 5/03/01, 4/29/02, 4/29/03, 4/26/04, 4/25/05, 4/27/06	

Strategic Planning & Budget							
	Item	Author	Subject	Introduced	Action		Notes
					Committee	Board	
(50)	Resolution 0102R-002	Hardin	Conduct a Study of the MPS Budget Process	May 29, 2001	None	Carried over 4/29/02, 4/29/03, 4/26/04, 4/25/05, 4/27/06	
(51)	Resolution 0102R-004	Hardin	Cease Further Decentralization of the Budget Pending a Study of its Effectiveness	May 29, 2001	None	Carried over 4/29/02, 4/29/03, 4/26/04, 4/25/05, 4/27/06	
(52)	Resolution 0102R-005	Hardin	Align the Strategic Plan, Individual School Educational Plans, and the Budget	May 29, 2001	None	Carried over 4/29/02, 4/29/03, 4/26/04, 4/25/05, 4/27/06	
(53)	Resolution 0405R-009	Morales, *Balistreri*	Establish a Board Advisory Committee to study MPS budget process	May 27, 2004	None	Carried over 4/25/05, 4/27/06	
(54)	Resolution 0405R-044	*Balistreri*, Morales	Continued Funding for Successful Schools Program	January 27, 2005	None	Carried over 4/25/05, 4/27/06	
(55)	Resolution 0405R-056	*Balistreri*	Direct the Administration to address the issue of school deficits prior to the release of its proposed FY06 budget	March 24, 2005	None	Carried over 4/25/05, 4/27/06	
(56)	Resolution 0506R-004	Morales, Blewett	Budget Cuts and Compliance with No Child Left Behind	June 23, 2005	None	Carried over 4/27/06	
(57)	Resolution 0506R-022	Blewett	Absorb the Deficits of Schools to be Closed for the Creation of Multiplexes	November 28, 2005	None	Carried over 4/27/06	
(58)	0607R-024	Blewett, Hardin	Continued funding for MHSA	December 2006	None	None	

Strategic Planning & Budget

	Item	Author	Subject	Introduced	Action		Notes
					Committee	Board	
(59)	0607R-28	Morales	Turn control of Lynde and Harry Bradley Technology and Trade High School over to the Milwaukee Board of School Directors	January 2006	None	None	
(60)	0607R-030	*Johnson*	Expand the Matching Funds Art Funding Program	February 2007	None	Nones	

Special Education Committee

	Item	Author	Subject	Introduced	Action		Notes
					Committee	Board	
(61)	Resolution 9899R-027	Hardin	Ensure the Provision of Appropriate Placements for Students with Exceptional Education Needs	May 27, 1998	8/11/98; 10/13/98; referred back to admin; 05/11/99	Adopted 08/26/98; with report back; also considered 05/26/99; carried over 04/26/99, 04/24/00, 05/03/01, 04/29/02, 04/29/03, 4/26/04, 04/25/05, 4/27/06	Originally referred to ISR; discharged from Committee on Innovation/School Reform and referred to Committee on Special Education, 10-28-03
(62)	Resolution 9899R-099	Hardin	Analysis of MPS Special Education Programs	November 28, 1998	None	Carried over 04/26/99, 04/24/00, 05/03/01, 04/24/02, 04/29/03, 04/26/04, 4/25/05, 4/27/06	Originally referred to FP; discharged from Committee on Finance/Personnel and referred to Committee on Special Education, 10/28/03

Special Education Committee							
	Item	Author	Subject	Introduced	Action		Notes
					Committee	Board	
(63)	Resolution 0405R-047	*Balistreri*, Hardin	Investigate and Close the Achievement Gap between Special-Needs and Non-Special-Needs Students in MPS	February 24, 2005	None	Carried over 4/25/05, 4/27/06	

Separate consideration was requested of Items 5, 7, 9, 11, 12, 15, 17, 20, 22, 24, 25, 26, 29, 33, 34, 37, 41, 42, 43, 44, 46, 47, 48, 50, 51, 52, 58, 60, 62, and 63.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—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 Petersons moved to accept the recommendation for the Board compensation as it exists.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, and President Blewett—7.

Noes—None.

Voting "present"—Directors Spence and Thompson—2.

NEW BUSINESS

(Item A) (Considered earlier in the meeting.)

(Item B) Transmittal of tentative 2007-08 Board Calendars

The Director, Office of Board Governance/Board Clerk distributed to the Board for its review the tentative calendars of regular Board and committee meetings for 2007-08.

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The Board adjourned at 7:26 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 1, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 5:36 PM.

Present — Directors Bonds, Goldberg, Falk, Hardin, Morales, Petersons, Spence and President Blewett—8.

Absent and excused—Director Thompson—1.

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

April 26, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Tuesday, May 1, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive and to take action on various reports of the Independent Hearing Panel (expulsions);
2. 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; and
3. to consider and possibly to take action on the proposed 2007-08 School Calendar.

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, and may reconvene in open session to take action on matters considered in executive session.

In regard to Items 2 and 3 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 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

With respect to Item 1, the Director, Office of Board Governance/Board Clerk presented 16 reports of the Independent Hearing Panel of the Board of School Directors.

Director Goldberg moved to accept the reports of the Independent Hearing Panel of April 16, 17, 18, 19, 20, 23, 24, 25, 26 and 27, 2007.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

With respect to Item 2, Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned in the call of the meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

The Board retired to executive session at 5:45 PM.

The Board reconvened in open session at 6:20 PM.

With respect to Item 3, Director Spence moved to accept the calendar as revised.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

The Board adjourned at 6:24 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 1, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 6:39 PM.

Present—Directors Bonds, Goldberg, Falk, Hardin, Morales, Petersons, Spence, Thompson, (8:01 PM) and President Blewett — 9.

Absent—None.

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

April 26, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. (or immediately following the special Board meeting scheduled to begin at 5:30 p.m.) on Tuesday, May 1, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of receiving, giving public hearing on, and possibly taking action on an update on the use of flexible restraints in MPS schools.

The public is invited to present testimony 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 proceeded to give public hearing on the use of flexible restraints in MPS schools.

Upon conclusion of the public hearing, Director Hardin moved that the Board:

1. Repeal all revisions to Administrative Policy 8.29 approved on April 19, 2007;

2. Amend Board Rules, including Board Rules 2.01 and 2.02, to include the establishment of a standing Board Committee on Safety and Climate to meet at the call of the Chair with the following charge:

a. The Committee on Safety and Climate shall consider, monitor, assess, and make recommendations to the Board on all matters pertaining to school and district safety and security.

b. The Committee on Safety and Climate shall review, monitor, and make recommendations to the Board on all district safety and security plans and procedures, including emergency plans and procedures related to fire, safety, and health codes and statutes.

c. The Committee on Safety and Climate shall consider, review, and monitor all school climate and culture issues that present safety concerns, including neighborhood safety issues that could have an impact on schools and the District.

d. The Committee on Safety and Climate shall receive and consider the recommendations of community partners, City departments, and other non-MPS entities that relate to district safety and climate issues.

e. The Committee on Safety and Climate shall consider and make recommendations regarding transportation safety and safe passage matters;

3. Authorize the Board President to establish and appoint a Task Force on Youth Safety and Anti-Violence to include representatives from the community, the Administration, the Board, and the schools to present a report to the Board's Committee on Safety and Climate in July 2007; and

4. That the above actions replace all other directives also approved on April 19, 2007, relating to the amendment of Administrative Policy 8.29 and the use of flexible restraints by MPS personnel in district facilities and school zones;

5. No expenditure related to equipment for student restrains be purchased without prior Board consent.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales and President Blewett—5.

Noes—Directors Goldberg, Petersons, Spence and Thompson—4.

The Board recessed from 8:31 to 8:43 PM and from 10:26 to 10:38 PM.

The Board adjourned at 11:25 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 17, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 5:34 PM.

Present—Directors Bonds, Goldberg, Falk, Hardin, Morales, Petersons, Thompson, and President Blewett—8.

Absent and excused—Director Spence—1.

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

May 16, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Thursday, May 17, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive and to take action on various reports of the Independent Hearing Panel (expulsions); and

2. to receive an update 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.

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, and may reconvene in open session to take action on matters considered in executive session.

In regard to Item 2 above, and pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of 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 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

With respect to Item 1, the Director, Office of Board Governance/Board Clerk presented seven expulsion orders from the Independent Hearing Panel of the Board of School Directors.

Director Goldberg moved to accept the reports of the Independent Hearing Panel dated April 30, May 1 and 2, 2007.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson, and President Blewett—8.

Noes—None.

With respect to Item 2, Director Hardin moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned in the call of the meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson, and President Blewett—8.

Noes—None.

The Board retired to executive session at 5:41 PM.

The Board adjourned from executive session at 6:16 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 21, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 6:42 PM.

Present—Directors Bonds, Falk, Hardin (6:47 PM), Morales, Petersons, Spence and President Blewett—7.

Absent and excused—Directors Goldberg and Thompson—2.

The Board Information Officer read the following call of the meeting:

May 18, 2007

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 Monday, May 21, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on the proposed FY2008 School Operations, Construction, and Extension Fund budgets.

The Board is scheduled to take action on the proposed FY2008 budget at its regular monthly meeting on Thursday, May 31, 2007.

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

In accordance with Section 119.16(8)(a), Wisconsin Statutes, the Board proceeded to give public hearing on the proposed FY2008 School Operations, Construction, and Extension Fund budgets.

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

JACQUELINE MANN
Board Information Officer

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 31, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 5:41 PM.

Present — Directors Bonds, Goldberg, Falk, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett — 9.

Absent — None.

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

May 30, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Thursday, May 31, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive an update concerning strategy with respect to litigation in which it is or is likely to become involved; and

2. to receive an update 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.

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, 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 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), for the purpose of conferring with legal counsel concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved, and pursuant to Wisconsin Statutes, Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned in the call of the meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—9.

Noes—None.

The Board retired to executive session at 5:46 PM.

The Board adjourned from executive session at 6:26 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MAY 31, 2007

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

Present—Directors Bonds, Goldberg, Falk, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—9.

Absent—None.

Student Representatives present—Ursula Mylnarek and Fabiola Roque.

Before beginning the meeting, President Blewett asked the Board to share in a moment of silence in memory of Melissa Bavier, a 12-year-old student who attended 65th Street School, who was killed in a hit-and-run accident in April.

President Blewett than requested a second moment of silence for Lafayette Golden, former principal and long-time advocate for students, who had died in Tennessee, and for Antonio Roca, father of Josef Roca, Manager of Buildings, Grounds and Fleet, and himself a former Director of Plant Operations and employee for 39 years, who had passed away at the age of 80 on May 25, 2007.

Lavontia Harper, a Junior at Vincent High School, presented a speech on the Second Amendment.

AWARDS AND COMMENDATIONS

Special Recognition of Benjamin Franklin Elementary School

Following a fire on Wednesday, May 16, at Benjamin Franklin Elementary School, the school community formed a cohesive unit to move classes to the North Division Complex until the end of the school year. This evening, the Fire Chief of Milwaukee — William Wentlandt — is present to commend the Franklin students and staff for the courage which they exhibited during the fire, as well as for the safe and orderly manner in which they vacated the building. The Milwaukee Board of School Directors and Milwaukee Public Schools join Chief Wentlandt in honoring the staff and students of Benjamin Franklin Elementary School.

The Milwaukee Board of School Directors and Milwaukee Public Schools also extend heartfelt gratitude to Chief Wentlandt and the Milwaukee Fire Department for their quick response, the professionalism they exhibited in rapidly extinguishing the fire, and the genuine concern which they demonstrated for the safety of all individuals associated with Franklin.

Recognition of Outgoing Student Advisory Representatives to the Board

The Board wishes to extend its thanks and appreciation to the following students, who have served as Student Advisory Representatives to the Board for the 2006-07 Board year:

Student Representatives:

Ursula Mlynarek, Riverside University High School
Alicia Halversleben, New School for Community Service

Alternates:

Fabiola Roqué, Pulaski High School
Rodtrell Cameron, Custer High School

The following students have been appointed as Student Advisory Representatives to the Board for the 2007-08 Board Year:

Student Representatives:

Justin Anderson, Riverside University High School
Mina Mirhoseini, Milwaukee School of Languages

Alternates:

Kandiss Jones, Marshall High School
Kelsey Brooks, Riverside University High School
Ashley Glenn, Riverside University High School

Presentation of the 2006-07 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	Irina De la Torre	Jessica Lopez
Alliance	Felicia Owen	Angelica Lockley
Bay View High School	Erik Munoz Anh Nguyen	Ruthanne Kuhagen
Bradley Tech High School	Jamilynn Brushel	Joshua Pordon
CITIES Project High School	Kayla May	Ricardo Vera
Community High School	Alicia Halvensleben	Sabrina Thomas
Custer High School	Keyonnia Shaw	Brandon Starks
Edison Career Academy	Debbie Lawrence	Mahagoney Humphrey
Genesis High School	Whitney Childs	Victoria King
Grandview High School	Esmeralda Perez Nicole Meehan	Travis Lilach
Hamilton High School	Arlee Yang	Dragana Drazic
HR Academy	Luther Chambers	Valerie Sims
Kilmer South	Stepahnie Examitas	

Rufus King	Asad Asad Amjad Asam Nicholas Drew April Evers Jay Flores Lindsay Fullington Papa Garalynne Myra Lam Isaia Roman-Roche	
Lady Pitts High School	Crystal Wilson	Britany Biddle
Loyola Academy	Rebecca Garcia	Isela Valdez
Marshall High School	Brittany Garner	Jasmine Word
Marshall IB	Ashley Rideout	Elishia Curtis
Metropolitan High School	Luciano Rogers	Cha Xiong
Milw. High School of the Arts	Jean Dahlquist Davida Fernandez-Barkin Elizabeth McGinnity Madelyne Riley Drew Williams	
Milw. School of Entrepreneurship	Leah Taylor-Gross	Gloria Lucena
Milw. School of Languages	John Eggert Sara Garrett Samantha Koch	Amanda Chase
Milw. Spectrum High School	LaWonka Little	Tiara Cotton
New School for Community Service	Amanda Post	Lonnie Coates, Jr.
Pulaski High School	Minh Tuyen Mai	Nora Qattawona
Reagan College Prep	Lara Eucalano	Musa Jitmoud
Riverside University High School	Chana Ellman Maiong Mua Lindsey Tarantino Xia Vang Dana Weinstein Noah Winkler	Moath Sarsour
Shalom High School	LaPorchea Wright	Mary Carr
South Division	Paola Felix Encarnacion	Yun Ten Ni
Spotted Eagle HS	Sasheene Denny	Abraham Meeks
Truth Institute	Tiawanda Garrett	Nicholas Craft
Veritas	Michael Quinn	Courtney Dodge
Vincent High School	Tyronda Gray	Karlton Lattimore
WHS of Expeditionary Learning	Mario Ogunbowale	Mercedes Buck Brittany Clay

WHS of Information Technology	Jing Mei	Zahrah Dillard
WHS of Law Ed and Public Service	Dora Lo	Marlee Sangasy
Wings	Sarah Baczanski	
WCLL	Joseph Neumann Megan Ryan	Kathleen Haaker

Congratulations to all 2006-07 MPS Valedictorians and Salutatorians.

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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" posthumously in honor of:

Lorraine P. Carter
Educator, community Leader, Entrepreneur

Mrs. Lorraine Carter started her long and successful career in the field of education as a special education teacher in Chicago Public Schools. In 1958, she started working in Milwaukee Public Schools as a special education teacher. Mrs. Carter was recognized and held in high esteem at the local, state, and national levels throughout her career for her many contributions to the field of education, especially in the area of providing affordable and high-quality childcare for African-American children.

It was during her tenure in Milwaukee Public Schools that she and her husband, Mr. Veledis Carter, recognized the need for high-quality and affordable childcare. To fulfill this need, they opened the Carter Child Care Center at 1831 W. Juneau Avenue in the early 1970s. In 1980, the Center moved to the former McKinley School building located at 2001 W. Vliet Street. It was at this location that one of the first MPS contracted early childhood programs was established.

Their success resulted in the establishment of the V.E. Carter Development Group, which continues to operate the Carter Child Development Center and the Carter School of Excellence, an MPS K-5 charter school. In addition, the V.E. Carter Development Group provides social service programs, drop-in childcare centers, and case-management services for non-violent offenders.

Mrs. Carter had a positive impact on the lives of many children and their families through her tireless efforts as an educator and entrepreneur. Her work as a true advocate for children and friend of education led to her service on many community and civic boards, councils, and other organizations, including: African World Festival; Alpha Kappa Alpha Sorority, Inc. — Epsilon Kappa Omega Chapter; Links, Inc. —Milwaukee Chapter; National Association for the Advancement of Colored People; National Black Child Development Institute — Milwaukee Affiliate Founding Board Member; Rotary Club of Milwaukee; Milwaukee County Early Childhood Council; Wisconsin Child Care Advisory Council; and the Wisconsin Technical College Board, among others.

The Milwaukee Board of School Directors and the entire school community recognize and honor Lorraine P. Carter for her outstanding leadership and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Proclamation in Honor of the 30th Anniversary of the Milwaukee German Immersion School

On Thursday, May 31, 2007, the Milwaukee German Immersion School will celebrate its 30th anniversary. In honor of this event, the President of the Board has submitted to the Board the following proclamation:

Resolution in Honor of
The 30th Anniversary of
Milwaukee German Immersion School

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOL is one of the oldest and most honored immersion schools in the nation; and

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOl is the only public school of its kind in the country; and

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOL'S students consistently exceed the state averages on standardized tests; and

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOL has won the Milwaukee City Council PTA School of the Year Award three times, in 1992, 1998, and 2000; and

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOL has had winners of both the Milwaukee City Council PTA Teacher of the Year Award and Volunteer of the Year Award twice, in 1998 and 2000; and

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOL has for 30 years exposed its students to diverse cultural experiences; and

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOL has prepared generations of students for life and business in a global society; and

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOL has received world-wide recognition of its educational program; and

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOL has assisted in the development of immersion programs across the country; and

WHEREAS, MILWAUKEE GERMAN IMMERSION SCHOOL has served as the model for many private German-language schools throughout the United States; now, therefore, be it

RESOLVED, That — on this, the 30th anniversary of the creation of the Milwaukee German Immersion Program — the Milwaukee Board of School Directors extends its sincerest congratulations to MILWAUKEE GERMAN IMMERSION SCHOOL for its three decades of success in offering its total language-immersion program to the children of Milwaukee; and

FURTHER RESOLVED, That the Milwaukee Board of School Directors acknowledges. and expresses its deepest appreciation for. the outstanding tradition of education, innovation, leadership, and success to which MILWAUKEE GERMAN IMMERSION SCHOOL may so proudly lay claim; 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 the representatives of MILWAUKEE GERMAN IMMERSION SCHOOL.

Adopted by consensus.

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Special Commendation — Milwaukee Public Schools Public Access Defibrillation Program: Heroes Recognition

Milwaukee Public Schools serves approximately 90,000 children in 270 schools. The District's primary objective is to help develop healthy, resilient learners in a safe, secure environment. Part of this commitment to a safe and secure environment is a public access defibrillation program (PAD). Approximately every one to two minutes, someone in the United States experiences sudden cardiac arrest (SCA), and over 225,000 deaths each year are attributed to SCA. In southeastern Wisconsin, there have been approximately 22 SCA events in children since 1999. Between 2001 and 2005, we had two such events in Milwaukee Public Schools. Neither child survived.

In 2004, MPS — in conjunction with Project ADAM (Automatic Defibrillators in Adam's Memory), the Masonic Medical Fund and Masonic Lodges, Northwestern Mutual Life, ING Financial Services and Central File — embarked on an aggressive campaign to equip every MPS location with this life-saving equipment. The District now has 89 defibrillators in 93 locations and is on pace to have one in every building by the end of the 2007-08 school year. Over 1200 staff have been trained in CPR and AED.

During the 2006-2007 school year, three sudden cardiac arrest events occurred — involving two adults and one child — in MPS buildings with defibrillators, and they all survived.

This evening, Milwaukee Public Schools is recognizing the efforts of the Milwaukee Sign Language School staff; everyday heroes that changed the odds for one child, one family, one community. This dedicated and professional staff was trained as a team in the use of AEDs and when called upon, were able to react quickly, calmly and unhesitatingly. Teacher Andy Reiser was the team member that applied the defibrillator and delivered the lifesaving shock. The *Milwaukee Journal Sentinel* noted that "…doctors and paramedics say he saved the boy's life."

The members of the Milwaukee Sign Language School staff are heroes for their commitment to children and their education who went above and beyond to save the life of a child.

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Other Awards and Recommendations

Milwaukee Chapter of UNICO National and the Milwaukee Ladies of UNICO Recognize the MPS Italian Immersion Program

On May 15, 2007, the Milwaukee Chapter of UNICO National and the Milwaukee Ladies of UNICO held their Annual Scholarship and Award Dinner at the Italian Community Center. At this year's event, Principal Ralph DeVito accepted the Education Award on behalf of the MPS Italian Immersion Program located at Victory K-8 School. The award included a $1,000 grant to the innovative program.

Milwaukee Public Schools congratulates the staff, students, and leadership of the MPS Italian Immersion Program for receiving this prestigious honor.

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Council for Exceptional Children's May 3, 2007, Award Recipients

Traveain Finley, Hamilton High School, MPS School to Work — *Dominic Bertucci/Yes I Can! Award*

> Traveain is attending Hamilton High School in Milwaukee. Last semester, he was enrolled in the Community Assessment and Training Program as part of his MPS School-to-Work experience. He entered School-to-Work and shared his career dreams of becoming a professional radio disc jockey. School-to-Work teachers worked together to secure a job-shadowing experience for Traveain. He was assigned to visit a local Milwaukee DJ — Earl Stokes of Jammin' 98.3 FM — for 2 hours each month during the CATP and school semester.

Julie Jurss-Langfeldt, Bell Accelerated Academy — *Norma Grundemann/Teacher of the Year Award*

Julie has taught moderately cognitively disabled children at Bell Accelerated Academy for ten years. Yearly she has a fundraising activity that involves her students, which, for the past eight years, has been referred to as the "Baker Elves." The children research recipes with her assistance and prepare various baked goods to sell to the faculty. Since they have no budget, this effort helps them pay for other activities such as shopping trips, daily snacks, field trips, and gift-making projects.

Julie's students are also involved in service projects throughout the school. They help the cooks and custodial staff with cleaning the cafeteria daily. Twice weekly they collect recyclables. These activities help them become acquainted with the full school population.

Cara Callan & Doreen Harris, Pulaski High School — *June Hartenhaler/Team Collaboration Award*

Since Pulaski High School embarked on the inclusion path, Cara, a special education teacher, and Doreen, an English teacher, have demonstrated the inclusion mantra, "Together we are better."

Cara and Doreen work as co-teachers for the English 9 course and teach two blocks a day together. Together they plan the lessons and activities, review assignment results, and determine how to re-teach material. During instruction, they trade roles, with one taking the lead and the other supporting students. They also collaborate on grading and behavior-intervention strategies.

Marilyn Bartel, Fairview School, Elm Brook — *Thelma Stack/Outstanding Contributor Award*

Marilyn started her career with Milwaukee Public Schools in 1972, teaching both moderately and mildly cognitive disabled students. This first assignment was at Pleasant View High School with John Sullivan as principal. Later, when she was placed at Hamilton High School, she began a music program for disabled students to whom she referred as "My Kids." With approval of the principal, she set up "An Exceptional Chorus," which has performed throughout the country to groups large and small.

Marilyn has retired from MPS twice. She returned first as a part-time teacher for the medically fragile home-bound until 2006, and in March of 2007, was requested to substitute for the Elm Brook School System at Fairview School. She continues to direct the chorus, which is now made of "alumni members," many in their mid-thirties, along with their ageless parents.

Patricia A. Yahle, Director of Special Education — MPS

Pat has spent her adult professional life dedicating herself to students with disabilities in Milwaukee Public Schools. She was a speech pathologist at Pleasant View, a segregated facility at that time. She worked directly with students and staff who taught students with complex needs. She has worked as a special education supervisor and administrator. She also worked for the Milwaukee Board of School Directors in the charter school office for two years and currently is the Director of Special Services for Milwaukee Public Schools. She has been successful at keeping special educators on track and focused, always keeping in mind "THE CHILDREN."

John Schendel & Astrid Wagner, Zablocki School 4th- & 5th-Grade Camping Trip — *John W. Sullivan Scholarship*

John and Astrid have been teaching together in a full inclusion classroom at Zablocki Elementary School for ten years.

For eleven years, the school has taken fourth- and fifth-graders to YMCA Camp Matawa in Kewaskum. An average of 60-70 students, including 20 students with special needs (ED, CD, and LD), attend. Students participate in such activities as survival class, a nature hike, pond discovery, cooperative games, and an arts-and-craft component. The teachers are seeking the Scholarship to help subsidize the students' cost so all can participate.

Wendy Rowley, Assessment Specialist — *Hulda Mae Fiske Scholarship*

> Wendy is an assessment specialist for Milwaukee Public Schools. A single mother with a special needs child, she is taking university credits towards a master degree in Special Education. She would like to attend the Fast Forward Workshop on Reading Intervention by Scientific Learning in order to be trained to use it with students with severe reading disabilities who are struggling with fluency and comprehension; therefore, she is applying for this scholarship to help defray the costs of the program.

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STUDENTS

2007 Commissioner's Scholar-Athlete Award The Interscholastic Athletics Advisory Committee was organized in 1993 at the request of Larry Lenox, the Director of the Department of School and Community Services. It comprises administrators, athletic directors, coaches, athletes, and parents. The role of the committee is to:

1. act as liaison for interscholastic support to the school board;
2. develop policies, procedures, guidelines, and standards for athletics; and
3. act as a hearing body for grievances and concerns regarding athletics.

In 1997 the Committee determined that those athletes who have achieved scholastic and athletic excellence should be honored and recognized. The first such recognition was held at a meeting of the Milwaukee Board of School Directors in 1998. Since that time, the number of Scholar-Athlete recipients has grown, making it necessary to move the ceremony to a high-school auditorium. Each year, a different MPS HIGH SCHOOL hosts this prestigious event.

The following students are being recognized:

BAY VIEW HIGH SCHOOL

Haftarski, Vincent	Sr.	3.6	Munoz, Erik	Jr.	4.0
Kuhagen, Ruthanne	Sr.	3.6	Nguyen, Anh	Jr.	4.0
Swanson, Kristen	Sr.	3.6	Ward, Sara	Jr.	3.8
McCloud, Deja	Jr.	3.6			

BRADLEY TECH HIGH SCHOOL

Al-Hassan, Amin	Sr.	3.672	Golembiewski, Glenn	Jr.	3.909
Brown, Denelle	Sr.	3.568	Heberlein, Ryan	Jr.	3.558
Givens, Derryl	Sr.	3.59	Hordyk, Ben	Jr.	3.733
Liggins, Erica	Sr.	3.807	Juang, Jiewen (Candy)	Jr.	3.583
Majka, Michal	Sr.	3.917	Jones, Kaylin	Jr.	3.833
Thomas, Dennis	Sr.	3.533	Knutson, Jonathan	Jr.	3.591
Van Maastrict, Daniel	Sr.	3.934	Lemmer, Jeff	Jr.	3.977
Wainwright, Gabrielle	Sr.	3.875	Pathammavong, Diana	Jr.	3.86
Calk, Joshua	Jr.	3.581	Saycocie, Amanda	Jr.	3.86
Campbell, Alecia	Jr.	3.674	Skibinski, Chris	Jr.	3.636

HAMILTON HIGH SCHOOL

Cuijakic, Helena	Sr.	3.96	Brown, Eboney	Jr.	3.550
Drazen, Dragana	Sr.	3.98	Currel, Katherine	Jr.	4.00
Guzman, Marquez	Sr.	3.969	Mudek, Rachel	Jr.	3.926
Hegg, Amy	Sr.	3.618	Guzman, Estee	Jr.	3.825
Larson, Amanda	Sr.	3.906	Jandegian, Jacob	Jr.	3.600
Malusic, Kristan	Sr.	3.964	Kalogriopoulos, John	Jr.	3.975
Patrowsky, Thomas	Sr.	3.909	Kuehl, Gary	Jr.	3.60
Sansone, Marie	Sr.	3.538	Keiatkowski, Amy	Jr.	3.50

Toliver, Tyler..... Sr. 3.786
Wilhamson, Robert..... Sr. 3.815
Xiong, Pamong..... Sr. 3.818
Aguilar, Maricela..... Jr. 3.707
Balcer, Brad..... Jr. 3.538
Barrios, Felicia ..... Jr. 3.575
Lindstrom, Candice ..... Jr. 3.975
Malusic, Dejan..... Jr. 3.50
Overholt, Jeff..... Jr. 3.925
Rykowski, Haley ..... Jr. 3.725
Sewell, Tanzania ..... Jr. 3.925
Villegas, Natalie ..... Jr. 3.975

KING BACCALAUREATE HIGH SCHOOL

Ackeman, Marissa ..... Sr. 3.957
Amini-Hajibashi, Chrystal..... Sr. 3.604
Anyanwu, Kelechi ..... Sr. 3.851
Cardos-Whaley, Alida ..... Sr. 3.609
Check, Stacy..... Sr. 3.837
Ciatti, Jessica ..... Sr. 3.833
Defino, Louis..... Sr. 3.979
Flores, Jay..... Sr. 4.000
Formoe, Margaret..... Sr. 3.521
Gallagher, Hugh ..... Sr. 3.739
Grihalva, Brent ..... Sr. 3.841
Lam, Myra ..... Sr. 4.000
Loss, Dylan..... Sr. 3.792
Moses, Kelsey ..... Sr. 3.840
Papa, Geralynne..... Sr. 4.000
Piotrowksi, Michael..... Sr. 3.750
Powers, Andrew ..... Sr. 3.638
Sanders, Dyneice ..... Sr. 3.765
Spence, Joshua..... Sr. 3.510
Strong, Evan ..... Sr. 3.941
Weiner, Anne..... Sr. 3.622
Wojciechowski, Colleen..... Sr. 3.500
Adams, Janelle..... Jr. 3.500
Balistreri, Michael ..... Jr. 4.000
Callahan, Daniel ..... Jr. 3.788
Dixon, Joseph ..... Jr. 3.618
Drew, Nicholas..... Jr. 4.000
Dupree, Brandi ..... Jr. 3.771
Fowler, Natalie ..... Jr. 3.697
Garry, Rachel..... Jr. 3.559
Gast-Gaines, Theresa..... Jr. 3.545
Hammer, Celeste ..... Jr. 3.538
Hinkfuss, Kathlynn..... Jr. 3.971
Iglesias, Karl..... Jr. 3.606
Jackson, Joshua ..... Jr. 3.571
Lamberton, Michael ..... Jr. 3.545
Mohammad, Mohammad ..... Jr. 3.735
Preston, Melissa..... Jr. 3.824
Quesada, Kaila..... Jr. 3.971
Schliepp, Gina ..... Jr. 3.676
Shere, Michael..... Jr. 3.909
Sielicki, Allison ..... Jr. 3.979
Stilin, Joseph ..... Jr. 3.882
Tillett-Saks, Carrie ..... Jr. 3.971
Vizcarra, Edgar..... Jr. 3.771
Wesley, Janelle..... Jr. 3.882

MADISON UNIVERSITY HIGH SCHOOL

Barbee, Amber..... Sr. 3.750
Jines, Lakesha..... Sr. 3.900
Lee, Chasue ..... Sr. 3.640
Ntekop, Natasha ..... Sr. 3.537
Vang, Panhia ..... Sr. 4.000
Xiong, Soua ..... Sr. 3.598
Yang, Jean ..... Sr. 3.740
Porchee, Dennis..... Jr. 3.500
Lor, Mailee ..... Jr. 3.550
Xiong, Bao..... Jr. 3.950

MARSHALL CAMPUS

Hosster, Megan..... Jr. 3.794
Bowen, Sarah..... Jr. 3.826

MILWAUKEE HIGH SCHOOL OF THE ARTS

Abston, Kellen..... Sr. 3.809
Blick, Eli..... Sr. 3.723
Bowe-Slagel, Lauren ..... Sr. 3.800
Davis, Tim ..... Sr. 3.667
Eagan, Kurt..... Sr. 3.578
Fernandez-Barken, Davida ..... Sr. 4.000
Gerrity, Mike ..... Sr. 3.851
Glaspey, Sadie ..... Sr. 3.841
Hartney, Liesel ..... Sr. 3.604
Hirthe, Bridget..... Sr. 3.513
Johnson, Elizabeth..... Sr. 3.864
Katter, Laura..... Sr. 3.792
Pasaro-O'Malley, Anthony..... Sr. 3.510
Quam, Staci ..... Sr. 3.813
Schmeling, Emily ..... Sr. 3.912
Smith, Juliana ..... Sr. 3.689
Tracey, Clara ..... Sr. 3.739
Urbina-McCarthy, Mary..... Sr. 3.778
VanPlew, Steve ..... Sr. 3.879
York, Bari..... Sr. 3.822
Brynes, Pat..... Jr. 3.657
Carrington, Katelyn ..... Jr. 3.727
Gordon, Isabel ..... Jr. 3.829
Hlavacek, Maya..... Jr. 3.944

Longmire, Chloe ..... Sr. 3.536
McGinnity, Elizabeth ..... Sr. 4.000
Mrotek, Aaron ..... Sr. 3.824
Nowakowski, Abby ..... Sr. 3.969
King. Londria ..... Jr. 3.629
Momon, Kellie ..... Jr. 3.758
Wade, Mike ..... Jr. 3.943

MILWAUKEE SCHOOL OF LANGUAGES

Chase, Amanda ..... Sr. 3.9
Eggert, John ..... Sr. 4.0
Garrett, Sara ..... Sr. 4.0
Kaminski, Karmen ..... Sr. 3.5
Voss, Amber ..... Sr. 3.8
Zimmerman, Jon ..... Sr. 3.6
DeVries-Williams, Michelle ..... Jr. 3.7
Harris, Ron ..... Jr. 3.5
Hendrix, Gabrielle ..... Jr. 3.9
Hernandez, Chloe ..... Jr. 3.5
Lee, Jamie ..... Jr. 3.8
Ortega, Rebeca ..... Jr. 3.8
Padula, Ivy ..... Jr. 4.0
Thomas, Arthur ..... Jr. 3.8
Thorson, Keri ..... Jr. 3.5

PULASKI HIGH SCHOOL

Brown, Crystal ..... Sr. 3.705
Mai, Minhtuyen ..... Sr. 3.978
Velazquez, Rubi ..... Sr. 3.756

RIVERSIDE UNIVERSITY HIGH SCHOOL

Change, Choua ..... Sr. 3.5
Deacon, Albojay ..... Sr. 3.5
Gardner, Deiadra ..... Sr. 3.5
Hinton, Kiara ..... Sr. 3.9
Kaminski, Ashley ..... Sr. 3.7
Schwebe, Zachary ..... Sr. 3.7
Sustar, Ian ..... Sr. 3.5
Winkler, Noah ..... Sr. 4.0
Brooks, Kelsey ..... Jr. 4.0
Gottinger, Abigail ..... Jr. 3.9
Hale, Sharay ..... Jr. 3.8
Klabunde, Maranda ..... Jr. 3.5
Loughran, Sean ..... Jr. 4.0
Maldonado, Daniel ..... Jr. 3.6
Maruyama, Ikumi ..... Jr. 4.0
Parsons, Sarah ..... Jr. 3.9
Soto, Antonio ..... Jr. 3.5
Strattner, Anna ..... Jr. 3.5
Yamada, Akina ..... Jr. 4.0

SOUTH DIVISION HIGH SCHOOL

Martel, Ericka ..... Jr. 3.5
Mejia, Marcia ..... Jr. 3.6

VINCENT HIGH SCHOOL

Lattmore, Karlton ..... Sr. 3.786
Allen, Demetrice ..... Jr. 3.667
Madock, Deshion ..... Jr. 3.667
Mueller, Philo ..... Jr. 3.833
Thao, Sue ..... Jr. 3.700
Thompson, Danielle ..... Jr. 3.533
Xiong, Kong ..... Jr. 3.533

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Tamara Golden, a fourth-grade student at Engleburg Elementary School, took First Place for her grade level in the “Braille Challenge” held at the Wisconsin School for the Blind in Janesville. Tamara also helped teams in the Braille Olympics win three medals.

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Sophia Olmos, a student at Hayes Bilingual Elementary School, and Diego Bryant, a student at Riley Elementary School, will travel to New York City to celebrate the power of the spoken word during National Poetry Month. To qualify for the national competition, they won at the local level. They were selected from more than 5,000 America Scores students nationwide. This is the first time that young poets from across the country will unite at the American SCORES National Poetry Slam!

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The Brady Corporation has named 18 MPS high-school students *Academic All-Stars* based on their achievements. The Brady Academic All-Stars program was established in 1990 to recognize the achievements of outstanding high-school scholar-athletes. In addition to establishing strong role models within the student bodies of area schools, the program supports schools systems' quest for sustained excellence in academics, athletic achievement, service, and teamwork. To date, more than 1,850 high-school seniors have been honored, and nearly $400,000 in scholarships for higher education have been awarded. Through programs like the Brady Academic All-Stars, Brady is making a positive impact on tomorrow's workforce.

A recognition ceremony with a program including scholarship drawings was held, at which the following students were honored by the Brady Corporation:

Helena Cvijakic, Alexander Hamilton High School
Marquez Leon Guzmán, Alexander Hamilton High School
Ruthanne Kuhagen, Bay View High School
Erik Muñoz, Bay View High School
Daniel VanMaastricht, Bradley Technology and Trade School
Gabrielle Wainwright, Bradley Technology and Trade School
Keyonnia Shaw, Custer High School
Jurparis Watson, Custer High School
Chasue Lee, Madison University High School
Panhai Vang, Madison University High School
Betsy McGinnity, Milwaukee High School of the Arts
Aaron Mrotek, Milwaukee High School of the Arts
Nicholas Craft, Truth Institute
Crystal Brown, Pulaski High School
Jessy Liddell, Riverside University High School
Cara Thomas, Riverside University High School
Jessica Ciatti, Rufus King Baccalaureate High School
Evan Streng, Rufus King Baccalaureate High School

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The selection committee for the *Herb Kohl Educational Foundation Scholarship* has chosen the recipients of the 2007 Herb Kohl Foundation awards. Eight MPS students were recognizes for their excellence and dedication to learning.

Excellence Scholarship recipients have demonstrated excellence in that academic arena, high motivation to achieve, a broad range of activities and leadership outside the academic setting, and a strong promise for succeeding in college and beyond. The Excellence Scholarship winners are:

Asad Asad, Rufus King Baccalaureate High School
Myra Lam, Rufus King Baccalaureate High School
Chloe Longmire, Milwaukee High School of the Arts
Dana Weinstein, Riverside University High School

Initiate Scholarship recipients, 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. The Initiative Scholarship winners are:

Minhtuyen Mai, Pulaski High School
Mary Orlando, Milwaukee High School of the Arts
Ciara Walker-Morgan, Harold Vincent High School
Sunshine Yang, Alexander Hamilton High School

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The following six MPS students have been recognized as *All-State Scholars*. The All-State Scholars are chosen for their overall high-school grade-point average and ACT or SAT scores. Also considered are student statements, extracurricular involvement, and leadership in the case of a tie. The federal Robert C. Byrd honors scholarship of $1,500 was awarded to each scholar.

Nicholas Drew, Rufus King Baccalaureate High School
April Evers, Rufus King Baccalaureate High School
Davida Fernandez-Barkam, Milwaukee High School of the Arts
Myra Lam, Rufus King Baccalaureate High School
Joshua Pordon, Bradley Technology and Trade School
Noah Winkler, Riverside University High School

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Last month, the Fourth Congressional District Art Competition, *An Artistic Discovery*, which was sponsored by Chase Bank, the City of Milwaukee Arts Board, Midwest Airlines and Northwestern Mutual, was presented by Congresswoman Gwen Moore and the Congressional Art Caucus. Over 40 students submitted artwork from high schools in Moore's Congressional district. The winners from the Milwaukee Public Schools were:

First Place..... Jane Vang, Rufus King Baccalaureate High School
Second Place ..... Derrick Hilton, Milwaukee High School of the Arts
Third Place ..... Ashley Suttle, Milwaukee High School of the Arts
Honorable Mention ..... Nicholas Soward, Milwaukee High School of the Arts
Honorable Mention ..... Emily Barth, Rufus King Baccalaureate High School
Honorable Mention ..... Chue Youa Yang, Marshall Montessori
Honorable Mention ..... Jason Koop, Rufus King Baccalaureate High School

The first-place winner will travel to Washington, D.C., this summer with Congresswoman Gwen Moore, when her winning artwork will be displayed in the U.S. Capitol, where it will hang for one year. The second-place winner earned a $500 savings bond, and the third-place winner earned a savings bond worth $200. Those students who received honorable mentions received $50 savings bonds.

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Jamie Basquez, a student at Genesis High School, and Mary Orlando, a student at Milwaukee High School of the Arts, have been awarded "Turn Around Student" scholarships of $1,000 from the Marcus Corporation. Jamie plans to attend Lane College in Jackson, Tennessee, to study Business. Mary plans to attend the University of Wisconsin-Milwaukee.

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On May 5, 2007, the Milwaukee Area Academic Alliance in English hosted a workshop to celebrate poetry. The event included presentations by poets, creative writing teachers, and students, who shared theirideas on poetry. Below are the names of the MPS students who participated in the Milwaukee Area Academic Alliance in English's "A Celebration of Poetry" by sharing their poetry:

<u>Milwaukee High School of the Arts</u>

Kyle Parker	Kellen Abston

<u>Bay View High School</u>

Terese Bernard	Angelica Rogers	Moneka Williams
Sheneda Daniels	Victoria Buckner	Azaria Wilder
Willie Hampton	Camille Hinton	Tateyanna Bennett
Monique Billington	Christain Carter	Kiara Dailey

Westside Academy
Isaiah Furquan

Alliance
Destinny Fletcher

Sarah Scott
Erika Brown

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STAFF/COMMUNITY MEMBERS

M. Kathleen Murphy, Health Services Coordinator for Milwaukee Public Schools has completed the Robert Wood Johnson Executive Nurse Fellowship, a three-year advanced leadership program for nurses in senior executive roles aspiring to lead and shape healthcare in the future.

Her fellowship project poster, "Making the Grade: Developing a School Nurse Program," detailing the development and expansion of school nursing in Milwaukee Public Schools since 2001, was recently presented before a national audience in New York.

Under the direction of the Superintendent, she has helped to expand health services for children by working to improve the school nurse-to-student ratio from 1:8,500 in 2001 to 1:1,284 projected for 2007-2008; coordinating care between district-hired school nurses and MPS health partners Aurora Health Care, Children's Hospital and Health System, Froedtert Memorial Lutheran Hospital, Milwaukee Health Department, and the UWM College of Nursing; and raising awareness about the health needs of school-age children

In cooperation with community partners, she has overseen the development of a district-wide, technology-based vision-screening program that is now a national model; ensured the resources necessary for follow-up care and eyeglasses, and has raised awareness about the impact of early and periodic vision screening for children.

Partnering with foundations and donors, Kathleen facilitated the implementation of an automatic defibrillator (AED) program in MPS. This effort has resulted in AEDs in 108 locations and over 1200 staff trained in AED/CPR. By the end of the 2007-08 school year, all MPS sites will have AEDs and trained responder teams.

Recognizing the importance of honing leadership skills for future school nurse leaders, she has created professional development opportunities with RWJ funds that focus on leadership, child health advocacy, and partnership. This ongoing development is facilitated by a local nurse leader.

Kathleen's commitment to improve the health and well-being of the children in Milwaukee Public Schools is demonstrated in her hard work, innovative programs, and consensus building. Her work as an RWJ fellow has been an outstanding reflection of her commitment.

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Maureen Dardis, a K4 teacher at Sherman Multicultural Arts School, has been named a recipient of the 2007 Betty Brinn Children's Museum Teacher of the Year Award — A Tribute to Alice Bertschy Kadish. This award, which reflects the Museum's commitment to early learning, is endorsed by the Wisconsin Education Association Council and the Wisconsin Early Childhood Association.

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The Beulah Brinton Community Center, located at 2555 S. Bay Street, recognized four outstanding individuals on at an awards celebration on Sunday, May 20, 2007. Mary Morris received the Mary Martinetto Community Service Award. Dart Brown received the Volunteer Service to Youth Award. Teresa Jarvey-Berg received the Carvell Campbell Distinguished Instructor Award. Rick Knack received the Audrey Netko Meritorious Service Award.

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APPROVAL OF MINUTES

The minutes of the regular Board meeting of April 19, 2007, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Negotiated Labor Agreement with the MTEA (Substitute Teachers)

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 (Substitute Teachers) —
Two-year contract (July 1, 2005, through June 30, 2007)

It is the recommendation of the Superintendent that the Board adopt the above contract as highlighted below.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
MILWAUKEE TEACHERS' EDUCATION ASSOCIATION (SUBSTITUTE TEACHERS)
JULY 1, 2005, THROUGH JUNE 30, 2007

1. Two (2)-year contract (July 1, 2005, through June 30, 2007)
2. Health and dental plan changes
3. Health and productivity management (H&PM) program
4. Effective with 2007-2008 school year, creation of special education substitute teacher cadre
5. Change in how vacancy is calculated by incorporating a cap
6. Salaries:

7/01/05 to 12/31/05	Day-to-Day	$124.11
	Regular Sub	$143.17
1/01/06 to 6/30/06	Day-to-Day	$124.73
	Regular Sub	$144.60
7/01/06 to 12/31/06	Day-to-Day	$125.97
	Regular Sub	$146.77
1/01/07 to 6/30/07	Day-to-Day	$126.60
	Regular Sub	$148.60

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

Director Falk moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson, and President Blewett—8.

Noes—None.

Temporarily absent—Director Spence—1.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Finance/Personnel Committee, Item 4, approval of prevailing wage rates;
Report of the Finance/Personnel Committee, Item 6, contingent fund transfers;
Report of the Strategic Planning and Budget Committee, Item 1, amendments to the FY08 proposed budget;
Report of the Strategic Planning and Budget Committee, Item 2, adoption of the FY08 proposed budget;
Report of the Strategic Planning and Budget Committee, Item 3, adoption of FY08 budget resolutions; and
Report of the Legislation, Rules and Polices Committee, Item 1, legislative agenda support for LRB-2471/1 to reduce the cost of reimbursements for busing children enrolled in private schools.

On the motion of Director Spence, the balance of the reports was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

(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, 2006.

a. IEP Services: Total LEA (Local Education Agency)

	4/07	5/07
Population Served	17,457	17,492

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 60-day timeline. Open initial evaluations must be completed (receipt of parental consent for evaluation and determination of disability) within the 60-day timeline, or within an appropriate timeline extension that is agreed upon by the parent.

	4/07	5/07
Initial Evaluations (completed since 7/06)	3,029	3,540
Percentage Identified Special Education	62%	61%
Active Initial Referrals	1,290	1,254
Re-evaluations (completed since 7/05)	2,878	3,359
Percentage Continued in Special Education	81%	81%
Active Re-evaluations	864	786

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of May 1, 2007

a. The SSIMS HELP Desk continued to assist callers, processed Data Extract Forms, and worked on data-quality projects.

b. Daytime training sessions were offered for the following:

(1) SSIMS/Encore training for all new special education and support staff

(2) SSIMS/Encore training for special services administrators

(3) Voluntary drop-in HELP Sessions for all staff

c. Voluntary *after-school* drop-in Help Sessions and sessions by appointment continued to be available to all special services staff and administrators for Encore, Crystal, and special education process and procedures.

d. *School-based* training sessions for special education teachers and special services administrators (SSAs) on IDEA Interim Procedures were conducted at the request of principals/supervisors and contingent on trainer availability.

e. Conducted ongoing conference calls with Spectrum regarding IDEA 2004-Project Phase One timeline and form specifications.

f. Continued implementation of the District's web-based software for Continuous Improvement Focused Monitoring (CIFM).

g. Trained special services supervisors in using the CIFM software.

h. SSIMS training team assisted special services supervisors in using the CIFM software program via ongoing HELP desk phone support *and* drop-in HELP sessions.

i. The District is currently working with the Offices of the City Attorney and Spectrum K12 School Solutions to resolve issues related to the maintenance contact.

3. Special Education Service Provision — General Information

a. The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires that the basic building block of all service provision for students identified with disabilities under IDEA is the individualized consideration of the educational needs of the child. To meet this requirement, an individualized education program (IEP) team must first meet to determine eligibility by identifying a disability or impairment and need for special education. Once that determination is made, the team determines the educational needs of the child by developing an individualized education program (IEP) and ultimately recommends a placement. Descriptions of key components of this process are as follows:

(1) IEP Team Membership

- parent/legal guardian of a child with (or suspected of having) a disability
- not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment)
- not less than one special education teacher or, where appropriate, not less than one special education provider of the child
- a representative of the local educational agency
- an individual who can interpret the instructional implications of the evaluation's results
- at the discretion of the parent or school district, other individuals who have knowledge or special expertise regarding the child, including related service personnel, as appropriate
- whenever appropriate, the child with a disability.

(2) Child with a Disability

(a) A child with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments, (including blindness), serious emotional disturbance (emotional disturbance), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.

(b) The term "child with a disability" for a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5) may, at the discretion of the state and the local educational agency, include a child experiencing developmental delays as defined by the state and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas and, who by reason thereof, needs special education and related services:

- physical development;
- cognitive development;
- communication development;
- social or emotional development; or adaptive development.

(3) Child Find

Identification, location, and evaluation of all children with disabilities, including children with disabilities who are homeless children who are wards of the state, and children with disabilities attending private schools, regardless of severity of their disabilities, and who are in need of special education and related services, by a properly constituted IEP team within the timelines set by law.

(4) Free Appropriate Public Education (FAPE)

The term *free appropriate public education* means special education and related services that have been provided at public expense, under public supervision and direction, and without charge that meet the standards of the state agency, including an appropriate preschool, elementary school, or secondary school education in the state involved; and are provided in conformity with the individualized education program required under IDEA-2004. A free appropriate public education is available to all children ages 3 through 21 years of age, inclusive, including children with disabilities who have been expelled from school.

(5) Least Restrictive Environment (LRE)

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(6) Related Services

The term *related services* means transportation and such developmental, corrective, and other supportive services — including speech-language pathology, audiology services, interpreting services, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), social work services, school nurse services designed for a child with a disability to receive free appropriate public education as described in the individualized education program of the child, counseling services, and medical services (except that such medical services shall be for diagnostic and evaluation purposes only) — as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children. The term does not include a medical device that is surgically implanted, or the replacement of the device.

(7) Special Education

Instruction specially designed — at no cost to parents — to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals, institutions, and other settings, and instruction in physical education

(8) Supplementary Aids and Services

The term s*upplementary aids and services* means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be education with non-disabled children to the maximum extent appropriate in accordance with section 612.

(9) Timelines — Determination of Eligibility in a Timely Manner

The required timeline in which the evaluation and determination of eligibility must be completed is 60 calendar days from the receipt of consent from a parent or guardian. (Consent is required for the assessment to be completed. In those cases in which no additional assessments may be required, the eligibility must be made within 60 calendar days of notifying the parent that no assessments will be given). The state rules and regulations add two additional eligibility-determination timelines:

(a) The District must provide the parent with a notice seeking consent within 15 business days of receipt of a referral.

(b) The District must provide the parent with a notice of placement within 30 calendar days of determining eligibility for a student.

(10) Individualized Education Program (IEP)

An IEP is a written statement or document for each child with a disability that is developed, reviewed, and revised in accordance with state and federal law. Decisions about least restrictive environment (LRE) are individually determined for each student during the development of his or her IEP. Components of the IEP that contribute to the LRE decision are:

(a) a statement of the child's present level of academic achievement and functional performance, including:

- how the child's disability affects the child's involvement and progress in the general educational curriculum;
- for preschool children, if appropriate, how the disability affects the child's participation in age-appropriate activities; and
- for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.

(b) a statement of measurable annual goals, including academic and functional goals designed to:

- meet the child's needs that result from the child' disability, to enable the child to be involved in and make progress in the general education curriculum; and
- meet the child's other educational needs that result from the child's disability;

(c) a description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress which the child is making toward meeting annual goals (such as the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

(d) a statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to afford the child the opportunity to:

- advance appropriately toward attaining annual goals;
- be involved in and to make progress in the general education curriculum and to participate in extracurricular and nonacademic activities; and
- be educated and participate with other children with disabilities and non-disabled children;

(e) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class or in the nonacademic or extracurricular activities;

(f) a statement of any individually appropriate accommodations that are necessary to measure academic achievement and functional performance of the child on a particular state or district-wide assessment of student achievement. The IEP must contain a statement of the reason why the child cannot participate in the regular assessment and the reason the alternate assessment that was selected is appropriate for the child;

(g) the projected date for the beginning of the services and modification described in the IEP, and the anticipated frequency, location, and duration of those services and modifications;

(h) beginning no later than the first IEP to be in effect when the child is 14 (WI state law) and updated annually thereafter:

- appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- the transition services, including courses of study needed to assist the child in reaching those goals; and

(i) beginning not later than one year before the child reaches the age of majority under state law (in Wisconsin, age 18), a statement that the child has been informed of his/her rights under the IDEA that will transfer before reaching the age of majority.

Attachment #1 to the minutes of your Committee's meeting is a Bulletin issued by the Department of Public Instruction that provides a full description of the Least Restrictive Environment (LRE) consideration requirements.

4. Continuum of Services

a. In order to provide appropriate services to allow for LRE decisions, the District provides a full continuum of services. Concepts that contribute to district-wide decision making, as well as to decision about individual service needs, must include careful consideration of the least restrictive environment (LRE) as defined above. The LRE requirements of *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.

b. 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, as well as alternative non-MPS educational placements for students with more significant needs. Many appropriate placements include a combination of service options. The majority of student service needs are provided within the MPS schools (charter, traditional large high schools, small high schools, learning communities within large high schools, K-8, elementary, alternative, and partnership school options). Attachment #2 to the minutes of your Committee's meeting describes the District's placement policy.

c. MPS provides a full continuum of services to students with disabilities. The continuum concept exists and is supported in each individual school to the extent that the school's resources can 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 within the school work to configure and reconfigure resource allocations to assist their students in being successful. Schools access the special needs fund to support the addition of unexpected, high-cost service-provision requirements that were unanticipated in the year's budget-planning process.

d. A significant change in MPS service delivery for students with disabilities evolved in conjunction with the Neighborhood Schools Initiative (NSI) and the reauthorization of IDEA 1997. The growing state of the art and best practices in special education have moved service delivery from an alignment with disability (impairment) labels to a more direct alignment with the educational needs of students. This shift was made with the commitment that it would result in higher outcomes for students. In other words, the District has made a significant service-delivery shift from aligned classes throughout the city based solely on disability labels (e.g., learning disabilities, cognitive disabilities) and now focuses on the actual learning needs of each student with disabilities. Services are now targeted at meeting learning needs such as social-emotional functioning, communication, functional and adaptive skills, academic needs, etc. to ensure greater outcomes for students. Service delivery and service providers are no longer organized around labels, but instead are arranged in a non-label-driven manner.

e. With this very significant and important change in service delivery, students are able to access special services 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, entrance requirements etc.). In keeping with the necessity of offering a full continuum of services, the District has recognized the need to have some more restrictive placement (MRP) options for students with significant learning needs whose IEPs call for more specialized service interventions. This includes the need for some 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.

f. 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 #3, 4, 5, and 6 to the minutes of your Committee's meeting provide information regarding special education placements — multi-categorical placements and more restrictive placements — at all age levels within all MPS schools as of the current school year.)

5. Staffing Allocations

a. Facilitation of LRE programming for students requires school-wide and system-wide management of staff allocations to ensure provision of services.

b. The decisions regarding special education staff allocations for special education services are determined from service needs within each school and are built into the budget-planning process. The Department of Special Services works to view the District in its entirely and makes provisions for all required services for MPS students with disabilities. Data that reflect past district-wide and school-based history, as well as projected district-wide and school-based needs, are gathered throughout the Fall in order to be prepared for the subsequent year's budget process. Administrative staff participates in strategic planning sessions throughout the Fall in order to be fully informed of the expected changes and 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.

c. Special education teaching staff is allocated to schools based on two general levels of service allocation. They are:

(1) Multi-categorical Services Allocations — support the teachers who provide 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.

(2) More Restrictive Placement (MRP) Services Allocations — support the teachers who provide services to students who require 21 or more hours of direct service per week and the majority of whose special service needs are described as moderate to severe. Although the location 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.

d. Special education leadership liaisons (Sells) work with their assigned schools to make projections regarding expected service-level needs and required staffing allocations for the subsequent school year. School administration and Central Services staff agree on the staffing allocations, and the information is submitted to the Department of Finance in January. The financial allocations for the staff are built into the budget-planning documents that are distributed to schools during the Spring budget-planning process.

(1) Speech/Language Pathologists

Special services administration works with program-support speech pathologists and schools to make projections regarding expected speech/language needs and required staffing allocations for the subsequent school year. The allocations for speech/language pathologists are built into the budget-planning documents that are distributed to schools during the Spring budget-planning process.

(2) Educational Assistants, Handicapped Children's Assistants and Sign Language Interpreters

Special education administration and SELLS work with their assigned schools to make projections regarding expected service-level needs and required staffing allocations for educational assistants and handicapped children's assistants (HCAs). Appropriate numbers of staff are assigned to work with special education teachers to support special education students' needs in the classroom and throughout the building. Individual educational assistants and handicapped children's assistants may be assigned to schools (and individual students, if required by the IEP). School administration and Central Services staff agree on the staffing allocations, and the information is submitted to the Department of Finance in January. The financial allocations for the staff are built in to the budget-planning documents that are distributed to schools during the Spring budget-planning process.

(3) Diagnostic Teachers, Psychologists, School Social Workers

The coordinators of school social work services, psychological services and the SELLS work with their assigned schools to make projections regarding expected service-level needs and minimum required staffing allocation recommendations for the diagnostic teacher, psychologist, and school social worker in each building. School leaders are required to purchase the recommended minimum allocation (or more) out of the school's special education allocation or other school funds. Changes in minimum required purchases are reviewed by central administration to ensure that an appropriate minimum service level is maintained in each school.

(4) Nurses, Occupational Therapists, Physical Therapists, Bi-lingual Diagnostic Staff, City-Wide Program Support and Diagnostic Teachers, Bilingual Diagnostic Teachers, Itinerant Teachers, etc.

Budget and assignment of these staff is maintained as a centralized function. Staff members in this group are assigned as needed to schools throughout the District, and funding for these positions is maintained and managed centrally.

Attachments #7 and #8 to the minutes of your Committee's meeting include information regarding staffing allocations for special needs students in schools.

6. Assistive Technology Supports

a. Assistive technology provides a pivotal role in the ability of the student to access the general education curriculum and to be educated in the least restrictive environment. When students have access to and are provided with appropriate assistive technology (AT) devices and services, they are better able to access and participate in the general curriculum and in regular education settings. Both Board and IDEA funds provide support and improved access to assistive technology across the District for students with disabilities.

b. MPS is an active participant in the Wisconsin Assistive Technology Initiative (WATI). The goal of both the WATI and the MPS assistive technology resources are to improve outcomes and results for children and youth with disabilities. MPS provides for timely access to appropriate evaluation and the provision and implementation of needed AT devices and services.

7. Curricular Supports

   a. Curricular modifications such as universal design involve designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, including products and services that are directly usable (i.e., without requiring assistive technologies) and products and services that are made usable with assistive technologies. Universal design principles, as applied to curricular materials, allow for multiple representations of the information presented and multiple means of expression. IDEA funds may be used to support the use of technology, including technology with universal design principles and assistive technology devices to maximize accessibility to general education curriculum.

   b. Curriculum that is scientifically researched and aligned to the state standards and the MPS Learning Targets, combined with modifications and accommodations in the curriculum or delivery of the curriculum, contribute to the successful outcomes of the LRE setting. The Optimizing Success through Problem Solving (OSPS) initiative supports the use of researched interventions and data collection to support success and change in the LRE for students with disabilities.

   c. The Department of Special Services supports numerous professional-development opportunities that support educator skills in the areas of positive behavioral supports, social and emotional competence, classroom management and organization, and the use of appropriate accommodations and modifications in the general education curriculum. The goal of the professional development is to increase outcomes for all students in the least restrictive environments.

8. Special Education Oversight Action Plan (SOAP)

   a. The Special Education Oversight Action Plan (SOAP), approved by the Milwaukee Board of School Directors in June 2002, is designed to improve services and to maximize outcomes for students with disabilities. Having guided the work of special education since its adoption, SOAP is described as an effective, sustainable, centralized special education accountability system that is incorporated within the District's decentralized educational services delivery system. The elements of the SOAP plan are essential to ensure the provision of a free appropriate public education (FAPE) to every student with a disability, to permit the Milwaukee Public Schools and the Department of Public Instruction (DPI) to effectively exercise its oversight responsibilities, and to ensure prompt resolution of parent-school disputes. The original Board item that defines SOAP can be found in Attachment #9 to the minutes of your Committee's meeting.

   b. The main elements of the plan are to:

      (1) develop and maintain centralized accountability and oversight for special education and related outcomes, which includes the alignment of staff and resources to maximize accountability and support to schools;

      (2) develop and implement a Continuous Improvement Focused Monitoring Strategy (CIFM) that increases the accountability of the individual teacher, school, and district and allows for the use of collected data to form the basis of ongoing individual professional development, school-based professional development, and district-wide professional development which aligns with the School Education Plan.

      (3) develop a Parent Dispute Resolution System (PDRS) that supports the resolution of all parental disputes with a system to file complaints and to support parents throughout both processes.

c. The Department of Special Services works collaboratively with schools and other Central Services departments and divisions and schools to ensure that all components of SOAP are supported and monitored throughout the District.

9. Continuous Improvement Focused Monitoring System (CIFM)

a. The Continuous Improvement Focused Monitoring System (CIFM) is designed to improve service delivery, provide information regarding needed professional development, and contribute to staff accountability for high-level outcomes for students with disabilities and compliance to the requirements of IDEA-2004. The CIFM process has included three major monitoring oversight strategies:

(1) Training support and monitoring of individual teachers and Individualized Education Programs (IEPs). IEP documents are reviewed for accuracy and legal compliance, with training and ongoing support provided to teachers and service providers as needed. The ongoing work of each special education service provider is reviewed in the development and implementation of quality IEPs. Ongoing staff development is offered on an individual and school-wide basis to address identified areas of weakness. Individual IEPs are reviewed until each staff reaches competency in the targeted areas of IEP development.

(2) Review of systems within schools that are required under IDEA and not readily observable by IEP document review. Items for review include such areas as disciplinary procedures, attendance monitoring, and service-delivery oversight. Review activities are designed to identify areas of concern and to develop immediate plans to support and improve all areas of special education service provision and support.

(3) Administration of the Continuous Improvement Focused Monitoring Annual Audit. The audit is completed during the month of March in order to gather school-wide data relative to the successful implementation of the required special education components. The results of this point-in-time measure are used to develop goals and strategies in the School Educational Plan. The data are also used to provide immediate feedback to schools relative to successful implementation of special education requirements. The results are shared with principals and administrative accountability to be incorporated as part of administrative and school staff evaluations. The results of the 06-07 March Assessment will be presented during the August 2007 meeting of the Milwaukee Board of School Directors' Committee on Special Education.

(4) Monthly and Quarterly Review of Compliance Issues.

(a) An additional monitoring strategy was added in order to assist in the areas of ongoing oversight, prevention, and early intervention through early detection of and immediate response to issues. This strategy is a building-level monthly and quarterly compliance activity that requires special education supervisors and building administrators to review compliance issues and, in cases where challenges exist, develop plans to appropriately address the compliance issues within the building. Previously, building staff were accountable for these compliance items. This system provides a more systematic approach to ensure the best outcomes for students.

(b) Through these monthly and quarterly activities, a school can maintain compliance throughout the year and, in situations in which additional staff support or training may be needed, provide a more timely response. See Attachment #10 for samples of the monthly and quarterly reports.

(c) Items reviewed on a monthly basis include the following:

- IEP compliance, including strategies to identify issues relative to the 90-day and 60-day timelines for initial evaluations and delays in securing parental consent. In addition, re-evaluation timelines and annual IEP development requirements are monitored and analyzed;
- discipline issues, including monitoring of suspensions over 10 days with appropriate required interventions;
- 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; and
- plans to respond to and resolve IDEA complaints, requests for due-process hearings, and PDRS complaints (if any) that are filed with the state.

(d) Items reviewed on quarterly basis include:

- review of caseload and assignments for special education teachers, related services providers, speech/language pathologists, educational assistants, and handicapped children's assistants;
- review of IEP implementation, including the participation of regular education teachers in the implementation of appropriate programs for students with disabilities;
- proper reporting of progress using appropriate IEP progress reports;
- assurance of participation by school-based personnel in appropriate district-wide professional-development activities; and
- accurate reporting of disciplinary events in eSIS and SSIMS and management of paper record documents in cumulative records.

(e) Special education supervisors prepare data reports from SSIMS and eSIS to support monthly and quarterly compliance reports. Principals, SSAs, and supervisors confer with building-based staff to identify issues of ongoing compliance concerns and to develop plans to resolve any presenting issues.

(f) The "plan of improvement" aspect of this monitoring strategy is the most important outcome. Each month, reports are prepared jointly by special education supervisors and building-based administrators and submitted to the SELLS. The SELLs review the documents and confer with appropriate staff if additions are needed. A summary of the results of each monthly and quarterly report is submitted to the appropriate leadership accountability specialist to be included as part of the principal accountability system.

b. The goals of the CIFM monitoring process are as follows:

- to provide a data-driven decision-making base for educational planning for special services;

- to provide teachers with professional development and to increase skills for developing appropriate IEPs that meet the individual needs of the students;
- to assist the special education supervisor and building administrator in identifying staff-development needs for the building staff as well as for individual teachers;
- to identify district-wide areas for targeting staff development, development of policy and providers, and compliance monitoring; and
- to assist the District and the DPI with ongoing compliance monitoring and improvement action plans that lead to district-wide improvement and accountability.

c. DPI has worked collaboratively with MPS to develop and implement the CIFM system. CIFM addresses special education procedural compliance areas that have been identified as deficient based on previous DPI audits in the area of special education. Compliance-related general categories targeted in the monitoring tool are as follows:

- IEP team composition
- IEP document and process
- discipline
- attendance
- placement
- parental participation and involvement
- additional items added as a result of the reauthorization of IDEA 2004.

A description of the compliance items as provided on attachment # 11 to the minutes of your Committee's meeting.

d. Training is provided annually for building-based administrative staff to understand the role of SOAP requirements and the CIFM requirements. In addition, extensive training is given in the specific areas of required compliance for the identified areas at the building level.

10. Incorporation of CIFM Data within the School Educational Plan

a. Each school will receive the results of the March 2007 continuous improvement focused monitoring event in May of 2007 with the expectation that data will be included in the preparation of the 2007-08 School Educational Plan (SEP). See attachment #12 to the minutes of your Committee's meeting.

b. Each school is required to include goals within the School Educational Plan that address all of the individual compliance items that were measured below 95%. Any item assessed at 95% 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 is required to be addressed in both the Needs Assessment Compliance Summary and the 2007-08 Educational Plan, Special Education Continuous Improvement Plan, template. As part of the web-based directions, each administrator received a document entitled *Special Education Workbook-2007-08* that informed administrators of the required special education components of the Educational Plan.

c. In addition to the SEP compliance-related requirements, academic achievement outcomes and goals relative to parental participation, attendance, suspension rates, graduation rates, etc., that are targeted within the main body of the Educational Plan must also include

specific goal targets for student with disabilities (see Attachment #13 to the minutes of your Committee's meeting). The plan must also include a commitment on the part of the school for resource and professional development to increase overall outcomes for students with disabilities in the targeted areas.

d. Each school is required to submit a Special Education Compliance Plan Assurances Document as part of the Educational Plan Document. The principal/educational leader, SSA, SELL, and the special education supervisor sign the assurance on behalf of the entire school staff and commit themselves to the continuous oversight of the Special Education Oversight Action Plan in each respective school.

e. The assurance document (Attachment #14 to the minutes of your Committee's meeting) commits the school to strive for excellence in the following areas:

- compliance (ongoing and measured annually)
- professional development on special education topics
- Ongoing review and revision of CIFM checklist and non-checklist items
- implementation of the building compliance plan
- annual evaluation of effectiveness of all special education strategies
- focus on education plan goals that target the improvement of achievement, attendance, graduation rates, and parental participation while reducing truancy and discipline issues.

f. Each year, the individual items data are analyzed. Based upon the results of the individual school assessments, MPS will assign a level of support required for the following school year for each item in each school. The levels of support are intensive monitoring and general supervision. Supervisors and SELLs provide the primary support for school staff.

11. Intensive Monitoring Items

a. This level of support is assigned to an item assessed below 95%. To ensure compliance, the school's School Education Plan (SEP) committee, including the supervisor, will review, revise, and implement the School Education Plan, Special Education Continuous Improvement Plan, for each item assessed at this level. The SEP will include an analysis, an action plan, a professional development plan, and the funding support to address the items.

b. The SEP committee must analyze why the 2006-2007 Special Education Continuous Improvement Plan strategies were not effective for each item, including the obstacles to compliance. This analysis is documented in Section 3, Needs Assessment Summary. The 2007-2008 SEP, Section 7, Special Education Implementation of Compliance Plan, must include compliance strategies to address the obstacles identified in Section 3.

c. The SELLs ensure that the SEP committee analyzes the obstacles and addresses them in Section 7 of the SEP. After reviewing Sections 3 and 7 and considering other information, the SELL and the special education supervisor and SSA will determine if an adequate analysis was completed and if the strategies are sufficient to ensure compliance. The SELL, special services supervisor, and SSA, if appropriate, will meet with school principal(s) and other members of the SEP committee for the purpose of amending or strengthening the analysis and the strategies. The staff will implement the school Section 7 compliance strategies for the 2007-2008 school year. Also the school will participate in the compliance strategies in the 2007-2008 district-wide school support plan. A district-wide school support plan with compliance strategies will be developed during the 2006 data retreat and implemented during the 2007-2008 school year.

d. For all special education providers and diagnostic teachers (DTs), the supervisor or SSA will apply the IEP record review checklist to the checklist items in the school's 2007-2008 SEP, Section 7. Supervisors will keep a monthly record of all IEP team meetings conducted in each school. A record review checklist for all items below 95% will be completed by the supervisor or SSA after every IEP team meeting. The purpose of this activity is to identify and correct compliance errors and to provide supervision and staff training. If requirements have not been properly implemented, the supervisor will instruct the special education provider and/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.

e. The supervisor will send all completed record review checklists to the SELL on a monthly basis. The supervisor will report to the SELL the total number of IEP team meetings conducted during the month in each of the supervisor's schools. The SELL will compare the reports with the checklists to ensure that a checklist was completed for every meeting. If a record review checklist has not been completed following an IEP team meeting, the SELL will direct the supervisor or SSA to complete a checklist and send it to the SELL within 5 school days. The SELL will ensure correctible errors are corrected within 30 days of identification.

f. The SELLs will check the reliability of the supervisor's and SSA's reviews until the SELL determines that the supervisor or SSA has completed three consecutive accurate reviews and that identified errors have been corrected. The SELL must include record review checklists from each of the supervisor's schools. If the supervisor's or SSA's review uncovers inaccuracies, 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 they are corrected.

g. Each month, supervisors and SELLs will review the school's performance on non-checklist items and document it in the *MPS Special Education Compliance Review: Monthly Review Items*. If a non-checklist requirement is not implemented correctly, the supervisor and/or SELL will confer with the building principal to develop activities to address the problem. The supervisor and/or SELL will provide staff with necessary additional guidance and document follow-up activities if needed.

h. Each month, supervisors and SSAs will complete the *MPS Special Education Compliance Review: Monthly Review Items.* The monthly reports will include requirements relating to all checklist and non-checklist items assigned to intensive monitoring. The monthly reports will be submitted to the appropriate SELL and administrative accountability specialist. The SELLs will complete reports summarizing the results of the monthly reviews and forward them to the Director of Special Services and administrative accountability specialists.

12. General Supervision Items

a. 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 SEP 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 intensive monitoring.

b. 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. Four times a year (October, January, March, and June),

supervisors/SSAs will complete the MPS Special Education Compliance Review, Quarterly Review. The quarterly reports will be submitted to the appropriate SELL. The SELLs will complete reports summarizing the results of the quarterly reviews and forward them to the Director of Special Services.

c. In addition, the District provides general oversight as follows:

(1) All administrators and service providers are provided 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.

(2) SSAs and supervisors train staff and monitor timelines and adherence to district-wide policies and procedures, such as those related to attendance, discipline, etc.

(3) 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 high-quality service delivery.

(4) 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 special learning needs of students with disabilities.

(5) General accountability for meeting the needs of students with disabilities is included as part of the SEP process, the School Report Card reporting system.

13. Intensive Intervention Schools

a. Intensive Intervention Schools have accountability systems that are not functioning properly. When a school meets the following criteria, it may be designated an Intensive Intervention School:

(1) a school falls in the lowest quartile (approximately 50 schools) on the number of items in the annual school assessment scored above 95%, based upon two years of data; or

(2) a comparison of 2006 and 2007 scores reveals limited improvement or regression in the number of items scoring 95% or more, based on 2 years of data; or

(3) a decision by the special services director, based upon information gathered from the school's SELL and administrative accountability specialist.

b. The school's SELL and administrative accountability specialist will analyze why the school falls into the intensive intervention category. They will develop intervention strategies, which may 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 and other providers, focusing on special education compliance.

c. Intervention strategies employed may also include, but are not limited to:

- retraining of the school's special services supervisor;

- staff changes;
- increased supervision by the SELL, such as the SELL's applying the 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 coaches and administrative accountability specialists on special education requirements; and
- increased focus on implementation of attendance and disciplinary policies and procedures having an impact on compliance.

d. A school remains an Intensive Intervention School until the special services director recommends the school no longer be so identified, based upon the school's CIFM compliance data and information from the school's SELL and administrative accountability specialist.

14. State Performance Plan Performance Indicators

a. The State Performance Plan, as required by the IDEA-2004, is a six-year plan for improving outcomes for children with disabilities in Wisconsin. Through the Annual Performance Report, the Wisconsin Department of Public Instruction will measure and report the performance of children with disabilities using the following 20 indicators specified in the IDEA-2004:

Targeted Area: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator #1 .....Graduation rates (regular diploma)

Indicator #2 .....Drop-outrates

Indicator #3 .....Participation rates and proficiency levels of students with disabilities on statewide assessments

Indicator #4 .....Suspension and expulsion rates

Indicator #5 .....Educational placements (LRE) for students 6 to 21 years of age

Indicator #6 .....Educational placements (LRE) for students 3 to 5 years of age

Indicator #7 .....Data regarding preschool children in three areas:

- social/emotional skills,
- acquisition and use of knowledge and skills (including early language/communication and early literacy), and
- the use of appropriate behaviors

Indicator #8 .....Parent Involvement

Targeted Area: Disproportionality

Indicator #9 .....Disproportionality in representation of racial and ethnic groups in special education as a result of inappropriate identification

Indicator #10 .....Disproportionality in representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification

Targeted Area: Effective General Supervision — Child Find

Indicator #11 .....Data regarding the number of children who were evaluated within days of the District's receipt of a signed parental consent

Targeted Area: Effective General Supervision — Effective Transition

Indicator #12 .....Analysis of children who transition from Part C to Part B services, specifically whether they were evaluated and served by their third birthdays

Indicator #13 .....Data relative to the transition goals of students age 16 and above

Indicator #14 .....Data on post-high-school outcomes

Targeted Area: IDEA Part B — Effective General Supervision

Indicator #15 .....Review of general supervision system, i.e., monitoring of complaints and hearings to determine if noncompliance was corrected in a timely manner

Indicator #16 .....Data regarding resolution of complaints in a timely manner

Indicator #17 .....Data regarding the timely adjudication of due-process hearings

Indicator #18 .....Data regarding due-process-hearing requests that are resolved through settlement agreements.

Indicator #19 .....Analysis of mediation agreements

Indicator #20 .....Data regarding the timeliness and accuracy of DPI's data-collection system.

b. Under the new federal law, the State Performance Plan will replace the current Special Education Plan that is developed by each individual district. In its place, the Department of Public Instruction (DPI) will collect data in the various categories on a regular basis (yearly) and develop a public reporting system. The DPI is identifying baseline data in each indicator area. The Stakeholder group is assisting the DPI to establish six-year targets and benchmarks to assist the State in measuring progress toward the six-year identified outcomes.

c. In order to gain assistance with improved outcomes, districts will participate in the State's identified Continuous Improvement Focused Monitoring (CIFM) Process. Data from each school district in the State are being collected by DPI and reported as state baseline data in each of three categories.

d. The Department of Special Services has provided information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14 during the 06-07 school year. Information included methods for data collection and review to lead to identified improvements. In addition, the Department has presented plans for addressing the indicators and implementing improvement or best practices in the area of the indicators.

15. Parental Dispute Resolution System

a. One of the major provisions of the Special Education Oversight Action Plan (SOAP) which was adopted by the Milwaukee Board of School Directors in June 2002 is to provide parents with information and a parent-friendly system to encourage resolution of parental concerns and complaints. The goal of the system is to allow for easy access to needed information regarding special education and other information regarding school-related topics.

b. 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 are encouraged to attempt to resolve issues 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 mandate 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 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. For information about PDRS, call 475-8139.

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 (SELL). The SELL is the person who helps schools implement and monitor special education programs.
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 138, 5225 West Vliet 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 (SELL) Do?	The SELL has no more than five school days to either fix 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.

Step	Action	Outcome
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 Ombudsperson: 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.	
	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.
	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
	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

Step	Action	Outcome
	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 an IEE, talk to your child's IEP team.

c. The web-based PDRS system was developed in collaboration with parents and special education advocates. Its existence as a dispute-resolution process has been announced to parents in brochures mailed to homes in both English and Spanish. Ongoing staff development has been provided to principals and special education administrators.

d. A web-based application has been developed for logging and documenting response to complaints. Notification of complaints is instantaneously accomplished by email to schools and designated administrators. On a monthly basis, schools are reminded to respond to complaints if there is a record that they have not done so.

e. For the past year, complaint histories have been included in special education accountability measures of schools. In comparison to the formal mechanisms of dispute resolution available to parents, including complaints to the Department of Public Instruction, requests for mediation and requests for Due Process Hearings, PDRS is a robust and heavily used process.

f. Future administrative goals relate to:

- continued improvement in response time;
- increased use of DPI-supported dispute-resolution mechanisms, such as mediation by a neutral third party or assignment of mediator to facilitate an IEP meeting;
- increased use of PDRS by schools to document their own responses to concerns brought directly to them by schools;
- promotion of the appeal procedure to the Special Education Ombudsperson.

g. Improvements in the technology used to communicate complaints to school principals has steadily improved response rates to PDRS complaints filed with the Parent Information Center. Increased support to school principals from special education administrators has steadily helped principals resolve concerns of parents of students with special education needs. A copy of the *Parent and Child Rights Document for Special Education* can be found in attachment #15 to the minutes of your Committee's meeting.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Morales 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 Recommendation for the Selection of Textbooks

Administration's Analysis

1. In accordance with the textbook-adoption rules of the Board of School Directors (Policy 7.26), the textbook evaluation committees were formed as a result of the Board's action on November 30, 2006, 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 followed:

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.

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 English, 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 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..... 6 parents
English K-8/Spelling K-5 .....18 teachers
Foreign Language /Spanish/Japanese .....7 teachers
Social Studies/Economic .....8 teachers
Social Studies/Citizenship .....11 teachers
Trade and Technical Education.....7 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, proposals to select alternate materials must be submitted to the Superintendent for approval; whereupon, the Superintendent's appointed review panel will review proposals and recommend approval or 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 middle- and high-school textbooks for courses in foreign language, Japanese, grades 6-8; foreign language, Spanish, grades 6-8, trade and technical education, electricity, grades 9-12; social studies, economics, high school; and social studies, citizenship, high school.

8. The English/languages arts committee's recommendations have been modified by the Administration to facilitate alignment with the goals and objectives of the 2006-2008 Information and Technology Strategic Plan. An online resource to support instruction and assessment for grades 4-8 in English/language arts has been included with the recommended textbooks. In addition the recommendation for English/language arts provides a supplement for currently utilized reading programs that are identified. The Administration is recommending that the Board select and purchase the elementary and middle-grades textbooks and online tool in English/language arts, grades K-8, and spelling, grades K-5.

Strategic Plan Compatibility Statement

9. 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

10. The above procedure follows Administrative Policy 7.26 and Administrative Procedure 7.26, Textbook Selections.

Fiscal Impact Statement

11. Approval of this item does not authorize expenditures. The estimated cost for selection of the recommended textbooks is $6.6 million. Purchases will not be made until the FY08 budget is approved. Funding is included in the Superintendent's proposed FY08 budget, budget code Textbooks — GEN-0-0-INV-DW-ETXB.

Implementation Plan Statement

12. Textbooks and supplementary materials for language arts, spelling, grades K-5; language arts, English, grades K-8; language arts, English, online tool, grades 4-8; foreign language, Japanese, grades 6-8; foreign language, Spanish, grades 6-8; social studies; trade and technical education, electricity, high school; economics, high school; and social studies, citizenship, high school, will be purchased with funds that have been allocated in FY07 and implemented during the first semester of the 2007-2008 school year.

Committee's Recommendation

Your Committee recommends that the Board authorize 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:

Language Arts, grades K-5:
Class: Spelling
Zaner-Bloser, *Spelling Connections,* 2007

Language Arts Supplemental, grades K-8:
Class: English
Great Source, Supplementary Series, 2007

Language Arts Online Tool, grades 4-8:
Class: English
Vantage Learning, *My Access*, 2007

Foreign Language, grades 6-8
Class: Japanese
EMC Paradigm Publishers, *IMA!1 Ima!2 Hai Ima!*

Foreign Language, grades 6-8
Class: Spanish
Pearson Prentice: *Realidades*, Hall Boyles, Met, Sayers, Wargin, 2008

Trade and Technical Education, High School
Class: Electricity
The Goodheart-Willcox Company, Inc., *Electricity and Electronics*, 2004

Social Studies, High School
Class: Citizenship
Glencoe, *Civics Today: Citizenship, Economics & You*, 2008

Social Studies, High School
Class: Economics
Prentice Hall, *Principles in Action*, 2007
Prentice Hall AP Economic — Bade and Parkin: *Foundations of Economics*, AP edition
Prentice Hall, IB Economic- — *Economics from a Global Perspective*, Alan Glanville

Textbook Adoption Budget
2007-2008

Curricular Area for Adoption	Subject	Estimated number of textbooks or licenses needed	Estimated cost per student	Estimated Total Cost
Language Arts	English, Gr. 4-8, 7-year Site License	29,390	$95.00	$2,792,050.00
Language Arts	English Supplemental Materials K-8	44,257	$33.00	$1,460,481.00
Language Arts	Spelling, Gr. K-5	25,488	$40.00	$1,019,520.00
Foreign Language	Japanese Gr. 6-8	125	$90.00	$11,250.00
Foreign Language	Spanish Gr. 6-8	4,935	$80.00	$394,800.00
Trade and Technical Education	Electricity	254	$80.00	$20,320.00
Social Studies	Economics Gr. 9-12	3,005	$70.00	$210,350.00
Social Studies	Citizenship Gr. 9-12	4,533	$65.00	$294,645.00
Grade-level Expansions		1,000	$80.00	$80,000.00
Subtotal				$6,283,416.00
Shipping and Handling		10% per order		$316,584.50
Estimated Total				$6,600,000.50

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

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(Item 2) Informational Report Regarding Early Childhood and Partnership Contract Review Process

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

Administration's Report

1. Milwaukee Public Schools' Division of Early Childhood offers learning opportunities beyond traditional boundaries for early childhood through eighth-grade educational contracted programs. The

contracted programs reviewed include Agape, Guadalupe Head Start, LaCausa Early Learning Center, and Seeds of Health Parkside and Windlake. These contracted programs include childcare centers and other community-based agencies located throughout the community that offer developmentally appropriate early childhood education for children 4 and 5 years of age and educational programs for children in higher grade levels. With encouragement of social, emotional, communication, and language development, a strong base is provided for a child to achieve future success.

2. MPS Division of Diversified Community Schools (DCS) also provides learning opportunities for children who are identified as at risk of graduating from high school. The contracted at-risk schools that were reviewed include Assata, Grandview, HR Academy, and Loyola. 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.

3. In addition to the contracted sites for at-risk students, DCS also contracts with schools to service behaviorally reassigned (BR) students. The contracted behavior-reassignment schools that were reviewed include CYD and Synergy. The students in these schools have been expelled from MPS with services, have had a Central Office suspension, or are late enrollees. The schools contracted to service these students have the students for various lengths of time until they transition back into traditional schools.

4. On June 29, 2006, the Milwaukee Board of School Directors approved one-year contracts for educational services with the following partnership schools:

- Agape, located at 5268 North 35th Street. The current contract for Agape specifies services for 170 full-time-equivalent (FTE) students in first through eighth grade. Agape's September 2006 State Aid Enrollment Count was 174, and the January 2007 State Aid Enrollment Count was 173.
- Assata, located at 2023 West Wisconsin Avenue. The current contract for Assata specifies services for 100 FTEs in grades nine through twelve. The Assata September 2006 State Aid Enrollment Count was 116, and the January 2007 State Aid Enrollment Count was 102. According to a Diversified Community Schools bi-weekly eSIS enrollment monitoring process, Assata has averaged 106.8 FTEs to date for the 2006-2007 school year. Assata did take additional BR seats needed during the 2006-2007 school year.
- Career Youth and Development (hereinafter "CYD"), located at 3026 West Concordia Avenue. The current contract for CYD specifies services for 117.5 BR FTEs and 15 at-risk FTEs in grades nine through twelve. The CYD September 2006 State Aid Enrollment Count was 58, and the January 2007 State Aid Enrollment Count was 108. According to a Diversified Community Schools bi-weekly eSIS enrollment monitoring process, CYD has averaged 16.1 at-risk FTEs to date for the 2006-2007 school year. CYD did take additional BR seats needed during the 2006-2007 school year.
- Council for the Spanish Speaking Loyola (hereinafter "Loyola"), located at 1645 South 36th Street. The current contract for Loyola specifies services for 95 FTEs in grades nine through twelve. The Loyola September 2006 State Aid Enrollment Count was 97, and the January 2007 State Aid Enrollment Count was 98. According to a Diversified Community Schools bi-weekly eSIS enrollment monitoring process, Loyola has averaged 98.2 FTEs to date for the 2006-2007 school year.
- Guadalupe Head Start has two locations: 2611 West Weil Street and 1645 South 36th Street. The current contract for Guadalupe Head Start specifies services for 20 FTEs in four-year-old kindergarten. The Guadalupe Head Start September 2006 State Aid Enrollment Count was 25, and the January 2007 State Aid Enrollment Count was 25.

- HR Academy Complex (hereinafter "HR Academy"), located at 3500 West Mother Daniels Way. The current contract for HR Academy specifies services for 165 FTEs in grades six through twelve. The HR Academy September 2006 State Aid Enrollment Count was 168, and the January 2007 State Aid Enrollment Count was 163. According to a Diversified Community Schools bi-weekly eSIS enrollment monitoring process, HR Academy has averaged 151.5 FTEs to date for the 2006-2007 school year.

- LaCausa Early Learning Center, located at 809 West Greenfield Avenue. The current contract for LaCausa Early Learning Center specifies services for 72 FTEs in four-year-old and five-year-old kindergarten. The LaCausa Early Learning Center's September 2006 State Aid Enrollment Count was 71, and the January 2007 State Aid Enrollment Count was 72.

- Lad Lake Synergy (hereinafter "Synergy"). Synergy's South campus is located at 2820 West Grant Street, and the North campus is located at 2004 North 33rd Street. The current contract for Synergy specifies services for 155 BR and 15 at-risk FTEs in grades six through twelve. The Synergy September 2006 State Aid Enrollment Count was 76, and the January 2007 State Aid Enrollment Count was 150. According to a Diversified Community Schools bi-weekly eSIS enrollment monitoring process, Synergy has averaged 15 at-risk FTEs to date for the 2006-2007 school year. Synergy did take additional BR seats needed during the 2006-2007 school year.

- Seeds of Health Grandview (hereinafter Grandview"), located at 1445 South 32nd Street. The current contract for Grandview specifies services for 235 FTEs in grades nine through twelve. The Grandview September 2006 State Aid Enrollment Count was 240, and the January 2007 State Aid Enrollment Count was 244. According to a Diversified Community Schools bi-weekly eSIS enrollment monitoring process, Grandview has averaged 235.8 FTEs to date for the 2006-2007 school year.

- Seeds of Health Parkside and Windlake (hereinafter "Parkside" and "Windlake," respectively). Seeds of Health, Incorporated, has two locations: Parkside Elementary is located at 2552 South 19th Street, and Windlake is located at 2433 South 15th Street. The current contract for Seeds of Health, Inc., specifies services for 243.5 student FTEs in four-year-old kindergarten through fifth grade. Seeds of Health's September 2006 State Aid Enrollment Count was 243.6, and the January 2007 State Aid Enrollment Count was 244.2.

5. MPS strives to improve student achievement, to improve student success in further education and employment, and to increase family satisfaction. This is done by not only employing traditional educational settings, but by also using contracted schools, such as partnership, early childhood, and charter schools. 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 was adopted (see attachment 1 to the minutes of your Committee's meeting, August 2005 Board Item). Equity, efficiency, and accountability drove the action to recommend that all new contracted programs within the Milwaukee Public Schools undergo the same rigorous review and evaluation process as do the charter schools.

6. The Administration has developed a process to provide review and evaluation for contracted educational programs. The Charter School Review and research from North Carolina were used as a basis for developing the process. As knowledge base, support, and monitoring of the schools increases, the Division of Diversified Community Schools and Early Childhood anticipates that the process will 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 to the minutes of your Committee's meeting, State Statutes).

7. The Divisions of Diversified Community Schools and Early Childhood developed a checklist based on each school's contractual requirements (see attachments 4, 5, & 6 to the minutes of your Committee's meeting, Contract alignments). Information was gathered from the Division of Early Childhood and Diversified Community Schools as well as from various district offices to determine if each school was compliant, partially-compliant, or non-compliant, based on the following criteria:

- academic performance;
- contract compliance;
- financial audit findings;
- site-visit observations;
- thoroughness in the educational plan;
- special education compliance;
- participation in school climate survey;
- attendance at mandatory monthly meetings;
- immunizations;
- unresolved parental complaints; and
- enrollment.

The data collected were reviewed, and preliminary findings — including a recommendation — were prepared relative to contract renewal. The information was then organized and presented to the Contract Review Team.

8. The Contract Review Team met on March 5, 12, 19, and 26, 2007, to review the Contract Review Checklists for each contracted site (see attachment 7 to the minutes of your Committee's meeting, Timeline). The Review Team consisted of community business members and district administrators who were recommended by the Board President and Superintendent. The Contract Review Team, which included school representatives, was provided the opportunity to discuss the analysis, consider additional input, determine the findings, and develop a recommendation based on the data during its meetings. The Contract Review Team finalized the Contract Review Checklist for each reviewed school on March 30, 2007, and forwarded the recommendations to the Superintendent on April 2, 2007.

9. The MPS Contract Review Team's findings and recommendation relative to each reviewed school are attached (see attachments 8-18 to the minutes of your Committee's meeting, Contract Review Checklists).

10. The Contract Review Team recommends one-year contract renewals with Assata, Grandview, Guadalupe Head Start, LaCausa Early Learning Center, Parkside and Windlake, and Synergy.

11. The Contract Review Team recommends one-year contract renewals, accompanied by action plans that address the areas of partial and non-compliance on the Contract Review Checklist, with Loyola and CYD.

a. Loyola's action plan should address areas in performance regarding social studies achievement, percent of students that remained in school, and percent of students earning 4.5 high school units during a school year. The plan should also address deficiencies in its compliance with the Asbestos Hazard Emergency Response Act (AHERA), immunizations, and timely submission of required documents.

b. CYD's action plan should address contract compliance with AHERA, participation in climate survey, a plan for submitting a thorough educational plan, timely submission of required documents, and attendance at all mandatory meetings.

12. The Contract Review Team recommends a one-year contract renewal, accompanied by an action plan and a mid-year review that addresses the areas of partial and non-compliance on the Contract Review Checklist, with HR Academy. The FY06 and FY07 Contract Review findings for HR Academy note the need for progress in the areas of performance, compliance, timely submission of required documents, and other items included on the Contract Review Checklist (see Attachment 12 to the minutes of your Committee's meeting).

13. HR Academy's action plan should address the following areas: Academic performance, accurate record keeping, and timely submission of financial audit documents, crisis plan and the educational plan, student participation in climate survey, immunization compliance, and program implementation. In addition to the action plan, per the request of the Superintendent, HR Academy will undergo a mid-year contract review in FY08.

14. The required action plans need to be included in each school's FY08 Educational Plan, using the appropriate format provided in the Educational Plan Workbook, and must be approved by the Director of Diversified Community Schools before the FY08 contract is signed.

15. A mutual agreement for non-renewal was reached by the Contract Review Team and Agape (see attachments 19 & 20 to the minutes of your Committee's meeting, Agape letters). Agape failed to make sufficient progress in the areas of performance, compliance, timely submission of required documents, and other items included on the Contract Review Checklist which caused them to be in violation of their contract.

a. The Agape early childhood contract will expire on the last regularly scheduled school day of the 2006-07 school year.

b. The MPS Division of Student Services and Parent Information Center will work with parents, students, and the school leader to reassign Agape's students. The goal of the new school assignments will be to provide as much comfort and stability as possible to families and staff affected by closing the building. The team will facilitate high-quality customer service in the re-enrollment process.

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(Item 3) Informational Report of the Charter School Contract Review Team on the Instrumentality Charter School Contract with Truth Institute for Leadership and Service High School

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

Administration's Report

1. On May 27, 2004, the Board approved a five-year charter school contract establishing Truth Institute for Leadership and Service (Truth Institute) as an instrumentality charter high school. The term of the contract commenced with the 2004-05 school year and is scheduled to end on the last regularly scheduled school day of the 2008-09 school year. The current contract specifies a maximum enrollment capacity for 375 full-time-equivalent students (FTEs) in grades 9 through 12. The Truth Institute's September 2006 State Aid Enrollment Count was 173 students, including 52 students (30%) with special education needs, while the January 2007 State Aid Enrollment Count was 173 students, including 54 students (31.2%) with special education needs. Truth Institute is located and shares space at the North Division Multiplex, 1011 West Center Street.

2. Truth Institute strives to implement an educational program based on high standards and integrates the components of service learning, character building and various leadership opportunities for its students. The curricular focus is strong in the development of leadership skills and community service for the entire school. College preparation is the ultimate goal.

3. At its meeting on June 23, 2005, the Board approved a contract amendment with Truth Institute to modify its contract from teacher-led status to having an administrator in charge of the school, beginning with the 2005-06 school year. An assistant principal was recommended to be the school leader for Truth Institute, in accordance with MPS policies and procedures and was approved by the Board on July 28, 2005.

4. On October 20, 2005, the Board approved an amendment to the contract to allow eighth-grade students to enroll at Truth Institute for the 2005-06 school year only. The eighth-grade students transferred from the Milwaukee Village School, which closed in October 2005.

5. MPS Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals, provide that the MPS Charter School Contract Review Team shall be established to review, evaluate, and make recommendations to the Board, the Superintendent, and the charter school regarding the continuation of the Charter School Contract.

6. In January of 2006, at the request of the Superintendent, the MPS Charter School Contract Review Process was initiated for Truth Institute to determine compliance with its instrumentality charter school contract. The Charter School Contract Review Team met on January 12 and 26; February 2, 9 and 23; and March 2, 2006, to review and evaluate information provided by the MPS Division of Diversified Community Schools and various Central Services staff concerning the Truth Institute's charter contract. On March 9, 2006, the Charter School Contract Review Team met with school leadership and school representatives from Truth Institute for additional input about the program. The Charter School Contract Review Team formulated its final recommendation:

> The Administration will analyze the leadership capacity at Truth Institute during the remainder of the 2005-06 school year to determine the impact of the leadership adjustment that was made on July 28, 2005. If the analysis determines that the school leadership is not effective in meeting the contract compliance requirements, the charter contract should be revoked or the leadership changed. The school must submit a plan to immediately address the areas found to be non-compliant or partial compliant as well as demonstrate significant progress in special education compliance, eSIS data quality compliance, and immunizations compliance in 2005-06.

7. A Charter School Contract Review Checklist was developed that summarized the findings and the recommendation of the Charter School Contract Review Team. The Charter School Contract Review Checklist included areas of compliance, non-compliance, and partial compliance, as well as the results of 2004-2005 performance audit. The audit reported that Truth Institute failed to meet any of the specified academic performance criteria (WKCE reading, English language arts, mathematics, science, and social studies) and met one of two applicable mandatory academic performance criteria (attendance and mobility rate).

8. The Superintendent concurred with the Charter School Contract Review Team's recommendation, and a letter was sent to the school leader, requesting the submission of the action plan no later than April 13, 2006. The action plan was not submitted, and a second letter was sent to the school. The school leadership did not comply with the request.

9. On June 26, 2006, the Administration presented the findings of the Charter School Contract Review Team to the Committee on Innovation/School Reform and recommended that the Board immediately terminate the Truth Institute for Leadership and Service's instrumentality charter school contract and terminate the Truth Institute's program and instrumentality charter school, because pupils

enrolled in Truth Institute 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 three for termination by the Board as stated in the charter school contract. The Committee on Innovation/School Reform forwarded the item to the Board without a recommendation.

10. On June 29, 2006, the Board extensively discussed the value of the Truth Institute concept, whether the concept was fundamentally sound, the capacity of school leadership, and the capacity of the school community to help drive leadership at the school. The Board took action to continue the charter for one year (the 2006-2007 school year), with the expectation that the school address the issues in which the school was originally marked non-compliant or partially compliant on the March 2006 Charter School Contract Review Checklist.

11. In July 2006, MPS provided a change in leadership for Truth Institute. By recommendation of the Administration and with the Board's approval, an assistant principal was assigned to lead the efforts at Truth Institute. During the 2006-07 school year, the assistant principal in charge of the school began to work with the school community and the district offices to address the items originally marked non-compliant or partially compliant on the March 2006 Charter School Contract Review Checklist, including special education, eSIS quality, immunizations, and student performance.

12. Pursuant to Board action, the MPS Charter School Contract Review Team met on February 27, 2007, and conducted a review of Truth Institute's compliance with its instrumentality charter school contract. The Charter School Contract Review Process provided an opportunity for the Charter School Contract Review Team to meet with the new school leader of Truth Institute for Leadership and Service and to consider additional input.

13. The Charter School Contract Review Team recommended the continuation of the Truth Institute's charter school contract for two years and that the school tend to the areas in which it was found to be non-compliant or partially compliant. This means that the Truth Institute's charter school contract, approved by the Board on May 27, 2004 would continue for the full term of the contract, including the 2007-08 and 2008-09 school years. The Superintendent concurred with the recommendation.

14. The Charter School Contract Review Team's findings and recommendation are attached to the minutes of your Committee's meeting.

* * * *

(Item 4) Report of the Charter School Contract Review Team and Action on a Request to Initiate the Renewal Process for the Instrumentality Charter School Contract with Northern Star School

Background

1. On July 22, 2002, the Milwaukee Board of School Directors approved a five-year charter school contract establishing Northern Star School as an instrumentality charter school. Northern Star School opened as a 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 School offers an innovative educational program that provides a mostly teen parent and at-risk student population the opportunity to complete middle school, move on to high school, and become active participants in society. The current contract specifies services for 40 full-time-equivalent students (FTEs) in grades six through nine. The Northern Star September 2006 State Aid Enrollment Count was 42 students, including 5 students (11.9%) with special education needs, while the January 2007 State Aid Enrollment Count was 39 students, including four students (10.3%) with special education needs.

3. Northern Star School offers a year-round, accelerated program, smaller class sizes, low student-teacher ratio, and block-scheduling and addresses the needs of the "whole child." The academic program

has a strong emphasis on the MPS proficiency requirements. Additionally, Northern Star provides needed resources and supportive services for all students. The goals of Northern Star School are to have students:

a. complete 8th grade;

b. earn high-school credits;

c. improve attendance;

d. participate in the world of technology; and

e. become a positive part of their community.

4. When the school opened in 2002, Northern Star was located and shared space at Madison University High School, 8135 West Florist Avenue. On February 24, 2005, the Board approved the request from the school and supported the Administration's recommendation to relocate Northern Star School from Madison University High School to shared space at Custer High School, 5075 North Sherman Boulevard, beginning with the 2005-2006 school year.

5. The Board is authorized to establish Milwaukee Public Schools charter schools under the Wisconsin Charter School Law, sec. 118.40, and to renew a charter school contract for one or more terms, each not exceeding five school years.

6. In accordance with MPS Administrative Policy and Procedure 9:12, Charter Schools, on February 27, 2007, the Charter School Review Process was conducted for Northern Star School. The MPS Charter School Contract Review Team met and conducted a review of Northern Star School's compliance with its instrumentality charter school contract.

7. The Charter School Contract Review Process provided an opportunity for the Charter School Contract Review Team to meet with the school leader of Northern Star School and to consider additional input.

8. The Charter School Contract Review Team recommended a five-year renewal of the instrumentality charter school contract with Northern Star School and that the school tend to the areas in which it was found to be non-compliant or partially compliant. Attached to the minutes of your Committee's meeting is the Northern Star Charter School Contract Review Checklist that summarizes the Review Team's findings and recommendation. The Superintendent concurred with the recommendation.

Administration's Analysis

9. The Administration requests that the Board:

a. approve the recommendation of the Charter School Contract Review Team to renew the instrumentality charter school contract with Northern Star School and that the school tend to the areas found to be non-compliant or partially compliant; and

b. authorize the Superintendent's designee to initiate the contract-renewal process and draft a renewed instrumentality charter school contract for Northern Star School, with a maximum of 40 FTEs in grades six through nine, to begin with the 2007-2008 school year and to end with the last regularly scheduled school day of the 2011-2012 school year.

Strategic Plan Compatibility Statement

10. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement; Goal 2, Student success in further education and employment; and Goal 3, Family satisfaction, as measured by their choices in the education marketplace.

Statute, Administration Policy or Board Rules Statement

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

12. 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.

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

Implementation and Assessment Plan

14. Upon the Board's approval of this item, the contract–renewal process will be initiated in anticipation of developing a renewed contract to be presented to the Board in June 2007. Funds have been reserved as part of the FY08 budget development process to cover the anticipated 40 FTEs for the 2007-08 school year.

Fiscal Impact Statement

15. This item does not authorize expenditures. The funds for this charter school contract will be approved in the 2007-08 Board-adopted budget. The FY08 projected amount for 40 FTEs is $ 328,478.

Committee's Recommendation

Your Committee recommends that the Board:

a. approve the recommendation of the Charter School Contract Review Team to renew the instrumentality charter school contract with Northern Star School and that the school attend to the areas in which it has been found to be non-compliant or partially compliant; and

b. authorize the Superintendent's designee to initiate the contract-renewal process and draft a renewed instrumentality charter school contract for Northern Star School, with a maximum of 40 FTEs in grades six through nine, to begin with the 2007-2008 school year and to end with the last regularly scheduled school day of the 2011-2012 school year.

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

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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; Report on Administrative and School Fund Transfers; Report of School Bus Accidents; and Acceptance of Donations

Award of Contracts

Below are contracts recommended for award in May 2007. Adequate funding is available in the accounts as noted below.

ASBESTOS ABATEMENT

Kluge School

Prime Contractor
KPH Construction
1237 W. Bruce Street
Milwaukee, WI 53204

Low Bidder, Base Bid of $53,299.00

Prime Contract Info: Employees			HUB Info				COIN	Required Student Hours	
Total	Minorities	Women	Certified	Req.	Proposed	$ Value	Required	Paid Employmt	Ed'l Experience
50	25	3	No	0%	N/A	N/A	25%	0	10

Funds are budgeted for the Kluge School's asbestos-abatement project from FY07 Environmental Code Compliance Fund, contracted services for environmental, account code FAR00ECCKL ECNCVCC7 (W.O. #2-710899). Project is to begin on June 19, 2007, and is scheduled for completion on August 15, 2007.

UNIT VENT REPLACEMENT

Sixty-Fifth Street School

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

Low Bidder, Base Bid of $360,000.00, plus $8,000.00 for Mandatory Alternate Bid #1, to provide DDC automatic temperature controls for all new and existing HV equipment in the 1955 Building and 1956 Building Addition, and $30,000.00 for Mandatory Alternate Bid #2, to replace ten (10) existing roof exhaust fans as indicated on the Drawings, for a total of $398,000.00

Prime Contract Info: Employees			HUB Info				COIN	Required Student Hours	
Total	Minorities	Women	Certified	Req.	Proposed	$ Value	Required	Paid Employmt	Ed'l Experience
200	18	10	No	15%	20.5%	$73,800.00	20%	170	10

Funds are budgeted for the Sixty-Fifth Street School's unit vent replacement project from FY07 Major Maintenance Construction Fund, contracted services for heating and ventilating, account code FAR00MM265 ECNCHVA7 (W.O. #2-706133). Project is to begin on April 30, 2007, and is scheduled for completion on August 24, 2007.

COIL REPLACEMENT

Rufus King High School

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

Low Bidder, Base Bid of $200,000.00, plus $6,500.00 for Mandatory Alternate Bid #3, for all work associated with the installation of the freezestats for the (6) main air handling units, for a total of $206,500.00

Prime Contract Info: Employees			HUB Info				COIN	Required Student Hours	
Total	Minorities	Women	Certified	Req.	Proposed	$ Value	Required	Paid Employmt	Ed'l Experience
180	18	1	No	15%	18.8%	$37,575.00	20%	170	10

Funds are budgeted for the Rufus King High School's coil replacement project from FY07 Major Maintenance Construction Fund, contracted services for heating and ventilating, account code FAR00MM2RK ECNCHVA7 (W.O. #2-702642). Project is to begin on April 30, 2007, and is scheduled for completion on August 24, 2007.

Kosciuszko Middle School

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

Low Bidder, Base Bid of.....$189,000.00

Prime Contract Info: Employees			HUB Info				COIN	Required Student Hours	
Total	Minorities	Women	Certified	Req.	Proposed	$ Value	Required	Paid Employmt	Ed'l Experience
180	18	1	No	15%	16%	$30,200.00	20%	170	10

Funds are budgeted for the Kosciuszko Middle School's coil replacement project from FY07 Major Maintenance Construction Fund, contracted services for heating and ventilating, account code FAR00MM2KZ ECNCHVA7 (W.O. #2-702643). Project is to begin on April 30, 2007, and is scheduled for completion on August 24, 2007.

Luther Burbank School

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

Low Bidder, Base Bid of.....$65,000.00

Prime Contract Info: Employees			HUB Info				COIN	Required Student Hours	
Total	Minorities	Women	Certified	Req.	Proposed	$ Value	Required	Paid Employmt	Ed'l Experience
180	18	1	No	15%	22.1%	$14,400.00	20%	80	10

Funds are budgeted for the Luther Burbank School's coil replacement project from FY07 Major Maintenance Construction Fund, contracted services for heating and ventilating, account code

FAR00MM2BK ECNCHVA7 (W.O. #2-702645). Project is to begin on April 30, 2007, and is scheduled for completion on August 24, 2007.

Construction Contracts

Total construction contract dollars awarded.....$911,799.00
Total dollars HUB participation $155,975.00
% of HUB participation.....17.98
% Minority employees within company.....11.90
% Women employees within company 5.36

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

RFP-555 Authorization To Enter into a Contract To Provide Integration of Documents/Content Management for the Department of Human Resources

The Administration is requesting authorization to enter into a contract with Stratagem, Inc., to provide integration of documents/content management and workflow interface for the Department of Human Resources. Stratagem, Inc., was selected through a competitive Request-for-Proposal process (RFP-555).

Stratagem, Inc., will provide technological resources to the Department of Human Resources for managing documents and implementing a workflow interface for the hiring process.

The workflow interface will facilitate criminal background checks for applications received on-line. A strategy will be developed and implemented to complete the back file conversion of over 12,000 hardcopy classified staffing employee files to an automated format similar to the current setup in PeopleSoft for the certificated staffing employee files. An additional enhancement to PeopleSoft will be developed to access other critical human resources data. Access rights for approved staff members will be developed and implemented to protect the confidential nature of the information being managed.

The cost of the analysis and implementation will not exceed $100,000. The budget code to be charged is TSV00CSTDW-ECNS (HR/Payroll System — Contracted Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB Certified	Required	Proposed	$ Value	Type of Business	Type of Purchase
$33,000*	2	0	0	No	10%	10% M/WBE	$3,500*	Prof. Service	Prof. Services

*estimated cost of service

Authorization To Extend the Contract with Dell Inc for Personal Computers and Servers

The Administration requests authorization for 3 one-year extensions to Dell Inc.'s contract for personal computers (desktops and laptops) and servers.

In September 2003, MPS issued Requests for Proposal (RFP) 432 and 433 for personal computers and servers. Dell Inc. was the winning vendor and was awarded a contract by the Board in May 2004. The contract was for one year, with the option to extend for two additional one-year periods. In that contract, the Administration negotiated prices for computers and servers that were substantially below prices for the same equipment offered on the State of Wisconsin's contract. The Dell contract with MPS expires on June 14, 2007.

Over the last three years, the District has standardized on Dell computers for staff and students. In addition, the Division of Technology staff has been trained and certified on Dell computers and servers. All MPS schools and departments now use Dell computers and servers (although schools are still allowed to use Macintosh computers in the classroom). Thousands of dollars have been spent on technical training for school staff.

The District also participates in the Dell TechKnow Program. This is a program administered through the Community Learning Centers (CLCs) in which selected students participate in a 40-hour curriculum and, at the end of the program, receive refurbished Dell computers, which have been returned to Dell from leasing contracts with other companies. This is a national program which Dell administers for K12 schools. To participate in the program, MPS schools submit the names of students that do not have technology in the home. To date, approximately 1,000 MPS students have received refurbished computers through this program. These are students that have never owned a PC. This is one of the District's projects to ensure digital inclusion.

The Division of Technology is also working with Dell on the sixth-grade laptop program. This program will provide all sixth-graders with laptop computers and help to ensure eighth-grade technology proficiency. Sixth-graders will use their laptops for all aspects of curriculum assignments. Dell will provide teachers with professional development to assist them in integrating technology into the curriculum.

Dell has become more to MPS than a hardware vendor: It is a valuable partner. The Dell TechKnow program is a national demonstration of Dell's commitment to the K12 community.

Given the evolution of the partnership between MPS and Dell, and the cost associated with changing over to another vendor's hardware, the Administration is requesting authority to extend Dell's contract for up to three additional one-year periods. The Administration will review Dell's performance annually to ensure that the District's continues to receive favorable pricing on computers and servers, not only compared with other Dell contracts, but also compared with the pricing on competitors' equipment. Toward the end of the contract, the Administration will again evaluate the costs and benefits associated with issuing a new RFP for computers and servers.

The value of this contract in FY06 was $8,688,506. The cost of Dell computers and servers will be charged to the budget codes of the schools and departments ordering them.

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
TBD	NA	NA	NA	No	10%	TBD*	TBD*	TBD	TBD

*DDCE will conduct an audit of current performance and will also get information for continued annual HUB participation commitment for MPS contracts.

Authorization To Enter into Contracts for the Renewal of Subscriptions to Online Resources Accessed through the Virtual Library

The Administration requests authorization to renew the following subscription contracts for online resources:

Vendor	Database	Amount Not to Exceed
ProQuest	eLibrary/eLibrary Elem	$104,000
ProQuest	SIRS Research/Discover	$75,705
ProQuest	Culture Grams	$52,036
	Total	$231,741

These subscriptions are for online resources to be used through the Virtual Library. All MPS sites have access to these resources as well as numerous other reference resources. Free in-person and online training is available to all MPS Educators for all resources.

The total cost of all subscriptions is not to exceed $231,741. The budget code to be charged is SLB0SCSFDW-ENTB (Common School Fund — Non-Textbook)

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	No	NA	NA	NA	NA	NA

Bid 5448 Authorization to Purchase Replacement Vans for Use by Facilities and Maintenance

The Administration requests authorization to award Bid 5448 to Bob Fish Pontiac for the purchase of three 8,600-pound panel vans to be used by the MPS Grounds Shop. The price of each van is $18,068, for a total cost of $54,204. Bid submissions were reviewed by the MPS Facilities and Maintenance Automotive Shop. Bob Fish Pontiac was the low bidder.

The budget code to be charged is MTN00VRP11-ERVH (Maintenance — Vehicle Replacement)

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Authorization to Enter into a Contract with CESA #1 for Consulting Services

The Administration is requesting authorization to enter into a contract with CESA #1 for the provision of consulting services for FY08. MPS annually enters into a contract with CESA #1 to provide or procure a variety of consulting services.

The FY08 contract includes cost estimates totaling $161,124. This amount includes $13,400 in basic membership fees, $5,000 for membership in the Southeastern Wisconsin In-School Telecommunications (SEWIST) organization, $135,600 for a Health Services Coordinator, and $7,124 for an ombudsperson.

Consulting services are charged to the department requesting the service. The following budget codes are to be charged:

Basic membership fees.....EGT00SSFDW-ECNS (School Special Funds — Consulting)
SEWIST .....TSV00TECTC-ECTS (Technology — Consulting)
Health Services Coord.....SSU00ESSDE-ECTS (Special Services — Consulting)
Ombudsperson.....EGT00SSFDW-ECNS (School Special Funds — Consulting)

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$161,124	NA	NA	NA	No	NA	NA	NA	NA	NA

RFP 554 Authorization To Enter into Contracts for Moving Services

The Administration is requesting authorization to enter into contracts with the following five vendors to provide moving services to MPS schools and department: Coakley Brothers, C. Coakley, Aetna Moving & Storage Inc., Federal Companies, and J.C. Triplett & Sons. These vendors were selected as preferred providers through Request for Proposal (RFP) 554.

The contracts will not guarantee any vendor a minimum dollar amount or a minimum number of moving assignments. These vendors will be placed on a preferred provider list from which they can be selected by schools, departments, or Facilities and Maintenance for moving assignments. Facilities and Maintenance typically assigns large moves, e.g., moving an entire school from one location to another. Schools normally assign small moves, e.g., moving classroom furniture within a school building.

The contracts will be for one year, with the option to extend for two additional one-year periods. Annual contract amounts will depend upon the number of assignments a vendor receives, but are expected to exceed $50,000 for one or more of the vendors. Accordingly, these contracts are being brought to the Board for approval. RFP-554 has a 10% HUB requirement. The budget codes to be charged will be those of the schools and departments requesting the moving services.

Purchasing Request Summary — May 2007

Total contract dollars to be awarded.....$26,612,587
Total dollars eligible for HUB participation.....$26,165,518
Total HUB dollars $2,610,050
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....9.8%

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 March 31, 2007, 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	$ 906,416,807	$ 36,537,837	$ 942,954,644	$ 154,397,957	$ 621,801,543	$ 321,153,101	66%
Categorically Aided	180,118,973	33,026,359	213,145,332	17,225,489	106,991,240	106,154,092	50%
School Nutrition	29,742,978	24,312	29,767,290	3,059,917	17,167,145	12,600,145	58%
Construction	20,767,624	39,570,180	60,337,804	3,257	15,711,111	44,626,693	26%
Extension	12,616,461	394,955	13,011,416	319,777	10,697,555	2,313,861	82%
Total All Funds	$ 1,149,662,843	$ 109,553,643	$ 1,259,216,486	$ 175,006,397	$ 772,368,594	$ 486,847,892	61%

Below is a summary of expenditures as of March 31, 2007, 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 Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 906,416,807	$ 36,537,837	$ 942,954,644	$ 74,343,485	$ 630,791,548	$ 312,163,096	67%
Categorically Aided	180,118,973	33,026,359	213,145,332	16,083,438	134,678,412	78,466,920	63%
School Nutrition	29,742,978	24,312	29,767,290	3,181,000	21,936,454	7,830,836	74%
Construction	20,767,624	39,570,180	60,337,804	553,063	59,242,345	1,095,459	98%
Extension	12,616,461	394,955	13,011,416	610,485	8,989,510	4,021,906	69%
Total All Funds	$ 1,149,662,843	$ 109,553,643	$ 1,259,216,486	$ 94,771,471	$ 855,638,269	$ 403,578,217	68%

[1]Represents Board-approved transfers during fiscal year 2007 and appropriations for purchases encumbered in fiscal year 2006.

Respectfully submitted,

Michelle J. Note
Chief Finance and Operations Officer

Monthly Report on Expenditures

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2006, through March 31, 2007.

School Operations Fund

Expenditures and encumbrances through March totaled $630,791,548, or 67% of the revised budget.

District Contingent Fund

The balance at March 31, 2007, was $817,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2006	$ 1,000,000
Approved Transfers:	
GFOA (Oct.)	- 183,000
Balance — March 31, 2007	$ 817,000

Construction Fund

Expenditures and encumbrances through March totaled $59,242,345, or 98% of the revised budget.

Extension Fund

Expenditures and encumbrances through March totaled $8,989,510, or 69% of the revised budget.

Revenues and Expenditures
Current-Year versus Three-Year Average

As of March 31, 2007

Fund	Revenues Percent Realized		Expenditures Percent Expended	
	Current Year	3-yr Average	Current Year	3-yr Average
School Operations	66%	65%	67%	70%
Categorically Aided	50%	49%	63%	67%
School Nutrition	58%	53%	74%	74%
Construction	26%	26%	98%	97%
Extension	82%	81%	69%	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.

Report of School Bus Accidents

Following is a report on school bus accidents for the month of April 2007. This is an informational report, and no action is required.

Date	Time	School	Injuries	Reportable	Contractor
4/2/07	4:10	Pulaski H.S.	Yes	Yes	Johnson
4/5/07	6:44	Whtnll M.S./Elem	No	Yes	Laidlaw
4/16/07	2:49	Franklin/MPS	No	No	Lakeside
4/19/07	12:19	Starms E.C.	No	No	Laidlaw
4/19/07	2:50	Lowell	No	No	Atlas
4/23/07	3:47	Scott M.S.	No	No	Lakeside
4/23/07	4:05	Scott M.S.	No	No	Bee Bus
4/25/07	6:58	Milw Sign Lang	No	No	Lakeside
4/25/07	8:08	Roosevelt M.S.	No	No	Laidlaw
4/25/07	2:40	Neeskara	No	No	Laidlaw-55th
4/26/07	8:11	Grand Ave	No	No	Lakeside
4/26/07	3:22	Burleigh Elem	No	No	Lakeside

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Allen-Field	Greg Steinhafel — Target Take Charge of Education	$288.09	School's general use
Audubon	Wal-Mart	$1,000	Teacher of the year reward
Browning	Medical College of Wisconsin	$50	Browning Drummers donation
Browning	University of Wisconsin School of Nursing	$200	Browning Drummers donation
Browning	Regency Service/Dove Healthcare at Glendale	$50	Browning Drummers donation
Cooper	Central Aquatics	$30,250	Five hundred fifty terrariums to be distributed to thirty MPS schools for hands-on learning activities
Curtin	Northwestern Mutual Insurance	$500	Field trips and classroom supplies
Dover	Bay View Arts Guild	$50	Multicultural Dance Program

School	Donor	Amount	Gift or Purpose
Fernwood	Gloria A. Zenger-Steber	$15	Greenhouse
Fernwood	Chris & Carol Kraco	$100	Greenhouse
Fernwood	Charles Sexton & Rhonette Humrich	$200	Greenhouse
Fernwood	Thomas & Merci Duffy	$25	Greenhouse
Fernwood	General Mills Box Tops for Education	$703	Educational materials
Fernwood	Mark & Marie Gilpatric	$50	Greenhouse
Garland	Culver's	$394	Fourth-grade field trip
Garland	Kathie Quarles	$3,916.44	Three-year copier lease
Hayes	Target Take Charge of Education	$197.88	Discretion of school
King Elementary	Mary E. Hauser	$100	Eighth-grade trip
King Elementary	School Staff – Target Take Charge of Education	$245	Discretion of school
Lincoln Center of the Arts	Target Take Charge of Education	$197.30	Discretion of school
Lowell	Target Take Charge of Education	$144.81	Discretion of school
Meir	Anonymous	$1,000	Eighth-grade New York trip
Milwaukee Education Center	Bridgeman Foods II	$240	Eighth-grade Atlanta trip
Milwaukee German Immersion	Northwestern Mutual	$25	Classroom supplies
Milwaukee High School of the Arts	Anonymous	$1,000	Discretion of school
Mitchell	Kiwanis Club	$525	Reading is Fundamental Grant
Pulaski	Steven Greenfield	$500	Scholarship
Riley	General Mills	$51	Fieldtrips and classroom needs
Riverside	Juneau Letter Winners Athletic Association	$150	Spring baseball trip to St. Louis
Riverside	Gregory Leszczynski	$50	Spring baseball trip to St. Louis
Riverside	Roger Pillsbury	$500	Spring baseball trip to St. Louis
Riverside	Douglas S. Lueck	$50	Spring baseball trip to St. Louis
Riverside	John A. Schmitz	$50	Spring baseball trip to St. Louis
Riverside	Jeffrey Morris	$100	Spring baseball trip to St. Louis
Riverside	Harri Hoffmann family	$50	Spring baseball trip to St. Louis
Riverside	Eric Riemenschneider	$25	Spring baseball trip to St. Louis
Riverside	Matthew J. Linn or Patricia C. Linn	$100	Spring baseball trip to St. Louis
Riverside	John C. or Olive M. Linn Trust	$50	Spring baseball trip to St. Louis
Riverside	Michael C. Collopy, M.D.	$200	Spring baseball trip to St. Louis
Riverside	Scott or Mary Revolinski	$100	Spring baseball trip to St. Louis
Riverside	Astor Hotel — Men's Bible Study	$100	Spring baseball trip to St. Louis
Riverside	Mary Fowlkes	$100	Spring baseball trip to St. Louis
Twenty-first Street	Ebba A. Brooks	$200	Books for school library
Twenty-first Street	Ebba A. Brooks	$25	Books for school library
Victory	Italian Community	$5,000	Promoting Italian Immersion

School	Donor	Amount	Gift or Purpose
Whittier	Wisconsin Energy Corporation Foundation, Inc.	$100	Character Education Program

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; Reappointment of Probationary Personnel; and Affirmative Action Report

Approval of Classified Personnel Transactions

Name and Assignment	Position and Salary	Date
	APPOINTMENTS	
5 Thomas Humpa Hartford	School Secretary I $20,683.56/yr.	04/16/07
3 Bo-Seng Yang Story	School Secretary I $20,683.56/yr.	05/01/07
5 Kelley Werra-Buechner Bay View	School Secretary I $25,245.01/yr.	05/07/07
	PROMOTIONS	
2 Richard Scott Gaenslen	Boiler Attendant Trainee $29,358.16/yr.	05/07/07
	CHANGES IN STATUS	
Tammy Barnes # Grand	Handicapped Children's Assistant $15,352.46/yr.	04-16-07
Anita Clark # Carver	Handicapped Children's Assistant $15,352.46/yr.	04-16-07
Ornetta Doyle # Mitchell	Handicapped Children's Assistant $15,352.46/yr.	04-16-07
Gwendolyn Jones # Bell	Handicapped Children's Assistant $15,352.46/yr.	04-16-07
Christopher Wiechowski ^ Fernwood	School Engineer I $44,036.46/yr.	06-04-07

\# From substitute to regular

^ Voluntary demotion from School Engineer II

Approval of Certificated Appointments

Ethnic Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
2,r,a	Donald R. Chapman Cross-categorical	B	$34,008.00	1	04/30/2007
5,r,b	Phyllis A. Keener Montessori	E	$69,400.00	17	04/16/2007
4,r	Marta P. Puyana Mathematics	B	$34,008.00	1	04/03/2007
4,r,a	Mary T. Reyes-Perez Cross-categorical	B	$34,008.00	1	05/01/2007
3,r,a	Trudy M. Yang Grade 4	B	$34,008.00	1	04/02/2007

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, to June 15 2007:		
Donna Velez	Day-to-Day	April 16 2007
Illness Leave, to June, 2008:		
Melissa Sykora	95th Street	August 2007
Maternity Leave, to June 15 2007:		
Amy Schultz	Carver	April 23 2007
Maternity Leave, to June 2008:		
Jennifer Diaz	Starms Early Childhood Ctr.	April 17 2007
Heather Wessel	Doerfler	August 2007
Personal Leave, to June, 2008:		
Margaret Farley	Silver Spring	August 2007
Sara Gitzlaff	Bruce	August 2007
Katie Juzenas	Seher	August 2007
Dorothy Lauer	Starms Discovery Learning Ctr	August 2007
Melissa Mann	Story	August 2007
Bernard McCarthy Jr.	Barton	August 2007
Sara Schiebout	Milw. French Immersion	August 2007
May Vang	Acad. of Accelerated Learning	August 2007
Sabbatical Leave, to June, 2008:		
Laura Lewandowski	Riley	August 2007
Carolyn Werner	Audubon	August 2007

Extension of Maternity Leave, to June, 2008:

Colleen Esterle	Leave	August 2007
Laura Hinds	Leave	August 2007
Amy Mielcarek	Leave	August 2007
Anna Petersen	Leave	August 2007
Aimie Rognsvoog	Leave	August 2007
Stefanie Synovic	Leave	August 2007

Extension of Personal Leave, to June, 2008:

Jonathan Newcomb	Leave	August 2007
Karen Parkinson	Leave	August 2007

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Kathrine Adelmeyer	Teacher	06/21/07
Winnifred Aitch	Asst. Prin.	06/22/07
Leslie Alexander	Teacher	06/15/07
Stefanie Avery	Teacher	04/26/07
Sheryl Bennett	Teacher	06/15/07
David Braby	Specialist	07/06/07
Deborah Brnak	Teacher	06/15/07
Nicole Campeau	Teacher	06/08/07
Ida Campos	Teacher	06/15/07
Olivia Cervera	Principal	06/26/07
David Dulmes	Teacher	06/15/07
Katherine Dummer	Teacher	06/15/07
Suzanne Edstrom	Teacher	06/15/07
Lauren Egan	Teacher	06/15/07
Gloria End	Teacher	06/15/07
Jean Fleischer	Teacher	06/15/07
Harry Foreman	Coordinator	06/15/07
Ervin Forgy	Asst. Prin.	06/22/07
Dena Foster	Teacher	05/21/07
Sandra Frisque	Teacher	06/15/07
Gary Hanneman	Teacher	06/15/07
Audrey Holicek	Teacher	06/21/07
Renee Hotelling	Teacher	06/15/07
Pamela Jenness	Teacher	06/17/07
Gwendolyn Allison	Asst. Prin.	06/22/07
Lisabeth Joy	Teacher	06/15/07
Karen Jungherr	Teacher	06/26/07
Darlene Junker	Teacher	06/15/07
Kristen Kaske	Teacher	06/16/07
Geoffrey Keeling	Teacher	06/15/07

Edward Kovochich	Principal	07/05/07
Charles Kramer	Teacher	06/15/07
Kathryn Kubowicz	Teacher	01/03/07
Barbara Lalk	Teacher	06/15/07
Ray Lane	Teacher	06/15/07
Lenore Lee	Teacher	06/15/07
Gregory Lehman	Teacher	06/15/07
Barbara McDonald	Teacher	06/15/07
Cheryl McKenzie	Teacher	06/15/07
Virginia Miller	Teacher	04/16/07
Sarah Petto	Teacher	05/16/07
Sara Robazek-Tikalsky	Teacher	03/09/07
Jessica Romenesko	Teacher	06/22/07
Rosalia Saad	Teacher	06/15/07
Susan Schmitz-Penfield	Teacher	06/15/07
Alan Schultz	Psychologist	06/21/07
Jessie Shabazz	Teacher	06/15/07
Nancy Simonz	Teacher	06/15/07
Nancy Simuel	Social Worker	06/21/07
Herlard Smith	Teacher	06/15/07
Elizabeth Sobush	Teacher	06/26/07
Paige Steele	Teacher	06/15/07
Michael Tess	Teacher	06/15/07
Nancy Ulrich	Teacher	06/15/07
Maureen Vedder	Teacher	04/19/07
Don Wallace	Social Worker	06/21/07
Kathy Wilks	Teacher	06/15/07

Correction to April 2007 Board Report

Julie Toshner	Teacher	06/15/07

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
Oakley Burt	Building Laborer	04/27/07
Linda Franecki	Food Service Assistant	04/27/07
Richard Lukszys, Sr.	Steamfitter	04/10/07
Alexandra Palama	School Secretary I	04/27/07
Christine Wagoner	Telephone Operator	04/20/07

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Adams, David	Brusky, Joseph	Dechamps, Anne
Avery, Stefanie A.	Bruss, Jennifer	Diaz, Marilyn
Bass Wilson, Marchell L.	Carson, Loucricia M.	Drum, Charlene
Beardsley, Kelly E.	Chaney, Dorjan	Folven, Derek
Beltran Perez, Adriana	Christiane, David	Garcia, Hilda M.
Berry, Nicole	Comaris, Shawn	Golon, Ronald
Birtha, Alisha A.	Cortes, Yamilka	Gonzalez, Joshua
Bouressa, Tyler L.	Damico, Michelle	Hall, Stephanie M.
Breitrick, Thomas R.	Dargiewicz, Anthony	Hartmann, Shanen J.

Hauser, Devon
Hayon, Sarah N.
Hernandez Suarez, Miguel
Hernandez, Luz M.
Hickey, Scott
Hicks, Robyn J.
Hilliard, Thaddeaus
Hines, Tamara R.
Hoffmann, Matthew J.
Imes, Staci
James, Stephanie N.
Johnson, Jacqueline
Jonas, James C.
Kachache, Vicki
Karabon, Anne E.
Kellogg, Rebecca L.
Klein, Laura
Krull, Heidi L.
Lang, Robert C.
Lelinski, Andrew C.
Little, Tasha N.
Madeska, Sarah
Makula, Laura L.
Malacara, Rachael M.
Martin, William H.
Mayer, Megan M.
Megahed, Sarah
Miceli, Timothy
Midthun, Steven C.
Mohns, Angie L.
Nitz, Brenda L.
O'Brien, Dennis
Oldson, Ruth
Pazurek, David
Petersen, Nicholas P.
Petto, Sarah
Pfaffenroth, Marybeth I.
Pochinski, Daniel
Polebitski, Scott R.
Pompos, Jeffrey G.
Powell, Sarah
Principe, Julie E.
Rasmussen, Stephanie M.
Rebholz, Kristin J.
Riley, Freddie L.
Rostermundt, Kelly
Schmitt, Emily
Schneider, Paul L.
Schultz, Jennifer
Sellers, Chris R.1
Sosa, Tamesia S.
Tholl, Sharon L.
Topczewski, Kali B.
Ward, Earnesteen
Wilcox, Tammy J.
Wise, Asima
Wright, Erik J.

TEACHERS AND TEACHER LIBRARIANS
(Completing Two Semesters)

Adriansen, Heidi
Ahuja, Vandana
Akert, Paul G.
Alexander, Jennette L.
Anderson, Erin M.
Anderson, Tanya M.
Anderson, Whitney N.
Anthony, Veronica L.
Armas, Maria Eugenia
Arndt, Sheila M.
Audette, Jane A.
Barden, Sue
Bealin, Niya
Bergmann, Andrea M..
Bilhorn, Kathryn
Binkelman, Mary J.
Black, Justin
Bogart, Daniel W.
Bonde, Carolyn C.
Bostic, Philip
Boudreau, Allison
Briseno Alonso, Armando
Bruckner, Jeanna M.
Bruss, Deborah
Bruss, James
Buendia, Nicolas E.
Bugni, Kate L.
Buss, Teresa R.
Cain, Nicole
Campbell, Edmund
Campbell, Kristi L.
Campeau, Nicole M.
Captain, Amy S.
Carson, Deminica
Chapa, Dora
Charles Jr, James
Childress, Lauren C.
Clayton, Joseph T.
Coleman, Lauren M.
Collin, Katherine B.
Colon, Elizabeth M.
Cooper, Latrina M.
Counce, Ryann N.
Cox, Laura L.
Crandall Jacobs, Jean
Crider, Mia H.
Cvengros, Kathryn L.
Davis, Abby A.
Deckow, Milena M.
Dehnel, Richelle R.
Del Mundo, Emelita E.
Demoss, Jenessa
Dewees, Megan L.
Dieringer, Cynthia K.
Dlugolecki, Katherine
Doering, Troy
Doi, Stephanie
Dominic, Joseph A.
Drews, Jennifer M.
Driessen, Aaron
Duffy, Jeanette
Dunst, Karen S.
Dupont, Kristin
Ealy, Martha E.
Eckford, Robert R.
Elliott, Scott L.
Ellis, Thomas J.
Ellmaker, Jyl
Engebretson, Amy K.
Engel, Jill L.
Eskridge, Wendell C.
Ewerdt, Nacole
Fefferman, Laura S.
Fernandez, Christina
Finne, Dana
Finnel, Elizabeth
Fischer, Margaret A.
Fitzpatrick, Jody M.
Flesch, Stephanie
Flood, Megan F.
Flores, Guadalupe N.
Fontell Diarrassouba, Rita
Franklin, Jason M.
Frederick, Gayle
Gale, Sara A.
Garoiu, Dan
Garrow, Jennifer
Garry, Tashia A.
Gasparri, Daniela A.
Ghere, Jamie L.
Gilane, Havala
Gille, Cady J.
Glass, Toknoka A.
Goldsmith, Pattie L.
Goldstein, Andrea
Gosseck, Julie D.
Grabner, Jason
Gravley, Vanessa
Green, Christopher
Guthery, Kelly A.
Hageman, Sarah B.
Hale, Karen J.

Hall, Robert L.
Hantke, Amalia M.
Harkness, Danielle D.
Harris, Robin
Harris, Sarah
Hart, Cris M.
Hartlaub, Deborah A.
Harttert, Bret R.
Haubert, Lindi S.
Haug, Emily
Hebert, Patricia
Heller De Messer, Claudia
Helmer, Melissa J.
Henze, Amber F.
Herman, John D.
Hernandez, Erica A.
Hettwer, Mark D.
Hood, Jason E.
Hooper, Julia C.
Horn, Lindsey M.
Hufschmidt, Jennifer
Hummel Dosmann, Katie
Hunt, Kimberly B.
Ish, John
Jackson, Karissa N.
Jadolon, Manisone
Jagemann, Jonathan
Janik, Susan
Javins, Paul E.
Jensen, Joanne L.
Johnson, Christopher
Johnson, Ericka S.
Johnson, Nicholas
Jones, Matthew P.
Joseph, Joshua
Kaale, Melissa J.
Kahn, Tina
Kasten, Mary
Kaul, Alicia K.
Kauth, Andrew P.
Kazel, Melanie R.
Kellman, Sally A.
Kitts Lewinski, Tanya
Kleibor, Andrea
Knopp, Jordan
Koch, Amy L.
Koconis, Andrew
Koenig, Anita A.
Kolesari, Daniel
Kopecky, Katie J.
Krebsbach, Tara L.
Kremer, Raymond
Kukowski, Ann
La Fleur, Ann
Lafler, Jessica
Lara, Naomi
Larson, John
Leibold, Donald W.
Lioen, Anna C.
Loehr, Kristine M.
Loewen, John C.
Lopez-Barton, Alexander
Lubin, Kari L.
Luna, Mari L.
Magana Arias, Maria E.
Magner, Timothy G.
Makovec, Helen
Maldonado, Rebecca
Mallegni, Elizabeth
Manke, Kathleen
Manning, Peter J.
Manzano, Indalecio
Manzke, Rebecca L.
Marschke, Kathryn G.
Martin, Christopher
Mattmiller, Susan
Mauras, Nydia J.
McGlothlin, Sara A.
Mclure, Julie B.
Mcnulty, Erin A.
McRoberts, Jill S.
Meier, Ryan
Mitchell, Laurance A.
Monet, Nicole R.
Moore, Marla
Morgan, Dianthe
Morgese, Joseph M.
Munoz, Shakira
Napoli, Matthew S.
Naus, Jill
Nechodom, Jesse
Neuenschwander, Jennifer
Nickols, Alexander
O'Meara, Marylee G.
O'Brien II, John M.
O'Connor, Patrick R.
Olson, Erin M.
Olson, Jeannine
Paredes, Melinda C.
Parker, Tanya L.
Paske, Stephen M.
Passley, Sharon G.
Patterson Sumwalt, Robert
Patterson, Melissa
Perez, Haydee
Perez, Linda P.
Perez, Solmarie
Pierce, Moriah T.
Piering, Paul
Platt, Maxine M.
Porter, Stefanie T.
Powell, Romelia Y.
Price, Tricia L.
Priewe, Marlene K.
Primakow, Jessica
Prunuske, Nicole L.
Quirk, Justin
Rao, Kalpana
Rapp, Justina A.
Ratatori, Christina M.
Raymond IV, Edwin
Rec, Nicole K.
Reed, Shannon L.
Reedy, Nora A.
Reinhardt, Lisa
Relich, Ryan
Remm, Michael G.
Riegler, Meredith
Robles, Bernardo
Rogers, Jesse T.
Roix, Rachel L.
Romenesko, Jessica
Rosenfelt, Amanda C.
Rothstein, Lucy
Runge, Lesley
Russell, Betty D.
Rymer, Jennifer
Saathoff, Stacy
Sanchez, Anya
Sandlin, Amy
Sanford, Lisa A.
Santos Amador, Miriam J.
Scherbert, Daniel P.
Schoenenberger, Cathleen
Schroeder, Ashley L.
Schuldt, Amy M.
Sierocuk, Lauren
Smit, Royal L.
Smith, Nicole K.
Sorlie Theis, Cody A.
Sorlie, Leah
Spiropoulos, Christian
Sprenger, Sarah M.
Stadler, Michael E.
Starks, N'Shea R.
Stehura, Emily
Steinhorst, Joan Y.
Sterling, Nancy C.
Stewart, Keith
Stezala, Gena L.
Stokes, Tyra
Strnad, Kris A.
Strutz, Rachel
Stuller, Amy D.
Stuppan, Kristina
Sturdevant, Allyn L.
Sumner, Joclyn A.
Tally, Tira

Tarr, Kirsten L.
Taylor, Lashaun D.
Thompson, Scott
Turner, Cynthia R.
Van Deusen, James
Vaughn, Holly B.
Vieira, Margaret E.
Vine, Lindsay A.
Waldoch, Rachel S.
Welch, Marsie
Wember, Catherine
Whyte, Kristin L.
Williams, Tiffany M.
Willis, Kristina
Wooten, Kristina L.
Wroblewski, Sara
Xiong, Linda
Zaza, Elizabeth F.
Zepeda-Cuevas, Alejandro
Zheng, Tao

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semesters)

Aliaga Rossel, Raul F.
Anders, Mary
Anderson, LaSonia
Bailey, Charissa U.
Bailey, Erin
Bartel, Allison L.
Bates Toll, Kathleen
Benishek, Jeremy M.
Borges, Sarah
Brown Ruddock, Danielle
Brown Westfahl, Andrea
Brown, Ralpheal
Brzezinski, Lea
Carrell, Matthew
Delgado, Holly
Forystek, Jacob
Goggins, Kerry L.
Gollmer, Jaime L.
Hall, Ramona D.
Hammett, William
Hartberg, Darren
Henderson, Tasha D.
Hightower, Larina L.
James IV, Frank
Johnson, Barbara A.
Klotz, Jill A.
Larsen, Lisa
Levy, Joy A.
Longdin, Rebecca L.
Martin, Rose M.
Mehail, Diana G.
Paredes, Cesar
Pawluk, Lindsay M.
Perry, Lisa
Peters, Margaret A.
Pinder Fearen, Phaleshia
Rutz, Dana A.
Schoonover, Corey
Schumacher, Jennele
Sielen, Heather L.
Sikorsky, Tatiana
Soza, Ximena
Stahlnecker Sanders, Gina
Studer, Lisa A.
Swan, Erin
Tess, Michael
Thompson, Lisa L.
Toston, Tricia A.
Uszler, Susan M.
Waite, Amber
Weber, Audrey
Wendtland, Elizabeth
Woods, Katara
Zhao, Tianya

TEACHERS AND TEACHER LIBRARIANS
(Completing Four Semesters)

Addison, Maxie J.
Aldrich, Peter W.
Allen, Colette S.
Alvarado, Carmela A.
Ambos, Paula J.
Anderson, Kimberly K.
Anderson, Lauren
Anderson, Tammy K.
Anick, Diana E.
Avery, Melissa E.
Bankhead, Dexxie C.
Barder, Barbara A.
Barnett, Yolanda R.
Bauernfeind, Charles
Bays, Tonya L.
Beehler, Judith
Behmke, Jodi A.
Berg, Kathryn F.
Birmingham, Brooke A.
Bittner, Angela M.
Blankenheim, Mark C.
Blanks, Joyce A.
Bolin, Sarah A.
Boone, Tamika K.
Bott, Katherine D.
Boudreau, Elizabeth J.
Bowen, Jennifer
Bragg Huggins, Janice
Branderhorst, Alexander
Britton, Quinetta S.
Brozovich, Kathleen A.
Burgher, Jeffrey
Burgos Rivera, Rafael
Burke, Deann H.
Butler, Michael D.
Cady, Brittany A.
Caldwell Parker, Marrian
Carr, Kristina
Casanta-Floryance, Melissa
Chojnacki, Thomas
Christou, Phaedra
Ciatti, Roxanne M.
Cline, Sara L.
Cocking, Meghan
Collier, Takeisha N.
Collingwood, Kelly J.
Corban, Mounir A.
Cottrell, Jade E.
Cullison, Steven C.
Czechowicz, Jennifer
Czekalski, Derek
Dang, Paul I.
Daugherty, Erin
Decleene, Stephen J.
Delie, Jill
Dempsey, Elizabeth
Donahue, Erin
Drake, Jeff R.
Dropik, Jason P.
Dunning, Bradley
Edmond, Katrina R.
Egan, Lauren
Elias, Melissa
Ellis, Megan M.
Engelking, Michael
Farris, Tishante D.
Figueroa, Kathy L.
Fischer Jr, Thomas
Fischer, Antonio
Fischer, Margaret
Franciskovich, Nikolos
Gagliano, April H.
Ganz, Krystal J.
Garzon, Mauricio
Garzon, Nelson D.

Gausmann, Patricia L.
Gavin, Jennifer M.
Gebert, Christopher W.
Gentile, Anthony P.
Greer, Darrell L.
Gruhlke, Elizabeth
Guendert, Beth M.
Guerrero, Rebecca H.
Guthrie, Christopher
Hable, Michael J.
Hannes, Sarah E.
Harmon, Marilyn A.
Haskell, Jacob K.
Hassani, Kourosh A.
Helmke, Tiffany D.
Hernandez, Christiano
Hipenbecker, Robert J.
Holtgreive, Margaret J.
Holzem, Benjamin E.
Ipsa, Kimberly A.
Jennings, Laura E.
Jonas, Katie
Kapperman, Gretchen
Kellman, Jeffrey
Klunk, Eliza
Koehler, Steven M.
Koeller, Daniel
Koneazny, Kristofer J.
Koney, Terese M.
Korom, Rebecca
Krause, Lisa
Labecki, Cecile
Lambert, Keith L.
Leitner, Melissa S.
Lewis, Kelleah
Lewis, Wendi
Lipsey, Talonda M.
Loeck, Sharon
Loper, Stanley J.
Lueck, Heidi M.
Lyman, Sally A.
Machut, Craig
Maki, Sarah R.
Maloney, Jill D.
Mannix, Kari
Masterson, Jack A.
Mattrisch, Conley W.
Mayerstein, Annette
Mayfield, Deborah M.
Mcclintock, Jennifer J.
Mcdowell, Nicole C.
Mcevilly, Casey J.
McGinnis, Sarah
McKinnon, Kelly
Menges, Alicia M.
Meredith, Nicole
Miller, Nina R.
Millet, Constance N.
Mlachnik, David A.
Molex, Carol
Moyle, Darlene R.
Mueller, Nicole M.
Mundt, Anne
Murillo, Jorge A.
Mutchie, Amanda
Naughton, Laura P.
Novara, Amy L.
Nowak Gimenez, Rebecca A.
OConnor, Elizabeth N.
ONeill, Brian H.
Orgas, Paul S.
Orlando, Patricia F. Liu
Osley, Damita Y.
Osowski, Karianne
Panosh, Heidi
Paonessa, Dennisse
Parker, Johnny T.
Pattermann, Gail L.
Paulsen, Carissa
Peters, Christie
Peterson, Kimberly R.
Pike, Paula S.
Pikula, Roman A.
Piotrowski, Kelli M.
Poe, Angela
Putnam, Joshua A.
Rajkovic, Maria G.
Raner, Diane
Ream, Melissa C.
Reeve, Katrina
Renfro, Carolyn Y.
Resler, Shannon
Reyes Clement, Rebecca
Reyes, Carmen A.
Robinson, Angela M.
Ruder, Sarah A.
Rudig, Katherine
Saadeddin, Imhenna H.
Sabatinelli, Gina
Salo, Crystal M.
Santiago, Jose A.
Schaber, Abby L.
Schierl, Jennifer A.
Schneider, Stephanie R.
Schnell, Tara T.
Schuler, Rachel L.
Schultz, Tabitha D.
Schulz, Kathryn A.
Schwirtz, Holly M.
Scott, Robert W.
Segura Salome, Dante
Sepulveda, Ulices J.
Sharpe, Dana F.
Shepherd, Victoria L.
Simmons, Lekynik
Skinner, Holly L.
Sliwicki, Katie E.
Smith, Emily E.
Smith, Jennifer R.
Smith, Kelly L.
Smith, Maureen A.
Sommer, Scott
Stapleton, Molly A.
Stolen, Thor A.
Strasser, Marguerite
Szymanski, Katie A.
Szyszko, Brian J.
Taormina, Ingrid E.
Taylor, Mary R.
Thiem, Jeri A.
Todd, Sammie J.
Torosian, Jeffrey M.
Torres, Kelly
Torres, Madelena
Turner, Matthew A.
Ulrich, Linda M.
Wacker, Tony
Waerzeggers, Emily
Wagner, Kerry
Wall, Elizabeth
Wall, Paula
Ward, Susan
Watson, Ann
Watts, Ebony N.
Wenzel, Sarah D.
West, Yolanda
Wetzel, Jason
Whittley, Tonja L.
Wilcox, Diann S.
Wilke, Brad W.
Williams, Carl J.
Williams, Laurelyn W.
Wolter, Analisa L.
Wood, Leden G.
Xiong, Pa L.
Yahola, Dona M.
Zeise, Joseph M.
Zunac, Erica
Zurheide, Melanie

Adogamhe, Freda
Arenson, Jane C.
Bachhuber, Leslie A.
Carr, Deanna M.
Cumbajin, Heidi M.
Dammanna, Manjula
Defatte, Keith R.
Garland, Kyle T.
Gill, Luz S.
Green, Karen J.
Johns, Christopher M.
Jones, Alisha G.
Kerkhoff, Molly
Koch, Rebecca J.
Kraner, Joshua J.
Kusmirek, Sharon J.
La Licata, Minerva
Lauson, Erika
Morales, Hortencia
Moss, Jennifer D.
Ngare, Pauline W.
Paolo, Lucetta M.
Plahmer, Joe R.
Porter, Wayne
Reed, Dana J.
Sacco, Sara
Sanchez, Maria D.
Sanders, Sarah
Sayler, Lisa
Schweinert, Caroline E.
Sills, Lena M.
Sirin, Suder
Trubac, Marilyn J.
Verstegen, Carly L.
Waeltz, Robin L.
Weaver, Michael J.
Wilson, Kayla F.
Zielinski, Kaela A

TEACHERS AND TEACHER LIBRARIANS
(Completing Six Semesters)

Abraham, Stacy M.
Alms, Darryl J.
Altenberger, Michelle
Anzivino, Ralph C.
Aranzamendi, Herman
Arnold, Anne E.
Ashby, Susan
Babbitts, Brian
Bahr, Jeannette L.
Baka Beck, Jessica M.
Baker, Carrie
Balistreri, Colleen E.
Bauschelt, Kady A.
Bayley, Monica
Bearss, Daniel V.
Behm, Kristen M.
Bell, Jada C.
Bensman, Laura D.
Benzaquen, Eitan
Berger, Derek R.
Berry Mcdowell, Diana
Biermann, Sarah
Bluhm, Amy J.
Bonnie, Michael
Borree, Melissa
Botka, Angela N.
Bradley, Shanna J.
Braggs, Judy A.
Bremer, Mark H.
Broman, Elizabeth M.
Brookshire-Cain, Dalynn
Brown, Dorothy L.
Brown, Lynn D.
Burnett, Sharon R.
Butters, Matthew
Capozzi, Allegra A.
Carrington, Keith A.
Castillo Raclaw, Angela
Cerar, Sarah I.
Chontal, Erin M.
Coleman, Anthony
Crymes, Diona G.
Dalle-valle, Laura
Dallmann, Paul J.
Davis, Ebony R.
De Latorre, Gisela
Dewalt, Sheila R.
Dimick, Elizabeth M.
Dion Simon, Deborah
Dixon, Isabel M.
Drake, Dawn C.
Ducat, Holly E.
Dyer, Kelly A.
Engebretson, John A.
Fenske, Allison
Fink, Brian R.
Foss, Alexandra N.
Garcia, Miguelina
George, Angela R.
Gibbs, Cindy L.
Glad, Darrin M.
Glad, Karen L.
Green, Latricia R.
Gross, Sarah
Grudzina, Matthew
Gulbronson, Whitney
Haeuser, Sarah E.
Hampton, Sandra D.
Hansen Thiel, Inge D.
Hansen, Tiffany D.
Heebsh, Laurel B.
Heins, Heather M.
Hencsik, Lisa M.
Hendricks, Troy
Hernandez Oliveros, Raquel
Hernandez, Anita
Hernandez, Crystal D.
Hilbert, Michele G.
Hines, Marquis E.
Hoffman, Dana M.
Hofman, Jessica M.
Honeycutt, Angela K.
Hurst, Jill M.
Irwin, Kathleen M.
Jacobi, Adam J.
Jacobson, Kimberly R.
Jagiello, Nicole
Jimenez Osorio, Richard
Johnikin, Kevin D.
Johns, Kevin L.
Johnson, Tammy L.
Kendall Madrigal, Andrea
Kendricks, Kelly
Kizior, Bryan W.
Koberstein, Nicole J.
Kowalke, Shannon M.
Kracht, Michelle E.
Krause, Michelle
Kulinski, Kelly M.
Laird, Allan
Lathan, Norma M.
Lee, Glenda S.
Levas, Christopher J.
Lewis, Kimberly L.
Lopez, Maria T.
Lopez, Nicole L.
Lorenz, Angela R.
Luster Jr, James
Maes, Rachel
Mahdasian, David N.
Marrello, Christine M.
Mathieu, Kristin K.
Mattke, Samuel A.
Mcdaniel, Maggie D.
Mckenna, Andrea L.
Medina Sanchez, Tomas
Messner Cartier, Amii
Miennert, Tania M.
Miller, Afrika K.
Molkentine, Kate E.

Moore, Paul W.
Morgan, Sally G.
Munoz Gomez, Flor Noemi
Nommensen, Bradley
Oliver Stone, Cynthia
O'Meara Rowen, Maureen
Orozco, Jason M.
Paige, Patricia A.
Penn, Marybeth M.
Peters, Jennifer M.
Petito, John C.
Pinter, Travis E.
Pugh, Janice R.
Rajchel, Nicole L.
Ratzburg, Allison K.
Raut, Sanjay S.
Raymond, Jennifer L.
Reineck, Jennifer L.
Reinke, Jennifer M.
Reyes, Julio C.
Ribbeck, Bradley E.
Riley, Tyrassa M.
Roozeboom, Tom
Rubinstein, James A.
Sagna, Heidi A.
Salas Barreto, Adalberto
Saldana, Mary D.
Santos, Kerri M.
Sawotka, Kristin A.
Scharfenberger, Monica
Schell, Valerie A.
Schiebout, Sara E.
Schwartz, Christopher
Shapiro, Aaron D.
Siker, Jody R.
Sims Gray, Jenna K.
Slapinski, Ronald C.
Sleider, Stacy M.
Smith, Gloria J.
Smith, Jill M.
Soderstrom, Susan J.
Sperzel-Wuchterl, Chad
Sprewer, Helen L.
Stack, Kathleen
Steinke, Karin F.
Stoll, Jenna M.
Sullivan Konyn, David
Sullivan, Ottilie A.
Susedik, Kristin M.
Tatum, Baboonie
Thiel, Derek D.
Thomas, Nicole
Ticer, Tracey D.
Tilley, Theresa M.
Tillman, Deborah D.
Trate, Kimberly A.
Vance, Lara Karin
Vargo, Laura K.
Wacker, Wayne E.
Wang, Chih Yen
Watton, Erin E.
Watts, Carmelita C.
Weber, Michael J.
Weber, Timothy P.
Welch, Meredith
Wildt, Sara S.
Will, Susan M.
Williams, Bret C.
Williams, Michael E.
Wirth, Thomas B.
Wisner, Jessica L.
Xiong, Bao V.
Zawikowski, Emily

PRINCIPALS
(Completing One Semester)

Matthew Boswell
Donna Chandler Luebke
Gitanjali Chawla
Zannetta R. Cistrunk
Eric Gallien
Stanley W. McWilliams
Michelle D. Morris
Marybell Nieves Harris
Taimi L. Parey
Shiron Posley
Rita M. Tenorio

PRINCIPALS
(Completing Two Semesters)

Karen M. Bradley
Tayotis L. Caldwell
Portia D. Ewing-Lipsey
Dura R. Hale
Gregory Y. Ogunbowale
David N. Neveranta
James A. Wisniewski

PRINCIPALS
(Completing Three Semesters)

Janet B. Miller
Debra A. Ortiz

PRINCIPALS
(Completing Four Semesters)

Pamela K. Bell
Julia M. D'Amato
Tami J. Doss
Willie J. Hickman
Shannon E. Kilsdonk
Suzanne M. Kirby
James E. Lindsey
Thomas E. Matthews
Eugene Pitchford III
Jesse J. Rodriguez
Donald E. Wojczulis

PRINCIPALS
(Completing Five Semesters)

Thresessa D. Childs
Janine F. Graber
Hattie E. Knox
Brenda Sheppard Nelson

PRINCIPALS
(Completing Six Semesters)

Albert J. Brugger	Erica A. Hendricks	Angela Serio
Clavon Byrd	Jonathan D. Leinfelder	Lottie J. Smith
Ramon E. Evans	Rosana Mateo	Maurice E. Turner
Ella A. Hayes	Leea N. Power	

ASSISTANT PRINCIPALS
(Completing One Semester)

Virginia Clark	Lorena C. Gueny	Ava F. Morris
Toni M. Dinkins	Christopher J. Hauser	Eric Z. Rian
Cynthia M. Dismuke	Eddie Jones Jr.	Jesus Santos
Larry D. Farris	Christine B. Maxwell	Eric T. Sullivan
Leon R. Groce	Carol A. McKay	Rosa M. Torres

ASSISTANT PRINCIPALS
(Completing Two Semesters)

Juan A. Baez	Arletta M. Browning	Kimberly M. Lee
Kelvin B. Brown	Jon J. Dzurak	Larry F. Miller

ASSISTANT PRINCIPALS
(Completing Three Semesters)

Tonya C. Adair	Daniel P. Hennessey	Jacqueline K. Richardson
Amita M. Antao	Joseph J. Hill	Anthony J. Strancke
Kirsten L. Burks	Lila A. Hillman	Gregory T. Tolbert
Jeffery L. Gaddis	Gwendolyn Y. Irvin	

ASSISTANT PRINCIPALS
(Completing Four Semesters)

Ricardo A. Anderson	Sharnissa T. Dunlap-Parker	Dennis L. Leonard
Felice A. Beal	Eric Gallien	Janice M. Odom
Patrick D. Chatman	Eduardo M. Galvan	Trinette H. Patterson
James A. Dawson	Maribeth Gosz	Richard E. Spates
Kathelyne Dye	Bridgette E. Hood	

SUPPORT STAFF
(Completing Two Semesters)

Barbara A. Barnes	Patience J. Wade

SUPPORT STAFF
(Completing Three Semesters)

Willie E. Mitchell

SUPPORT STAFF
(Completing Six Semesters)

Olivia Buenrostro Soto	Mary C. Martin	Nicole P. Sponholtz

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for April 2007 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 and reappoint the probationary teachers, teacher-

librarians, principals, assistant principals, and members of the support staff listed above, 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 Recommendation

Your Committee recommends that the following individuals be promoted to the classifications indicated, effective upon assignment following approval by the Board:

5(r)	Edward Kupka	Principal Bradley Technology and Trade High School	Schedule III, Range 15A $104,107.30
2(r)	Kathelyne Dye	Principal Genesis High School	Schedule III, Range 14Z $92,570.11
2(r)	Marie Newby-Randle	Principal Rufus King High School	Schedule III, Range 15A $114,515.87
2(r)	Cheryl Hunter	Principal Truth Institute for Leadership and Service	Schedule III, Range 13Z $91,343.65
2(r)	Alvin Baldwin	Principal Vincent High School	Schedule III, Range 15A $114,517.00
2(r)	Bridgette Hood	Principal Fifty-third Street School	Schedule III, Range 13Z $83,707.21
2(r)	Ellease Mayo	Principal Grant Street School	Schedule III, Range 14Z $95,571.52
2(r)	James Dawson	Principal Lee School	Schedule III, Range 13Z $75,710.66
5(r)	Brett Fuller	Curriculum Specialist — Physical Education/Health and Wellness Division of Recreation and Community Services	Schedule III, Range 11A $84,240.88
2(r)	Michelle L. Jones	Head Start ERSEA & Family Partnership Manager Division of Early Childhood Education	Schedule III, Range 7A $56,358.00

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) Approval of 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 this item.

3. Paragraph (3) of Board Rule 1.14, Voting Methods, mandates that a "recorded affirmative vote of two-thirds of the Board membership shall be necessary to . . . . amend or repeal prevailing wage rates . . . ."

Committee's Recommendation

Your Committee recommends that the Board adopt the prevailing wage rates as listed in the attachment 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 Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

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

Background

1. The Milwaukee Board of School Directors (Board) contracts with private agencies to operate partnership and early childhood/regular education programs for Milwaukee Public School students. The

partnership programs provide alternative education to certain "at-risk," behavioral reassignment, special education, and adjudicated youth students. The early childhood/regular education programs provide education to students in K3 through eighth 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 and Division of Early Childhood Education, respectively.

2. The Office of Board Governance-Audit Services annually conducts audits of private schools under contract with MPS 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 audited during FY07 included six partnership and two early childhood/regular education programs.

a. The six partnership programs were:

- El Puente
- NOVA
- Shalom
- Milwaukee Spectrum
- Southeastern
- Spotted Eagle

b. The two early childhood/regular education programs selected for review were:

- Agape
- La Causa

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

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

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

5. The financial and compliance reviews, which focused on school operations conducted under contract with MPS for FY06, were conducted in accordance with the standards set forth in the United States General Accounting Office Government Auditing Standards (2003 Revision).

6. In addition to the individual audits, certain areas came to our attention during the audits in which opportunities exist for MPS's Division of Diversified Community Schools and Division of Early Childhood Education to (1) help ensure compliance with the requirements of the contracts, (2) enhance safeguarding of MPS assets, and (3) promote effective and efficient contract administration. These areas, as well as recommendations for improvements and Administration's response to the recommendations, are presented in the attached management letter to MPS's Division of Diversified Community Schools, Division of Early Childhood Education, and Office of Finance and Operations.

7. Except for the material issues of non-compliance listed below, the results of tests performed indicate that El Puente, NOVA, Shalom, Milwaukee Spectrum, Southeastern, Spotted Eagle, Agape and La Causa (1) complied with all major fiscal and administrative contract provisions not related to educational outcomes, (2) appropriately used contract resources, and (3) accurately reported alternative education expenditures for FY06. With regard to Agape, our review disclosed that (1) Agape has not demonstrated significant progress towards addressing the previous MPS audit findings and recommendations, and (2) Agape is experiencing cash-flow difficulties.

Schedule of Material Issues of Non-Compliance

Audit Finding	Possible Disallowed Costs
Audit Report #2007-33 — El Puente	
No material issues of noncompliance noted.	N/A
Audit #2007-34 — NOVA	
No material issues of noncompliance noted.	N/A
Audit #2007-35 — Shalom	
Administrative Requirements	
One background check was not conducted prior to allowing an employee to interact with students.	N/A
Audit #2007-27 — Milwaukee Spectrum	
Fiscal Requirements	
Costs charged to MPS did not comply with OMB Circular A-87 requirements. Time cards were not maintained for hourly employees; some invoices or receipts were not maintained; building rent was charged to the MPS program based upon budget rather than actual costs; and FY05 expenses were charged to the FY06 program	$91,920
Administrative Requirements	
Documentation demonstrating compliance with Asbestos Hazard Emergency Response Act regulations has not been submitted to MPS since 2001	N/A
Audit #2007-32 — Southeastern	
Administrative Requirements	
A single audit was not completed and provided to MPS	N/A
Audit #2007-19 — Spotted Eagle	
No material issues of noncompliance noted	N/A
Audit #2007-36 — Agape	
Fiscal Requirements	
Semi-annual and annual program expenditures were not accurately reported to MPS. Transactions including payroll could not be traced to the general ledger and budget expenditure reports	No fiscal effect — compliance issue.

Costs were charged to MPS for wages and telephone expenses of a related for-profit day care. MPS was also charged for expenses that were paid with fundraiser monies $24,113

Direct MPS program costs were combined with other non-MPS costs and were then allocated to the MPS program. Additionally, an indirect cost allocation plan has not been documented ..... Fiscal effect indeterminable.

Written permission from MPS was not obtained to exceed 110% of budget category spending authority $31,013

Costs charged to MPS program were not paid by October 1, 2006 ..... $57,041

Administrative Requirements

Audited financial statements and a single audit were not completed and provided to MPS by November 1, 2006 ..... N/A

Seven background checks were not conducted prior to allowing employees to interact with students. Two employees had criminal background histories that were not made available during the audit to determine the appropriateness of these individuals working with students. In addition, staff rosters provided to MPS were not accurate ..... N/A

Asbestos Hazard Emergency Response Act plans were not procured and provided to MPS for two buildings where students and staff are located ..... N/A

Payroll taxes were withheld from employee paychecks but were not remitted timely according to state and federal regulations. At June 30, 2006, Agape owed $97,562 for payroll-related taxes ..... N/A

Audit #2007-37 — La Causa

Fiscal Requirements

Expense allocation methods were not supported by records used to develop the allocation percentages. Alternative audit procedures determined that FY06 charges were reasonable ..... No fiscal effect — compliance issue.

Written permission from MPS was not obtained to carry over surpluses from FY05 to FY06 ..... $12,294

Committee Recommendation

Your Committee recommends that the Board:

1. receive the reports of partnership and early childhood/regular education school financial and compliance audits, Audits #2007-19, #2007-27, #2007-32, #2007-33, #2007-34, #2007-35, #2007-36, and #2007-37, and the management letter to MPS's Division of Diversified Community Schools and Division of Early Childhood Education; and

2. direct MPS's Division of Diversified Community Schools and Division of Early Childhood Education to resolve the exceptions reported for partnership and early childhood/regular education schools and submit:

   a. a report to the Office of Board Governance, by August 2007, indicating, how the exceptions were resolved; and

   b. an update, by January 2008, on the Administration's implementation of the action plans reported in its response to the management letter.

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

* * * * *

(Item 6) Action on a Request for Contingency Fund Transfers

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. The Board of School Directors in October 2006 approved expenditures of $183,000 from the $1.0 million Contingent Fund to contract with the Government Finance Officers Association (GFOA) for technical assistance in developing and implementing strategic performance measures and to pay for associated training costs.

Administration's Analysis

3. The Administration is requesting authority to spend $579,138 on new desktop computers for school classrooms and offices. The District relies on technology in all aspects of its operations, from classroom instruction to purely administrative functions.

4. The core belief that "the classroom is the most important place in the district" requires the Administration to invest in classroom technology adequate for common district applications and to assist schools in purchasing essential non-classroom technology equipment, when possible, so that schools can maximize school-based resources that are directed to the classroom.

5. Schools require upgraded PCs in order to effectively use systems such as IFAS, eSIS, Special Services, and the Food Services.

6. The District is switching from Novell Netware to Active Directory to manage its network resources. It must do so by Sept. 1, 2007, when the District's agreement with Novell expires. Active Directory, however, is not compatible with desktop computers running Windows 95 or Windows 98 operating systems. Some classroom computers, especially at the high-school level, still run on those operating systems. The District has been unable to switch those computers from the Novell to Active Directory environment.

7. Schools administrators require upgraded PCs in order to effectively use systems such as IFAS, eSIS, Special Services and the Food Services.

8. The central purchase of 579 Dell desktop computers for distribution to the schools allows the schools to have adequate computing power for business functions and will allow the District to replace classroom computers running Windows 95 or Windows 98.

9. The District has standardized on Dell computers over the last three years. The District also has a contract to purchase computers from Dell.

10. The Administration also is requesting authority to spend $187,862 to reimburse the United Service Administrative Company (USAC) for the District's improper substitution of equipment purchased with e-rate funds in 2002. The improper disbursements, which pre-dated the current administration in the Division of Technology, were discovered during a USAC audit of the District's e-rate program.

11. The Administration also is requesting authority to spend $50,000 on repairing damage to Benjamin Franklin School, 2308 W. Nash St., that resulted from a May 16 fire. The $50,000 is the applicable insurance deductible.

Strategic Plan Compatibility Statement

12. The recommendation supports the MPS Strategic Plan Goal 1, student achievement.

Statute, Administrative Policy or Board Rules Statement

13. This item is in accordance with Administrative Policy 3.04, regarding fund transfer authority; and 3.09 Purchasing and Bidding Requirements.

14. Board Rule 1.14, Voting Methods, paragraph (4) dictates that a "recorded affirmative vote of two-thirds of Board members present shall be necessary for the earmarking of an amount in, or the transfer of money from, the contingent fund."

Fiscal Impact Statement

15. This item authorizes transfers of totaling $817,000 from the district's Contingent Fund. Of that amount, $767,000 will be transferred from account SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to TSV-0-0-TEC-TC-EEQ5 (Technology Services — equipment) to allow expenditures of $579,138 for desktop computers for school classrooms and offices and $187,862 to reimburse USAC for the District's improper 2002 disbursements. The remaining $50,000 will be transferred from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to FAR-0-0-MM2-BF-ECNCFIR7 (Construction Fund — Major Maintenance — Fire).

Implementation and Assessment Plan

16. Upon the Board's approval, funds will be transferred to the appropriate account and purchases will be implemented in accordance with Administrative Policy 3.09.

Committee's Recommendation

Your Committee recommends that the Board approve transferring a total of $817,000 from the district's Contingent Fund. Of that amount, $767,000 will be transferred from account SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to TSV-0-0-TEC-TC-EEQ5 (Technology Services — equipment) to allow expenditures of $579,138 for desktop computers for school classrooms and offices and $187,862 to reimburse USAC for the District's improper 2002 disbursements. The remaining $50,000 will be transferred from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to FAR-0-0-MM2-BF-ECNCFIR7 (Construction Fund — Major Maintenance — Fire).

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

(Item 7) Action on the MPS Pupil Non-Discrimination Five-Year Self-Study

Background

1. PI 9.06, Wisconsin Administration Code, requires schools boards to evaluate the status of nondiscrimination and equality of educational opportunity in their school districts at least once every five years and to report the results to the Wisconsin Department of Public Instruction (DPI). In a memo dated January 2005, DPI determined that all but three of the required data elements are collected via reports required since the passage of PI 9, Wis. Admin. Code.

2. To meet the five-year evaluation and reporting requirements, DPI requests that all districts evaluate the status of nondiscrimination and equality of education opportunity in three areas:

a. Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing (PI 9.06(1)(c), Wis. Admin. Code); and

b. Participation trends and patterns and school district support of athletic, extracurricular and recreational activities (PI9.06(1)(e), Wis. Admin. Code); and

c. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district (PI 9.06(1)(f) Wis. Admin. Code).

Administration's Analysis

3. This item seeks the Board's approval of the Five-Year MPS Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities Review.

4. In conducting this review, the Administration responded to the three items requested by DPI. Staff from Teaching and Learning, including those with responsibility for counseling and textbook adoption, and staff from Assessment and Accountability reviewed items referenced in paragraph 2a above — methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing.

5. Staff from the Recreation Department and Athletics reviewed topics in paragraph 2b above — participation trends and patterns and school district support of athletic, extracurricular and recreational activities.

6. The Counseling Department reviewed topics in paragraph 2c above — trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.

7. The results of the review can be found in the attachment, "Milwaukee Public Schools Five-Year Self Evaluation of the Status of Non-Discrimination and Equality of Educational Opportunities."

8. In order to give full opportunity for participation in this review, the Administration held three community meetings which it encouraged pupils, teachers, administrators, parents, and residents of the district to attend.

9. The district also participates in a yearly review by the DPI of our status of non-discrimination policies and procedures. The purpose of these reviews is to verify compliance with the Office of Civil Rights Guidelines. DPI teams visit middle and high schools

Strategic Plan Compatibility Statement

10. The recommendation supports MPS Strategic Plan, Goal #1, Student achievement; Goal #2, Student success in further education and employment; and Goal #3, Family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative Policy or Board Rules Statement

11. This recommendation is consistent with Administrative Policies 1.04, Nondiscrimination; 6.02, Equal Employment; 6.03, Anti-sexual Harassment; 7.01, Teaching and Learning Goals; 8.01, Student nondiscrimination; and 8.02, Student Anti-Sexual Harassment.

Fiscal Impact Statement

12. This item does not authorize expenditures.

Implementation and Assessment Plan

13. The complete report, with attachments prepared by the Administration, will be available for examination by residents of the Milwaukee Public Schools District via the MPS Portal, *Administrators' Bulletin*, and the three Parent Centers.

Committee's Recommendation

Your Committee recommends that the Board accept the Administration's response to the Department of Public Instruction's Self-Evaluation Summary for Status of Pupil Nondiscrimination (PI-1198) and authorize the Administration to endorse the Department of Public Instruction's Five-Year MPS Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities assurances.

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

* * * * *

(Item 8) Action on a Request for Authorization to Enter into a Sole-Source Contract with Center for Neighborhood Enterprises (CNE) for Violence-Free School Programs

Background

1. The Center for Neighborhood Enterprise (CNE), located in Washington, D.C., was founded by Robert L. Woodson, Jr., in 1981. The CNE uses young adults from local community-based organizations as youth advisors. CNE provides the training and has a contracted relationship with the community-based organizations. One of the organization's programs is the Violence-Free Zone Safe School (VFZSS) initiative. The VFZSS initiative is unique in that it uses the experiences and talents of young adults from the same backgrounds as those of the students.

2. These young adults, called 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.

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.

4. CNE is currently piloting a VFZSS program at South Division High School. The Latino Community Center and the Running Rebels Community Organization are the community partners at the South Division site.

Administration's Analysis

5. The specific goals of the program are to reduce negative student indicators such as suspensions, student truancy, and violence in the schools. The data from South Division High School project reflect a more positive student response on school climate issues.

6. The proposed VFZSS Program will be expanded to five (5) high-school sites, including South Division High School; the additional four high schools are Bay View, Custer, North Division Complex and Washington. The principals of the expanded high schools are in support of the implementation of the VFZSS program.

7. The total cost of the program is $1.5 million. The community support for the programs is noteworthy, with $600,000 of the program costs coming from the philanthropic community. The total contract amount over the two years for which Milwaukee Public Schools will be responsible is $900,000. The current fiscal year 2007 budget has $150,000 allocated to the VFZSS program. The remaining $750,000 has been allocated in the proposed FY08 budget. The agreement with CNE will not be signed until verification that the philanthropic community's portion in the amount of $600,000 has been obtained.

8. The time span for the agreement is June 1, 2007, through June 1, 2008. Program planning and staff training and related start-up activities will take place between June 1, 2007, and August 2007. Implementation will begin in September 2007.

9. Service provided by CNE will include CNE's partnering with community-based organizations aligned with the school community to spearhead the intervention and prevention activities. The specific goals of the VFZSS program are:

a. decrease in incidents of disruption and violence

b. increase in attendance

c. decrease in the number of suspensions due to disruptive behavior

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 1, Student Achievement; Goal 2, Student success in further education and employment; Goal 3, Family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative Policy or Board Rules Statement

11. The sole-source contract complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, that allow for the purchase of specialized skills and talents and the continuation of a proven on-going service.

Fiscal Impact Statement

12. This item authorizes expenditures in the amount of $150,000 for FY07 in accounts GEN-0-S-1C7-ER-ECTS (Title I Contracted Services, $50,000) and GEN-0-S-5M7-ER-ECTS (Title V — Contracted Services, $100,000). Funding for FY08 is included in the FY08 Proposed Budget in accounts GEN-0-S-1C8-ER-ECTS (Title 1 Contracted Services, $400,000) and GEN-0-S-5M8-ER-ECTS (Title V — Contacted Services, $350,000) and will become available upon approval of the FY08 budget.

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will enter into a one-year agreement with CNE to implement the VFZSS program at five high schools beginning in September 2007. The training will be in June 2007. The assessment of the program will include responses from teachers and students on the student and teacher climate surveys.

Committee's Recommendation

Your Committee recommends that the Board:

1. enter into the one-year sole-source contract agreement, as attached to the minutes of your Committee's meeting, to run from June 1, 2007, until June 1, 2008, with Community Neighborhood Enterprise to provide a Violence-Free Zone Safe School program at five high schools; and

2. approve $150,000 from the fiscal year 2007 budget and $750,000 upon approval of the fiscal year 2008 budget to fund the Violence-Free Zone Safe School program.

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

* * * * *

(Item 9) Authorization to Enter Into a Lease Agreement with Educators Credit Union for the Construction and Operation of a Branch Office within Hamilton High School

Background

1. In October 2003, the Administration entered into a lease agreement with Educators Credit Union for a student-operated branch credit union at Hamilton High School. This agreement expired in June 2006.

2. Educators Credit Union has been working with Hamilton High School on a plan to update its facility and to provide employment opportunities for students and financial educational resources and tools for staff and students.

Administration's Analysis

3. The project would involve the construction of a credit union within Hamilton High School. The facility would be approximately 600 square feet in size, with an ATM, and would be located on the first floor at the rear of the auditorium. It would be constructed in a portion of an auditorium storage room and would extend into the north end of the auditorium lobby. This location is adjacent to a main entrance and a security station. All costs for the modifications would be paid for by Educators Credit Union. The Division of Facilities and Maintenance Services would review and approve the plans for the modifications, and Educators Credit Union would contract for the work to be performed.

4. In partnership with Educators Credit Union, Hamilton High School would:

   a. be responsible for providing the space to construct the credit union and a staff person to help coordinate the program and assist with student recruitment and class scheduling;

   b. help provide educational information and resources to students, parents, and members of the staff; and

   c. facilitate educational workshops and courses for students regarding money management and financial products.

5. Educators Credit Union will:

a. pay for and construct the facility and provide all equipment and supplies for the operation of the credit union;

b. provide on-site supervision during all hours of operation;

c. hire and train students to work at the office;

d. offer educational courses on understanding checking accounts and debit and credit cards; and

e. work with the business and marketing instructors at Hamilton High School to allow students to play an active role in the promotion of the educational activities and resources provided.

6. Educators Credit Union will also continue to provide two five-hundred-dollar scholarships each year to students at Hamilton High School.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about allocation of resources for District programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

8. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), and Board Governance Policy 4.08, Lease Agreements, except that the proposed lease does not include a base rental charge equal to the comparable net lease rate of commercial property in the area. It is recommended that the base lease amount be waived based on the services that are being provided by Educators Credit Union.

Fiscal Impact Statement

9. This item does not authorize expenditures. It is estimated that the modifications that will be paid for by Educators Credit Union will cost approximately $90,000-$100,000.

Implementation and Assessment Plan

10. Upon approval by the Board, the lease agreement, as attached to the minutes of your Committee's meeting, will be executed. It is anticipated that construction would occur over the summer, and the branch credit union will be operational by the start of the school year.

Committee's Recommendations

Your Committee recommends that the Board authorize the Administration to execute the lease agreement with Educators Credit Union, as attached to the minutes of your Committee's meeting, for the construction and operation of a branch credit union at Hamilton High School and that the base lease amount be waived based on the services that are being provided by Educators Credit Union.

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

* * * * *

(Item 10) Approval of an Extension of the Agreement with the Milwaukee Police Department for the Use of Jackie Robinson Middle School

Background

1. In December 2006, the Administration entered into an agreement with the Milwaukee Police Department (MPD) to allow the MPD to temporarily use the vacant Jackie Robinson Middle School for "Active Shooter Training." This training prepares officers in a real-world environment to better respond to hostage and other critical situations.

2. The agreement was structured to cover a six-month period, with an option for a second six months if the District did not identify another use for the facility. The training takes place on pre-determined days as was identified in the agreement.

3. On Tuesday, January 16, 2006, a special meeting of the full Board was held to discuss this issue along with two other unrelated items. As a result of that meeting, the Board approved the agreement for the temporary use of Jackie Robinson Middle School by the Milwaukee Police Department and directed that all future temporary-use agreements for vacant schools be brought to the Board for approval.

Administration's Analysis

4. The Administration has not identified another use for the vacated Jackie Robinson Middle School. The facility is currently being evaluated by The Boerke Company in order to identify the highest and best use for the facility. It is not anticipated that an alternate use would be identified by the end of the calendar year.

5. The Milwaukee Police Department has requested to continue use of the facility on September 4-6, October 2-4, and November 19-21. All other terms and conditions of the initial agreement would continue, including the provision to add additional days with prior written consent. A copy of the current agreement is attached to the minutes of your Committee's meeting.

6. There are no rental charges proposed for the use of the facility. The District provides a modest level of services in support of the agreement, such as opening the building on the days of training, disposing of trash, maintaining heat to 60 degrees, removing snow when required for parking, and ensuring that two restrooms are functional. The majority of responsibility for use of the building rests with the Milwaukee Police Department. The MPD is responsible for providing supervision while officers are on site, cleaning the restrooms, repairing any damages that may occur, turning off all lights, locking and setting the alarm on the building at the end of the day, collecting all trash, and paying for any false alarms triggered by MPD personnel.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about allocation of resources for district programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

8. The recommendation is consistent with Administrative Policy 5.01(3), Rentals and Services (Leases), except that the proposed agreement does not require a base rental charge equal to the comparable net lease rate of commercial property in the area.

Fiscal Impact Statement

9. This item does not authorize expenditures. The majority of services provided by the District in support of this agreement already are being performed as part of routine maintenance of a vacant building. The requirement for the removal of snow in order to provide parking is estimated at $100 per occurrence. This amount will be absorbed by the Division of Facilities and Maintenance Services.

Implementation and Assessment Plan

10. Upon approval by the Board, a six-month extension to the existing agreement will be prepared and executed.

Committee's Recommendations

Your Committee recommends that the Board approve a six-month extension of the current agreement with the Milwaukee Police Department for the use of the vacant Jackie Robinson Middle School for training exercises, with the same terms and conditions as the existing agreement, and that the Board waive the requirement for 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 11) Action on an Intergovernmental Cooperation Agreement with the Milwaukee Metropolitan Sewerage District for the Construction of a Rain Garden at Hawthorne Elementary School

Background

1. The Milwaukee Metropolitan Sewerage District (MMSD) has awarded multiple construction contracts to James Cape & Sons for work on Lincoln Creek. Cape subsequently has been issued citations for alleged violations of state law, environmental regulations, and violating the terms of various permits issued by the Wisconsin Department of Natural Resources for the Lincoln Creek Project.

2. In a settlement agreement with the State of Wisconsin, it was agreed that Cape would complete a supplemental environmental project in exchange for a reduction in the statutory penalties associated with the alleged violations. Cape had anticipated constructing a rain garden at Webster Middle School; however, before Cape could receive permission from the Board to construct this rain garden, it went into receivership in 2005. The District later closed Webster Middle School.

3. As an end result to the settlement agreement, MMSD has agreed to construct the rain garden from proceeds received under the settlement agreement. MMSD has now approached the District with a request to construct the rain garden at Hawthorne Elementary School.

Administration's Analysis

4. The Board approved a similar project for the construction of a bio-retention basin at Lloyd Street School in April 2005 through an Intergovernmental Cooperation Agreement with the City of Milwaukee.

5. Hawthorne Elementary School is in support of this project. The school will develop an environmental educational curriculum and use the rain garden area as a sustainable educational on-site teaching tool to serve as a hands-on outdoor laboratory and resource for students, staff, and the community. The rain garden will also improve the infiltration of rain water runoff from the asphalt playground, thereby reducing the amount of water that enters the storm sewer system.

6. Under the attached proposed agreement, the preliminary and final drawings, specifications, and construction documents require the approval of the MPS Division of Facilities and Maintenance Services. The MMSD is responsible for the construction of the rain garden and all maintenance for a period of five years after the project is completed. Hawthorne Elementary School would be responsible for the maintenance of the rain garden after this period. The maintenance primarily consists of weeding, removal of dead plant debris, and the pruning of shrubs to maintain a neat appearance.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about allocation of resources for District programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

8. The execution of Intergovernmental Cooperation Agreements requires approval by the Board.

Fiscal Impact Statement

9. This item does not authorize expenditures. The District is not providing any funding or in-kind services for the construction of the rain garden. It is estimated that the construction of the rain garden will cost MMSD approximately $41,000. It is anticipated that future maintenance activities, after the initial five-year period, will be performed by the school and site-based staff.

Implementation and Assessment Plan

10. Upon approval by the Board, the attached Intergovernmental Cooperation Agreement will be executed. It is anticipated that the rain garden would be constructed this summer.

Committee's Recommendations

Your Committee recommends that the Board authorize the Administration to enter into the Intergovernmental Cooperation Agreement with the Milwaukee Metropolitan Sewerage District, as attached to the minutes of your Committee's meeting, for the construction of a rain garden at Hawthorne Elementary School.

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

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

(Item 1) Action on Proposed Amendments to the Superintendent's Proposed FY08 Budget

Committee's Recommendation

Your Committee recommends that the Board approve the following proposed budget amendments, as presented to your Committee on May 17, 2007:

1. Amendment by Directors Bonds, Blewett, Petersons, and Hardin to conduct a district-wide long-term (5-year) fiscal stability plan through use of the RFP process administered through the Office of Finance, with input from the Office of Board Governance, to be funded through the Contingency Fund. Direct the Administration to bring the proposal back to the Board for approval.

2. Amendment by Directors Bonds and Hardin to establish a Public Policy Analyst capability within the Office of Board Governance to be funded from Talent Fund; reimburse Talent Fund from arts grant; increase extension fund levy accordingly.

3. Amendment by Directors Bonds and Hardin to establish a new MPS transitional program for adjudicated youth and children returning from expulsion to serve, in the first year, a minimum of 125, and a maximum 250, students in 6th through 12th grade, funded at the partnership rate in the second semester of 2008. The school program will ultimately have a maximum enrollment of 500 students at full capacity, retaining seats within the district and keeping our partners whole. Include an expedited planning process for successful school opening in 2008; development of a process to identify staff with the skills and commitment to work with students served by the proposed schools; allocation of resources based on an adequacy funding model, given the extraordinary needs of this student group and the additional services which successful transition and support will require; and approval by the Board of the full school proposal, with the Administration to be given latitude to determine the per-pupil funding out of the contracted seat allocation.

4. Amendment by Director Morales: That the Board direct the Administration to set aside from the FY08 MPS budget at least $750,000 for the purposes of increasing staff, student, and family capacity in conflict resolution, community building, discipline, classroom management, and violence prevention, with the Board and the Administration to determine the most effective way in which to expend these resources.

5. Amendment by Director Blewett: To restore a 1.0 full-time Secretary III position to be funded at a 0.5 level to staff the Milwaukee Partnership Academy.

The details of each amendment are presented in the attachment to the minutes of your Committee's meeting.

Separate consideration was requested of amendments #2 and #4.

Director Spence moved to adopt the balance of the amendments, excluding amendments #2 and #4.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

Director Thompson moved to place amendment #2 on file.

Director Bonds moved a substitute, to adopt the recommendation of the Committee.

The substitute motion to adopt the recommendation of the Committee prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales and President Blewett—5.

Noes—Directors Goldberg, Petersons, Spence and Thompson—4.

Director Bonds moved to adopt the recommendation of the Committee with respect to amendment #4, with the administration to report back to the Board on what funds are available to replace the textbook funds.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—Director Spence—1.

* * * * *

(Item 2) Action on the FY08 Budget: Transmittal of the Budget to the Board for Consideration at Its Regular Board Meeting on Thursday, May 31, 2007

1. Your Committee reports having reviewed the Superintendent's proposed FY2008 budget for the School Operations, Extension, and Construction Funds, dated April 25, 2007.

2. Your Committee gave public hearing on the budget on May 8, 10, and 17, 2007.

3. Your Committee held worksessions on the budget on May 8, 10, and 17, 2007.

4. In accordance with statutory provisions, the budget was published in the *Milwaukee Journal Sentinel* on May 9, 2007.

5. The full Board held its statutory public hearing on May 21, 2007.

Committee Recommendation

Your Committee recommends that the Board adopt the Superintendent's proposed budget for FY2008, dated April 25, 2007, as amended.

Director Thompson moved to adopt the Superintendent's FY08 budget as amended.

The following additional budget amendments were introduced:

Note: Amendment numbering, which starts at #14, is continued from that of the amendments presented at the May 15, 2007, meeting of the Committee on Strategic Planning and Budget.

AMENDMENT #14
BY: Director Bonds

INTENT

To restore funding for 9th-grade boys & girls basketball teams in all high schools which were eliminated several years ago.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
51	Diversified Community Schools Contracted Seats – ARC-0-I-AGN-XX-ECTV to be replenished with FY07 carryover.				$187,000
173	Interscholastic Athletics Coach-Athletic/Sport ATH-0-0-IAT-XX-EWCH5401		$115,789		
173	Benefits-Other Wages DWC-0-0-IAT-XX-EBO-0000		$71,211		
	Total to be Changed		$187,000		$187,000

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #15
BY: Director Bonds

INTENT

To provide enhanced services to our homeless students by providing them with access to a voice mail system and a P.O. box so potential employers and colleges can contact them for educational or employment opportunities. This will also allow them to keep in contact with people who may be able to help their situation. The funds are to be used to create such a system or to contract with existing agencies that offer such services.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	Increase Extension Fund Levy		$250,000		
162	**H**elping **O**ur **U**nfortunate **S**tudents **E**xcel. (HOUSE) Program SSV-0-0-PRC-XX-ECNS		$250,000		
	Total to be Changed		$250,000		

FUND: ☐ **SCHOOL OPERATIONS** ☑ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #16
BY: Director Bonds

INTENT

To provide MPS students access to social services (adjudicated students, anger management, etc.) and mental health services providers located within each of the 9 school board districts, if available. The program will fund a minimum of 8-9 social services contracts not to exceed $50,000 to provide our students social services and mental health services year round. Administered through the Division of Special Services, the fund will be used to contract with existing agencies in each school board member districts and local community groups via the RFP process that have experience with dealing with diverse student population and/or have a cultural sensitivity focused. This will help to ensure that many of the social issues that Milwaukee's children face are addressed to so that they can better focus on their education.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
51	Mobile Urgent Treatment Team (MUTT) Program DTI-0-0-CRR-DW-ECTS				$400,000
199	Student Mental Health & Social Services Support Program OGA-0-0-CRR-DW-ECTS		$400,000		
	Total to be Changed		$400,000		$400,000

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #17
BY: Director Bonds

INTENT

The purpose of this amendment is to establish a 1-year "pilot" project to make basic remedial college course work available to any Milwaukee student accepted to the University of Wisconsin-Milwaukee, but is required to take remedial classes in math or English or both.

The program will fund 2 sections of Math 90, Math 95, English 90, English 95, and Study Skills in the summer of 2008 (May 2008) through a partnership with University of Wisconsin-Milwaukee to provide these courses for students who were not adequately prepared in Math and English for college. This program will prevent Milwaukee students from paying thousands of dollars for remedial coursework for which they do not receive credits, and which adds time to their graduation period, and may result in them owing thousands of dollars in student loans.

The funds are to be used to contract with the University of Wisconsin-Milwaukee for staff to teach these courses. The courses will be restricted to City of Milwaukee students with who have taken placement tests requiring remedial classes in math or English or both. Administrative fees are not to exceed 15% of the contract.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	Extension Fund Levy (Revenues Increase)		$150,000		
169	Extension Fund Contracted Services (Expenditure increase) RAE-0-0-PRC-XX-ECTS0000		$150,000		
	Total to be Changed		$150,000		

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #18
BY: Director Bonds

INTENT

The purpose of this amendment is to establish a 1-year "pilot" project to make basic remedial college course work available to any Milwaukee student accepted to the University of Wisconsin-Milwaukee, but is required to take remedial classes in math or English or both.

The program will fund 2 sections of Math 90, Math 95, English 90 and English 95 in the fall of 2007, spring of 2008 and summer of 2008 through a partnership with University of Wisconsin-Milwaukee to provide these courses for students who were not adequately prepared in Math and English for college. This program will prevent Milwaukee students from paying thousands of dollars for remedial coursework in which they do not receive credits for, and which adds time to their graduation period, and may result in them owing thousands of dollars in student loans.

The funds are to be used to contract with the University of Wisconsin-Milwaukee for staff to teach these courses. The courses will be restricted to City of Milwaukee students with who have taken placement tests requiring remedial classes in math or English or both. Administrative fees are not to exceed 15% of the contract.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	Extension Fund Levy (revenue increases)		$150,000		
169	Extension Fund Contracted Services (Expenditure increase) RAE-0-0-PRC-XX-ECTS0000		$150,000		
	Total to be Changed-Revenues and Expenditures		$150,000		

FUND: ☐ **SCHOOL OPERATIONS** ☒ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #19
BY: Director Bonds

INTENT

To provide $4,800 ($400 a month maximum * 12 months) a year for each MSBD member to fund constituency relations activities such as newsletters, advertisements in local community newspapers, radio time, etc. This will allow MSBD members to keep the public informed about educational issues and their initiatives. And to highlight positive things in MPS. MSBD members are the only elected government body in the Milwaukee area that does not have individual legislative assistants, nor do they have a public relations department, despite having the largest legislative population districts in Milwaukee. Funds from this account will be paid via vendors' invoices or internal invoices submitted to the Board of Governance where the fund will be located.

FUNDING SOURCE/DESTINATIO

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
85	Communications Affairs — General Information Services IFN-0-0-MED-IC-EGSV				$43,200
79	MBSD-Advertising BOE-0-0-BSD-B1-EADV		$43,200		
	Total to be Changed		$43,200		$43,200

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #20
BY: Director Bonds

INTENT

To provide additional funding creating the opportunity for more MPS students to take driver education classes. The amendment will fund at least 3 driver's education instructors at schools that currently do not have them.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
51	Diversified Community Schools Contracted Seats — ARC-0-I-AGN-XX-ECTV to be replenished with FY07 carryover				$375,000
1-9	Various high schools to be determined Account numbers given for Traditional and Instrumentality Charter Schools. DRD-H-I-BDH-XX-ESTC5105		$375,000		

34-42	DRD-H-I-BDS-XX-ESTC5105 DRD-H-I-BDH-XX-ESUP DRD-H-I-BDS-XX-ESUP				
	Total to be Changed		$375,000		$375,000

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #21
BY: Director Bonds

INTENT

Freeze in hiring, and wage increases including reclassifications limited to an aggregate increase no greater than the cost of living, the CPI index, or limits negotiated by labor contracts –for all non-instructional areas (in classroom teachers) except athletic coaches, all represented employees, and grant funded positions, effective the first day of the second quarter of the 2007-2008 school year lasting until the end of that fiscal year, at which time this action will be revisited. Provides a timeframe for the administration to identify critical position needs.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	FY08 Hiring Freeze				To be determined by savings
	Savings should be redistributed to rebuild the unreserved balance fund		Determined by savings		
	Total to be Changed				

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #22
BY: Directors Bonds, Blewett, Hardin

INTENT

Limit wage increases, including reclassifications, to an aggregate increase no greater than the cost of living, the CPI index, or limits negotiated by labor contracts — for all non-instructional areas (in classroom teachers). This amendment has no impact on positions negotiated through labor contracts.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	FY08 Wage Increase Limit				To be determined by savings
	Savings should be redistributed to rebuild the unreserved balance fund		Determined by savings		
	Total to be Changed				

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #23
BY: Director Bonds

INTENT

To fund boys & girls athletic teams in all small and charter high schools. Each school is to receive at least $15,000 each to enhance existing programs or establishing relationships with existing organized sport leagues (YMCA, North American Youth Sports, Northcott, Beckum Stapleton, etc.). This will provide organized recreational opportunities for several hundred Milwaukee students.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	Revenue — Extension fund Tax levy		$200,000		
169 New Account Code	Expenditures-Extension Fund — MPS High School Sports Funds CSV-0-0-PRC-XX-ECTS		$200,000		
	Total to be Changed-Revenues and Expenditures		$200,000		

FUND: **SCHOOL OPERATIONS** ☑ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #24
BY: Director Bonds

INTENT

The intent of the Community Organized for Parental Engagement (COPE) program, in our schools, is to develop and organize activities to increase parental involvement in our schools through contracting with local community-based organizations and religious groups in each school district. The individuals will work with a cluster of schools to develop activities and to assist existing staff in the schools in getting parents involved with our schools during the school year. Contracts are not to exceed $45,000 each. A RFP process will be used. This program could also be administered through expansion of the Americorps contract which may generate program support through funds for community project, use of Parent Engagement Specialists that were previously used in MPS schools, or the MPA, etc.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
266	Title 1 Supplemental Services — Contracted Services GEN-0-I-1S8-XX-ECTS				$450,000
261	Title 1 Parent Services — Contracted Services GEN-0-S-1C8-XX-ECTS		$450,000		
	Total to be Changed		$450,000		$450,000

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #25
BY: Director Bonds

INTENT

To perform an organizational climate and efficiency study of the Central Administration office located at 5225 West Vliet Street. The purpose of the study is to examine such issues related to staff morale at Central Office, communication issues between departments in the administration, communication between departments and the Milwaukee Board of School Directors and the Office of Board Governance, the Central Administration staffing needs such as 10 months versus 12 month positions. Also analyze duplication of services and efficiency issues. The fund is to be used for an external RFP for an independent study. Funds are to be located under the Office of Board Governance.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
195	FY08 Contingent Fund SCF-0-0-CTG-XX-ECTG				$75,000
80	Central Office Climate and Efficiency Study-RFP Office of Board Governance ADT-0-0-OBG-XX-ECNS0000		$75,000		
	Total to be Changed		$75,000		$75,000

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #26
BY: Director Bonds

INTENT

To provide 1,000 Milwaukee students in the 11th & 12 grades six weeks of part-time work experience of a maximum of 20 hours a week by working with existing and established youth employment agencies. This initiative will help students develop the soft skills and give them exposure to different career opportunities crucial to gaining employment after graduation. Administrative fees for the contracting agencies are not to exceed 15% of the total contract they get for placing our students in summer part-time jobs for 6 weeks.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	Savings from imposing hiring and wage freeze affecting all non-represented positions.			Unknown	$1,040,000
169 NEW CODE	Summer Youth Employment Program for Milwaukee students Contracted Services DII-0-0-EDV-XX-ECTS		$1,040,000		
	Total to be Changed		$1,040,000		

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #27
BY: Director Morales

INTENT

To fund two additional Mobile Urgent Treatment Teams, to accommodate anticipated demand as the value of the existing MUT Teams becomes more widely known and to meet unaddressed needs for these services at the middle and elementary school level.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
195	Contingent Fund SCF-0-0-CTG-DW-ECTG0000				$400,000
199	Mobile Urgent Treatment Teams Crisis Response Initiative-Payment to Other Government DTI-0-0-CRR-DW-ECTS0000		$400,000		
	Total to be Changed		$400,000		$400,000

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #28
BY:President Blewett

INTENT

To better service the needs of American Indian students in a more direct way, add paraprofessional FTE's, to service secondary students and assist schools and parents with attendance issues.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	Categorical Revenues-WE Indians (updated information from the U.S. Department of Ed., Office of American Indian)				$7,116
	Expenditure Adjustments follow.				
403	Consultants CHI-0-S-0-KK8-BI-ECNS				$29,679
403	Supplies CHI-0-0-KK8-DW-ESUP				$2,666
403	Indirect Charges DWC-0-0-KK8-DW-EICG				$1,403
403	School Secretary I BES-0-A-KK8-BI-ESCL5865		$581		
403	Paraprofessional Assistants CHI-0-S-0-KK8-BI-ESEA5705 (currently there are 2.50 FTE's –need is for four 30-hour per week positions or 3.00 FTE's for a revised total of 3.00 FTE positions)	0.50	$14,940		
403	Position Benefits DWC-0-0-KK8-BI-EEBN		$8,544		

403	Contracts CHI-0-I-KK8-BI-ECTS		$1,000		
403	Travel – Out of Town BES 0-A-KK8-BI-ETRV		$1,167		
403	Equipment CHI-0-0-KK8-BI-EEQP		$400		
	Total to be Changed-Revenues				$7,116
	Total to be Changed-Expenditures	0.75	$26,632		$26,632

FUND: ☑**SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #29
BY: President Blewett

INTENT

Restorative Planting Both Hawthorn Glen and Potter's Forest are experiencing problems due to invasive species infestations. Milwaukee area students need productive summer employment opportunities. Develop a paid summer youth program administered through MPS Recreation offering Milwaukee students the opportunity to work at removing invasive species and planting native species at both the Hawthorn Glen and Potter's Forest sites.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	Revenue Extension Funds — Tax Levy		$62,200		
169	Expenditures: Recreation — Summer Programs-Playground Other Wages RPW-0-0-PRC-XX-EWRC000		$48,708		
169	Recreation-Benefits — Other Wages DWC-0-0-PRC-XX-EBOW		$13,492		
	Total to be Changed		$62,200		

FUND: ☐ **SCHOOL OPERATIONS** **X EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #30
BY: Director Spence

INTENT

With state science testing of students likely to occur in the 2009 school year, the intent of this amendment is to provide resources for the support of a district-wide science initiative and a plan for implementation centered around science teaching and learning to include targets, pacing guides, hands on tools, professional development and a component for the management of partnerships to drive success.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
187	Textbooks—to be reimbursed by carryover GEN-0-0-INV-XX-ETXB				$350,000
142 NEW CODE	Expenditure-Teaching and Learning — Other Expenses — Science SCI-0-0-CAI-XX-EOTH		$350,000		
	Total to be Changed-		$350,000		$350,000

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #31
BY: Director Spence

INTENT

Requires schools that do not provide character education to use their carryover funds that exceed 3% to provide character education services such as the Best Men Program, Best Friends Program, Learning for Life, etc. The purpose of the amendment is maintaining and expanding character education programs that serve thousands of children and build strong moral fiber and structure at a time when guidance and positive influences of youth are at stake.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
195	Contingent Fund (To be restored by school carryovers in excess of 3%.) SCF-0-0-CTG-XX-ECTG0000		$100,000		
1-42	Applicable School Budgets Contract Services GEN-X-I-BDX-XX-ECTS0000		$100,000		
	Total to be Changed		$100,000		

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #32
BY: Director Spence

INTENT

To build the capacity within the Office of Board Governance to develop and administer a more comprehensive district-wide records management system by funding a Records Management position and supplies for the initiative within the office.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	School Operations FUND: Fund Position and Supplies from Talent Development Fund				
NEW 80	Records Management Position (salary & benefits) ADT-0-0-OBG-XX-ESAD9999 DWC-0-0-OBG-XX-EEBN0000	1.00	$101,745		
80	Supplies ADT-0-0-OBG-OB-ESUP		$200,000		
65	ART-0-0-TDV-XX-EWPT				$84,228
65	MUS-0-0-TDV-XX-EWPT				$84,228
65	TCC-0-0-TDV-XX-EWPT				$84,227
65	DWC-0-0-TDV-XX-EBOW				$49,062
	Total School Operations Fund to be Changed	1.00	$301,745		$301,745
	Extension FUND: Increase Community Arts funds to cover shortfall in Talent Development Fund				
172	ART-0-0-ART-XX-EWPT		$84,228		
172	MUS-0-0-ART-XX-EWPT		$84,228		
172	TCC-0-0-ART-XX-EWPT		$84,227		
172	DWC-0-0-ART-XX-EBOW		$49,062		
	Increase Extension Fund Tax Levy for increased costs in Community Arts Fund		$301,745		
	Total Extension Fund to be Changed		$301,745		

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #33
BY: Director Bonds

INTENT

To eliminate a possible duplication of services by moving the contract law specialist position to the Office of Board Governance. This position in the Office of Board Governance can ensure that all contact-related items have gone through the appropriate procedures prior to being scheduled before the board or a Board committee for consideration. This position could also provide additional services as a compliance officer.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
89	Contract Law Specialist (Salary and Benefits) Finance FSC-0-0-FIN-XX-ESCA1453			1.0	$114,673
90	Contract Law Specialist (Salary and Benefits) Office of Board Governance	1.0	$114,673		

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

AMENDMENT #34
BY: President Blewett

INTENT

To help stabilize the program at the Milwaukee High School of the Arts by restoring three key positions: the Artistic Director, a physical education/swim instructor/athletic director, and either one position in the Theatre Department or the French teacher position.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	FY07 Carryover Funds				$258,240
	Artistic Director (salary and benefits)	1.0	$86,080		
	Physical Education/Swim Instructor/Athletic Director (salary and benefits)	1.0	$86,080		
	Theatre or French Teacher (salary and benefits)	1.0	$86,080		
	Total to be Changed	3.0	$258,240		$258,240

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

Amendment #14 was withdrawn.

Director Thompson moved to place amendment #15 on file.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Goldberg, Hardin, Morales, Petersons, Spence and Thompson—7.

Noes—Director Bonds and President Blewett—2.

Director Hardin moved to accept amendment #16, with the administration to bring forth a monthly report regarding the evaluation of the response and services provided by the MUTT and wrap-around services.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales and President Blewett—6.

Noes—Directors Petersons, Spence and Thompson—3.

Director Bonds moved to approve amendment #17.

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

Ayes—Directors Bonds and Hardin—2.

Noes—Directors Falk, Goldberg, Morales, Petersons, Spence and Thompson—6.

Abstaining from voting—President Blewett—1.

Amendment #18 was withdrawn.

Director Thompson moved to place amendment #19 on file.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Goldberg, Morales, Petersons, Spence, Thompson and President Blewett—7.

Noes—Directors Bonds and Hardin—2.

With regard to amendment #20, Director Bonds moved to increase the Extension Fund by $375,000, and to direct the administration to expand drivers' education classes, especially on the north side, through the recreation department, to eliminate the decrease in the DCS-contracted seats funds.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—8.

Noes—Director Goldberg—1.

Amendment #21 was withdrawn.

Director Bonds moved to approve amendment #22.

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

Ayes—Directors Bonds, Hardin and President Blewett—3.

Noes—Directors Falk, Goldberg, Morales, Petersons and Thompson—5.

Temporarily absent—Director Spence—1.

Amendments #23, #24, #25 and #26 were withdrawn.

Director Thompson moved to place amendment #27 on file.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence and Thompson—7.

Noes—Director Morales and President Blewett—2.

Vice President Spence in the chair.

Director Goldberg moved to approve amendment #28.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Goldberg, Morales, Petersons, Thompson and Vice President Spence—8.

Noes—None.

Temporarily absent—Director Hardin—1.

President Blewett moved to approve amendment #29.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and Vice President Spence—8.

Noes—None.

President Blewett resumed the chair.

Amendments #30, #31, #32 and #33 were withdrawn.

Vice President Spence in the Chair.

With respect to amendment #34, President Blewett moved to adopt the amendment modified as follows:

INTENT

To help stabilize the program at the Milwaukee High School of the Arts ~~by restoring three key positions: the Artistic Director, a physical education/swim instructor/athletic director, and either one position in the Theatre Department or the French teacher position.~~
1. $172,160 to be taken from the Talent Development funds;
2. fund two additional positions at a cost of $172,160 — the artistic director and one other position to be determined by the school; and
3. raise the arts initiative Extension Fund tax levy by $172,160 (requires matching funds) to reimburse the Talent Development funds.

FUNDING SOURCE/DESTINATION

Page #	Budget Line to be Changed (To/From)	FTE Increase	Amount Increase	FTE Decrease	Amount Decrease
	~~FY07 Carryover Funds~~				~~$258,240~~
	~~Artistic Director (salary and benefits)~~	~~1.0~~	~~$86,080~~		

	~~Physical Education/Swim Instructor/Athletic Director (salary and benefits)~~	~~1.0~~	~~$86,080~~		
	~~Theatre or French Teacher (salary and benefits)~~	~~1.0~~	~~$86,080~~		
	~~**Total to be Changed**~~	~~3.0~~	~~$258,240~~		~~$258,240~~

FUND: ☑ **SCHOOL OPERATIONS** ☐ **EXTENSION** ☐ **CONSTRUCTION**

The amendment failed of adoption, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk and Hardin—4.

Noes—Directors Goldberg, Morales, Petersons, Thompson and Vice President Spence—5.

President Blewett resumed the chair.

The question being on Director Spence's motion to adopt the FY08 budget as amended, it was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

(Item 3) Action on the Adoption of the Customary Budget Resolutions Regarding the School Operations, Construction, and Extension Funds

Committee's Recommendation

Your Committee recommends that the Board adopt the following 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 $959,940,747 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 $206,140,164 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 2008 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 $22,726,883 will be required for the 2008 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $16,485,292 by a tax levy on all real and personal property in the

City of Milwaukee subject to taxation for Milwaukee public school purposes in 2008, 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 ~~$15,718,206~~ $16,155,406 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2008 Fiscal Year, and that ~~$12,429,200~~ $12,866,400 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 2008, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

* * * * *

Director Hardin moved to adopt the School Operations Fund resolution and the Extension Fund resolution, amended to reflect the Board's previous action.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

Director Hardin moved to adopt the Construction Fund resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

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 a Request to Direct the Office of Intergovernmental Relations to Include in the Legislative Agenda Support for LRB-2471/1 to Reduce the Cost of Reimbursements for Busing Children Enrolled in Private Schools

Background

1. According to Wisconsin Law, a pupil attending a private elementary or secondary school in Wisconsin is entitled to transportation provided by the public school district in which the student resides, if certain criteria are met.

2. Section 121.54(2)(b)1., Wis. Stats., specifies that all of the following conditions must be met for the student to qualify for the transportation service:

a. The pupil resides two miles or more from the private school he/she attends;

b. The pupil resides within the private school's approved attendance area; and

c. The private school is located within the boundaries of the pupil's resident school district or not more than 5 miles beyond the boundaries of the school district measured along the usually traveled route.

3. If the estimated cost of transporting a pupil to a private school is more than 1.5 times the school district's average cost per pupil for bus transportation, the school board may fulfill its obligation to transport the pupil by contracting with the pupil's parent or guardian. The contract must provide for an annual payment for each pupil of at least $5, times the number of miles between the pupil's residence and the private school, or the school district's average cost per pupil for bus transportation, whichever is greater.

4. If a family has more than one child attending the same school and being transported in the same vehicle and at the same time, the family is entitled to reimbursement for each child

administrations Analysis

5. LRB-2471/1 would change the reimbursement to make it "one family, one school, one check." A family with multiple children attending the same school would be reimbursed for only one child or one trip.

6. MPS, under the per-pupil reimbursement plan, for FY07 is projecting total cost of $2,484,248 for transportation for 4,897 students at $507.30 per student.

7. If reimbursement were made on a per-family basis, the payment for 3,085 families would be $1,565,021, or $919,227 less than the per-pupil amount.

Statute, Administrative Policy, or Board Rule Implication Statement

8. This recommendation supports Board Governance Policy 1.02, School District Goals, Goal (1), student achievement, and Board Governance Policy 1.01, Vision and Mission.

9. This recommendation supports the Board-adopted 2006-2007 Legislative Agenda.

Fiscal Impact Statement

10. This item does not authorize expenditures. Enactment of LRB-2471/1 into law would result in significant savings to the school district. For FY07, under the proposed legislation, saving would be approximately $919,227.

Committee's Recommendation

Your Committee recommends that the Board direct the Office of Intergovernmental Relations to include in the Legislative Agenda support for LRB 2471/1.

Director Thompson moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 40 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Spence moved to accept the reports of the Independent Hearing Panel of May 3, 4, 7, 8, 9, 10, 11, 15, 16, 17, 18, 21, 22, 23, 24, 25, and 29, 2007.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—9.

Noes— None.

* * * * *

UNFINISHED BUSINESS

(Item A) Appointment of Board Representatives

At the beginning of each new Board year (May-April), the Board President appoints representatives to the various Boards and Committees on which the MPS Board is represented. The appointments listed below were not made at the Board's Organization on April 25, 2007:

MATC 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.

President Blewett nominated Director Hardin, Director Morales, Miguel Salas, and Robert Clark to serve on the MATC Appointment Committee.

On the motion of Director Goldberg, the nominations were approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

CESA #1 Board of Control

President Blewett nominated Director Falk to serve on the CESA #1 Board of Control.

On the motion of Director Bonds, the nomination was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

Library Board

President Blewett nominated Director Bonds to serve on the Library Board.

On the motion of Director Spence, the nomination was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

Head Start Policy Council

The appointment to the Head Start Policy Council was postponed.

City-Wide Council of PTA/PTSAs

President Blewett nominated Director Petersons as the Board's representative to the City-Wide Council of PTA/PTSAs.

On the motion of Director Bonds, the nomination was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

Title I District Advisory Council

President Blewett nominated Director Hardin as the Board's representative to the Title I District Advisory Council.

On the motion of Director Goldberg, the nomination was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Major Activities:

- National Reporting System training of two Head Start Managers and three Family Partnership Associates. This assessment was completed for all K4 students.
- Completion of self-assessment
- Comprehensive recruitment plan was created, and flyers have been mailed to several community agencies
- Parent Orientation for 2007-2008 Head Start parents
- Updating of Head Start enrollment forms
- Updating of Head Start Classroom Directory
- Policy Council Meeting held on Saturday, May 12, 2007
- Education Manager attended "Building High Performing Urban Classrooms" presented by Dr. Toni Walters and Dr. Jonella Mongo from Oakland University in Rochester, Michigan
- Hiring of ERSEA manager
- Regular Head Start and ERSEA staff meetings
- cost-of-living-adjustment grant will be completed and submitted. Work has begun on the State and Federal grants. All grant applications were accepted by the Policy Council on Saturday, May 12, 2007. Approval of applications will go the MPS Board of School Directors in June.
- Interim Health, Mental Health and Disabilities Manager attended the Early Childhood Educator Brain Development Liaison Project presented by Deborah Schmid from the Wisconsin Council for Children and Families
- Coordinator and Interim Health, Mental Health and Disabilities Manager attended Milwaukee Center for Independence Conference planning meeting to plan a conference to address the issue of students with behavioral disorders

- Fluoride varnish applied at 22 Head Start sites to 500 children
- Free booster and car seat safety clinic held at Hayes, Auer, and 21st St. schools. 100 car seats were distributed
- Blood Testing conducted by Dynacare Laboratories at six Head Start sites
- Booth at Community Health Fair for Kids in collaboration with Children's Family and Community Partnerships
- Health Service Advisory/Community Partners Committee Meeting held on Friday, May 18, 2007
- Childhood Lead Poisoning Prevention Program training held for all Head Start staff members, presented by the Milwaukee Health Department on Monday, May 21, 2007.
- CPR training held for Head Start educational staff by the Health Coordinator on Monday, May 7, 2007.
- Monthly planning with Coordinator and TA Specialist from Region 5.

The next Policy Council meeting will be held on Saturday, June 9, 2007, at 12:00 noon at MPS Central Services. Please stop at the security desk for the room number. Tentative agenda items are as follows:

- Self-Assessment
- Single-Gender Education Survey

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

Submitted by President Blewett

Previous Month's Summary:

- The link to the MPS Strategic Plan Draft was sent via email to all MPA Partners. Another series of public engagements were conducted through the first week of May for input on the plan draft. The MPA Leadership Team reviewed the plan, discussed it, and submitted feedback. It is expected that the Implementation Team will play a major role in some of the Plan.
- The Instructional Practices Survey was created and used for the past two years to examine teacher-reported instructional practices across each of the Characteristics of a High Performing Urban Classroom (CHPUC). All schools were to participate in the survey; however, it was not mandatory for every teaching staff member. Results of the survey have been put into an interactive spreadsheet, created by the WCER, that may be accessed and used from the main page of the MPS Portal (www.milwaukee.k12.wi.us) and can also be saved to your computer desktop. Individual school data can be viewed and compared with the district, Mosaic, or NEA Focus School averages.
  - — NEA Focus Schools showed well above, and sometimes three times as high as, the district average in several areas, including high expectations and professional development.
  - — It will be very useful for schools to compare the results of this Instructional Practices Survey (what teachers say they do) with the Instructional Practices Inventory or IPI (what teachers are observed doing in the classroom) and use them along with outcome data (measured by WKCE, local CABS, writing assessments and other student performance data), especially when creating their educational plans.

- The Teacher & Principal Quality Work Group is working on putting together a small report of data on induction.
- The Association for Educational Development, which is the technical assistance group for the Carnegie Teachers for a New Era (TNE) grant, recently sent several people — including MPA members from UWM, MTEA and MPS — to Chicago to meet with people from the New Teacher Center for an in-depth look at induction and what could be done for a school-based induction model. Some steps were identified. A one-day retreat regarding alignment of resources for next year and development of an action plan on induction will be set up and probably take place this summer. Some support will come through the Carnegie Foundation. The opportunity for training/human resource support from the New Teacher Center is being explored.
- The tutoring database has been moved over to the MPA Web site. There should be a working database this summer.
- Betty Smith, the MPA Family Literacy & Tutoring Coordinator, has been participating in the MPS consolidated plan team meetings. She was also called to participate in a focus group for the DPI audit of MPS, where she talked about the work of the MPA.
- The YMCA is applying for a federal grant from the Department of Education for mentoring. The MPA and C. Anderson, through the NEA Foundation grant, would partner with the YMCA. A letter of support was provided for the grant application.
- Linda Post, Cris Anderson, and Dennis Oulahan shared with the Implementation Team some of the highlights from the Adolescent Literacy Symposium in Washington, DC, sponsored by the NEA Foundation. Deborah Kuether, MPS Literacy Specialist, was also on the team that attended the symposium. It was very powerful and intense. A lot of good information was received and will be shared with the new Literacy Work Group.
- The MPA Leadership Team and Implementation Team discussed the comprehensive literacy initiative and identified next steps. Progress on these steps has begun. The NEA Foundation has people and resources to further discussions of the work of the new literacy work group.
- The Implementation Team viewed the structure of the Literacy Module Video Series and discussed the structure for training as well as rollout of the modules.
- DPI has formed a state-wide task force on adolescent literacy. MPS employees and MPA members Kathy Williams, Patti Ball, and Delorse Cole-Stewart are serving on this task force, as well as some others from MPA partner organizations. Once identified, the second co-chair of the new MPA literacy work group will be asked to join the task force as well. The first task force meeting was held on May 7.
- An outstanding adolescent literacy summit, sponsored by DPI and the Alliance for Excellent Education, was held in Madison on May 7. Cris Anderson was a panelist. Kathy Williams, Patti Ball, Delorse Cole-Stewart, and the MPS Literacy Specialists attended. There were excellent examples, case studies, and research that could aid our work on adolescent literacy.
- On May 5, the Milwaukee Area Academic Alliance in English celebrated poetry in a workshop that included presentations by a number of poets, creative writing teachers, students, and Dr. Stephen Powers, winner of the Catfish poetry prize. Ideas on teaching poetry were shared.
- Several offices at MPS, including Instructional Leadership Support and Teaching and Learning, will be using an electronic system for professional development registration

which will help in coordinating efforts and providing some data on professional development in the district.

- K-12 curriculum pacing guides in reading will be rolled out to the entire district in the fall.
- Mathematics:
  - — New curriculum pacing guides are being developed for the three math textbook adoptions to be used next year. Professional development and assistance concerning the new textbooks will be offered in a number of ways, including through the math teacher leaders, textbook implementation leaders, grant assistance with inservicing by trained personnel, and MMP summer courses on learning to use the new textbooks with free UWM credit.
  - — The MPS High School Summit on Mathematics is being planned by Henry Kranendonk for June 2. At least two math teachers from each high school will be invited to attend for a half-day of serious discussion and examination of data. If possible, all high-school math teachers will be invited. Student grades went up in math, but not at the high-school level. There has been some revision of the high-school learning targets in mathematics and a proposal of non-negotiables for schools to address. All is in development to be rolled out on June 2 to give teachers an opportunity to work on it over the summer.
  - — The State Math Conference took place May 2-4, 2007, in Green Lake. There was funding for every math teacher leader to attend, and it was very well attended. Several presentations were given by MPS staff. People from other parts of the state commented about the great things happening in Milwaukee and showed interest in learning more about them.
  - — The Milwaukee Mathematics Partnership (MMP) is wrapping up Year 4 — a year that directed extensive grant resources into high schools. The High School Assessment Pilot and the Transition to College Assessment Pilot were involved in developing tools to provide teachers a better understanding of students' readiness for the WKCE and the college placement exam. In addition, several schools extensively used the Action Plan resources to develop a better alignment of their curricula. These initiatives, along with several schools addressing their unique challenges using grant resources, represent a considerable investment in MPS by the partnership. In order to determine how the teachers and departments are interacting as a result of this work, and to meet the requirements of reporting the impact to NSF, all high-school math teachers, including teachers of special education, are being asked to complete an online survey. Results of the survey will be used in evaluating the impact made as well as in determining next steps for high-school mathematics departments and how to conclude the work during Year 5.
  - — The annual grant report to the NSF was submitted on May 11. An annual site visit is scheduled for May 31 through June 2.
  - — For additional updates on the work of the Milwaukee Mathematics Partnership (MMP), please see the April 2007 issue of *The MMP Messenge*r and May 2007 issue of the *MMP Math Minutes*.
- NEA Foundation Grant Update — See the editorial from the May 22, 2007, *Milwaukee Journal Sentinel* and the following information:
  - — School visitations continued.
  - — The end-of-year data celebration for the NEA Focus Schools took place on Saturday, May 5, at the Marcus Pavilion.

- — Assurant Health and the YMCA's One on One Program will both commit to supporting the NEA Focus Schools when selecting new sites. Two schools have been added to each for next year.
- — Discussion took place to align the work and professional development of First Things First and the NEA Focus Schools.
- — Discussion continues on aligning the induction work of Teachers for a New Era and the NEA Focus Schools.

- The Search Committee conducted second interviews on April 20 with three candidates for the position of MPA Executive Director. No recommendation for hire was made. Another round of state-wide advertising and recruitment is commencing.
- Work continues on the structure and text update of the MPA Web site.

The next meeting to be held on June 15, 2007.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

(Item A) Communication 0708C-001 from Patricia LaCocque Requesting a Hearing Regarding a Restorative Justice Program

May 24, 2007

To: Lynne Sobczak, Office of Board Governance
Re: Requesting Hearing
From: Patricia Lacocque

Dear Mrs. Sobczak:

I am a School Social Worker at Greenfield School. I have been doing citywide work with Restorative Justice for the past 2 years. I am writing to request a hearing so that we may present our program on Restorative Justice. We would like a hearing for the committee called Safety and Climate (this is a new committee which Jennifer Morales told me about). It is our hope that we will be able to secure a hearing date which will take place prior to the end of this school year.

If you have any questions, please contact me at [redacted].

Sincerely,

Patricia LaCocque, MSW
School Social Worker

Referred to the Committee on Safety and Climate.

* * * * *

(Item B) Communication 0708C-002 from Thomas Spellman Requesting a Hearing Regarding Community Building

Lynne Sobczak, Director
Office of Board Governance
5225 W Vliet St
Milwaukee WI 53208
EMAIL: governance@mail.milwaukee.k12.wi.us

Dear Ms. Sobczak

I am asking that Dr. Robert E Roberts and Thomas Spellman to be given a hearing before the Safety Committee of the MPS Board of School Directors. For the past 15 years Dr. Roberts has done extensive group work with individuals who have suffered trauma using the Community Building Workshop model as a means of building the participants self-esteem, trust and empowerment. Thomas Spellman has facilitated Dr. Roberts Community Building efforts in Milwaukee for the past 2 years.

I am also requesting that this be communicated to the board at its May 31st meeting, for referral to the safety committee.

Sincerely,

Thomas Spellman

Referred to the Committee on Safety and Climate.

* * * * *

(Item C) Communication 0708C-003 from David Lerman of the Milwaukee County District Attorney's Office Requesting a Hearing Regarding Restorative Justice

Date: May 30,2007

To: Lynne Sobczak,
Office of Board Governance MPS

From: David Lerman
Restorative Justice Coordinator
Milwaukee County District Attorney's Office

Re: Request for Hearing

I am the Restorative Justice Coordinator for the Milwaukee County District Attorney's Office. Over the past number of years this Office has been engaged in various efforts related to Restorative Justice practices within MPS. During the past year I have co-facilitated 3 trainings for MPS staff with MPS Social Worker, Pat Lacocque.

On behalf of the Milwaukee County District Attorney's Office, I am requesting the opportunity to testify, or present, at a hearing of the newly formed Safety and Climate Committee. I would like to present on the same date as Pat Lacocque *[sic]*, whom I know has also submitted a request. The topic of our presentation is broadly Restorative Justice, and more specifically, avenues of collaboration between MPS and the District Attorney's Office, especially relying upon Restorative Justice practices.

If you have any questions, please contact me at [redacted] or by email at: [redacted]

Sincerely,

David Lerman
Assistant District Attorney
Restorative Justice Coordinator

Referred to the Committee on Safety and Climate.

* * * * *

RESOLUTIONS

Resolution 0708R-001

by Director Falk

WHEREAS, Nationwide, school districts, states, and policymakers have struggled with a means of measuring the performance and college readiness of high-school students; and

WHEREAS, Increasing numbers of schools, districts, and states are using the ACT — a longstanding and well-respected test — to either supplement or replace currently adopted testing measures; and

WHEREAS, In states such as Illinois where lawmakers have mandated that all high-school juniors take the ACT exam, despite that increase in the number of students tested, the average ACT score has risen slightly and the number of in-state ACT-tested freshman has increased by 24%; and

WHEREAS, Colorado adopted statewide ACT testing as a means to help ease the transition to higher education for students who normally wouldn't go to college; and

WHEREAS, Instituting a policy to mandate ACT testing at the 11th-grade level could provide the added benefits of improving student achievement at the secondary level, increasing student motivation to perform well on standardized testing measures, and relieving families from a financial burden which may otherwise dissuade students from taking college entrance exams for eligibility for higher education; and

WHEREAS, District-wide administration of the ACT assessment would provide all students — including those who may not have considered college as an option — with high standards for academic achievement, the opportunity to identify academic strengths and weaknesses, and a means to explore educational and career interests, now, therefore, be it

RESOLVED, That Milwaukee Board of School Directors direct the Administration to investigate and develop a plan to institute district-wide ACT testing during the 11th-grade year for all MPS students; and be it

FURTHER RESOLVED, That the Board authorize the Administration to develop a timeline for implementation to begin with a pilot program during the Spring of 2008 — with full implementation in Spring of 2009 — for students graduating high school as of May 2010; and be it

FURTHER RESOLVED, That the Administration present these findings and recommendations for consideration no later than the October 2007 Board cycle.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-002

by Director Bonds

WHEREAS, Since the implementation of the Chapter 220 Program in 1976, the Milwaukee Public Schools has participated in this school-integration program; and

WHEREAS, This program provides opportunities for students in MPS to attend public schools in surrounding suburbs in Milwaukee County and for suburban students to attend MPS schools; and

WHEREAS, The number of MPS students participating in the Chapter 220 Program continues to decline — for example, from 5,000 MPS participants in 2,000 to 2,664 in 2007; and

WHEREAS, MPS has developed internal procedures and policies for students to be allowed to participate in the Chapter 220 Program; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to conduct a study of the Chapter 220 Program to determine if any of the existing MPS policies or procedures are contributing to the decline of MPS students' participation in the Chapter 220 Program; and be it

FURTHER RESOLVED, That the report address annual MPS enrollment trends in the Chapter 220 Program and provide financial data on the program (cost to MPS, loss of revenue, etc.); and be it

FURTHER RESOLVED, That the Administration report its findings to the Milwaukee Board of School Directors through its appropriate committee no later than the October 2007 Board cycle.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-003

by Directors Bonds and Petersons

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 a means to achieve their educational goals of today in preparation for the workforce of tomorrow; and

WHEREAS, To support the part of the vision statement that "we must have strong and true partnerships with parents and all those in the community who influence and affect our students and families," MPS must continue to offer a variety in educational choices for all students; and

WHEREAS, High demand, great pay, and shortages of employees are indicators of areas in which program offerings may be beneficial to all children, whether they plan to go to college or directly into the workforce; and

WHEREAS, There are both high demand and employee shortages in the areas of law enforcement, social work, criminal justice, and medicine; and

WHEREAS, In hopes of producing qualified individuals to fill vacancies in these areas, many local colleges are currently specializing in or developing degree programs in the areas; and

WHEREAS, In addition to the shortage of employees, there continues to be an under-representation of minorities in these fields within the City of Milwaukee; and

WHEREAS, African Americans lead the nation in incarceration and are over-represented in correctional institutions and under-represented in the jobs related to criminal justice; and

WHEREAS, Despite efforts to recruit to fill vacancies in the areas of law enforcement, social work, criminal justice, and medicine, companies are still unable to recruit qualified employees; and

WHEREAS, With these being the fastest-growing industries in the nation, certification in these fields would offer tremendous opportunities for MPS high-school students; and

WHEREAS, Preparing students in high school for internships, police aide positions, certified nursing assistants, etc. in these areas will give them the opportunity to gain the educational and employment experience needed to work in the field after high-school graduation or for pre-qualification for higher education in this area; and

WHEREAS, To maximize the effectiveness of such programs, MPS must make use of every partnership and outside funding source available to support the effort; and

WHEREAS, It is also important that similar programs within the District be at a centralized location that will allow the ability to maximize partnerships and to ensure the programs' success; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a high school with four learning communities: a law-enforcement community, a criminal justice community, a social work community, and a medical-field community, and be it

FURTHER RESOLVED, That the Board direct the Administration to explore the use of the former Webster Middle School building for the location for the following reasons:

- the building offers adequate space;
- the location is approximately one mile from the police academy;
- a partnership may be formed with the nearby Silver Spring Neighborhood Center; and
- the building is in close proximity to various nursing homes; and be it

FURTHER RESOLVED, That the Administration bring back a plan for implementation for approval of the Board by December 2007, with the school to open in the 2008-2009 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-004

by Director Bonds

WHEREAS, It is important that parents know what and how their children are being taught in classrooms to ensure that their children are learning the subject matter listed for the courses in which they are enrolled; and

WHEREAS, It is also important for students to know on a weekly basis what is expected of them from their classroom teachers and their required assignments; and

WHEREAS, One of the goals of the Milwaukee Public Schools is to prepare students for post-secondary education, if they so choose; and

WHEREAS, In higher education, syllabuses are the norm; now, therefore, be it

RESOLVED, That, by the second Friday of each semester, each teacher be required to prepare and place on file for public review in his or her school a syllabus, one to two pages in minimum length, giving an overview of the class, including what is expected of both the teacher and the students, and outlining the textbooks to be used, activities, readings, assignments, and so forth; and be it

FURTHER RESOLVED, That teachers be required to do this as part of their preparation time for the start of the semester; and be it

FURTHER RESOLVED, That each school in MPS be required to develop and make available for public review a binder containing a roster of all teachers in the building, along with copies of the teachers' syllabuses for the semester; and be it

FURTHER RESOLVED, That these binders shall be made available for public review throughout the semester, at the end of which, the binder will be kept in a storage closet at the school.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-005

by Director Bonds

WHEREAS, Charter schools are designed to provide for innovative ways of offering educational services to students; and

WHEREAS, The number of charter schools under the Milwaukee Public Schools umbrella continues to grow without a plan for continuum or determination of district capacity; and

WHEREAS, Currently there are 39 charter schools within Milwaukee Public Schools, and there has been no evaluation of the effects of charter schools upon the District; and

WHERAS, MPS currently does not have a cap on the number of schools which it may charter; and

WHEREAS, The public should know how effective these schools are in educating our students and how charters have helped or hurt the District; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools system perform a comprehensive evaluation of the effectiveness of each 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.; and be it

RESOLVED, That the Milwaukee Public Schools established a "cap" of 40 on the total number of charter schools it will charter at any one time, including new charters, conversion of traditional schools, and small schools, effective with the 2007-2008 school year; and be it

FURTHER RESOLVED, That the Milwaukee Public Schools will not charter any new charter schools for at least five years (until 2012-2013); and be it

FURTHERED RESOLVED, That the Milwaukee Public Schools will not accept charter schools with entities or individuals currently chartered by other chartering agencies during this 5-year moratorium on charter schools.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-006

by Director Bonds

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.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-007

by Director Bonds

WHEREAS, The Milwaukee Board of School Directors has a fiscal obligation to the taxpayers of this city to be responsible with the funds that it receives through taxes; and

WHEREAS, Section (1)(c) of Board Governance Policy 2.01, General Governance Commitment, states, "In all matters of planning, governance, and accountability, the Board shall recognize its responsibility to the citizens of the City of Milwaukee and the State of Wisconsin to use all funds for the greatest possible effect in fulfilling Board goals of student achievement and equity"; and

WHEREAS, MPS provides a very attractive fringe-benefit package to its employees; and

WHEREAS, The current fringe-benefit rate for most employees in MPS is 61.5%, an increase of 44% from 2001; and

WHEREAS, 0ther public entities located in the City of Milwaukee — such as the City of Milwaukee at 38%, and UWM at 39% — have fringe-benefits rates almost 40% lower than that of MPS; and

WHEREAS, MPS cannot afford to continue to provide a fringe-benefit rate of 61.5% for employees in general, with 88% for other services employees; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors shall not approve any "new" fringe benefits until a complete analysis of its fringe-benefit package can be completed by an outside expert who is to be contracted through an RFP no later than 60 days after the adoption of this resolution; and be it

FURTHER RESOLVED, That the analysis shall include a comparison of the types and cost of fringe benefits among MPS, the City of Milwaukee, The County of Milwaukee, The UWM System, the next largest public school district in Wisconsin, and at least two other public school districts of the approximate size of MPS outside of Wisconsin; and

FURTHER RESOLVED, That the analysis shall examine all the required and discretionary constituents of the fringe benefit rate in MPS; and be it

FURTHER RESOLVED, That the analysis shall also look at the cost-benefits of a full-time position with full benefits versus several part-time positions with full fringe benefits; and be it

FURTHER RESOLVED, That the consultant's report on fringe benefits shall be communicated to the Milwaukee Board of School Directors no later than the January 2008 Board cycle.

Referred to the Committee on Finance/Personnel.

Resolution 0708R-008

by Director Bonds

WHEREAS, Milwaukee Public Schools receives millions of dollars each year in federal funds under the Title I Program to provide academic support services for its students; and

WHEREAS, In 2006-07, MPS received $27,000,000 in Title I dollars and is expected to receive $27,000,000 in the 2007-08 school year; and

WHEREAS, Title I dollars are awarded to MPS based on the needs and demographics of its students and local community; and

WHEREAS, Minorities represent over 80% of the MPS student population for which those funds are designed to serve; and

WHEREAS, While the student population of MPS is over 80% minority, non-minorities constitute 80% of the professional staff (teachers, social workers, administrators, etc.); and

WHEREAS, It is important that those students be served by people with similar backgrounds via academic and personal support services acquired through contract services; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors establish the following minority participation goals by categories for contracts funded through Title I:

Category	Annual Minority Participation Goals
Professional Services (counseling, social work, psychologists, etc.)	50%
Construction Contracts	35%
Commodities (books, furniture, etc.)	50%
Others services (advertisement, printing, etc.)	35%

and be it

FURTHER RESOLVED, That these goals be adopted beginning with the 2007-2008 academic year; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the MPS Administration to prepare a quarterly report to the Board on the progress of these goals, to include information on the total amount of Title I funds provided to MPS and the number and value (both individual and cumulative) of contracts awarded, broken out by category and by minority subgroup status (African Americans, Latinos, Asians, etc.).

Referred to the Committee on Finance/Personnel.

Resolution 0708R-009

by Director Bonds

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 each of its small schools, to include academic performance, class size, 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

RESOLVED, That the Milwaukee Public Schools' Administration develop a request for proposal (RFP) not to exceed $50,000 for the evaluation of its small schools, with the Administration to report back to the Board with its final report and its findings resulting from this study not later than the end of the first semester of the 2007-08 school year; and be it

FURTHER RESOLVED, That the Milwaukee Public Schools shall not develop anymore new, or expand any existing, small schools for at least five years (until 2012-2013), during which time the Administration shall monitor, and periodically report back to the Board, on the climate, graduation rate, academic achievement, and cost-effectiveness of small schools as compared with more traditional, larger schools in the District; and be it

FURTHERED RESOLVED, That the Milwaukee Public Schools will not solicit or accept any proposals for small schools from any non-MPS agencies during this 5-year moratorium on new small schools.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-010

by Director Blewett

WHEREAS, During the Vietnam War, thousands of Hmong were trained by the CIA to fight Communist forces in Laos; and

WHEREAS, When the Pathet Lao took control, thousands of our Hmong allies fled their war-torn country with their families and resettled as refugees in Milwaukee; and

WHEREAS, According to the 2000 census, approximately 186,000 Hmong now live in the United States, with about 34,000 of those living in Wisconsin; and

WHEREAS, Seven years ago, Congress recognized the contributions which the Hmong had made to our country with the Hmong Veterans' Naturalization Act; and

WHEREAS, A provision in the USA Patriot Act has broadened the definition of a terrorist organization to include a group of two or more individuals, organized or not, which uses any dangerous device with the intent to endanger someone's safety or damage property; and

WHEREAS, Any resistance group that has engaged in armed conflict with its government can be considered a terrorist organization under the USA Patriot, even if the resistance group is pro-democracy; and

WHEREAS, Under this broader definition, Hmong refugees who supported the US against the Communist regime in Laos have now been identified as terrorists, preventing thousands of Hmong refugees from getting green cards and thousands of would-be refugees from resettling in the United States; and

WHEREAS, Such an unfair and undeserved application of the term "terrorist" is having deleterious effects on many of the families of Hmong students in Milwaukee; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors declare its adamant and unequivocal opposition to any provision of the Patriot Act that would result in the unfair, undeserved, and inhumane persecution of any individual or group; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors instruct its Board Clerk to draft, for the signature of the Board's President on behalf of the Board, and send a letter to the Congressional representatives of Wisconsin, decrying the undue and unjust persecution of our former Hmong allies and urging swift redress of this tragic situation; and be it

FURTHER RESOLVED, That copies of this letter be sent to the President of the United States, the President of the Senate, the majority and minority leaders of the Senate, the Speaker of the House of Representatives, and the majority and minority leaders of the House of Representatives.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0708R-011

by Directors Thompson and Goldberg

WHEREAS, The Milwaukee Board of School Directors has a legal obligation to maintain and retain records which are subject to open records laws; and

WHEREAS, In 2004, the Office of Board Governance, the Board's business office administered by the Board Clerk/Director, Office of Board Governance, was directed to develop a procedure for the management of, oversight of, and response to district records requests; and

WHEREAS, Beginning in April of 2004, the Office of Board Governance has managed and responded to ever-increasing numbers of district records requests; and

WHEREAS, The Office of Board Governance — in abiding by the Board's commitment to direct, to the maximum extent possible, the limited funding available to the District away from administrative functions and to the classroom — has limited staff; and

WHEREAS, The Board must make the most efficient use of its business office and staff and give priority to those functions which promote the Board's responsibility to the citizens which it serves and which ensure the Board's compliance with state and federal statutes, laws, and codes as well as with Board rules, policies, procedures, and actions; now, therefore, be it

RESOLVED, That, in order to expand the capacity for records retention and management within the Office of Board Governance (OBG) without increasing the Office's current proposed budget or staffing, the amount of OBG staff time which individual Board members may access shall be limited to no more than four hours per Board director per week, except for the President of the Board, who shall be allowed up to eight hours per week; and be it

FURTHER RESOLVED, That the staff time saved by these new limits shall be redirected to records-management activities to be performed by existing OBG staff.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0708R-012

by Director Blewett

WHEREAS, Milwaukee County Supervisors Dimitrijevic, White, Weishan, West, Broderick, Quindel, and Johnson have authored a resolution to create "an environmental and conservation 'Green Print' initiative for Milwaukee"; and

WHEREAS, The Milwaukee Public Schools and its Board, like the Milwaukee County government, are committed to improving the quality of life for the public they serve; and

WHEREAS, All constituents of the society at large — individuals, businesses, governments — must work together on behalf of environmental stewardship; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors express its support for the proposed "Green Print" for Milwaukee County; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct its Board Clerk to draft a letter, for the Board President to sign on behalf of the Board, to the President of the Milwaukee County Board of Supervisors, with copies to each of the County Supervisors and the County Executive, encouraging adoption of the "Green Print" by the County Board of Supervisors.

Referred to the Committee on Legislation, Rules and Policies.

The Board recessed from 8:59 to 9:15 PM and from 10:33 to 11:00 PM.

The Board adjourned at 2:08 AM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JUNE 28, 2007

Regular meeting of the Board of School Directors called to order by President Blewett at 6:42 PM.

Present—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson, and President Blewett—7.

Absent and excused—Directors Goldberg and Morales—2.

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:

LARRY REED
RETIRED MPS ADMINISTRATOR AND COMMUNITY ADVOCATE
FOR MILWAUKEE'S CHILDREN YOUTH AND ADULTS

Mr. Larry Reed recently retired as a Recreation Supervisor, in which role he used his skills and numerous community contacts to bring in additional resources to meet the recreational needs of Milwaukee's youth. He was passionate about providing recreation programs and activities that brought teens together in a safe and supervised environment during the evening hours when data indicate that high crime, drug use, and gang activity are prevalent. It was Larry's direct involvement in securing federal funds for the Summer Star's Teen Program that helped save numerous lives from becoming involved with criminality or victimization.

Larry was also instrumental in getting the Milwaukee Brewers to partner with MPS to provide an annual summer baseball clinic and carnival day. Wisconsin Golf Foundation and the Professional Golf Association answered Larry's call to provide Kids on Course, a summer youth golf-development program that provided inner-city youth with golf clubs, instruction, and the opportunity to attend the US Bank Championship at Brown Deer Golf Course. When Louisiana residents were sent to Wisconsin after Hurricane Katrina, it was Larry who answered the Mayor's and Governor's call to provide recreational programs and community resources to the individuals who made their temporary home at the Wisconsin State Fair Park-Tommy Thompson Youth Center.

Mr. Reed is a strong community advocate and has been recognized for his work on the local, state, and national levels. He represented MPS on the Governor's Council on Health and Physical Activity and served as Wisconsin's After-school Ambassador. Larry was inducted into the UW-Milwaukee Basketball Hall of Fame, elected as President of UW-Milwaukee Emeritus Alumni Board of Trustees, received the prestigious

Milwaukee Times' Black Excellence Award, served on several committees, and held leadership roles in the Milwaukee Chapter of the National Association for the Advancement of Colored People (NAACP) and the Gary Dobb's Resource Center.

Larry's MPS roots are deep, as he attended 4th Street School (Golda Meir) and Palmer (Carver) Elementary Schools and is a proud alumnus of Lincoln High School. He went on to further his education and received a Bachelor's Degree in Social Work and a Master's Degree in Social Welfare from the University of Wisconsin-Milwaukee.

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

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Special Commendations

JOHN MARSHALL/MILWAUKEE SCHOOL OF LANGUAGES' BOYS TRACK AND FIELD TEAM WIN WIAA STATE CHAMPIONSHIP

The Milwaukee John Marshall/School of Languages' Boys Track and Field team won its first WIAA State Championship in school history on June 2, 2007.

Quentin Luttrell, Johnathon Fobbs, Zachary Sharkey-Ketner, and Antwon Terry earned points for the championship in the 100- and 200-meter dash, 300-meter hurdles, 4 x 100 relay, and the long jump. Kevin Hackney and Austin Hayes were selected by their coaches to serve as alternates at this important meet.

The hard work and dedication of coaches Doug Norton and Al Holmes and all of the athletes throughout the 2007 track season contributed to their state championship achievements.

The complete team roster is as follows:

Vegard Aaberge	Natalie Hunt	Anthony Troupe
Oluwaseyi Awe	Cortez Jackson	Sharonda Winston
Johnathan Certion	Ciara Jarrett	Glenn Wofford
Lakisha Clinton	Amanda Levi	Chenelle Adams, Mgr.
Antonio Davis	Quentin Luttrell	Sarah Bowen, Mgr.
Robert Donley	Rodney Randolph	Coach Norton
Jonathan Fobbs	Zachary Sharkey-Ketner	Coach Holmes
Kevin Hackney	Antonia Taylor	
Austin Hayes	Antwon Terry	

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Coach Beverley S. Hill (Stuart) Holmes, for Induction into the Wisconsin Track Coaches Association's Hall of Fame

This evening Beverley S. Hill (Stuart) Holmes is being honored for her 2007 induction into the Wisconsin Track Coaches Association's Hall of Fame. Ms. Holmes, who was a dedicated physical education and health teacher at Rufus King High School for 31 years, served in many leadership roles, including Physical Education Department Chair for 25 years and Athletic Director for 9 years. She coached track and field for 19 years, volleyball for 25 years, basketball for 8 years, and tennis for 3 years.

It was due to her many successes in coaching track and field that Ms. Holmes was inducted into the Wisconsin Track Coaches Association's Hall of Fame in February 2007. Some of these successes include coaching teams to achieve 13 City Conference Track and Field Titles and coaching the 1989 team to win the WTFA State Indoor Title and the WIAA Class A Championship.

The MPS community commends and honors Ms. Holmes for this great accomplishment that exemplifies her leadership and many contributions to the students of Milwaukee.

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Safety Assistant Awards

At an end-of-year program on June 14, 2007, the following five MPS safety assistants received Above and Beyond Awards from the Division of School Safety and Security in recognition for their actions in protecting the health and safety of students and staff during the 2006-07 school year:

- Derrick W.]ohnson

  On June 6, 2006, Safety Assistant Derrick Johnson was called to his principal's office to investigate a suspicious student. The student appeared to be attempting to hide something in his trousers. When asked to empty his pockets, he refused and said "No one is going to search me!" When Mr. Johnson directed the secretary to call the police, the student asked to speak to Mr. Johnson alone. When the others left the room, the student confided in Mr. Johnson that he was in possession of a gun. Mr. Johnson carefully took the gun from the student and found that it was a loaded .22-caliber handgun. Mr. Johnson's interactive relationship with the students of his school and his courageous action led to the successful and peaceful conclusion of a potentially dangerous situation. He is to commended for going above and beyond the call of duty.

- Harold L. Smith

  On October 11, 2006, two safety assistants, Mr. Richard Silah and Mr. Harold Smith, were summoned to a classroom to address an out-of-control student. As the two men were attempting to physically restrain the angry student, Mr. Silah suddenly collapsed on the floor, the victim of an apparent heart attack. Mr. Smith checked for vital signs. Quickly realizing that Mr. Silah was not breathing and had no pulse, Mr. Smith immediately began performing CPR and called for the school's automatic electronic defibrillator (AED). Within a precious few moments, Mr. Silah began to respond to the machine and soon stabilized on his own. Several minutes later, a paramedic unit arrived and conveyed Mr. Silah to the hospital. He has since fully recovered and is back at his school. Clearly, he owes his life to the quick thinking and decisive action of Mr. Harold Smith, who went above and beyond the call of duty.

- Daryl L. Delaney

  On October 25, 2006, when Safety Assistant Daryl Delaney received word that a student had made threatening remarks to other students about "heat," he became concerned. Mr. Delaney had observed the student over a two-year period, during which he had noticed a change in the student's personality. To ensure the safety of the other students, Mr. Delaney searched the student's locker for weapons. In the locker he found a .380 semi-automatic handgun loaded with a clip and bullets. The police were notified, the gun was confiscated, and the student arrested, and no one was injured. Daryl Delaney's instinctive, decisive action led to the elimination of a dangerous weapon and the removal of a very troubled young man. He is to be commended for going above and beyond the call of duty.

  On March 5, 2007, Mr. Delaney observed a disturbance between two female students. As he approached the students, he saw that one of the girls had a ten-inch butcher knife at the throat of the other. Mr. Delaney knew he could not physically intervene without endangering the life of the second girl, so he cautiously and calmly began talking to her assailant. Witnesses said the professional and unthreatening manner in which Mr. Delaney addressed the first girl led her to surrender the knife to him and the administrator who had been called to the scene. The student was taken into custody, and the victim returned to class unharmed. Mr. Delaney's courage under pressure clearly saved the life of a student that day and set a standard of professionalism that will be respected for years to come. He is to be commended for going above and beyond the call of duty.

- Jose R. Ricera, III

  On March 19,2007, a high-school student was beaten and robbed near Safety Assistant Jose R. Ricera's school. When the safety staff at the school learned of the incident a short time later, Mr. Rivera began reviewing the school's surveillance monitors to see if he could find any evidence that would assist the police in solving this crime. As he reviewed the recordings made immediately following the incident, he observed an auto driven by a former student of the school enter the teachers' parking lot. Watching more closely, he then saw several more young men in the car and noticed a wallet being tossed out of the window. Mr. Rivera quickly notified the police. A short time later, the police arrested six suspects, who were charged with strong-armed robbery. Due to the aggressive investigation by Mr. Rivera, six dangerous suspects were taken away, and the victim's wallet was returned. Mr. Jose Rivera is to be commended for going above and beyond the call of duty.

- Anthony Anderson

  On Wednesday, May 30, 2007, at 9:30 a.m., Safety Assistant Anthony Anderson observed several students run very quickly from his school into the parking area. As he investigated why they had run, he saw a single student standing alone in a classroom. As Mr. Anderson approached, it became apparent that the student was hiding a gun. Calmly and slowly, Mr. Anderson approached the student and asked him to surrender the gun. After a long pause, the student handed the gun over to Mr. Anderson. While it was later identified as a BB gun, the facsimile of a 9-millimeter gun had appeared very real. Anthony Anderson's courage, professionalism, and willingness to go above and beyond the call of duty are to be commended.

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Other Awards and Commendations

STUDENTS

Ashley Walls, a student at Madison University High School, and Karlton Lattimore a student at Vincent High School, were named as recipients of the State Representative Frederick P. and Judge Joan F. Kessler Students Leadership Scholarship.

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Isaia Roman-Roche, a student at Rufus King International Baccalaureate High School, was named a $10,000 2007 Scholarship Recipient of the Hispanic Chamber of Commerce Wisconsin Education Fund/Philip Arreola Scholarship on June 13, 2007.

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Maya Hlavacek, a junior at Milwaukee High School of the Arts, is headed to Washington, D.C., after submitting the winning essay from the state of Wisconsin to the National Peace Essay Contest, sponsored by the United States Institute of Peace. She was awarded a $1,000 scholarship. Her essay is entitled, "Fire from Banlieue to Favela: Riots and Youth Conflict in France and Rio de Janeiro." She will now compete for national awards of $10,000, $5,000 and $2,500.

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SCHOOLS

Rufus King International Baccalaureate High School was named in Newsweek's Challenge Index 2007 as one of the nation's top-ranked high schools. King was listed as number 259 on a list that includes 1,258 schools. Only 14 Wisconsin high schools made the list. Riverside University High School also made the list at 974. The rankings are based on a formula that includes the number of students in a school who take Advanced Placement, International Baccalaureate, or Cambridge tests in May, divided by the number of graduating seniors.

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Washington High School of Information Technology joins Milwaukee businesses to present iFair: Experience the Future, Explore Exciting Careers in Information Technology

Careers in information technology (IT) represent five out of the top eight fastest-growing careers through 2014 (US Department of Labor), yet each year fewer students are exploring careers in IT. To address this local and national issue, members of the Milwaukee-area business community, along with the Advisory Board of Washington High School of Information Technology, developed and presented iFair, an Information Technology Career Exploration held at Washington High School of Information Technology (WHSoIT) on March 22, 2007.

iFair provided MPS middle-school students and teachers an opportunity to explore IT careers with professionals and see IT classroom instruction in action. The exhibit area was set up in trade-show fashion, where the exhibitors (most of the businesses listed below) were there to "sell" careers in IT to the visiting students. Other popular attractions included the WHS FIRST Robotics team, who demonstrated the two large robots they built for recent competitions, and the Project Lead the Way Student Project Exhibition.

Milwaukee-area businesses and organizations taking part included:

American Family Insurance
Apple
Aurora HealthCare
FIRST Robotics
Harley-Davidson
Kohls
Marquette University
Milwaukee Area Technical College
Milwaukee Public Schools
Northwestern Mutual
Project Lead The Way
Quad Graphics
Rockwell Automation
Sherman Park Community Association
Society for Information Management
Stratagem
United Water
UW-Whitewater
West Bend Mutual Insurance.

Milwaukee-area businesses and organizations made this event possible by donating funds to bring about 350 middle-school students to this event and also pay for other event expenses. Donations were provided by American Family Insurance, Apple, the Society for Information Management, Stratagem, Teamsoft, UW-Whitewater, and West Bend Mutual Insurance.

Evaluations from visitors, exhibitors, and schools point to the excellent success of this event. The collaboration between MPS and the business community has subsequently resulted in a similarly successful fair at Harley-Davidson Motor Company and future fairs in the Fall and Spring of the 2007-2008 school year.

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James Fenimore Cooper School has been awarded a Gold Governor’s School Heath Award. On May 24, 2007, Wisconsin’s First Lady Jessica Doyle and State Superintendent Elizabeth Burmaster presented Cooper School with a Gold Governor’s School Health Award at the State Capitol. This award signifies the school’s commitment to building a school environment that enables students to achieve their full academic potential as well as supporting them in developing lifelong healthful behaviors. The First Lady and State Superintendent commended the school community for having the policies, programs, and infrastructure to support and promote healthful eating; physical activity; alcohol-, tobacco-, and drug-free lifestyles; and parental and community involvement.

* * * * *

By unanimous consent, the Board next took up Reports of Special Committees.

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 36 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Hardin moved to accept the reports of the Independent Hearing Panel of May 30, 31, 2007, and June 1, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 18, 19, 20, 21, and 22, 2007.

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

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson, and President Blewett—7.

Noes—None.

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COMMUNICATION FROM THE CITY COMPTROLLER

(Item A) Action on a Request from the City Comptroller for Adoption of a Resolution Authorizing the Sale of Revenue Anticipation Notes

Office of the Comptroller
June 14, 2007

Ms. Lynne A. Sobczak
Director, Office of Board Governance/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 and the tax levy.

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 $210,000,000 to meet the immediate expenses of operating and maintaining the public instruction in MPS during the 2007-2008 school year ("Fiscal Year");

Whereas, the Milwaukee Board of School Directors ("Board") deems it necessary and in the best interest of MPS that funds be borrowed and revenue anticipation notes be issued to fund the temporary need;

Whereas, in accordance with Section 67.12(1)(a), Wisconsin Statutes, the total amount borrowed shall not exceed 60% of MPS' s total actual and anticipated receipts in the fiscal year, and shall be repaid no later than 18 months after the first day of the fiscal year;

Whereas, the tax for the operations and maintenance of schools of MPS for the Fiscal Year heretofore has been voted to be collected on the next tax roll; and,

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.

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 $210,000,000; 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 of 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.

Director Spence moved to approve the City Comptroller's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson and President Blewett—7.

Noes—None.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Request for Authorization to Apply for Federal and State Head Start Funding

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. In addition, the Administration has also been notified that the federal Head Start Cost-of-Living Adjustment (COLA) funds are again available. As in the past, the MPS Head Start Program, in collaboration with MPS Grant Development Services, will apply for this funding. This communication is a request for approval to submit the following applications to support and re-fund the MPS Head Start Program:

- the COLA application of the federal grant, which will be submitted for the amount $83,219 to support the wage increases of educational and support staff;
- the federal application, which will be submitted in the amount of $5,702,656 for continuation of the MPS Head Start Program; and
- the state Head Start supplemental application, which will be submitted in the amount of $339,900 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.

COLA Grant

The Administration for Children and Families has provided a cost-of-living adjustment (COLA) for Head Start Programs. These funds will support efforts to retain qualified staff and to offset higher operating costs. The MPS Head Start Program's base funding level for the budget year 11/1/2006 through 10/31/2007 is $5,547,912 for 960 children. The 1.5 percent COLA increase provides an allocation of funds in the amount of $83,219.

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, 2007, through June 30, 2008.

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 first-year cycle and is therefore required to submit a full project description and budget narrative within the grant application. The total funding allotted to MPS Head Start is $5,702,656. This amount includes direct funding of $71,525 for training and technical assistance.

Pursuant to Head Start Performance Standard 1304.50, Governing Body Responsibility, the Head Start operating budgets and applications must be approved by the Policy Council and the Milwaukee Board of School Directors. The MPS Head Start Policy Council approved these actions on May 12, 2007.

The Administration recommends that the Milwaukee Board of School Directors approve the submission of the federal COLA adjustment application, the Federal Head Start grant application, and the Wisconsin Head Start Supplement application to fund and support the MPS Head Start program.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Thompson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson and President Blewett—7.

Noes—None.

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(Item B) Action on a Request for Authorization To Negotiate a Contract with Clearwire To Build the Milwaukee WiMAX Network and To Lease the District's Wireless Spectrum

Office of the
Superintendent of Schools

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

The Administration is requesting authority to negotiate a contract with Clearwire to build the Milwaukee WiMAX network and to lease the District's wireless spectrum for a 30-year period.

The Board established as a priority, through adoption of the Strategic Technology Plan, the creation of a wireless network to ensure all MPS students equal access to digital technology. The Plan envisions the use of e-books and distance-learning by students and staff with ubiquitous access to educational resources. Implementation of this portion of the Plan depends on the District's four Educational Broadcast System ("EBS") channels allocated to MPS for educational use. These channels were previously used for the District's instructional television network.

During FY07, MPS used a US Department of Commerce grant to build a small WiMAX system on its EBS channels. This phase of the system is operating; however, in order to provide for city-wide coverage, an additional 15 towers need to be constructed.

The District joined with its Milwaukee Area Instructional Network ("MAIN") partners, UWM and MATC, to solicit proposals from telecommunications vendors interested in leasing the combined frequencies (each institution owns 4 channels).

Two RFP responses were received, one from Sprint and the other from Clearwire. The Clearwire proposal was selected by a joint evaluation team and offers an up-front payment of $12,500,000 (one-third, or about $4.2 million, for MPS) and monthly payments of $165,000 (one-third, or $55,000, for MPS) over a proposed 30-year lease period. The net present value of the Clearwire proposal is $58,070,246.

It is the Administration's intent to obtain wireless Internet access for its staff and students in exchange for leasing its channels, thus avoiding the expense and difficulty of building out and servicing its own system.

The Administration's recommendation is consistent with federal and state statutes and Administrative Policy 3.09: Purchasing and Bidding Requirements. This item does not authorize expenditures.

The Administration recommends that the Board authorize the Administration to negotiate a contract with Clearwire to build the Milwaukee WiMAX network and to lease the District's wireless spectrum for a 30-year period. Once the contract has been negotiated, it will be brought back to the Board for approval.

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 Bonds, Falk, Hardin, Petersons, Spence, Thompson and President Blewett—7.

Noes—None.

* * * * *

(Item C) Action on a Negotiated Labor Agreement with PAMPS

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:

PAMPS —
Two-year contract (July 1, 2005, through June 30, 2007)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract as highlighted on the attached summary document.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND PAMPS
JULY 1, 2005, THROUGH JUNE 30, 2007

1. Two (2)-year contract (July 1, 2005, through June 30, 2007).
2. Health and productivity management (H&PM) program.
3. Increase in auto vandalism deductible.
4. Modification of evaluation language.
5. Increase in hourly rate for performing LEA duties.
6. Salaries:
   7/01/05..... 1.5%
   1/30/06..... 0.75%
   7/01/06..... 1.5%
   1/29/07..... 1.5%
   6/30/07..... 0.25%

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

Director Hardin moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson and President Blewett—7.

Noes—None.

* * * * *

(Item D) Action on a Request to Spend FY07 Budgetary Surplus

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

This item requests authorization to use surplus budgetary authority to prepay FY08 debt-service expense for the purpose of increasing FY08 state aid.

The Administration estimates the District will end FY07 with a surplus. Allowing this surplus to flow into fund balance will result in lower state aid in FY08 and, in turn, a higher property tax levy. To avoid this outcome, the Administration recommends that the District raise the level of FY07 expenditures by prepaying expenses budgeted for FY08.

Only certain expenses can be prepaid and still be aidable for the current fiscal year. One such expense is debt service. Because the FY08 debt service expense is greater than the remaining debt service authority in FY07, however, the Administration cannot prepay the FY08 expense without additional authority from the Board.

It is important to note that the Administration is not requesting authorization to increase the FY07 budget or to spend down fund balance. The budget and fund balance will remain the same. Rather, the Administration is requesting authorization is to use $5,000,000 in surplus budgetary authority in the FY07 school operations fund to increase budgetary authority in the debt service fund by the same amount. This will allow the District to prepay next year's debt service expense and, as a result, increase FY08 state aid. Prepayment of FY08 debt service will result in $5 million of FY08 budget funds becoming available for other purposes during FY08. The Administration will seek the Board's approval with respect to the use of these funds.

In order for the Administration to prepay debt service before the current fiscal year-end it will be necessary for the Board to approve the increased authority at its June 28, 2007, meeting.

The Administration's recommendation is consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for District programs, functions, and operations.

The Administration recommends that the Board authorize it to use $5,000,000 in surplus budgetary authority in the FY07 school operations fund to increase budgetary authority in the debt service fund to allow the Administration to prepay the budgeted FY08 debt service expense.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Bonds moved to direct the administration to provide an account of all surplus FY07 funds.

Director Spence moved a substitute, to approve the administration's recommendation, to include a report by the administration of all FY07 surplus funds, including those from the Extension, Construction and School Operations Funds.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Falk, Hardin, Petersons, Spence, Thompson and President Blewett—6.

Noes—Director Bonds—1.

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REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Finance/Personnel Committee, Item 3, approval of prevailing wage rates;

Report of the Finance/Personnel Committee, Item 5, authorization to enter into FY08 pupil transportation contracts;

Report of the Finance/Personnel Committee, Item 6, a request to modify transportation regions for middle schools; and

Report of the Finance/Personnel Committee, Item 7, a contract with Thinklink Learning for benchmark assessments.

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

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson and President Blewett—7.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Innovation/School Reform 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, 2006.

a. IEP Services: Total LEA (Local Education Agency)

	5/07	6/07
Population Served	17,492	17,612

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 60-day timeline. Open initial evaluations must be completed (receipt of parental consent for evaluation and determination of disability) within the 60-day timeline or within an appropriate timeline extension that is agreed upon by the parent.

	5/07	6/07
Initial Evaluations (Completed since 7/06)	3,540	4,166
Percentage Identified Special Education	61%	60%
Active Initial Referrals	1,254	955
Re-evaluations (Completed since 7/06)	3,359	3,905
Percentage Continued in Special Education	81%	81%
Active Re-evaluations	786	427

2. Data-Management Services — Special Services Information Management System (SSIMS) Project Status Report as of June 1, 2007

a. The SSIMS HELP Desk continued to assist callers, processed data extract forms, and worked on data-quality projects.

b. Daytime SSIMS/Encore training sessions were scheduled for the following:

(1) new special education and support staff

(2) special services administrators and current special education staff, based on request and by appointment only.

c. *School-based* training sessions for special education teachers and special services administrators (SSAs) were conducted at the request of principals or supervisors and were contingent on trainers' availability.

d. Conference calls were held with Spectrum K12 School Solutions regarding the IDEA 2004-Project for the Phase I timeline and form updates.

e. The IDEA 2004-Project was received for the Phase I timeline and form updates to the MPS test environment, and testing of the updates in our test database was begun. We anticipate upgrading our production environment on June 20, 2007.

f. The implementation of the District's web-based software for the Continuous Improvement Focused Monitoring (CIFM) continued by posting the schools' individual reports for the March Assessment.

g. SSIMS training team supported district staff in using the CIFM software program.

3. State Performance Plan Indicators — Indicator #4 (Free Appropriate Public Education in the Least Restrictive Environment): Suspension and Expulsion Rates

a. The State Performance Plan, as required by the IDEA-2004, is a six-year plan for improving outcomes for children with disabilities in Wisconsin. Through the Annual Performance Report, the Wisconsin Department of Public Instruction will measure and report the performance of children with disabilities using the following 20 indicators specified in the IDEA-2004:

Targeted Area: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator #1 .....Graduation rates (regular diploma)

Indicator #2 .....Drop-outrates

Indicator #3 .....Participation rates and proficiency levels of students with disabilities on statewide assessments

Indicator #4 .....Suspension and expulsion rates

Indicator #5 .....Educational placements (LRE) for students 6 to 21 years of age

Indicator #6 .....Educational placements (LRE) for students 3 to 5 years of age

Indicator #7 .....Data regarding preschool children in three areas:

- social/emotional skills,
- acquisition and use of knowledge and skills (including early language/communication and early literacy), and
- the use of appropriate behaviors

Indicator #8 .....Parent Involvement

Targeted Area: Disproportionality

Indicator #9 .....Disproportionality in representation of racial and ethnic groups in special education as a result of inappropriate identification

Indicator #10 .....Disproportionality in representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification

Targeted Area: Effective General Supervision — Child Find

Indicator #11 .....Data regarding the number of children who were evaluated within days of the District's receipt of a signed parental consent

Targeted Area: Effective General Supervision — Effective Transition

Indicator #12 .....Analysis of children who transition from Part C to Part B services, specifically whether they were evaluated and served by their third birthdays

Indicator #13 .....Data relative to the transition goals of students age 16 and above

Indicator #14 .....Data on post-high-school outcomes

Targeted Area: IDEA Part B — Effective General Supervision

Indicator #15 .....Review of general supervision system, i.e., monitoring of complaints and hearings to determine if noncompliance was corrected in a timely manner

Indicator #16 .....Data regarding resolution of complaints in a timely manner

Indicator #17 .....Data regarding the timely adjudication of due-process hearings

Indicator #18 .....Data regarding due-process-hearing requests that are resolved through settlement agreements.

Indicator #19 .....Analysis of mediation agreements

Indicator #20 .....Data regarding the timeliness and accuracy of DPI's data-collection system.

b. Under the new federal law, the State Performance Plan will replace the current Special Education Plan that is developed by each individual district. In its place, the Department of Public Instruction (DPI) will collect data in the various categories on a regular basis (yearly) and develop a public reporting system. The DPI is identifying baseline data in each indicator area. The Stakeholder group is assisting the DPI to establish six-year targets and benchmarks to assist the State in measuring progress toward the six-year identified outcomes.

c. In order to gain assistance with improved outcomes, districts will participate in the State's identified Continuous Improvement Focused Monitoring (CIFM) Process. Data from each school district in the State are being collected by DPI and reported as state baseline data in each of three categories.

d. The Department of Special Services has provided information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14 during the 06-07 school year. Information included methods for data collection and review to lead to identified improvements. In addition, the Department has presented plans for addressing the indicators and implementing improvement or best practices in the area of the indicators.

4. Indicator #4 Definitions

a. *Rates of Suspension and Expulsion*

(1) percent of Districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children's with disabilities for greater than 10 days in a school years;

(2) percent of Districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

b. *Out-of-school suspensions* (§120.131(1)(b), Wis. Stats.) are defined as absences from school imposed by the school administration for:

(1) noncompliance with school district policies or rules, or

(2) endangering the property, knowingly conveying any threat of, or conveying false information concerning, an attempt or alleged attempt being made or to be made to destroy school property by use of explosives, or

(3) conduct, while at school or under the supervision of a school authority, which endangers the property, health, or safety of others, or

(4) conduct, while not at school or while not under the supervision of a school authority, which endangers the property, health, or safety of others at school or while under the supervision of a school authority, or endangers the property, health, or safety of any employee or school board member of the district in which the student is enrolled.

c. According to Wis. Stats., s. 118.16(1m):

> The period during which as pupil is absent from school due to a suspension or expulsion under s. 120.12 or s. 119.25 is neither an absence without acceptable excuse for the purposes of sub (1)(a) nor an absence without legal cause for the purpose of sub (1) (c).

d. *Expulsions* are defined as absences from school for the purpose of discipline as imposed by the school board for violation of school district rules; threats against school property; or conduct that endangers the property, health, or safety of those at school. Expulsion is a formal school board action defined in Wis. Stats., (1) (c) and 119.25 (first-class city school district). Expulsions are permitted for:

(1) repeated refusal or neglect to obey the school rules, or

(2) threatening to destroy school property by explosion, or

(3) engaging in conduct at school that endangers the property, health, or safety of others, or

(4) engaging in conduct, while not at school or under the school's supervision, or endangering the property, health, or safety of any employee or school board member of the district in which the student is enrolled. Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

5. MPS Discipline Policies and Procedures for All Students

a. The reauthorized IDEA continues, as it has in the past, to encourage the use of proactive measures to prevent disciplinary problems**.** One of the key characteristics of a high-performing urban classroom is active engagement of students. Students with significant interfering behaviors and multiple absences due to disciplinary suspensions cannot be present and adequately engaged in their learning. This contributes to low performance and limited school success.

b. Research further shows that students with disabilities who are suspended or expelled are more likely to become disconnected from school, fall behind in their class work and achievement, and thus to drop out of school and to fail to graduate. In addition, research overwhelmingly indicates that removal of students through suspensions does not support growth and positive behavioral changes, but rather serves to support and reinforce the problematic behaviors.

c. The Milwaukee Public Schools is committed to providing a safe and effective learning environment by recognizing that all students have a right to learn, that teachers have a right to teach in a safe environment, and that no individual or group has the right to undermine the goal of providing a high-quality education for all students. To that end, the Milwaukee Board of School Directors has adopted its Student Code of School/Classroom Conduct with Discipline Policies and Procedures (Administrative Policy 8.28, revised May 2002), which is designed to assist all students to function successfully in their educational and social environments. The goal of MPS discipline procedures is to promote positive behavioral change for all students.

d. As a result of ongoing discussions about school safety and issues of behavioral needs and supports for students with and without disabilities, the District has initiated a number of early interventions and supports to empower school staff and students to deal appropriately and effectively with acting-out behaviors in the classroom.

(1) Professional development and *prevention*-planning activities are made available in many ways, including:

(a) classroom organization and management program skills (COMP);

(b) crisis-prevention intervention (CPI);

(c) peer-mediation;

(d) restorative justice;

(e) anti-bullying;

(f) Second Step (impulse control, empathy training, problem solving);

(g) Ropes and Challenges Course (team building, communication, problem solving, listening, empathy building);

(h) character education;

(i) Safe Child (capacity for self-protection); and

(j) Ready-Set-Relax Life Skills (assist with self-control).

(2) Examples of *early intervention* activities include:

(a) social-skills building (respect, turn taking, making and keeping friends, conflict resolution, self-esteem building);

(b) peer mediation/conflict resolution (active listening, problem solving, and perspective taking); and

(c) Positive Adolescent Choices Training (anger coping or anger management).

(3) *Focused intervention* activities include:

(a) functional-behavior assessment and behavior-intervention planning;

(b) referral to the Collaborative Support Team (CST), Problem-Solving team or IEP Team; and

(c) individual and small-group counseling.

e. MPS has contracted with the MUTT (Mobile Urgent Treatment Team) to provide crisis intervention, stabilization support, and professional development and to establish community linkages for follow-up mental health services and support.

f. The District has initiated the development of an MPS Social Emotional Learning Fundamentals (SELF) Program that includes an analysis of each individual school's needs in the area of social emotional education, resources that are available within the school, and an action plan to address prevention and intervention as needed. Each school was asked to participate in the process of data analysis to determine its social- and emotional-wellness needs, using the SELF. The project has attracted national attention and support for validation and standardization testing.

g. As a result of the data analysis, each school has incorporated into its educational plan a plan for both a rigorous academic plan and a plan for positive behavior supports and the development of the social supports that each child needs. The educational plan now also

includes a section that relates to compliance with procedural requirements for students with disabilities, including disciplinary requirements, as well as a climate section which focuses the school's planning on the ultimate goals of reducing suspensions and expulsions while developing a comprehensive system of behavioral supports for all learners within the school (Attachment #1 to the minutes of your Committee's meeting).

(1) A well-functioning school is one that focuses its resources (times and budget) on universal design screening, systems, and curriculum that support all learners. These initial instruction and preventative systems promote healthy development for all learners and provides the appropriate supports for approximately 80% of the learners.

(2) Additional resources are focused on early and strategic interventions and progress monitoring. This includes systems that are in place for approximately 15% of students who are exhibiting some risk.

(3) Finally, schools must have the capacity to access intensive interventions and systems of care for the students at greatest risk, who generally represent about 5% of the student population.

h. The District supports many professional development opportunities for schools and individual teachers and administrators to increase their skills in the areas of problem solving, conflict resolution, positive behavioral support for all students, development of social and emotional well-being curriculum within the school and the classroom, classroom organization skills, and violence-reduction and -prevention activities, as well as professional development and support for targeted skills development in the areas of emotional and behavioral disabilities.

i. Additionally the District has targeted mental health and wellness of all students through its Student Health Initiative activities and community partnerships with Aurora Health Care, Milwaukee Children's Hospital, the University of Wisconsin-Milwaukee, Milwaukee Police Department, and Milwaukee County's Wraparound Milwaukee.

6. Discipline and Students with Disabilities

a. All students must abide by the Code of Classroom Conduct and, therefore, their behavior is subject to school disciplinary rules and procedures. Students with disabilities — including students receiving special education services under the Individuals with Disabilities Education Act (IDEA-2004), or those who are eligible for Section 504/Americans with Disabilities Act (ADA) — are also bound by the Student Code of Classroom Conduct and are also subject to disciplinary procedures. Students with disabilities must be held to the same high level of expectations for conduct as their non-disabled peers, within the context of their disabilities and the IEP needs that have been identified by a properly constituted IEP team.

b. The guiding principles of discipline for students with disabilities are as follows:

(1) Students with disabilities must have clearly identified behavioral expectations. In-school and classroom discipline, rules, and student-specific expectations must be developed with the child's disability taken into consideration. The expectations must be based on the same high expectations as are those of all non-disabled peers, with supports and modifications based on the child's disability and needs as identified in the IEP.

(2) Behavioral issues and protections for disciplinary actions are not label-driven. In other words, a child with any disability who exhibits behavioral issues should have, at a minimum, goals and objectives that address any behavioral issues that may present themselves.

(3) Modifications within the school to support positive behavior must include consideration of adjustments to the environment, levels of support, daily routines, and expectations within the context of the individual child's IEP.

(4) The IEP must be current, with appropriate goals, objectives (if appropriate), services, and supports delineated that lead to an appropriate placement.

(5) The IEP must be implemented as written within the school setting. In addition, needed revisions should be made to ensure successful implementation within the school and classroom environment.

(6) The IEP team should convene to review the child's IEP and placement and determine if they continue to be appropriate. The team should determine if the child's behavior is interfering with his or her learning or the learning of others. If so, the team should then consider the use of positive behavioral supports, interventions, and strategies to address the behavior. The team may determine that a functional behavioral assessment is appropriate to address the issues. A re-evaluation may also be considered to determine if the child has additional impairments or educational needs. It is important to remember that a child with any impairment may be subject to behavior that impedes learning and requires positive behavioral interventions, strategies, and supports.

(7) Students have a right to access the high-quality programs within the District, as appropriate based, on their IEP needs. The District is required to offer a full continuum of services to serve students. All schools must use their resources to offer a continuum of services that includes services for students with behavioral concerns. Services and supports must address such concerns.

(8) Change-of-school-placement recommendations must be based on service needs that cannot be provided within the current school setting, after significant attempts to accommodate, modify, and support the student through the development and implementation of the FBA and BIP.

(9) The Behavior Intervention Plan must be implemented as written.

(10) Best professional practices strongly suggest that schools should develop alternatives to suspension in order to facilitate positive behavioral changes in all students.

c. Attachments #2 and #3 provide additional guidance for the building administrator in planning for positive behavioral supports and interventions as well as to minimize suspensions in the building.

7. Implementing Suspensions and Disciplinary Removals

a. Discipline for students with disabilities is governed by procedural due-process requirements that are designed to guarantee access to a free appropriate public education (FAPE), which is a fundamental requirement under the laws that govern education for students with disabilities (Attachment #4 and #5 to the minutes of your Committee's meeting). The IDEA permits school officials to maintain a safe learning environment for all, but includes protections for students with disabilities and requires a balance between school authority and IDEA protections in order to prevent abuses that could lead to the inappropriate suspension or exclusion of children with disabilities.

b. Current best practices point to the need for school districts to implement alternatives to suspensions, including social emotional health-and-wellness curricula, in-school prevention/intervention, etc. Research indicates that suspensions do not lead directly to

improved behavior and do not serve as an appropriate deterrent for many students. Whenever possible, schools should develop alternatives within their programs for dealing proactively with behavior and discipline.

c. When disciplinary action is required and suspensions are required, the school administrator may unilaterally suspend a student with a disability for up to five (5) consecutive school days, but not to exceed the suspension time for which the school administrator would suspend a non-disabled student for the same offense. Suspensions for up to ten (10) cumulative days within a school year are carried out in the same manner as those for non-disabled students. These suspensions may be implemented without educational services and should not be any longer in length than the suspension time given to non-disabled students.

d. *After ten (10) cumulative days of disciplinary removal in a school year, however, educational services are required whenever a student with a disability is suspended.* If the suspension would increase the cumulative total above ten days, the school administrator and school staff must determine whether or not a change in placement will occur. A change in placement requires that the IEP team be reconvened to review and to revise the IEP. The following issues must be taken into account when determining if a placement change will occur:

(1) if the length of the removal exceeds ten (consecutive) days of removal, or

(2) if the length of removals exceeds more than ten cumulative days in a year, and the student behavior is substantially similar to previous behavior that resulted in a series of removals, and additional factors exist such as the length of each removal, the total amount of time of the removal, and the proximity of removals to each other.

e. In-school suspensions may be used as an alternative to regular suspensions. Such suspensions do not count toward the 10-day cumulative school-day limit *if the student has the opportunity to continue to participate in the general curriculum and to receive the services specified in the IEP and has the opportunity to participate with non-disabled peers to the same extent as in his or her current placement.*

f. Bus suspensions count toward the ten-day suspension limit if the result is that the child does not attend school. Half-day or partial-day removals also count toward the ten-day limit. School administrators must appropriately record suspensions in ESIS and maintain a backup record to assist the Administration in ensuring compliance and procedural safeguards in the event that the 10-day limit is approached.

g. The special education supervisor and school administrator work with the special education teacher to determine if the removal will constitute a change in placement.

h. All placement decisions are guided by the Placement Procedures/Changes of Building Assignment, as revised on September 1, 2006, which is found as Attachment #6 to the minutes of your Committee's meeting.

8. More Than Ten Days of Removal — No Change in Placement

If a determination is made that removal beyond ten days is *not* a change in placement, the District may remove the student to the extent to which a general education student may be removed; however, the *school must ensure that, beginning on the eleventh day of removal, and during any subsequent days of removal, services are provided that are sufficient to ensure that the student participates sufficiently in the general curriculum, enabling him/her to advance toward achievement of the IEP goals.* School personnel (principal, special education supervisor, and special education teacher) determine the manner and place of

the delivery of the services during the period of removal. Attachment #7 to the minutes of your Committee's meeting describes the procedural requirements for schools to follow in determining a plan of provision of services for suspensions after the tenth day.

9. More Than Ten Days of Removal — Change in Placement

   a. If the removal on the eleventh day will result in a change of placement, the parent/guardian must immediately receive a copy of the notice of parental rights, and within ten days of the removal, the District (school) must conduct a manifestation determination to determine the extent to which the conduct in question is related to the student's disability. In making the manifestation determination, all relevant information must be considered, including information in the student's file, IEP, teacher observations, and any relevant information provided by the parent/guardian. The conduct will be considered to be a manifestation of the student's disability if:

      (1) the conduct was caused by, or had a direct and substantial relationship to, the child's disability, or

      (2) the conduct was the direct result of the District's failure to implement the IEP.

   b. If the conduct is a manifestation of the disability, a functional behavior assessment and behavior intervention plan must be developed (or revised if one has already been completed). *Except in cases of weapons, drugs, or serious bodily injury, the student must be returned to the placement from which he/she was removed, unless there is an agreement between the parent/guardian and the District to a change of placement*

   c. If the behavior is not a manifestation of the student's disability, the District can proceed with the removal, provided that the appropriate services are in place.

   d. Whenever a change in placement occurs as a result of a disciplinary action, *a manifestation determination must be made prior to the change in placement.* An IEP team makes this determination. Once the manifestation determination is completed, the IEP is revised accordingly to reflect the required change in services and/or placement. The IEP team determines the services for a removal that constitutes a placement change. If a removal is not a placement change, school staff and the child's special education teacher together decide the services.

   e. If, after careful review, school personnel believe that a child's program and placement are inappropriate as identified in the IEP, they can work with the parents through the IEP team process to develop a more appropriate program and placement that will meet the child's needs and ensure a safe and appropriate learning environment for all. If parents and school personnel, through the IEP team process, agree on a proposed placement change for a child with a disability, the special education rules concerning disciplinary removals do not need to be used. The child must, however, continue to be provided a free appropriate public education. See attachment #8 to the minutes of your Committee's meeting for additional information.

10. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

   a. The IDEA encourages the use of proactive measures to prevent disciplinary problems. It places an emphasis on positive strategies and interventions to address the behavior of children with disabilities when that behavior interferes with the child's learning or that of others.

   b. The District has a responsibility to address proactively the behavioral needs of children with disabilities by working to change the behavior, rather than by relying solely on exclusionary practices. If a child's behavior impedes his or her learning or the learning of

others, the child's individualized education program (IEP) team should consider, if appropriate, strategies such as positive behavioral interventions, strategies, and supports to address the behavior. The goal is to systematically address inappropriate behavior with interventions that are based on data gathered through the process of functional behavioral assessment.

c. The purpose of the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) is to target and behaviors, to determine the cause of the behavior, and to develop a plan to modify those behaviors. When a manifestation determination indicates that the conduct in question is the result of the student's disability, the team *must* meet to complete a functional behavioral assessment FBA and develop a behavior intervention plan BIP. The IEP team conducts the FBA. Information is gathered through records, observations, and interviews.

(1) The IEP team, through the FBA process, defines target behaviors and determines the function of the behavior for the students. Most behaviors are motivated by one of three reasons:

(a) to get something

(b) to avoid something

(c) to communicate something.

(2) Once the FBA has identified target behaviors, the IEP team develops the BIP. The BIP is developed in order to:

(a) provide environmental adjustments that make the target behavior relevant;

(b) identify and teach replacement behaviors that serve the same function as does the target behavior;

(c) reinforce the occurrence of desired behaviors; and

(d) use predetermined consequences to extinguish target behavior.

d. Whenever possible, the student should be involved in the development of his/her IEP, including goals and objectives and service-delivery decisions, and especially in the development of the behavior components of the IEP.

11. Interim Alternative Education Setting (IAES)

a. When a child with a disability commits an offense that involves weapons, illegal drugs, controlled substances, or serious bodily injury, the District may unilaterally order the student to an interim alternate placement not to exceed 45 school days. For the purpose of the discipline requirement of special education law:

(1) *Weapon* means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or readily capable of causing, death or serious injury, except that such term does not include a pocket knife with a blade less than 2½ inches in length.

(2) *Controlled substan*ce means a drug or other substance identified in Title 21 of the United States Code.

(3) *Illegal drug* means a controlled substance. The term does not include a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under the Controlled Substances Act. Generally, controlled substances include street drugs such as marijuana, cocaine, LSD, etc., as well as prescription drugs. Over-the-counter drugs are not

controlled substances for the purposes of this definition if used legally. Under special education law, alcohol and tobacco are not considered to be controlled substances.

(4) *Serious bodily injury* means bodily injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental ability.

b. MPS, through the IEP team, may place the student who has committed one of these serious offenses in an interim alternative educational setting (IAES). The IAES must:

(1) enable the student to continue to progress in the general curriculum, even though the child is in another setting;

(2) allow the child to continue to receive services and modifications, including those described in the child's current IEP, that will enable the student to meet the IEP goals; and

(3) include services and modifications designed to address behavior so that it will not recur.

c. Administrators must ensure that a student with disabilities in not placed for a longer time than would be a non-disabled student in an alternative setting, such as an alternative educational program. The interim alternative educational setting placement may not last longer than 45 school days without the agreement of the parent and an IEP team.

12. Indicator Measurements

a. Data for this indicator are managed through the ESIS (Student Information System). Principals and educational leaders must ensure the accurate and timely entry of disciplinary events (entered at the time of the event by the school). The school-based administrator who assumes the duties of the discipline day recorder is responsible for ensuring that no student with disabilities is suspended over 10 days without appropriate services. The district-wide data for this indicator are compiled through the Department of Assessment and Accountability and provided directly to DPI through ISIS (statewide individual student data technology).

b. DPI has released state data relative to this indicator.

Indicator		2004-05 Baseline	Target 2005-06	Data 2005-06	Target 2006-07	State Performance Goal 2010-11
4A	Percent of districts (statewide totals) identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year:	3.64%	3.42%	4.0%	3.19%	2.28%
4B	Percent of districts(statewide totals) identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year of children with disabilities by race and ethnicity.	N.A	N.A	5.23%	5.00%	4.09%

c. MPS has been identified by DPI as having a significant discrepancy regarding suspensions over 10 days for students with disabilities as well as for students with disabilities by race and gender. (It is important to make the distinction that the goal of limitation of suspensions to less than 10 days has a basis in the law, but the law also allows for suspensions beyond the 10th day for specific reasons, as outlined in the attachments to this item, but never beyond 10 days without services.) The data used to identify the MPS discrepancy do not take into account services provided during suspensions after the 10th day. The District is developing a district-wide plan to support the reduction of suspensions for students with disabilities which will be presented to the Committee on Special Education upon its completion.

d. The Continuous Improvement Focused Monitoring (CIFM) system includes items to be targeted within the area of discipline and discipline procedural requirements. The following table reflects the district-wide data available for each item for the last three years.

CIFM Item Description		2004-05	2005-06	2006-07
#46	If the child's behavior is considered to be a manifestation of the child's disability, the IEP team conducts a functional behavioral assessment and implements a behavioral intervention plan.	41.3%	73.2%	95.1%
#47	If the child's behavior is considered to be a manifestation of the child's disability, and a behavioral intervention plan had already been developed, the IEP team reviews the plan and modifies it as necessary to address the behavior that resulted in the disciplinary action.	48.6%	73.6%	91.6%
#49	The LEA (school district) provides services beginning on the eleventh cumulative day of removal in a year.	31.9%	72.5%	74.7%
#50	Part-day removals are recorded.	87.7%	94.6%	96.4%
#51	If a student is sent home early for disciplinary reasons it is recorded,	90.5%	94.0%	96.4%
#52	Bus suspensions are recorded	90.8%	96.1%	98.7%
#53	Removals in schools previously attended during the year are included in the disciplinary day calendar or other system of recording removals.	69.1%	81.9%	93.97%
#61	A child is not suspended for more than 5 consecutive days, unless a notice of expulsion is sent to the parents.	12%	7.6% (City-wide assessment strategy)	83.3%

*Each Item's score indicates the percentage of the individual items that were assessed at or above 95%. If the item had previously met criteria, the item was scored as a one (on a three-point scale) or the item was judged not to apply in the individual school setting. The District's goal is to achieve 95% or higher for each item assessed.

e. Items under 80% will be included in a district-wide plan of improvement for the 07-08 school year.

The following documents have been provided as attachments to the minutes of your Committee's meeting:

Attachment #1 ..... Milwaukee Public Schools Educational Plan –School Climate Section 4, Special Education Compliance Section 7 and assurance pages.

Attachment #2 ..... MPS Disciplinary Improvement Procedure "'O'-Day Big Picture Planning"

Attachment #3 ..... Addressing Behavioral Needs of Students With Disabilities (DPI Information Update #07.01)

Attachment #4 ..... Rights of Students Involved in the Disciplinary Process (Published in the Parent and Student Rights, Responsibilities and Discipline document 2006-07)

Attachment #5 ..... Legal Requirements Relating to Disciplining Children with Disabilities (DPI Information Update #06.2)

Attachment #6 ..... Placement Procedures/Changes of Building Assignment

Attachment #7 ..... Educational Services Plan Provision Procedures

Attachment #8 ..... MPS 2006-07 Disciplinary removal Procedure

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Morales 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 Allocations for Alternative-Education Partnership Schools

Administration's Analysis

1. 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. On June 21, 2005, the Board approved funding for a number of community-based organizations to provide alternative education programs for children at risk, with the provision that contracts may be renewed, subject to an annual performance evaluation, the availability of funds, and the needs of MPS.

2. Senate Bill 241, which was signed into law on May 8, 2000, went into effect on July 1, 2000, and changed "Children At Risk" to "Children At Risk of Not Graduating from High School," 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.

3. The recommendations of the Division of Diversified Community Schools for seat allocations for the 2007-2008 school year are outlined under the Fiscal Impact Statement in this item. There are a total of 1,453 at-risk seats. Of the total seat allocations, zero behavioral-reassignment seats are on a to-be-assigned (TBA) basis in order to allow the Administration maximum flexibility in assigning expelled students to the schools which best meets their needs. Other components of the total seat allocations include 1,050.0 seats for Project Direct Graduation, 300.0 seats for the General Educational Development Option Two (GED02) program, and 300.0 Creative Option Placement Services Seats (COPSS).

4. 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 2004-05 school year. Twelve MPS schools successfully assigned students to school-within-a-school programs, serving 1,702 students during the 2004-05 school year.

5. For the 2005-06 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."

6. For the 2006-07 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." 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).

7. PDG 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 will be funded at $1,175 per FTE (full-time-equivalent student) during the FY08, which will be transferred to individual schools based on the application process. The corresponding seats are outlined in the table under the Fiscal Impact Statement.

8. 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 in the 2002-03 school year.

a. 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 alternative education programs. 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 with little hope of earning credits through the Carnegie unit method a means of demonstrating competency and earning a high-school diploma.

b. In order to be eligible for the GEDO2 program, students must be at least 17 years of age, be one year behind their ninth-grade class in credits earned, and be able to demonstrate an ability to read at or above the ninth-grade level. Students attend school during the regular school day or the evening, depending upon the schedule at their schools. Students are to receive a minimum of 15 hours of school-based instruction in addition to a minimum of 15 hours supervised work experience.

9. Each of the GEDO2 schools showed success each year and obtained approval to continue with the program. Due to the successes at the initial schools and the need to increase the graduation rates, the Division of Diversified Community Schools sought to increase the number of GEDO2 sites within MPS. After receiving approval from DPI and Diversified Community Schools, nine schools have been approved by DPI to implement the GEDO2 program. In addition, the programs at Kilmer and South Division were continued during the 2006-07 school year.

10. The Milwaukee Board of School Directors agreed to transfer of $237,600 for GED02 and pre-GED02 programs to agency programs at its meeting on June 29, 2006. These funds were used to increase and offer new GED02 programs at high schools which assist students aged seventeen years or older in ninth grade. In the 2006-07 school year, funds were transferred to individual schools at a rate of $1,138 per FTE. This amount was based on the funds for the PDG Program. Schools received the funds after they completed an application and DPI approval had been received by Diversified Community Schools. The GED02 seats will be funded at $1,175 per FTE during FY08. The corresponding seats are outlined in the table under the Fiscal Impact Statement.

11. Creative Option Placement Services Seats (COPSS) 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 new contracted schools that are willing to admit additional MPS pupils. Such additional seats shall be filled and funded at the estimated FY08 partnership per-pupil amount of $8,397.75 by Diversified Community Schools.

12. The Office of Board Governance-Audit Services conducted partnership school financial/compliance reviews in the spring of 2006, and the Division of Diversified Community Schools conducted partnership contract reviews in the winter of 2007 for the following partnership schools: Assata, Council for Spanish Speaking/Loyola Academy, Career Youth & Development (CYD), HR Educational Complex (only Partnership Contract Review), Lad Lake Milwaukee/Synergy, and Seeds of Health/Grandview. Final contract review findings and recommendations were presented to the Board in May 2007.

13. The Office of Board Governance-Audit Services conducted partnership school financial/compliance reviews in the spring of 2007 for the following partnership schools: El Puente, MMAIC/Spotted Eagle, Milwaukee Spectrum, Northwest Opportunities Vocational Academy (NOVA), Shalom, and Southeastern. The Division of Diversified Community Schools anticipates conducting the partnership contract review process for the schools listed above and HR Educational Complex in FY08.

14. For the 2007-08 school year, unless otherwise negotiated and agreed to by the parties in writing, a school-within-a-school program shall establish to the satisfaction of the Division of Diversified Community Schools on an annual basis that the program has complied with the contracted performance standards.

Strategic Plan Compatibility Statement

15. The recommendation supports the MPS Strategic Plan, Goal 1, to improve student achievement, and Goal 2, student success in further education and employment. It is aligned with the State of Wisconsin's accountability measures and supports the requirements of the federal "No Child Left Behind" (NCLB) Act.

Statute, Administrative Policy or Board Rules Statement

16. The contract-renewal recommendations adhere to the provisions established by:

- Wisconsin Statute 118.153, Children At Risk of Not Graduating from High School;
- MPS Board Standards for Contracting with Partnership Schools (February 1992); and
- MPS Board Governance Recommendations for Contracting with Partnership Schools (Review of the Division of Alternative Programs Management of the Partnership School Contracts, Audit 505, May 1995).

Fiscal Impact Statement

17. Approval of this item authorizes expenditures totaling $20,075,444.25 for FY08. The chart below outlines the number of contracted seats for FY06 and FY07, the proposed number of seats for FY08, and the cost per partnership school. The total contract costs listed are based on a rate of $8,397.75 per student and include the cost of an MPS teacher, $86,080. Funding to cover the cost of the seats is included in the FY08 budget in accounts ARC-0-I-AGN-1S-ECTV; AGP-0-I-AGN-1S-ESTC; DWC-0-0-AGN-DW-EEBN.

18. Also upon the Board's approval, the 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). Funds sufficient to support approved programs for the 2007-08 school year were appropriated in the FY08 MPS Budget.

Proposed Seats for FY2008

At Risk	Grade	Total FTE Seats 2006	2007	2008	Total Contract
Assata	9-12	100	100	100	$839,775.00
Career Youth Development	9-12	15	15	15	$125,966.00
Cornerstone Achieve. Acad.	9-12	100	100	100	$839,775.00
Council for Spanish Spkg./Loyola Academy**	9-12	90	95	118	$990,934.50
El Puente	9-12	100	100	100	$839,775.00
HR Educational Complex	6-12	---	165	165	$1,385,628.75
HR Academy	9-12	100	0	0	$0
HR Educational Possentem	6-8	75	0	0	$0
Lad Lake Milwaukee/Synergy**	6-12	15	15	30	$251,933.00
MMAIC/Spotted Eagle	9-12	100	105	105	$881,764.00
Milwaukee Spectrum	9-12	110	110	110	$923,753.00
NOVA	6-12	100	100	100	$839,775.00
Seeds of Health/Grandview**	9-12	235	235	240	$2,015,460.00
Shalom	9-12	100	100	100	$839,775.00
Silver Spring Neighborhood Ctr.	6-8	80	80	80	$671,820.00
Sixth Street Academy	6-8	90	90	90	$755,798.00
Totals		**1,430**	**1,410**	**1,453**	**$12,201,932.25**

Behavioral Reassignment	Grade	Total FTE Seats 2006	2007	2008	Total Contract
Career Youth Development	9-12	117.5	117.5	117.5	$986,736.00
Satori***	6 - 8	---	---	50.0	$419,887.50
St. Charles	6-12	60.0	60.0	60.0	$503,865.00
Southeastern	6-8	80.0	80.0	90.0	$755,797.50
Silver Spring Neighborhood Ctr.	6-8	2	---	---	$0
Lad Lake Milwaukee/Synergy	6-12	155.0	155.0	155.0	$1,301,651.00
To Be Assigned (TBA)*	---	105.0	112.0	0	$0
Totals		**519.5**	**524.5**	**472.5**	**$3,967,937.00**

Creative Options for Student Placement	Grade	Total FTE Seats 2006	2007	2008	Total Contract
Assata	9-12			25.0	$209,943.75
Council for Span. Spkg./Loyola Academy**	9-12			12.0	$100,773.00
CYD	9-12			30.0	$251,932.50
Milwaukee Spectrum	9-12			50.0	$419,887.50
Lad Lake Milwaukee/ Synergy	9-12			55.0	$461,876.50
Project Excel	9-12			25.0	$209,943.75
Unallocated	9-12			103.0	$664,968.00
Totals				**300.0**	**$2,319,325.00**

Project Direct Graduation — GED02	Grade	Total FTE Seats 2006	2007	2008	Total Contract
Project Direct Graduation	6-12	1,050.0	1,050.0	1,050.0	$1,233,750.00
System-wide GED02	12	0	208	300	$352,500.00
Totals		**1,050**	**1,258.0**	**1,350.00**	**$1,586,250.00**
Grand Total(s)		**2,995.5**	**3,192.5**	**3,575.5**	**$20,075,444.25**

Project Direct Graduation — GED02	Grade	Total FTE Seats 2006	2007	2008	Total Contract
* During FY06, 105.0 behavioral reassignment seats were allocated on a TBA basis in an effort to accommodate expelled students who were assigned to partnership schools. During FY07, 112.0 behavioral reassignment seats were allocated on a TBA basis. A total of zero TBA behavioral reassignment seats have been allotted for FY08. The TBA behavioral reassignment seats funds for FY08 will be reserved for the new program described in the budget amendment which the Board approved on May 31, 2007, to establish a new MPS transitional program for adjudicated youth and children returning from expulsion.					
** Diversified Community Schools monitors enrollment bi-weekly. Some schools' seat allocations for FY08 increased or decreased, based on the data from the 2006-07 school year. Council for Spanish Speaking/Loyola Academy, Lad Lake Milwaukee/Synergy, Seeds of Health Grandview, and Southeastern each increased the student FTEs. During FY08, there is an increase in the number of total seat allocations for the partnership schools and school-within-a-school programs. Some programs have increased or decreased seats from FY07 to FY08. Behavioral reassignment seats were decreased by 52, At-Risk seats were increased by 43, and the school-within-a-school programs increased 92.					
*** The RFP process was held in May 2007 to evaluate the Satori proposal. Five district evaluators scored the proposal, and Satori earned an average of 89% of the total points possible. The mission of Satori, which means enlightenment, is to stop the downward academic spiral of middle-school students and to prepare "at-risk" students to be successful in middle school, high school, and beyond. Satori's director, Ann Oldham, has worked in education for 18 years. Formerly, she worked for 14 at NOVA as a teacher, coordinator, and director. Teaching staff for Satori has been identified in the proposal. Satori has plans to open in the Fall of 2007 as a partnership school serving 50.0 behavioral reassignment students.					

Implementation and Assessment

19. 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.

20. The requirements of NCLB include provisions to raise academic achievement for all children, including students enrolled in MPS partnership schools.

21. Programs will begin in September 2007, subject to the completion of a signed Memorandum of Understanding with the Milwaukee Teachers' Education Association.

22. Five MPS partnership schools have been identified as Schools Identified for Improvement (SIFI). 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 3 — school failed to meet AYP for four consecutive years
- St. Charles Youth & Family Ctr. .....Level 2 — the school failed to meet AYP for three consecutive years
- Shalom High School.....Level 1 — the school failed to meet AYP for two consecutive years)
- Sixth Street Academy.....Level 1 — the school failed to meet AYP for two consecutive years.

23. 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 or initiation of contracts for the seats with partnership schools for FY08 as listed below. With respect to the Creative Option Placement Services Seats (COPSS), General Educational Development Option Two (GED02) program, and Project Direct Graduation programs seats, your Committee recommends that the Board delegate to the Administration the authority to assign the seats on an as-needed-basis to partnership schools previously approved by the Board and with any other programs which the Administration determines best meet the students' needs.

Proposed Seats for FY2008

At Risk	Grade	Total FTE Seats			Total Contract
		2006	2007	2008	
Assata	9-12	100	100	100	$839,775.00
Career Youth Development	9-12	15	15	15	$125,966.00
Cornerstone Achieve. Acad.	9-12	100	100	100	$839,775.00
Council for Spanish Spkg./Loyola Academy**	9-12	90	95	118	$990,934.50
El Puente	9-12	100	100	100	$839,775.00
HR Educational Complex	6-12	---	165	165	$1,385,628.75
HR Academy	9-12	100	0	0	$0
HR Educational Possentem	6-8	75	0	0	$0
Lad Lake Milwaukee/Synergy**	6-12	15	15	30	$251,933.00
MMAIC/Spotted Eagle	9-12	100	105	105	$881,764.00
Milwaukee Spectrum	9-12	110	110	110	$923,753.00
NOVA	6-12	100	100	100	$839,775.00
Seeds of Health/Grandview**	9-12	235	235	240	$2,015,460.00
Shalom	9-12	100	100	100	$839,775.00
Silver Spring Neighborhood Ctr.	6-8	80	80	80	$671,820.00
Sixth Street Academy	6-8	90	90	90	$755,798.00
Totals		**1,430**	**1,410**	**1,453**	**$12,201,932.25**

Behavioral Reassignment	Grade	Total FTE Seats			Total Contract
		2006	2007	2008	
Career Youth Development	9-12	117.5	117.5	117.5	$986,736.00
Satori***	6 - 8	---	---	50.0	$419,887.50
St. Charles	6-12	60.0	60.0	60.0	$503,865.00
Southeastern	6-8	80.0	80.0	90.0	$755,797.50
Silver Spring Neighborhood Ctr.	6-8	2	---	---	$0
Lad Lake Milwaukee/Synergy	6-12	155.0	155.0	155.0	$1,301,651.00
To Be Assigned (TBA)*	---	105.0	112.0	0	$0
Totals		**519.5**	**524.5**	**472.5**	**$3,967,937.00**

Creative Options for Student Placement	Grade	Total FTE Seats			Total Contract
		2006	2007	2008	
Assata	9-12			25.0	$209,943.75
Council for Span. Spkg./Loyola Academy**	9-12			12.0	$100,773.00
CYD	9-12			30.0	$251,932.50
Milwaukee Spectrum	9-12			50.0	$419,887.50
Lad Lake Milwaukee/ Synergy	9-12			55.0	$461,876.50
Project Excel	9-12			25.0	$209,943.75
Unallocated	9-12			103.0	$664,968.00

Totals				**300.0**	**$2,319,325.00**

Project Direct Graduation — GED02	Grade	Total FTE Seats 2006	2007	2008	Total Contract
Project Direct Graduation	6-12	1,050.0	1,050.0	1,050.0	$1,233,750.00
System-wide GED02	12	0	208	300	$352,500.00
Totals		**1,050**	**1,258.0**	**1,350.00**	**$1,586,250.00**
Grand Total(s)		**2,995.5**	**3,192.5**	**3,575.5**	**$20,075,444.25**

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

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(Item 2) Action on Allocations with 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 that 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 to serve 135 students with severe behavioral problems.

4. The Milwaukee Public Schools continues to have a need for programs serving special education students 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 23 seats will be undesignated in order to allow for flexibility in matching student needs to a larger variety of placements. For the 2007-08 school year, there have been 50 seats designated as new severe seats. The total FTEs (full-time-equivalent) will be 208.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan Goal l, to improve Student Achievement.

Statute, Administrative Policy or Board Rules Statement

7. The recommendation adheres to the provisions established by Wisconsin Statute 115.85, the MPS Standards for contracting with alternative partnership schools, and the Wisconsin Administrative Code regarding the granting of waiver requests.

Fiscal Impact Statement

8. Approval of this item authorizes expenditures totaling $3,414,180 for 2007-08.

a. The per-FTE cost for grades 4-7 is $11,964.

b. The per-FTE cost for grades 8-12 is $10,427.

c. The per-FTE cost for the 50 severe seats is not yet known, but could be up to $30,000. The difference in the rate is due to the additional services required for students in the elementary grades and for the severe student placements.

9. Funding to cover the cost of the seats is included in the FY08 budget in account ARC-0-1-AGN-1S-ECTV. The costs for these seats are shown below:

Agency	FTEs			
	FY05	FY06	FY07	FY08
St. Charles	135	135	135	135
New Severe Seats	---	---	---	50
To Be Determined	23	23	23	23
Total	158	158	158	208

Grade	FTE				Cost			
	FY05	FY06	FY07	FY08	FY05	FY06	FY07	FY08
4-7	40	40	40	40	$445,720	$454,640	$463,720	$478,560
8-12	95	95	95	95	$922,545	$940,975	$959,785	$990,565
New Severe Seats	---	---	---	50	---	---	---	$750,000
To Be Determined	23	23	23	23	$460,000	$436,307	$445,055	$445,055
Total	158	158	158	208	$1,828,265	$1,831,922	$1,868,560	$2,664,180

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-assessment 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 70% 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 will be given (as determined by the IEP Team), they must reflect high standards and expectations.

14. The successful bidders, 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, including students enrolled in MPS Diversified Community Schools.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to renew the contract, as attached to the minutes of your Committee's minutes, with St. Charles for FY08 for 135 special education seats, for 50 new severe seats, and for 23 seats to be determined.

Agency	FTEs			
	FY05	FY06	FY07	FY08
St. Charles	135	135	135	135
New Severe Seats	---	---	---	50
To Be Determined	23	23	23	23
Total	158	158	158	208

Grade	FTE				Cost			
	FY05	FY06	FY07	FY08	FY05	FY06	FY07	FY08
4-7	40	40	40	40	$445,720	$454,640	$463,720	$478,560
8-12	95	95	95	95	$922,545	$940,975	$959,785	$990,565
New Severe Seats	---	---	---	50	---	---	---	$750,000
To Be Determined	23	23	23	23	$460,000	$436,307	$445,055	$445,055
Total	158	158	158	208	$1,828,265	$1,831,922	$1,868,560	$2,664,180

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

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(Item 3) Action on a Request to Renew the Instrumentality Charter School Contract with Northern Star School

Background

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

2. On July 22, 2002, the Board approved a five-year charter school contract establishing Northern Star School as an instrumentality charter school. Northern Star School opened as a teacher-lead charter school beginning with the 2002-03 school year and ending with the last regularly scheduled school day of the 2006-07 school year.

3. Northern Star School is a unique school that reduces or re-enters students who would otherwise most likely not attend school. MPS Administrative Procedure 9.12, Charter Schools, section (6), indicates a need in the District for charters that serve at-risk populations. Northern Star School offers a dropout-recovery program that targets teen parents and those who are pregnant in the middle grades the opportunity to complete middle school, move on to high school, and become productive participants in society. The current contract specifies services for 40 full-time-equivalent students (FTEs) in grades six through nine. The Northern Star September 2006 State Aid Enrollment Count was 42 students, including five students (11.9%) with special education needs, while the January 2007 State Aid Enrollment Count was 39 students, including four students (10.3%) with special education needs.

4. Northern Star School offers a year-round, accelerated program; smaller class sizes; low student-teacher ratio; and block-scheduling and addresses the needs of the "whole child." The academic program places a strong emphasis on the MPS proficiency requirements. For the 2005-06 school year, the value-added and attainment data indicate that Northern Star has low value-added and low attainment in math and high value-added, low attainment in reading. Students have made sufficient growth in reading while enrolled at Northern Star School.

5. Northern Star provides needed resources and supportive services for all students. Business partners include the Community Education Program, the Parenting Network, the Milwaukee Urban League, Rosalie Manor, and Aurora Health Care.

6. Goals of Northern Star School are to have students:

a. complete 8th grade;

b. earn high-school credits;

c. improve attendance;

d. participate in the world of technology; and

e. become a positive part of their community.

7. When the school opened in 2002, Northern Star shared space at Madison University High School, 8135 West Florist Avenue. On February 24, 2005, the Board approved the request from the school and supported the Administration's recommendation to relocate Northern Star School from Madison University High School to shared space at Custer High School, 5075 North Sherman Boulevard, beginning with the 2005-06 school year.

8. In accordance with MPS Administrative Policy and Procedure 9.12, Charter Schools, on February 27, 2007, the charter school review process was conducted for Northern star. The MPS Charter School Contract Review Team met and conducted a review of Northern Star School's compliance with its instrumentality charter school contract.

9. The charter school contract review process provided an opportunity for the lead teacher of Northern Star School and the Charter School Contract Review Team to discuss the analysis and consider additional input. The school leader provided detailed descriptions of rigorous curriculum and engagement of students in an environment conducive to learning.

10. The Charter School Contract Review Team recommended a five-year renewal of the instrumentality charter school contract with Northern Star 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.

11. During the Committee on Innovation and School Reform's public hearing on May 15, 2007, the Northern Star School lead teacher and community presented their commitment to achievement and dedication to meet the needs of its students. On May 31, 2007, the Board approved the Administration's request to approve the recommendation of the Charter School Contract Review Team to renew the instrumentality charter school contract with Northern Star School, and that the school attend to the areas found to be non-compliant or partially compliant. The Board also authorized the Superintendent's designee to initiate the contract-renewal process and to draft a renewed instrumentality charter school contract for Northern Star School, with a maximum of 40 FTEs in grades 6 through 9. The terms of the charter school contract are to begin with the 2007-08 school year and to end with the last regularly scheduled school day of the 2011-12 school year.

Administration's Analysis

12. Northern Star School accepts the model instrumentality charter school contract approved by the Board on December 21, 2006, with the modification that the term of the contract is to be for five years, beginning with the 2007-08 school year and ending with the last regularly scheduled school day of the 2011-12 school year.

Strategic Plan Compatibility Statement

13. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement; Goal 2, Student success in further education and employment; and Goal 3, Family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy or Board Rules Statement

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

15. 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 employees in light of this item.

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

Implementation and Assessment Plan

17. This contract will become effective upon the Board's approval.

18. Funds have been reserved as part of the FY08 budget development process to cover the anticipated 40 FTEs for the 2007-08 school year.

Fiscal Impact Statement

19. This item does not authorize expenditures. The funds for this charter school contract have been approved in the 2007-08 Board-adopted budget. The amount for FY08 is projected to be $328,478 for 40 seats.

Committee's Recommendation

Your Committee recommends that the Board approve the five-year instrumentality charter school contract, as attached to the minutes of your Committee's meeting, with Northern Star School, effective with the 2007-08 school year, with the modification that the term of the contract is to be for five years, beginning with the 2007-08 school year and ending with the last regularly scheduled school day of the 2011-12 school year.

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

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(Item 4) Action on Recommendations for FY08 Renewal of Contracts for Early-Childhood-through-Sixth-Grade Educational Programs

Administration's Analysis

1. From 1988 until 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 daycare 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. In July 2003, when Sec. 119.72 of the Wisconsin State Statutes was repealed, the 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 daycare centers.

2. In June of 2002, the Milwaukee Board of School Directors approved contracts with a number of community-based organizations to provide educational programs for kindergarten and elementary-grade students.

3. Section 119.235 of the Wisconsin State Statutes gave authority to the Board to enter into contracts with nonsectarian private schools or agencies located in Milwaukee. On June 23, 2005, the Board approved one-year contracts with eight agencies to provide educational services in off-site settings. Within each educational contracted program, the teacher is a certificated staff person hired by the Milwaukee Public Schools. As such, the teacher functions in the same way as do other MPS teachers. Most notably, he/she follows a similar daily, as well as a school-year, schedule. The teacher provides classroom instruction and works cooperatively with time guidelines of the approved curricula.

4. The contracted agencies reimburse the District for the cost of the teacher assigned to the contracted site. Payment is made to MPS through installments deducted from contracted payments.

5. The contact provides for renewal, subject to an annual performance evaluation, the availability of funds, and the needs of MPS. The District continues to have a need for contracted programs serving children in early and elementary-grade levels.

6. 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 provide for the children all the elements necessary for a successful education.

7. Presently, Garden Homes Montessori has six multi-age classrooms that provide a full-day educational program for grades 3K through 6. 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 FY08 budget allocates funds for 1.0 FTE (full-time-equivalent) for each student at Garden Homes Montessori, which is consistent with the District's current school-funding structure for other Montessori schools.

8. In March of 2007, the Executive Director of Seeds of Health, Incorporated, provided to Milwaukee Public Schools a written notification communicating the non-renewal of the educational program contract for the Parkside and Windlake sites after the current contract periods ends on June 30, 2007. The Seeds of Health was granted a charter elementary program by the Board of Regents of the University of Wisconsin system beginning on July 1, 2007. Seeds of Health plans to incorporate the Parkside and Windlake programs within its new charter elementary program.

9. In a letter dated March 28, 2007, the Chief Executive Officer of Agape, School of Academic Excellence, concurred with the recommendation from the MPS Partnership School Review Team to not renew the educational program contract and to terminate the contract with Agape, School of Academic Excellence, when the current contract period ends on June 30, 2007. Termination was based upon the fact that Agape had major non-compliance issues with financial guidelines and administrative accountability in the maintenance of Milwaukee Public School policy and procedures, specifically with an established discipline structure and instructional strategies practiced within the school.

10. Funds totaling $2,054,318 were allocated in the FY08 budget for the-early-childhood-through-sixth-grade educational programs. The contract amount of $1,586,344 is after the deduction for MPS teacher costs. All students being served under these contract agreements are included in the projected MPS Third-Friday enrollment count.

11. The Administration recommends that the Board authorize one-year contracts with each of the following agencies for early-childhood-through-eighth-grade educational programs for FTEs and amounts listed below:

Site	FY07	FY08		
	FY07 FTE	FTE	Grade Level	Amount
Agape	170	0		$0.00
Garden Homes Montessori	174	174	3-K-Grade 6	$1,167,192
Council for the Spanish Speaking	20	20	4-K	$134,160
La Causa	72	72	3-K,4-K, 5-K	$482,976
Seeds of Health (Parkside, Windlake)	243.5	0		$0.00
Total Gross Contract	679.5	266		$1,784,328
Total Net Contract				$1,586,344

Strategic Plan Compatibility Statement

12. The-early-childhood-through-sixth-grade educational programs support the MPS Strategic Plan, Goal 1, Student Achievement, and Goal 3, Family Satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy or Board Rules Statement

13. MPS policy requires that all contracts with schools or community-based agencies be approved by the Board.

14. 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.

15. Section 121.02, Stats., stipulates that contractors shall comply with all school district standards as set forth in Sec. 121.02 that apply to educational programs in kindergarten through grade twelve.

Fiscal Impact Statement

16. This item authorizes expenditures of $2,054,318. Contracts are funded at the projected per-pupil amount for the Milwaukee Parental School Choice Program. ($6,708 per pupil, an increase of $207.00 over FY07 amount, is the estimated Choice amount for FY08).

- La Causa Early Childhood Learning Center's funding covers 12 FTE for three-year-old kindergartners.
- Garden Homes Montessori's funding covers 1.0 FTE per 3-K (three-year-old kindergartner) pupil and 4-K (four-year-old kindergartner), like all of the other Montessori schools.

Costs of the contact are included in the FY08 budget, as well as accounts Contracted Kindergarten KG5-0-0-CKG-1S-ESTC (teacher); DWC-0-0-CKG-DW-EEBN (benefits); and ECC-0-0-CKG-1S-ECTV (Contracted Educational Services).

17. If a contracted agency's number of seats are not filled by the official MPS Third Friday (September 21, 2007), the contract shall be amended, and any payments shall reflect the actual number of seats filled.

18. 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

19. The contracts shall be monitored through the Division of Early Childhood Programs and Services, Office of Academic Excellence.

20. 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 Board authorize one-year contracts (see attachment) with the following agencies for the FTEs and amounts listed below:

Site	FY08		
	FTE	Grade Level	Amount
Garden Homes Montessori	174	3-K-Grade 6	$1,167,192
Council for the Spanish Speaking	20	4-K	$134,160
La Causa	72	3-K,4-K, 5-K	$482,976
Total Gross Contract	266		$1,784,328
Total Net Contract			$1,586,344

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

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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; Annual Report of Leases, Report on Administrative and School Fund Transfers; and Acceptance of Donations

Award of Contracts

For your review, below are contract award recommendations for June 2007. Adequate funding is available in the accounts as noted below.

ROOF REPLACEMENT

Central Services Administration Building

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Milwaukee, WI 53217

Low Bidder, Base Bid of.....$600,000.00

Prime Contractor Info				HUB			COIN	Student Employment Req. Hours	
Certified	Employees	Minorities	Women	Req.	Submitted	$ Value	Req. %	Paid	Ed. Exp.
Yes	45	15	5	25%	100%	$600,000.00	25%	170	10

Funds are budgeted for the Central Services Administration Building's roof-replacement project from FY08 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2AB ECNCROF8 (W.O. #2-732297). Project is to begin on July 2, 2007, and is scheduled for completion on October 5, 2007.

James Madison High School

Prime Contractor
TRS Metal & Roofing, LLC
901 Sentry Drive
Waukesha, WI 53186

Low Bidder, Base Bid of.....$1,423,000.00

Prime Contractor Info				HUB			COIN	Student Employment Req. Hours	
Certified	Employees	Minorities	Women	Req.	Submitted	$ Value	Req. %	Paid	Ed. Exp.
No	80	0	1	30%	30%	$428,000.00	25%	170	10

Funds are budgeted for the James Madison High School's roof-replacement project from FY08 Deferred Major Maintenance Construction Fund, contracted services for roofing, account code FAR00980MA ECNCROF8 (W.O. #2-730796). Project is to begin on July 2, 2007, and is scheduled for completion on November 2, 2007.

Academy of Accelerated Learning

Prime Contractor
Langer Roofing & Sheet Metal, Inc.
345 S. Curtis Road
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$722,400.00

Prime Contractor Info				HUB			COIN	Student Employment Req. Hours	
Certified	Employees	Minorities	Women	Req.	Submitted	$ Value	Req. %	Paid	Ed. Exp.
No	126	15	2	25%	25%	$180,610.00	25%	170	10

Funds are budgeted for the Academy of Accelerated Learning's roof-replacement project from FY08 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2AA ECNCROF8 (W.O. #2-730808). Project is to begin on July 2, 2007, and is scheduled for completion on October 19, 2007.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$2,745,400.00
Total dollars HUB participation.....$1,208,610.00
% of HUB participation.....44.02%
% Minority employees within company.....10.41%
% Women employees within company.....3.52%

The following recommendation is made based on proposals received in April 2007:

PRINTING & DISTRIBUTION SERVICES

Division of Facilities & Maintenance Services

Prime Contractor
A/E Graphics, Inc.
4075 N. 124th Street
Brookfield, WI 53005

To retain a full-service printing firm to provide document management for MPS Facilities and Maintenance Services, including the reproduction and distribution of construction drawings and specifications for bidding in accordance with the fee structure listed below:

Printing of Specifications	Cost
8½" x 11" Color Paper (per sheet)	0.035
Punching (per sheet)	N/C
Cover Stock (per sheet)	0.09
Spiral Binder (each)	0.49
11" x 17" Photocopying (per side)	0.06
Folding 11" x 17" Photocopies (per sheet)	N/C

Reproduction of Drawings/Plans	Cost
Prints (per sq. ft.) on Bond Paper	0.04
Reduction/Enlargement (per sq. ft.) on Bond Paper	0.10
Print Folding for Addendum (per sq. ft.)	N/C
Plan Scanning (per sq. ft.)	N/C
CAD Plotting	0.04
CD for Scanned Plans (per CD)	7.50

Distribution	Cost
Web site maintenance	N/C
Pick-up from MPS	N/C
Delivery to MPS	N/C
Delivery to Successful Bidders	N/C
Faxing (per sheet)	0.12
Mark-up on Mailing/Shipping Charges	None
Storage of Returned Sets	N/C
Recycling/Destruction of Unused Sets	N/C

Prime Contractor Info				HUB			COIN	Student Employment Req. Hours	
Certified	Employees	Minorities	Women	Req.	Submitted	$ Value	Req. %	Paid	Ed. Exp.
No	25	2	5	15%	15%		0%	0	0

Funds for this service are budgeted in each project account. The contract is to begin on July 2, 2007, for a minimum period of one year, with the potential for two one-year extensions.

Report on Emergency Award of Contract

FRANKLIN ELEMENTARY SCHOOL FIRE

In compliance with Administrative Policy 3.09, Purchasing and Bidding Requirements, Bid Waivers, an emergency award of contract may be made because of a condition that threatens the safety of the public health, structure, or adjoining property; creates a hazardous condition for the occupants; or results in a violation of law or labor contract. It is required that emergency contracts over the identified dollar limits that would normally require Board approval must be presented to the Board in a timely manner.

On Wednesday, May 16, 2007, there was a fire at Franklin Elementary School which caused considerable smoke and soot damage to the entire facility. In order to expedite the repairs and to have the majority of the school ready for occupancy on the first day of school this Fall, a contract was entered into with Paul Davis Restoration for the cleaning of and repairs to the facility. It is estimated that the cost to clean and repair the facility will be approximately $2.5 million, and the cost to clean and restore contents will be approximately $600,000.00, for an estimated total contract of $3.1 million.

The Administration has requested a 25% HUB requirement, which may be adjusted once the final scope of work is determined. The schedule for completion of everything except the library/auditorium is August 15, 2007, with the library/auditorium expected to be complete by the end of the calendar year. All costs associated with this contract award are totally reimbursable under the District's insurance policy. Contracts for the replacement of contents or for other services will follow the District's normal procurement policy; otherwise they will be reported in a similar fashion as an emergency award of contract or purchase.

◊

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

RFP 566 Authorization To Enter into a Contract for Cafeteria Services

The Administration requests authorization to enter into a contract with Sysco Food Services of Eastern Wisconsin to be the primary vendor of food items purchased for the breakfast and lunch programs provided in cafeterias at Central Services, the Technical Training Center at 66th and Capital, and the Milwaukee County Mental Health Facility.

Sysco Food Services was selected as the recommended vendor through Request for Proposal (RFP) 566. These programs are funded through the District's School-To-Work program with revenues generated by food sales at the three cafeterias.

The contract will be for one year, with the option to extend for two additional one-year periods. The amount of the contract will depend upon the number of meals served at the cafeterias. The cost of this contract for FY06 was $77,359. The three-year cost is not to exceed $250,000.

The budget code to be charged is SS200WTDW — EFOD (School-To-Work — Food)

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	TBD	n/a	n/a	n/a	10%	4% MBE 6% WBE	TBD	TBD	TBD

RFP 561 Authorization To Enter into a Contract for Oracle Database Administration

The Administration is requesting authorization to enter into a contract with Greenlight Technologies, Inc., for Oracle database administration services. Greenlight Technologies was selected as the recommended vendor through Request for Proposal (RFP) 561. Greenlight Technologies will provide the MPS with a full-time Oracle database administrator to assist the District with the upgrade from Oracle version 9 to version 10g.

The contract will be for one year, with the option to extend for two additional one-year periods. The annual cost of the contract is $125,000. The three-year cost will not exceed $375,000. The budget code to be charged is TSV00TECTC-ECTS (Technology — Contracted Services).

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NO	NTE $125,000 per year	NA	NA	NA	0%	0%	NA	NA	NA

Rfp 558 Authorization To Enter into a Contract for Internet Engineering Services

The Administration is requesting authorization to enter into a contract with iTECH Corp. for internet engineering services. iTech Corp, which was selected as the recommended vendor through Request for Proposal (RFP) 558, will provide a software engineer to maintain the District's website and provide CIPA (Children's Internet Protection Act) -compliant software for filtering all Internet access.

The contract will be for one year, with the option to extend for two additional one-year periods. The annual cost of the contract is $198,000. The three-year cost will not exceed $594,000. The budget code to be charged is TSV00TECTC-ECTS (Technology — Contracted Services).

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
N0	NTE $198,000	NA	NA	NA	0%	0%	0	NA	NA

RFP 559 Authorization To Enter into a Contract for Network Engineering Services

The Administration is requesting authorization to enter into a contract with AE Business Solutions for network engineering services. AE Business, which was selected as the recommended vendor through Request for Proposal (RFP) 559, will provide the District with the necessary network (and desktop) engineers to maintain over 7,000 routers and switches located in schools and the administrative buildings. These switches and routers are the normal points of failure that cause interruption in services to all MPS buildings.

The contract will be for one year, with the option to extend for two additional one-year periods. The annual cost of the contract is $320,000. The three-year cost will not exceed $960,000. The budget code to be charged is TSV00TECTC-ECTS (Technology — Contracted Services).

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
N0	NTE $320,000	97	7%	25%	0%	TBD M/WBE	TBD	IT Services	Desktop Support

RFP 560 Authorization To Enter into a Contract for Technology Security Planning

The Administration is requesting authorization to enter into a contract with TraceRoute, Inc., for technology security planning. TraceRoute, which was selected as the recommended vendor through Request for Proposal (RFP) 560, will provide a security engineer to review all aspects of MPS's technology security, including laptops, data at rest, data in flight, flash drives, network, email, and mission-critical databases.

The contract will be for one year, with the option to extend for one additional one-year period. The annual cost of the contract is $96,000. The two-year cost will not exceed $192,000. The budget code to be charged is TSV00TECTC-ECTS (Technology — Contracted Services).

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
YES MBE	NTE $96,000	1	1	0	50%	100% MBE	NTE $96,000	Tech. Services	Tech. Security

RFP 564 Authorization To Enter into a Contract for Upgrading The District's Human Resources And Payroll System

The Administration requests authorization to enter into a contract with New Resources Consulting, LLC, to upgrade the District's human resources and payroll/pension system to a newer version of PeopleSoft. New Resources was selected as the recommended vendor through Request for Proposal (RFP) 564. This upgrade is required in order for the District to continue receiving PeopleSoft's technical support and tax upgrades.

The PeopleSoft upgrade is expected to be completed by April 1, 2008. The cost not to exceed is $1,150,000, which includes $262,000 for computer hardware. The budget code to be charged is SFS00TLNTC-EMTC (Technology Licenses — Maintenance Contracts).

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NO	$820,800	80	25	15	10%	10% MBE	$90,000	Professional Service	IT Service

Authorization To Purchase Software Licenses

The Administration requests authorization to award a sole-source purchase to Pearson Digital Learning for a total of 809 SuccessMaker Full Curriculum software licenses to be used for the 9th and 10th grades at South Division High School. The licenses include topics in math, reading, English, and spelling.

These licenses are to be purchased. As a result, there is no annual licensing fee. The cost of the licenses is $79,871, which reflects a credit of $57,500 for 50 concurrent licenses already owned by South Division.

The budget code to be charged is TCC0ABDHSD-ESUP (Technology — Supplies)

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	NA	NA	NA	NA

RFP 562 Authorization To Enter into a Contract for Software-Development Services (eSIS)

The Administration is requesting authorization to enter into a contract with JCM Consulting for software-development services. JGM Consulting, which was selected as the recommended vendor through Request for Proposal (RFP) 562, will provide the District with a software developer to assist with the implementation of upgrades to functional modules of eSIS and the District's student-registration systems.

The contract will be for one year, with the option to extend for two additional one-year periods. The annual cost of the contract is $125,000. The three-year cost will not exceed $375,000. The budget code to be charged is TSV00TECTC-ECTS (Technology — Contracted Services).

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
YES WBE	NTE $125,000	1	0	1	50%	100% WBE	NTE $125,000	Prof. Service	Prof. Service

RFP 563 Authorization To Enter into Contracts for Speech And Language Services

The Administration is requesting authorization to enter into contracts with MJ Care, Team Rehab, Educational Based Services, Pro Care, and Sunbelt to provide speech pathologists to the schools. These vendors were recommended through Request for Proposal (RFP) 563.

Each contract will be for one year, with the option to extend for two additional one-year periods. The annual cost of each contract is not to exceed $190,000. The three-year cost for each contract will not exceed $950,000. The total three-year cost for all five vendors will not exceed $4,750,000.

Actual costs will depend upon the amount of speech and language services requested by schools. Vendors will be paid only for services rendered.

The budget code to be charged is SSU0AIF8DW-ECTS (IDEA — Contracted Services). Costs for services delivered will be charged to the schools served.

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
MJ Care Team Rehab	NA	NA	NA	NA	30%%	54%	$2,656,000	Speech & Language	NA

Authorization To Purchase an Internet License for Access to Reading Resources

The Administration requests authorization to make a sole-source purchase of an internet license to access the Reading A-Z website. The Reading A-Z website offers teachers printable resources to use for reading instruction and assessment. Teachers can download books that are leveled by grade and reading ability. These texts provide much needed additional reading material to classrooms. The books are used by both regular education and special education teachers to supplement reading curriculum.

The Reading A-Z website not only provides additional books for teachers to use, but also provides teacher resources such as reading assessments, lesson plans, worksheets, and research material. The assessments on the site follow state standards for meeting No Child Left Behind requirements and can be used in conjunction with some of the assessments which the District uses for reading.

The District also has access to two of the Reading A-Z sister sites: RAZ Kids provides audio versions of many of the book titles found on Reading A-Z. These audio books offer extra support for students who may have difficulty accessing printed text. A comprehension component is combined with each of the audio books. Teachers can assign books specific to a child's needs and track the progress of each child through the comprehension tests.

Vocabulary A-Z, the second sister site used in MPS, helps teachers create vocabulary lessons for students. Teachers can customize the lessons to specific groups of words and types of activities. Each lesson created on the site provides teachers with 5 days of vocabulary building activities and resources to use beyond lessons in the classroom.

At this time, over 600 teachers, literacy coaches, library specialists, and other MPS support staff use the Reading A-Z site on a regular basis. Over 900 teachers are currently using the Vocabulary A-Z site. Seventy elementary and middle schools have signed up for access to the RAZ Kids site.

The Reading A-Z site is one of the most searched sites on the MPS Portal. Several schools have written Reading A-Z into their educational plans as a reading intervention or for additional assessment material. Teachers are using materials from the site in many creative ways and are adapting the texts and lessons to meet the needs of students. It has become an invaluable resource for reading instruction throughout the District.

The cost of a one-year renewal is $289,545. The budget code to be charged is SDV0SIF7DW-ESUP (IDEA — Supplies)

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	NA	NA	NA	NA

RFP 557 Authorization To Enter into a Contract for Dispatching Services

The Administration requests authorization to enter into a contract with InteliStaf Healthcare for substitute Handicapped Children's Assistant (HCA) dispatching services. InteliStaf will provide substitute HCA dispatching services to MPS schools and, in the absence of a sufficient number of available MPS substitutes, provide substitute certified nursing assistants (CNA) from its internal pool.

InteliStaf, which was selected as the recommended vendor through Request for Proposal (RFP) 557, will be required to provide the following services:

a. accept telephone calls and voicemail to support the HCA dispatching function;

b. dispatch personnel in accordance with established parameters and preferences;

c. document all activity pertaining to dispatching of HCA help and report activity in a format that is accepted by MPS;

d. provide additional temporary help to achieve a 100% fill rate. All positions must be filled by the start of the school day. The vendor may establish sub-contracting relationships to provide required staff, but only with prior notification and approval of MPS. Vendor must identify the sub-contraction relationship to MPS;

e. provide monthly billing to school for HCA dispatching provided from vendor's or subcontractor's pool. Statement is to include name of individual dispatched, day(s) worked, hours worked, hourly rate billed, and total amount due.

The contract will be for one year, with the option to extend for two additional one-year periods. The annual cost for this service is estimated to be $1,000,000. The three-year cost not to exceed is $3,000,000.

The budget codes to be charged will be those of the schools receiving the InteliStaf services.

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	TBD	5,181	1,486	4,510	n/a	n/a	n/a	n/a	n/a

Authorization To Enter into Contracts for Summer Community Learning Center Programs

The Administration requests authorization to enter into three contracts with Northcott Neighborhood House to provide Summer Community Learning Center (CLC) programming for the period of June 1 through August 31, 2007, at the following middle-school CLCs:

CLC Site	Contract Amount
Edison @ Morse	$22,000
Lincoln Center of the Arts	$22,000
Multiplex North	$22,000
Total	$66,000

The budget codes to be charged are GEN00217XX* — ECTS (Community Learning Center — Contracted Services) and GEN00LC7XX* — ECTS (Community Learning Center — Contracted Services).

(*appropriate site locations will be inserted).

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	NA	NA	NA	NA

RFP 565 Authorization To Enter into a Contract for Purchase And Delivery Of Janitorial Supplies

The Administration is requesting authorization to enter into a contract with San-A-Care/Nassco for the purchase and delivery of janitorial supplies to all MPS schools. San-A-Care/Nassco, which were selected as the recommended vendors through Request for Proposal (RFP) 565, will provide schools with a variety of items, including garbage bags, paper towels, mops, brushes, and cleaning supplies. Supplies are to be delivered directly to schools based on a pre-determined schedule, generally every one or two weeks.

The contract will be for one year, with the option to extend for two additional one-year periods. The annual cost of the contract is not to exceed $1,200,000. The three-year cost will not exceed $3,600,000. The budget codes to be charged will be the supply codes of those schools ordering janitorial supplies.

San-A-Care, Nassco

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
No	TBD	29* 96**	2* 6**	5* 19**	10%	18-20% MBE	$130,000	Service	Janitorial Supplies

*San-A-Care
**Nassco, Inc.

Bid 5461 Authorization To Purchase Cafeteria Tables for Hamilton High School

The Administration requests authorization to award Bid-5461 to School Specialty for the purchase of 60 cafeteria tables for Hamilton High School. School Specialty was the lowest bidder, with a total cost of $51,639. The tables are Midwest folding products, Model #SBU12C, with yellow tops and hunter green benches.

The budget code to be charged is GEN00BDHHA-EEQP (Hamilton High School — General Equipment).

Is Prime HUB Certified?	Prime Price Quote	Prime Employee Information			HUB Participation Information				
		Total	Minority	Women	Required	Proposed	$Value	Type of Business	Type of Purchase
NO	NA	NA	NA	NA	NA	NA	NA	NA	NA

Purchasing Request Summary — June 2007

Total contract dollars to be awarded.....$15,733,055
Total dollars eligible for HUB participation.....$15,363,639
Total HUB dollars $3,637,000
% of MBE participation.....9.1
% of WBE participation 14.6
Total HUB Participation.....23.7

Acceptance of the Report of Revenues and Expenses and Monthly Expenditure Control Report

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of April 30, 2007, 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	$ 906,416,807	$ 36,537,837	$ 942,954,644	$ 6,502,408	$ 628,303,951	$ 314,650,693	67%
Categorically Aided	180,118,973	33,026,359	213,145,332	16,922,699	123,913,938	89,231,394	58%
School Nutrition	29,742,978	24,312	29;767,290	2,998,141	20,165,274	9,602,016	68%
Construction	20,767,624	39,570,180	60,337,804	11,114	15,722,225	44,615,579	26%
Extension	12,616,461	394,955	13,011,416	70,686	10,768,241	2,243,175	83%
Total All Funds	$ 1,149,662,843	$ 109,553,643	$ 1,259,216,486	$ 26,505,048	$ 798,873,629	$ 460,342,857	63%

Below is a summary of expenditures as of April 30, 2007, 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	$ 906,416,807	$ 36,537,837	$ 942,954,644	$ 72,428,973	$ 696,057,893	$ 246,896,751	74%
Categorically Aided	180,118,973	33,026,359	213,145,332	16,275,393	150,221,437	62,923,895	70%
School Nutrition	29,742,978	24,312	29,767,290	3,301,594	25,237,998	4,529,292	85%
Construction	20,767,624	39,570,180	60,337,804	90,070	58,800,844	1,536,960	97%
Extension	12,616,461	394,955	13,011,416	547,406	9,466,044	3,545,372	73%
Total All Funds	$ 1,149,662,843	$ 109,553,643	$ 1,259,216,486	$ 92,643,436	$ 939,784,216	$ 319,432,270	75%

[1] Represents Board approved transfers during fiscal year 2007 and appropriations for purchases encumbered in fiscal year 2006.

Respectfully submitted,

Michelle Nate
Chief Finance and Operations Officer

Monthly Report on Expenditures

The following report is submitted for the Board's information, pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2006, through April 30, 2007.

School Operations Fund

Expenditures and encumbrances through April totaled $696,057,893, or 74% of the revised budget.

District Contingent Fund

The balance at April 30, 2007, was $817,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2006	$ 1,000,000
Approved Transfers:	
GFOA (Oct.)	(183,000)
Balance — April 30, 2007	$ 817,000

Construction Fund

Expenditures and encumbrances through April totaled $58,800,844, or 97% of the revised budget.

Extension Fund

Expenditures and encumbrances through April totaled $9,466,044, or 73% of the revised budget.

District Contingent Fund
1-10-4-876-600-981-510000-0000
SCF-0-0-CTG-DW-ECTG0000

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of April 30, 2007

Fund	Revenues Percent Realized		Expenditures Percent Expended	
	Current Year	3-yr Avg.	Current Year	3-yr Avg.
School Operations	67%	65%	74%	76%
Categorically Aided	58%	58%	70%	73%
School Nutrition	68%	60%	85%	84%
Construction	26%	30%	97%	97%
Extension	83%	82%	73%	76%

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
Browning	Albright United Methodist Church	$30	Drummer group donation
Curtin	Pick N' Save	$58.42	We Care Program
Fernwood Montessori	Roundy's We Care	$165.95	Educational materials
Fratney	Arts @ Large	$15,045	Facilitate the construction of a garden
MacDowell Montessori	Elizabeth A. Brinn Foundation	$4,000	Drama club
MPS Homeless Program	Feed the Children	$32,998.40	One thousand food boxes for distribution to homeless and low-income families
Mitchell	Steve Shamali	$500	Eighth-grade completion field trip
Mitchell	Kiwanis Club	$400	Field trip to Crane Foundation
Riverside	Mary C. Fowlkes	$100	School musical
School-to-Work Transition Program for Students with Disabilities	MPS Foundation, Inc., Combined Giving Campaign Incentive Awards	$500	Student aid fund
Washington High School of Information & Technology	Apple, Inc.	$100	iFair support
Washington High School of Information & Technology	West Bend Mutual Insurance Co.	$250	iFair support
Washington High School of Information & Technology	American Family Mutual Insurance Co.	$250	iFair support
Washington High School of Information & Technology	Society for Information Management	$1,000	iFair support

School	Donor	Amount	Gift or Purpose
Washington High School of Information & Technology	TEAM Soft	$250	iFair support
Victory	Milwaukee Chapter UNICO Foundation	$1,000	Promotion of Italian Immersion program
Vincent	Coca Cola Bottling Co.	$10,000	Student incentives and scholarships

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts and purchases as listed above 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
		PROMOTIONS	
5	Marian Gruszkowski	Technology Support Analyst Division of Technology $39,869.57/yr.	06/04/07
		CHANGES IN STATUS	
	Barbara Branch %	School Secretary I Milw. African American Immersion $33,522.06/yr.	07/02/07
	Monica Dickerson *	School Secretary I Custer $14,360.00/yr.	08/23/07
	Adrienne Lathan +	School Secretary I WORK Institute $33,522.06/yr.	07/02/07
	Bridget Mehringer +	School Secretary I Div. of School Safety & Security $33,522.06/yr.	06/25/07
	Susan Papa +	School Secretary I Head Start $33,522.06/yr.	06/25/07
	Loreen Russ +	School Secretary I — Telephone Operator Parent & Student Services $33,522.06/yr.	07/02/07
	Dahialys Suarez +	School Secretary I Bell/Walker Middle School $34,577.66/yr.	07/02/07

Tamika Tate #	Handicapped Children's Assistant Truth Institute $15,352.46/yr.	05/21/07
Christopher Wiechowski ^	School Engineer I Fernwood $44,036.46/yr.	06/04/07

% Voluntary demotion from School Secretary II
* From a 12-month position to a 10-month-hourly position
+ From a 10-month to a 12-month position
# From substitute to regular
^ Voluntary demotion from School Engineer II

Approval of Leaves of Absence

	Present Assignment	Effective From
Illness Leave, to June 15, 2007:		
Scott Fields	Day-to-Day	May 7, 2007
Jenny Hauser	Vincent	October 7, 2007
Joanne Kaml	Doerfler	January 2, 2007
Henri Rozier	Milw. School of Languages	May 4, 2007
Maternity Leave, to June 13, 2008:		
Tonya Buford	Genesis	August 30, 2007
Inge Hansen Thiel	Scott/Hi-Mount	November 15, 2007
Personal Leave, to June 13, 2008:		
Patricia Doherty	Milw. High School of the Arts	August 30, 2007
Jody Siker	Vieau	August 30, 2007
Sabbatical Leave, to June 13, 2008:		
Caryl Davis	Roosevelt	August 30, 2007
Tina Gleason	Morse	August 30, 2007
Mabel Sequeira	Bradley Tech	August 30, 2007
Study Leave, to June 13, 2008		
Julie Hapeman	Sabbatical Leave	August 30, 2007
Extension of Illness Leave, to June, 2008:		
Anita Adams	Leave	August 30, 2007
Extension of Maternity Leave, to June, 2008		
Julie Blazkovec	Leave	August 30, 2007
Angela Daines	Leave	August 30, 2007

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Laura Baker	Teacher	06/15/07
Anita Carter	Teacher	07/15/07
Aron Corbett	Teacher	06/14/07
Abby Davis	Teacher	06/15/07
Jennie Dorsey	Principal	07/31/07
Tami Doss	Principal	07/01/07
Jessica Peltonen	Teacher	06/25/07
Betty Ealy Hughes	Teacher	05/21/07

Gloria Erkins	Principal	08/01/07
Dean Estrada	Social Work	06/21/07
Dan Garoiu	Teacher	06/15/07
Robert Hall	Teacher	06/15/07
Callie Hayes	Social Work	10/01/07
Tiffany Helmke	Schl Psych	06/21/07
Eugene Humphrey	Principal	07/06/07
Amy Hurley	Teacher	06/15/07
Tammy Johnson	Teacher	06/15/07
Thomas Johnson	Curr. Gen.	07/02/07
Antoinette Joyner	Teacher	07/03/07
Nancy Kiefer	Teacher	05/09/07
Judith Kropf	Teacher	04/26/07
EveVonne Kuma	Teacher	07/02/07
Alexander Kummerow	Teacher	06/15/07
Alica Lenoach	Teacher	06/15/07
Kelleah Lewis	Teacher	06/15/07
Mildred Lewis	Supervisor	08/03/07
Shane Maisonet	Teacher	06/15/07
Nydia Mauras	Teacher	06/15/07
Mondell Mayfield	Principal	07/31/07
Melissa McLaurin	Teacher	06/22/07
Timothy Miceli	Teacher	06/15/07
Angie Mohns	Teacher	06/15/07
Wesley Mooney Jr.	Teacher	06/14/07
Anne Mundt	Teacher	06/15/07
Alicia Nelson	Teacher	06/15/07
Erin Olson	Teacher	06/25/07
Jennifer Rex	Teacher	06/15/07
Sarah Schultz	Teacher	06/15/07
Muriel Smith Gross	Teacher	07/01/07
Marianne Sobkowiak	Supervisor	07/07/07
Patricia Stotmeister	Teacher	06/15/07
Sarah Tegen	Teacher	06/19/07
Carol VonKaenel	Coordinator	07/06/07
Mary Washbush	Teacher	06/15/07
Jason Wetzel	Teacher	06/15/07
Janissha Williams	Teacher	06/15/07
Mary Young	Teacher	06/01/07
Natalie Zavodski	Teacher	05/21/07

Correction From April 2007 Board Report

Margaret Kobelinski	Teacher	06/15/07

Correction From May 2007 Board Report

Lenore Lee	Teacher	06/11/07
Rosalia Saad	Teacher	06/15/07

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
Carol Vera	Building Service Helper I	05/25/07

Affirmative Action Report

The Affirmative Action Report for May 2007 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) Approval of 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. Paragraph (3) of Board Rule 1.14, Voting Methods, mandates that a "recorded affirmative vote of two-thirds of the Board membership shall be necessary to . . . . amend or repeal prevailing wage rates . . . ."

Committee's Recommendation

Your Committee recommends that the Board adopt the prevailing wage rates as listed in the attachment 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 Bonds, Falk, Hardin, Petersons, Spence, Thompson and President Blewett—7.

Noes—None.

* * * * *

(Item 4) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

Your Committee recommends that the following individuals be promoted to the classifications indicated, effective upon assignment following approval by the Board:

3(r)	Amita Antao	Principal Washington High School of Law, Education and Public Service	Schedule III, Range 14Z $93,264.46
5(r)	Michelle Hagen	Principal Mitchell School	Schedule III, Range 14Z $88,736.76
2(r)	Phyllis Smith	Assistant Principal Milwaukee African American Immersion High School	Schedule III, Range 11Z $58,321
4(r)	Wanda Varela Katz	Assistant Principal Bell/Walker Middle School	Schedule III, Range 11Z $77,366.96
2(r)	Debra Mosley Magee	Assistant Principal Morse Middle School	Schedule III, Range 11Z $58,321.00
3(nr)	Yeu Kue	Assistant Principal Academy of Accelerated Learning	Schedule III, Range 10Z $72,945.84
5(r)	Jane Behr	Assistant Principal Congress School	Schedule III, Range 10Z $69,000.07
2(r)	Glen Allen	Assistant Principal Starms Discovery School	Schedule III, Range 10Z $58,301.93
4(nr)	Adria Riva	Labor Relations Specialist Division of Labor Relations	Schedule III, Range 10A $65,021.00
4(r)	Betzaida Gomez	Bilingual/ESL Supervisor Division of Bilingual Multicultural Education	Schedule III, Range 8C $73,723.00
2(r)	Brian Litzsey	Recreation Supervisor After School Programs Division of Recreation and Community Services	Schedule III, Range 7A $61,591.77
5(r)	James Haug	Recreation Supervisor – Facilities Division of Recreation and Community Services	Schedule III, Range 7A $61,875.00
2(r)	Percy Eddie	Assistant Recreation Supervisor Community Centers Division of Recreation and Community Services	Schedule III, Range 4A $46,992.37
5(r)	Joel Symons	Assistant Recreation Supervisor Community Centers Division of Recreation and Community Services	Schedule III, Range 4A $44,318.00

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 5) Authorization to Enter into FY08 Pupil Transportation Contracts

Background

1. At the March 30, 2006, meeting of the Milwaukee Board of School Directors, the Administration received authorization to enter into contracts with various bus companies to provide transportation services for four (4) specialty transportation contracts serving special education and homeless students. The contracts service orthopedically impaired students (OI), early childhood (EC) students with special education needs, students in the Community Assessment and Training Program (CATP), and homeless or shelter students who require special service until more permanent housing can be found. The 2007-2008 school year is the second year of a three-year award.

2. Transportation is also provided for athletics, interscholastic academics, and after-school activities. Other miscellaneous services provided include mid-day kindergarten, alterations of service, absence-of-responsible-person service, residence transport for students attending the Wisconsin Home for the Blind, and childcare services at St. Charles. These contracts are awarded annually.

Administration's Analysis

3. The Administration is seeking authorization to enter into the second year of a three year award for orthopedically impaired students (OI), early childhood (EC) students with special education needs, students in the Community Assessment and Training Program (CATP), and homeless or shelter students. The contracts and amounts are listed below in Table 1.

Table 1

Contract	Laidlaw	Lakeside
Orthopedically Impaired	$2,230,476	
Early Childhood	$1,265,742	
CATP		$756,694
Homeless/Shelters		$2,090,199
TOTALS	$3,496,218	$2,846,893

4. The Administration is seeking approval of various transportation contracts identified in Table 2. Bids were issued for athletic, MPS after-school service, and suburban after-school service. Miscellaneous programs include intramurals, interscholastic academics, kindergarten, alterations of service, absence-of-responsible-person service and childcare services at St. Charles. The amounts in the Miscellaneous Programs column are estimates and are pro-rated based on each company's market share. Actual costs are dependent upon the frequency and location of the activity. Residence transport is service for students attending the Wisconsin Home for the Blind.

Table 2

Contractor Residence	Athletics	After-School MPS & Suburbs	Miscellaneous Programs	Residence Transport
Alliance	$133,245	$23,454	$0	
Atlas Transit	$217,780	$31,847	$23,341	
Bee Bus	$42,661	$19,040	$54,221	
Dairyland Bus	$0	$67,145	$37,430	
Johnson Bus		$23,400	$17,685	
Joy Farm Bus	$133,245	$37,145	$43,161	
Laidlaw Bus	$133,245	$47,800	$183,648	
Lakeside Bus	$56,900	$219,105	$192,095	
Lamers Bus	$217,780	$67,145	$185,061	
Riteway	$0	$15,600	$11,895	
Specialized Care	$56,900	$67,145	$31,108	
St. Charles Ctr			$26,250	
WI Ctr for Blind				$93,403
TOTALS	$991,756	$618,826	$805,895	$93,403

Strategic Plan Compatibility Statement

5. Pupil transportation supports the MPS Strategic Plan, Goal 1, Student Achievement; Goal 2, Student access to further education and employment; and Goal 3, Family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

7. Funds were included in the FY08 transportation budget for the services described**.** Actual expenditures may vary, depending upon demand for service. The accounts are as follows:

Program	Amount	Budget Code
Early Childhood	$1,265,742	RST-0-0-TRS-DW-EPPT
Orthopedic	$2,230,476	TPH-0-0-TRS-DW-EPPT
CATP	$756,694	TCS-0-0-TRS-DW-EPPT
Homeless/Shelter	$2,090,199	HLT-0-0-TRS-DW-EPPT
Athletics	$991,756	TSP-0-0-TRS-DW-EPPT
Suburban After School	$430,000	SUT-0-0-TRS-DW-EPPT
MPS After-School	$188,826	IPT-0-0-TRS-DW-EPPT
Interscholastic Acad.	$122,018	IAT-0-0-TRS-DW-EPPT
Pupil Illness	$64,895	PSI-0-0-TRS-DW-EPPT
Intramural Athletics	$131,552	AIT-0-0-TRS-DW-EPPT
Alteration of Service	$27,039	AST-0-0-TRS-DW-EPPT
Mid-day Kindergarten	$385,268	MDK-0-0-TRS-DW-EPPT
Suburban Kindergarten	$75,123	KMT-0-0-TRS-DW-EPPT
WI Center for the Blind	$93,403	NRT-0-0-TRS-DW-EPPT
TOTAL	$8,852,991	

Implementation and Assessment Plan

8. Bus contracts are for FY08.

Committee's Recommendation

Your Committee recommends that the Board approve the contract amounts and contracts found in Tables 1 and 2.

Table 1

Contract	Laidlaw	Lakeside
Orthopedically Impaired	$2,230,476	
Early Childhood	$1,265,742	
CATP		$756,694
Homeless/Shelters		$2,090,199
TOTALS	$3,496,218	$2,846,893

Table 2

Contractor Residence	Athletics	After-School MPS & Suburbs	Miscellaneous Programs	Residence Transport
Alliance	$133,245	$23,454	$0	
Atlas Transit	$217,780	$31,847	$23,341	
Bee Bus	$42,661	$19,040	$54,221	
Dairyland Bus	$0	$67,145	$37,430	
Johnson Bus		$23,400	$17,685	
Joy Farm Bus	$133,245	$37,145	$43,161	
Laidlaw Bus	$133,245	$47,800	$183,648	
Lakeside Bus	$56,900	$219,105	$192,095	
Lamers Bus	$217,780	$67,145	$185,061	
Riteway	$0	$15,600	$11,895	
Specialized Care	$56,900	$67,145	$31,108	
St. Charles Ctr			$26,250	
WI Ctr for Blind				$93,403
TOTALS	$991,756	$618,826	$805,895	$93,403

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson and President Blewett—7.

Noes—None.

* * * * * *

(Item 6) Action on a Request to Modify Transportation Regions for Middle Schools

Background

1. At its meeting on March 24, 2005, the Milwaukee Board of School Directors approved eight (8) new transportation regions for students in grades K thru eight. Implementation began in FY07. The

transportation regions were designed to complement the Neighborhood Schools Initiative (NSI), to significantly improve vehicle use, and to substantially reduce costs. The transportation regions cover a smaller geographic area, thus enabling more students to be transported within the designated time. The transportation regions were configured to include K-5, K-8, a middle school, and a high school.

Administration's Analysis

2. The Administration is seeking approval to modify the current transportation regions to provide parents and students with a full range of school choices, including a middle-school option.

3. With the mergers of Edison with Muir and Bell with Walker, as well as the reconfiguration of Kosciuszko Middle School to a K-8 Montessori School, the number of non-citywide middle schools has been reduced to five (5) sites. No longer does each region include a middle school. The Administration is recommending that the remaining attendance-area middle schools serve multiple regions.

4. The transportation regions for the remaining five (5) middle schools would be as follows:

a. Burroughs: Region 1 (Vincent), Region 2 (Custer), Region 3 (Marshall)

b. Muir: Region 1 (Vincent), Region 2 (Custer), Region 3 (Marshall)

c. Audubon: Region 4 (Riverside), Region 5 (Washington), Region 6 (South), Region 7 (Hamilton), Region 8 (Bay View)

d. Bell: Region 4 (Riverside), Region 5 (Washington) Region 6 (South), Region 7 (Hamilton), Region 8 (Bay View)

e. Fritsche: Region 4 (Riverside), Region 5 (Washington) Region 6 (South), Region 7 (Hamilton), Region 8 (Bay View).

5. The Administration anticipates the fiscal impact of the proposed change to be minimal — a potential increase in mileage costs, which on average reflects ten percent of the total cost of a bus. In addition, providing this option may result in fewer students attending citywide or neighborhood specialty schools, which have a significantly higher per-pupil transportation cost.

Strategic Plan Compatibility Statement

6. Pupil transportation supports the MPS Strategic Plan, Goal 1, Student Achievement; Goal 2, Student access to further education and employment; and Goal 3, Family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative Policy or Board Rules Statement

7. The recommendation is consistent with Administrative Policy 4.04, Student Transportation Services, and Administrative Policy 10.1, Student Admissions.

Fiscal Impact Statement

8. This item does not authorize expenditures. The Administration believes that any additional cost associated with this recommendation will be offset by lower costs for citywide and neighborhood specialty schools.

Implementation and Assessment Plan

9. Pupil Transportation Services will monitor expenditures for transportation services to ensure they are within the FY08 budgetary request. Upon approval of the new transportation regions, the Administration will begin to inform and direct parents and students to schools within their transportation regions.

Committee's Recommendation

Your Committee recommends that the Board approve establishing transportation regions in accordance with the proposal identified, beginning the 2007-2008 school year. The transportation regions for the remaining five (5) middle schools would be as follows:

1.	Burroughs:	Region 1 (Vincent), Region 2 (Custer), Region 3 (Marshall), Region 4 (Riverside), Region 5 (Washington)
2.	Muir:	Region 1 (Vincent), Region 2 (Custer), Region 3 (Marshall), Region 4 (Riverside), Region 5 (Washington)
3.	Audubon:	Region 4 (Riverside), Region 5 (Washington), Region 6 (South), Region 7 (Hamilton), Region 8 (Bay View)
4.	Bell:	Region 4 (Riverside), Region 5 (Washington), Region 6 (South), Region 7 (Hamilton), Region 8 (Bay View)
5.	Fritsche:	Region 4 (Riverside), Region 5 (Washington), Region 6 (South), Region 7 (Hamilton), Region 8 (Bay View).

Director Bonds moved:

1. that the Board approve the Committee's recommendation;
2. that the administration being back to the Board for approval within the fall of 2007, a plan to revise transportation regions for implementation in the 2008-2009 school year;
3. that the plan include information regarding the impact of the proposed reassignment of students, school enrollment, specialty programs, transportation times and costs, school capacity and other related factors; and
4. that maps of current and proposed plan boundaries be presented with the plan.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson and President Blewett—7.

Noes—None.

* * * * * *

(Item 7) Action to Enter into a Contract with Thinklink Learning for Benchmark Assessments

Background

1. According to research conducted by the Council of Great City Schools, urban districts that have seen major improvements in student achievement have recognized the need for high-quality formative assessments to diagnose students' needs and to identify areas for strengthened professional development for classroom teachers. In its review of MPS instructional programs (May 2006), the Council recommended that MPS initiate use of periodic, common formative assessments. The Council noted that these assessments would provide reliable, valid information for school and district personnel several times throughout the year about what students know and are able to do. With formative assessment data, teachers know when to intervene, what to re-teach, and with which students. In order to maximize the effects on instruction, formative assessments require timely feedback to both students and teachers.

2. In May 2006, the Administration developed a Request for Proposals (RFP) for a formative benchmark assessment program in reading and mathematics for students in grades three through nine in selected schools. A series of requirements for these assessments, both technical and logistical, were specified in the RFP. Some of these items included:

- four-times-per-year reading and math assessments, with scoring that allows for measuring student progress over time and for comparability across tests;
- alignment to the State's assessment frameworks;
- user-friendly reports for teachers, school leaders, and learning teams available 24/7; and
- report turn-around in less than one business week following the close of the assessment window.

3. A proposal-review process culminated in the selection of ThinkLink Learning's benchmark assessments. Initial approval for the program was granted by the Board of School Directors in July 2006. Although the early focus of the program was on low-performing schools, within a few months, dozens of schools requested the opportunity to participate in the District's benchmark assessment program. In response, the Board authorized expansion of the program to nearly all schools in the District in October 2006.

4. Altogether, MPS included approximately 45,000 students in grades 3-9 in the benchmark assessment program during the 2006-07 school year. Over 85 professional development sessions have been held with school personnel since September 2006 on accessing and using ThinkLink's benchmark assessment data for school improvement. These sessions have reinforced the use of data to identify instructional needs and to improve students' skills.

Administration's Analysis

5. In the 2006-07 school year, ThinkLink Learning customized an assessment program specifically for MPS, tailoring the assessments to available pacing guides and linking the assessment directly to the State of Wisconsin's assessment frameworks in reading and mathematics. The Administration has approved a sole-source waiver for ThinkLink Learning for the 2007-08 year, given the substantial customization of the assessment program.

6. The Administration proposes to enter into a contract with ThinkLink Learning for the 2007-08 school year to continue its benchmark assessment program in over 150 schools and with approximately 45,000 students. The scope of work will include the following items:

a. four-times-per-year reading and mathematics assessments with vertical scaling to facilitate analysis of academic growth;

b. inclusion of MPS-written constructed response items with web links to local instructional resources;

c. Spanish-language assessments for early English language learners;

d. alignment to the State assessment frameworks; and

e. report turn-around in less than one business week following the close of the assessment window.

The contract will also contain a financial penalty to the vendor for late delivery of on-line reports. This contract will be effective from July 1, 2007, to June 30, 2008.

Strategic Plan Compatibility Statement

7. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy or Board Rules Statement

8. The Administration's recommendation is consistent with federal and state statutes.

Fiscal Impact Statement

9. The Administration proposes a contract with ThinkLink Learning in an amount not to exceed $500,000. Funds necessary to support the contract with ThinkLink Learning are available in the FY08 Division of Research and Assessment budget, account codes SYS-0-0-ASM-RH-ETTX (Teacher Texts/ Tests and SYS-0-0-1E8-RH-ETXB (Textbooks).

Committee's Recommendation

Your Committee recommends that:

1. the Board authorize the Administration to enter into a contract with ThinkLink Learning in an amount not to exceed $500,000 for the time period July 1, 2007, through June 30, 2008, to continue its benchmark assessment program in over 150 schools and with approximately 45,000 students. The scope of work will include the following items:

   a. four-times-per-year reading and mathematics assessments with vertical scaling to facilitate analysis of academic growth;

   b. inclusion of MPS-written constructed response items with web links to local instructional resources;

   c. Spanish-language assessments for early English language learners;

   d. alignment to the State assessment frameworks; and

   e. report turn-around in less than one business week following the close of the assessment window.

   The contract will also contain a financial penalty to the vendor for late delivery of on-line reports; and

2. the Board instruct the Administration to develop an exemption process for schools to seek a waiver of this assessment mandate.

Vice President Spence in the chair.

Director Blewett moved to send the item back to Committee for discussion and that schools are allowed to opt out.

Director Spence moved a substitute, to approve the Committee's recommendation.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Falk, Petersons, Thompson and Vice President Spence—4.

Noes—Directors Blewett, Bonds and Hardin—3.

President Blewett resumed the chair.

* * * * *

(Item 8) Authorization to Enter into a Lease Agreement with Growing Power, Inc., for the Development of a Community Garden at Maple Tree School

Background

1. Growing Power, Inc., is a non-profit organization and land trust supporting people from diverse backgrounds and the environments in which they live by helping to provide equal access to healthful, high-quality, safe, and affordable food. This mission is implemented by providing hands-on training, on-the-ground demonstration, outreach, and technical assistance through the development of community food systems that help people grow, process, market, and distribute food in a sustainable manner.

2. Growing Power is located on a two-acre site on Silver Spring Drive. In addition to growing over 20,000 plants and vegetables at this site, it offers workshops to train individuals in sustainable and inexpensive ways to create and maintain urban agriculture. In 2006, Growing Power hosted training sessions for over 800 individuals, and over 3,000 people visited the community food center during the year for tours. Growing Power also provided outreach training to community groups in 12 states and two Native American nations. Its market basket program, which operates year-round, provided healthful, low-cost vegetables and fruits to an average of 250 households per week in 2006.

3. Maple Tree School has approximately four and one-half acres of green space east of the school playground. This area currently contains a softball diamond that is not programmed or maintained as a competitive field.

4. Growing Power has proposed to partner with Maple Tree School to use a portion of the existing green space area for the development of a community garden. The proposed area is equal to approximately one acre of land. This project has support from the school, local alderman, and the local neighborhood association. Space will be allocated in the garden to Maple Tree School for its hands-on gardening curriculum.

Administration's Analysis

5. The Division of Facilities and Maintenance Services has worked with the school, Growing Power, the Division of Recreation, the local alderman, and the local neighborhood association to maximize the potential use of the green space. In addition to the establishment of an area of approximately one acre for the garden, space has been identified for the future development of two soccer fields.

6. The proposed lease is for a period of 20 years. Growing Power will lease garden plots to individuals, provide instruction on urban gardening, and oversee the development and operation of the garden. Maple Tree School will be provided a dedicated garden plot for its classroom activities.

7. The District would be responsible for the one-time cost associated with providing a four-foot barrier fence to separate the garden from the soccer fields.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about the allocation of resources for district programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

9. Board Governance Policy BG 4.08, Lease Agreements, requires any lease agreement which has an annual rental cost in excess of $100,000 or a term longer than three years be approved by the Board.

Fiscal Impact Statement

10. This item authorizes expenditures of $5,000 for the installation of fencing. This amount will be paid for from Facilities and Maintenance Services; purchased services, account MTN-0-0-FSH-11-ECTS.

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will execute the attached agreement with Growing Power.

Committee's Recommendation

Your Committee recommends that the Board approve the lease agreement, as attached to the minutes of your Committee's meeting, with Growing Power for the development of a community garden at Maple Tree School.

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

* * * * *

(Item 9) Approval of a Sublease Agreement with Trinity Christian Academy for Nonviolence for the Subleasing of District Space at Rockhill Missionary Baptist Church

Background

1. In 2005, the Milwaukee Public Schools contributed approximately $700,000 in district funds for the construction of a portion of a building in partnership with Rock Hill Missionary Baptist Church (Rock Hill) as a part of the Neighborhood Schools Initiative. The building, located at 1200 West Burleigh Street, contains four classrooms, a teachers' lounge, a conference room, and access to corridors and restrooms for district programs. The District had planned to use the space for the early childhood program at LaFollette Elementary School. LaFollette Elementary School has now determined that it is able to accommodate its early childhood component within the LaFollette Elementary School facility.

2. In order to minimize district expenses and recover some of the initial expenditure, the Administration met with the owners of Rock Hill to determine if the location would be appropriate for the Trinity Christian Academy for Nonviolence (Trinity), which Rock Hill had referred to the MPS Administration. Trinity Christian Academy for Nonviolence is a K4-through-8th-grade Choice school. After discussions with Rock Hill and Trinity, it was determined that Trinity would be interested in leasing the District's space in the facility.

Strategic Plan Compatibility Statement

3. The Administration has met with representatives of Rock Hill and Trinity to review the available space and the requirements of the lease. The proposal that has been developed as a result of these meetings results in Trinity occupying the entire MPS space during normal operating hours of 7:00 a.m. to 3:30 p.m., including access to corridors and restrooms.

4. The proposal calls for payments totaling $50,000.00 for the 12-month term of the lease. This is based on a calculation of the imputed interest calculated at 5% on the District's capital contribution to construct the facility, plus an operations-and-maintenance calculation of $3 per square foot for the 4,679 equivalent square feet of leased area. The lease, which will commence on August 1, 2007, and will terminate on July 31, 2008, contains an option for two one-year extensions.

5. The Administration is recommending that Board approve the proposal to sublease the District's space at the Rock Hill facility. If the District's space in the facility remains vacant during the upcoming year, the District will incur a cost of approximately $14,000 for utilities and miscellaneous operating expenses. A copy of the proposed sublease is attached.

Strategic Plan Compatibility Statement

6. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for the District's programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

7. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), and Board Governance Policy 4.08, Lease Agreements. In accordance with Wisconsin Statutes 19.85(1)(e), the Board may wish to retire to executive session to discuss the proposals prior to taking any action to enter into a lease agreement.

Fiscal impact statement

8. This item does not authorize expenditures. The $50,000 rent that has been proposed will cover all district expenses associated with the District's prime lease of this facility. Any funds remaining after district expenses will be placed in the construction fund. Trinity will contract separately for telephone and internet services and will provide for its own educational maintenance and school safety activities.

Implementation and assessment plan

9. Upon approval by the Board, the attached sublease agreement will be executed. At that time, Trinity can make the appropriate arrangements for moving into and setup at the Rock Hill facility, beginning on August 1, 2007.

Committee's Recommendation

Your Committee recommends that authorization be given to enter into the sublease agreement, as attached to the minutes of your Committee's meeting, with Trinity Christian Academy for Nonviolence to sublease the District's space at the Rock Hill Missionary Baptist Church facility at a rental rate of $50,000 for the 12-month term of the sub- lease.

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

* * * * *

(Item 10) Approval of a Sublease Agreement with Northwestern Opportunities Vocational Academy (NOVA) for the Subleasing of a Portion of District Space at the COA Youth and Family Center

Background

1. In 2002, the District contributed approximately $1.7 million in district funds for the construction of a portion of a building in partnership with the Police Athletic League as a part of the Neighborhood Schools Initiative. The building, located at 2320 West Burleigh Street, contains six classrooms, a multipurpose science/art room, an administrative area, library, and several shared areas, including a kitchen classroom, gymnasium, computer lab, and access to corridors and restrooms for district programs.

2. The District has used the space for the 6th-, 7th-, and 8th-grade classes from Auer Avenue School. During non-school hours the facility is used as a community center.

3. In 2006, the building was acquired by the COA Youth and Family Center (COA). The COA continues to program the facility for after-school and community activities. The District's leasehold in the facility survived the acquisition and remains for District use until June 30, 2022, with the option to extend the lease for five (5) consecutive periods of ten (10) years each.

4. Auer Avenue School has now determined that it is able to accommodate its middle school component within the Auer Avenue School facility.

5. The Administration was contacted by Northwest Opportunities Vocational Academy (NOVA) several years ago regarding the potential for leased space. The District did not have any appropriate space at the time to accommodate NOVA's program. NOVA is a district partnership school serving approximately 100 at-risk students, grades 7 through 12, who reside on the northwest side of Milwaukee.

6. In order to minimize District expenses and recover some of the initial expenditure, the Administration contacted NOVA to see if this space would be acceptable. After discussions with NOVA and the COA, it was determined that NOVA would be interested in leasing a portion of the District's space in the COA facility.

Administration's Analysis

7. The Administration has met with representatives of NOVA and COA to review the available space and the requirements of the lease. The proposal that has been developed as a result of these meetings results in NOVA occupying the second floor of the facility during normal operating hours of 7:00 a.m. to 3:30 p.m. and using various rooms on the first floor, including one of the gymnasiums, for portions of the day in addition to access to corridors, stairs, and restrooms.

8. The proposal calls for payments totaling $104,029.67 for the 12-month term of the lease. This is based on a prorated share of the imputed interest calculated at 5% on the District's capital contribution to construct the facility, plus an operations-and-maintenance calculation of $3 per square foot for the 18,016 equivalent square feet of leased area. The lease, which will commence on July 1, 2007, and will terminate on June 30, 2008, contains an option for two one-year extensions.

9. The Administration is recommending that Board approve the proposal to sublease a portion of the District's space at the COA facility. If the District's space in the facility remains vacant during the upcoming year, the District will incur a cost of approximately $60,000 for utilities and miscellaneous operating expenses. A copy of the proposed sublease agreement is attached.

Strategic Plan Compatibility Statement

10. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for the District's programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

11. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), and Board Governance Policy 4.08, Lease Agreements. In accordance with Wisconsin Statutes 19.85(1)(e), the Board may wish to retire to executive session to discuss the proposals prior to taking any action to enter into a lease agreement.

Fiscal impact statement

12. This item does not authorize expenditures. The $104,029.67 rent that has been proposed will cover all district expenses associated with the District's prime lease of this facility. Any funds remaining after district expenses will be placed in the construction fund. NOVA will contract separately for telephone and internet services and will provide for its own educational maintenance and school safety activities.

Implementation and assessment plan

13. Upon approval by the Board, the attached sublease agreement will be executed. At that time, NOVA can make the appropriate arrangements for moving into and setup at the COA facility, beginning on July 1, 2007.

Committee's Recommendation

Your Committee recommends that authorization be given to enter into the sublease agreement, as attached to the minutes of your Committee's meeting, with Northwest Opportunities Vocational Academy (NOVA) for a portion of the District's space at the COA Youth and Family Centers facility at a rental rate of $104,029.67 for the 12-month term of the sublease.

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

* * * * *

(Item 11) Approval of a One-Year Lease Extension with the Greater Holy Temple Christian Academy for the Space at North 76th Street School

Background

1. At its meeting of August 31, 2006, the Board authorized a lease agreement with the Greater Holy Temple Christian Academy for a ten-month lease of the North 76 Street School, at a rental rate of $320,000 for the ten-month term of the lease. The lease was effective August 14, 2006, and terminated on June 15, 2007.

2. The lease included a provision for a one-year extension upon approval by the Board. The lease is for the main school building only, as the District has a separate lease with another entity for the lease of the annex facility at this site.

3. The Board declared this property as surplus at its meeting of March 2006. The Administration is preparing to move forward with the next phase of its market analysis by gathering community input into potential uses of the facility. Once that process is completed, the Administration plans to offer the facility for sale or a long-term lease agreement. A final recommendation will be brought to the Board for approval.

4. Currently this and the annex building are the only facilities of the 17 closed facilities that are leased.

Administration's Analysis

5. The Administration has met with representatives of the Greater Holy Temple Christian Academy to review the lease extension. While they concur with the one-year extension, they would prefer to ultimately purchase the facility.

6. The current lease calls for payments totaling $320,000.00 for the ten-month term of the lease. This equates to $8.52 per square foot, or 71% of the Board-approved rate of $12 per square foot. The lease extension will commence on June 15, 2007, and will terminate on June 14, 2008. The extension contains the same terms and conditions as those of the initial lease.

7. The Administration is recommending an extension of the lease for another term, during which time the Administration will develop a recommendation for the ultimate disposition of the facility. If the building remains vacant during the upcoming year, the District will incur a cost of approximately $61,600 for utilities and miscellaneous operating expenses.

Statute, Administrative Policy or Board Rules Statement

8. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for the District's programs, functions, and operations.

Statute, Board Policy or Rules Statement

9. The recommendations are consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), and Board Governance Policy 4.08, Lease Agreements. In accordance with Wisconsin Statutes 19.85(1)(e), the Board may wish to retire to executive session to discuss the proposals prior to taking any action to enter into a lease extension.

Fiscal Impact Statement

10. This item does not authorize expenditures. The District's current rental of $12/S.F. is broken down into $6/S.F. for district costs, and $6/S.F. for base rent. The $320,000 rent that has been proposed will cover all district expenses associated with the leasing of this facility. This equates to a rental rate of $7.10 per square foot, which is less than the current rate since the lease will now cover 12 months instead of ten months. Any funds remaining after district expenses will be placed in the Construction Fund. Greater Holy Temple Christian Academy will contract separately for telephone and internet services and will provide for its own educational maintenance and school safety activities.

Implementation and Assessment Plan

11. Upon approval by the Board, the attached lease extension will be executed.

Committee's Recommendation

Your Committee recommends that authorization be given to enter into a 12-month lease extension with the Greater Holy Temple Christian Academy, as attached to the minutes of your Committee's meeting, for the North 76th Street School at a rental rate of $320,000 for the 12-month term of the lease.

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

* * * * *

(Item 12) Approval of a One-Year Lease Extension with the Dr. Brenda Noach Choice School for Space at the North 76th Street School Annex

Background

1. At its meeting of August 31, 2006, the Milwaukee Board of School Directors authorized a lease agreement with the Dr. Brenda Noach Choice School for a nine-month lease of the annex building at the North 76 Street School at a rental rate of $56,097 for the nine-month term of the lease. The lease was effective September 1, 2006, and terminated on May 30, 2007.

2. The lease included a provision for a one-year extension upon approval by the Board. The lease is for the annex building only, as the District has a separate lease with another entity for the lease of the main school building at this site.

3. The Board declared this property as surplus at its meeting of March 2006. The Administration is preparing to move forward with the next phase of its market analysis by gathering community input into potential uses of the facility. Once that process is completed, the Administration plans to offer the facility for sale or a long-term lease agreement. A final recommendation will be brought to the Board for approval.

4. Currently this and the main school building are the only facilities of the 17 closed facilities that are leased.

Administration's Analysis

5. The Administration has met with representatives of the Dr. Brenda Noach Choice School to review the lease extension. While they concur with the one-year extension, they would prefer to ultimately purchase this or another vacant MPS facility.

6. The current lease calls for payments totaling $56,097 for the nine-month term of the lease. This equates to $12.00 per square foot which is in compliance with the District's current rental rate. The lease extension will commence on June 1, 2007, and will terminate on May 31, 2008. The extension contains the same terms and conditions as those of the initial lease.

7. The Administration is recommending an extension of the lease for another term, during which time the Administration will develop a recommendation for the ultimate disposition of the facility. If the building remains vacant during the upcoming year, the District will incur a cost of approximately $8,500 for utilities and miscellaneous operating expenses.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for the District's programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

9. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), and Board Governance Policy 4.08, Lease Agreements. In accordance with Wisconsin Statutes 19.85(1)(e), the Board may wish to retire to executive session to discuss the proposals prior to taking any action to enter into a lease extension.

Fiscal impact statement

10. This item does not authorize expenditures. The District's current rental rate of $12/S.F. is broken down into $6/S.F. for district costs and $6/S.F. for base rent. The $56,097 rent that has been proposed will cover all district expenses associated with the leasing of this facility. This equates to a rental rate of $9.00 per square foot, which is less than the current rate since the lease will now cover 12 months instead of nine. Any funds remaining after district expenses will be placed in the Construction Fund. The Dr. Brenda Noach Choice School will contract separately for telephone and internet services and will provide for its own educational maintenance and school safety activities.

Implementation and assessment plan

11. Upon approval by the Board, the attached lease extension will be executed.

Committee's Recommendation

Your Committee recommends that authorization be given to enter into a 12-month lease extension with the Dr. Brenda Noach Choice School, as attached to the minutes of your Committee's meeting, for the North 76th Street School annex at a rental rate of $56,097 for the 12-month term of the lease.

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

* * * * *

(Item 13) Authorization to Enter Into a Lease Agreement with T-Mobile Central LLC., a Delaware Limited Liability Company, to Erect a Cellular Transmission Antenna at Vincent High School

Background

1. The Administration is requesting authority to enter into a lease agreement with T-Mobile Central LLC., a Delaware Limited Liability Company, to erect a Wireless Communication Facility at Vincent High School, generating $22,000 per year for the school.

2. As its meeting of November 27, 2001, (proc., pp. 427-431), the Board adopted Administrative Policy 5.03, Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space.

3. The Board has since approved seven leases: three with Sprint Spectrum for towers at Hamilton High School, Juneau High School, and Garden Homes Elementary School; one with AT&T for a tower at Riverside High School; and three with T-Mobile for towers at Juneau High School, Milwaukee High School of the Arts, and Hampton Elementary School.

Administration's Analysis

4. The Administration has received a new request from T-Mobile Central LLC., a Delaware Limited Liability Company, herein after referred to as "T-Mobile," to erect a cellular transmission tower/antennas at Vincent High School, 7501 North Granville Road. T-Mobile is proposing to initially install six panel antennas at Vincent High School with a future capacity of 12. Exterior cabinets will be installed on raised platforms on the roofs to house the electronic equipment.

5. All costs associated with the installation, maintenance, and operation of the tower will be borne by T-Mobile. In addition to the $1,000.00 non-refundable application fee, MPS will receive rent of $22,000 per year. The initial term of the lease shall be five (5) years, with the option for T-Mobile to renew for three (3) additional periods of five (5) years each. Rental rates will be adjusted by three percent (3%) after each year of each term.

6. The construction of transmitter towers is regulated by the Milwaukee Zoning Ordinance Section 295-113(4)(b). As such, the wireless communications facility provider will be required to obtain approval from the City of Milwaukee for the construction of this proposed antenna.

7. On October 28, 2003, the Board approved changes to Administrative Policy 5.01, Facilities; Administrative Policy 5.03, Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space; and Administrative Procedure 5.01(3), Rentals and Services (Leases), all of which provided clarification of permitted uses of revenue generated by leases and easements. With regard to wireless communication facilities, the changes specifically state that "Any revenue generated by the lease fees at school sites that exceed district expenses shall be placed in the local school budget."

8. The Administration projects revenue of $22,000 per year, increasing at three percent (3%) every year, for a minimum of five years, which will be allocated to Vincent High School's budget. The rent for FY08 will be prorated if necessary, based on the actual date of the commencement of work.

9. It is anticipated that the terms and conditions of the lease with T-Mobile will be similar to those of the current leases that the District has with T-Mobile and other cellular providers.

Strategic Plan Compatibility Statement

10. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about the allocations of resources for District programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

11. 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.

Fiscal Impact Statement

12. This item does not authorize the expenditure of district funds. All costs associated with the installation, maintenance, and operation of the antenna will be borne by T-Mobile. The Administration projects that revenues of $22,000 per year, increasing at three percent (3%) every year, for a minimum of five years, will be allocated to Vincent High School's budget. The additional funding will begin in FY08.

Implementation and Assessment Plan

13. Upon approval by the Board and receipt of approvals by other appropriate agencies, the Administration will execute the lease agreement. Construction will begin shortly after execution of the lease.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into a Lease Agreement with T-Mobile to erect a Wireless Communication Facility at Vincent High School in accordance with the following minimum terms and conditions:

1. lease will be for an initial term of five (5) years, subject to three (3) additional renewal terms of five (5) years each;
2. rent for the initial year of the initial term will be $22,000;
3. rent will be escalated by three percent (3%) each year, beginning with the second year of the initial term.

All other terms and conditions of the leases will be similar to those of the current leases which the District has with T-Mobile and other cellular providers (see example attached to the minutes of your Committee's meeting).

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

* * * * *

(Item 14) Action on a Request to Change the Name of A.G. Bell Accelerated Academy to Wedgewood Park International School

Background

1. At a meeting on February 22, 2007, the Board approved the merger of Walker International Middle School and A.G. Bell Accelerated Academy.

2. The communities of Walker International Middle School (named after George H. Walker, founder of Walker's Point and former mayor of Milwaukee) and A.G. Bell Accelerated Academy (named after Alexander Graham Bell, inventor of the telephone), comprising the school governance councils, parents, and staff, have expressed their desire not to retain the A.G. Bell Academy's name in the merger.

Administration's Analysis

3. Since the approval of the merger by the Milwaukee Board of School Directors, both schools have worked collaboratively to build a foundation supported by the Implementation Team, which includes staffs from both schools. In doing so, the school communities have engaged students, parents, and certificated and classified staff in the decision-making process regarding the new school name.

4. Staff, parents, and students at both schools voted on the Implementation Team's numerous name suggestions,. It was overwhelmingly apparent that Wedgewood Park International School was the preferred new name for the new merged school. Of the 479 ballots returned from both school communities, Wedgewood Park International School received 323 of the votes. Wedgewood Park is a Milwaukee County park located 3 blocks west of the merging school.

5. A formal letter signed by the A.G. Bell Accelerated Academy's School Governance Council, addressed to the Superintendent and dated April 18, 2007, indicated the desire of the school community to change the name of the new merging school site to Wedgewood Park International School.

6. A formal letter signed by the Walker International Middle School's School Governance Council, addressed to the Superintendent and dated April 24, 2007, indicated the desire of the school community to change the name of new merging school site to Wedgewood Park International School.

Strategic Plan Compatibility Statement

7. The recommendation supports MPS Strategic Plan, Goal 1, Student Achievement; Goal 2, Student success in further education and employment; and Goal 3, Family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

9. This item authorizes expenditures in the amount of $2,865 for changing the name on the building as a result of the merger. Changing the name was anticipated as part of the merger of A.G. Bell Accelerated Academy and Walker International Middle School; therefore, the cost of the signage will be paid for from the school relocation fund in the Construction Fund (FAR-0-0-MRP-DW-ECNCMIS7).

Committee's Recommendation

Your Committee recommends that the Board approve the name change of A.G. Bell Accelerated Academy to Wedgewood Park International School.

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

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(Item 15) Action on a Request to Change the Name of John Muir Middle School to Northwest Secondary School

Background

1. At a meeting on February 22, 2007, the Board approved the merging of Edison Preparatory Middle School, Edison Career Academy of Public Safety High Schoo,l and John Muir Middle School.

2. The communities of John Muir Middle School (named after John Muir, American naturalist and essayist) and Edison Preparatory Middle School/Edison Career Academy of Public Safety High School (named after Thomas A. Edison, American inventor), comprising the school governance councils, parents, and staff, have expressed their desire not to retain the Muir Middle School name in the merger.

Administration's Analysis

3. Since the approval of the merger by the Milwaukee Board of School Directors, both schools have worked collaboratively to build a foundation supported by the Implementation Team, which includes the staffs from both schools. In doing so, the school communities have engaged students, parents, and certificated and classified staff in the decision-making process regarding the new school name.

4. In a collaborative process involving suggestions from students, parents, staff and community members, Northwest Secondary School was the name that was selected. During the early stages of the collaborative process, it became overwhelmingly apparent that Northwest was the common suggestion on which consensus could be reached. The staff voted on the final version of the name between two names, one of which was Northwest, which represents the geographic location of the school in the City of Milwaukee. Of the 55 ballots returned from both schools' staff members, Northwest Secondary School received 35 of the votes.

5. A formal letter signed by the Muir School Governance Council, addressed to the Superintendent and dated May 29, 2007, indicated the desire of the school community to change the name of the new merging school site to Northwest Secondary School.

6. A formal letter signed by the Edison School Governance Council, addressed to the Superintendent and dated May 29, 2007, indicated the desire of the school community to change the name of new merging school site to Northwest Preparatory School.

Strategic Plan Compatibility Statement

7. The recommendation supports MPS Strategic Plan, Goal 1, Student Achievement; Goal 2, Student success in further education and employment; and Goal 3, Family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

9. This item authorizes expenditures in the amount of $2,150 for changing the name on the building as a result of the merger. Changing the name was anticipated as part of the merger of John Muir Middle School and Edison Preparatory Middle School, and Edison Career Academy of Public Safety High School; therefore, the cost of the signage will be paid for from the school relocation fund in the Construction Fund (FAR-0-0-MRP-DW-ECNCMIS7).

Committee's Recommendation

Your Committee recommends that the Board approve the name change of John Muir Middle School to Northwest Secondary School.

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

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UNFINISHED BUSINESS

(Item A) Appointment of Board Representatives

At the beginning of each new Board year (May-April), the Board President appoints representatives to the various Boards and Committees on which the Milwaukee Board of School Directors is represented. At the Board's regular June 2007 meeting, the President will submit to the Board his nominee to the Head Start Policy Council.

Head Start Policy Council

President Blewett nominated Director Spence as the Board's representative to the Head Start Policy Council.

On the motion of Director Bonds, the nomination was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Petersons and President Blewett—5.

Noes—None.

Temporarily absent—Directors Spence and Thompson—2.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Major Activities:

- Regular Head Start staff, ERSEA, and management meetings
- National Reporting System assessment administered to K4 students
- Comprehensive recruitment plan and flyers created to target specific areas within Milwaukee
- Supplemental data completed and submitted for the Cost-of-Living-Adjustment (COLA) grant
- T/TA Plan group completed data for the Technical Assistance Plan and Assessment and submitted final Technical Assistance Plan to Region V TA Specialist
- Community Assessment Parent Focus Groups held at Congress, Kagel, Seher, Fletcher, 21st Street, and Auer Avenue schools
- ERSEA Manager, Michelle Jones, began work on Friday, June 1, 2007
- ERSEA Manager and Interim Education Manager attended Summer Registration Meeting facilitated by Student Assignment Manager at Central Services on Friday, June 1, 2007
- Head Start teacher in-service day was held on Friday, June 1, 2007, to conduct classroom inventory, complete Galileo assessment data, and prepare Head Start files to submit to Interim Education Manager
- Program Coordinator, ERSEA Manager, and Interim Health & Disabilities Manager attended technology meeting on Tuesday, June 5, 2007, to plan more efficient use of database systems
- Program Coordinator attended Elementary & Secondary Education Act meeting on Tuesday, June 5, 2007
- Interim Education Manager attended DEC planning for board policy meeting on Wednesday, June 6, 2007
- Program Coordinator attended Universal Breakfast research planning meeting on Thursday, June 7, 2007
- Program Coordinator and Support Manager attended training for PI-34 Professional Development Plan reviewers on Friday, June 8, 2007, at Marshall High School
- Interim Education Manager visited Longfellow Elementary School on Friday, June 8, 2007, to assess possible new site for Head Start classroom
- Policy Council Meeting was held on Saturday, June 9, 2007, at Central Services
- Booth at Juneteenth Day Festival on Tuesday, June 19, 2007, for student recruitment
- First round of staff evaluations completed on Monday, June 11, 2007, and Tuesday, June 12, 2007
- Nurturing Fathers Program for Head Start fathers held on Tuesday, June 12, 2007

- Interviews for Education Manager and Curriculum Generalist held on Monday, June 18, 2007, and Wednesday, June 27, 2007
- Monthly planning meeting with Program Coordinator and Region V TA Specialist took place onTuesday, June 19, 2007
- Parent Orientation for 2007-08 Head Start parents was held on Wednesday, June 20, 2007, at Central Services

Services Provided:

- Health screenings completed at Head Start sites by Health Team
- Interim Education Manager provided training for EYP summer recreation staff on Monday, June 18, 2007
- Interim Health, Mental Health and Disabilities Manager provided assistance to Martha Kreitzman in the MPS Grants Office for the Safe Schools Grant

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

Submitted by President Blewett

Previous Month's Summary:

- Applications have begun arriving in response to the new search to fill the MPA Executive Director position.
- The MPA was recognized in a recent edition of *Ed Line,* a publication of UWM.
- The Mayor will be the chief elected official for workforce funds as of July 1, 2007. The Private Industry Council will continue to administer workforce development funds from the Department of Labor in the community. The representative to the MPA will be discussed.
- MPS and the PIC are collaborating in response to an invitation to large cities to submit a grant proposal to the U.S. Department of Labor to create employment opportunities for young people who are prone to becoming dropouts or academically unsuccessful. There will be ten awards for $2.3 million per year, renewable for up to four years. Award announcements will be made by July 2, 2007. The partnerships already in place in this community have made it possible to submit a strong proposal.
- A regional summit on the advancement of postsecondary education was held by U.S. Secretary of Education Margaret Spellings on June 5 in Kansas City, Missouri. Gerard Randall was invited as a representative of Wisconsin at this event, which was attended by 40 people. There was discussion on what needs to be in place for the higher-education community to have an impact on improving K-12 performance. Improvement of accessibility to, affordability of, and accountability of higher education was the focus. Teacher quality was a hot topic. PK-16 collaborations were proposed as something new and as one of the ways in which communities could best collaborate around improving academic performance and success. The MPA is in a good position to capitalize on resources for improving teacher quality when they become available for application. Summits were also held in two other locations around the country. Any further information received will be shared with the MPA.
- The MPS budget was passed on a 9-0 vote. Many of the things started at the MPA have remained in the budget. It includes the focus on literacy coaches, the math partnership, the

addition of supports in the classroom, professional development, the continuation of building the learning environments for adults and children, and strengthening of the accountability systems.

- The MPA Leadership Team thoroughly reviewed the proposed Strategic Plan and submitted feedback, which was well reflected in the Plan. The Implementation Team also provided input. Much of what the MPA has embraced over the last several years is in the Strategic Plan. MPA members were asked to participate in upcoming public testimony concerning the connection between the MPA and the Strategic Plan.
- Some new things were put into the MPS budget and will be worked on this summer concerning safety issues relative to both students and adults. One of these is a common protocol for visitors to MPS buildings. MPS is collaborating with the District Attorney's Office to submit a proposal for a $9 million safety grant.
- Conversations in schools around instruction continuously show increased focus on academic achievement.
- The idea of differentiating and targeting focus on low-performing schools with additional professional development and support is paying off as strong improvements are being seen. The NEA Focus Schools had significant improvement in their test scores. Their percentage increases of approximately 7 to 8 percent were greater than those at the rest of the schools.
- Math scores went up 8 percentage points at the fourth-grade level and 6 percentage points at the eighth-grade level, but are still flat at the tenth-grade level. Professional development strategies are being worked on to bring about improvements that should result in raised test scores in tenth grade.
- The Private Industry Council hopes to add the Accuplacer to go along with the ACT Prep Program. The Accuplacer is used for tech schools. Collaboration will be needed in the future to ensure that all children can pursue post-high-school education and training.
- A number of meetings have been held regarding induction. Alignment of resources and activities around induction will become a major focus of the work of the Teacher & Principal Quality Work Group for the next year. There will be a strategic planning meeting/retreat around induction and the resources available, tentatively scheduled for August 13. Grant dollars will fund this retreat. The goal will be to create a plan for the entire year. Participants will include members of the Teacher & Principal Quality Work Group, additional representatives from higher education, new teachers, principals, and union representatives. On the TNE side of induction, there will be a focus on the NEA Schools. Discussions have taken place with Cris Anderson. Pilots with NEA Schools will help in determining what resources will be needed. The model is a school-based induction model.
- A group of people went to Chicago for meetings around differentiated compensation.
- August 17 is being considered for the MPA Annual Retreat. The retreat will focus on induction and alignment of work. Work groups will develop work plans around the Strategic Plan if it has been approved by that time.
- Phyllis Anderson is now underfilling as the Acting Title I, ESEA Coordinator at MPS and will serve as a co-chair of the Family Literacy & Tutoring Work Group.
- The tutoring and family literacy resource database is up and working on the MPA Web site. This could not have been accomplished without having Betty Smith employed for the MPA for the past two years, which has been made possible by the Helen Bader Foundation, and the continued volunteer work of Dr. Clark at UWM. Information in the database will be updated and expanded this summer.

- The tutor-training curriculum is being redesigned with the assistance of a literacy specialist. In the fall, work will again be done with service learning and school-wide training.
- As a result of the two dialogue sessions which the Family Literacy & Tutoring Work Group and the Superintendent hosted with the faith community, they are organizing for continued support. The Church Adopt-A-School Program is being investigated as a strategy for increasing the involvement of faith organizations and connecting schools to their neighborhoods.
- Some strong partnerships have been formed with Title I parents and other parent groups in the community.
- Conversations with higher-education staff about comprehensive literacy have increased, and fruits of this effort will be seen in work done next year.
- Delorse Cole-Stewart, the MPS Reading Specialist, has been working with a number of people on Classroom Assessments Based on Standards (CABS) and reading pacing guides.
- Across the district, there are monthly sessions on writing and school-based literacy.
- A partnership with technology for E2T2 funding is making work with classroom teachers after school possible.
- The Six Trait Exhibition on writing instruction held on May 31 was very well done. Teachers showcased their work, shared sample lesson plans, and discussed their work. Many teachers went through the exhibit.
- Higher-grade-level teachers will be sharing with lower-grade-level teachers what is needed to prepare students for the next level.
- High-school English courses will have common syllabi and classroom expectations. It is hoped to some day have common assessments as well.
- Plans are moving forward for the K-8 summer reading program, which will use the Marzano vocabulary strategy approach. Staff was trained by ASCD, and Bob Marzano has been consulting. The strategy will be used in concert with the curriculum. There are also plans on how to use it in the fall to follow through.
- Next year there will be a real push on adolescent literacy. The Six Traits work done during the past year will evolve into writing in the content areas. The vocabulary work being done this summer at the K-8 level will be extended to content areas as well next year.
- The NSF's site visit on June 1-2, 2007, went very smoothly. The verbal feedback was full of accolades about what has been put in place, the collaboration, and the district's K-12 support for the grant. All of the NSF goals for the district were either met or exceeded. Next year is the fifth year of the five-year grant. Ways to sustain the momentum and efforts are being looked at.
- There is more involvement planned for the high schools. The middle-school and high-school educators will be brought together. There is a push now to re-write the learning targets because there is not enough rigor. CABS will also be re-done.
- Through the Milwaukee Mathematics Partnership (MMP), UWM is offering two free courses this summer for MPS high-school mathematics teachers to deepen their knowledge of mathematics content and to enhance their mathematics instruction. These courses are: 1) Mathematical Explorations for Secondary Teachers, and 2) Graphing Calculators in the Secondary Classroom. For additional updates on the work of the MMP please see the attached May/June 2007 issue of *The MMP Messenger* and the June 2007 issue of the *MMP Math Minutes.*

- Plans are being made to apply for a grant available through DPI that is looking for partnerships relative to PI34.
- Deb Lindsey, Director of Research & Assessment at MPS, shared information with the MPA on WKCE-CRT performance data at the June 15 Partners Meeting.
- Much work is being done on the MPA Web site update. It is hoped to be completed by the end of June.
- Updates on the Project CLASS and Project CALL grants at Alverno College through the Joyce Foundation were shared with the Implementation Team by Mary Diez and Antonio Rodriguez. The goal of Project CLASS (Content, Leadership and Assessment for Science Standards) is to increase the number of teachers, particularly at the middle-school level, who have the science content knowledge they need to teach well. The ultimate goal is to increase the proficiency of the students. Participants have noted fewer attendance problems, rising grade-point averages, and fewer disciplinary referrals in their classrooms.

  The Project CALL (Coaching and Assessment for Leadership and Learning) grant, which is a two-year grant focused on eight of the low-performing/low-value-added schools in MPS, is now coming to its end. It is a two-fold strategic intervention that includes: 1) intensive coaching for the school leadership, curriculum generalist, and learning team, and 2) rigorous professional development focused on tools and techniques for data-driven decision making in the classroom. A new round of funding has been proposed to the Joyce Foundation to continue working with four of the original eight schools and to add eight more NEA Focus Schools that have middle grades. The focus would be on coaching the principal, curriculum generalist, and learning team to help the schools move the classroom assessment work school-wide and to build systems to provide sustainability. What is working well would be probed and described so that it could become informative and support other schools.
- The presentations on the above-mentioned grants sparked Implementation Team conversation on data and teaching and learning. The Implementation Team would like to pursue discussions on transporting successful strategies to other schools without having the intense level of resources.
- Data on the NEA Focus Schools shows the high schools are struggling. A group of people will be looking at First Things First and what support Alverno College can offer to help them.
- The Final Report on Year 2 of the NEA Foundation Grant to Close the Achievement Gaps was submitted at the end of May. The NEA Focus Schools showed a more noticeably improved performance overall than did the average MPS school. For additional data, please see the attached data analysis that was submitted with the report.
- The Implementation Team has proposed to continue the same meeting schedule for next year on the second Monday of each month, beginning in September.

The next meeting to be held on: Date To Be Determined

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 0708C-004 from Lawrence M. Hoffman, Requesting a Hearing Regarding the Peace Learning Center of Milwaukee (PLC)

DATE: June 1, 2007

TO: Lynne Sobczak, Office of Board Governance
Director Charlene Hardin, Chair, Safety and Climate Committee
Director Peter Blewett, Board President
Director Jennifer Morales

FROM: Lawrence M. Hoffman, Ph.D., Board Member,
Peace Learning Center of Milwaukee

RE: Request for Hearing

Having briefly introduced the Peace Learning Center of Milwaukee (PLC) and its 4th grade nonviolent conflict management program to the Board of School Directors at the Budget Hearing of May 17, I am requesting a hearing before the Safety and Climate Committee at the committee's earliest opportunity.

The presentation would describe the PLC's curriculum and instructional strategies and explain the findings of its comprehensive program evaluation. This information should help the committee and the Board determine what relationship MPS might wish to have with the PLC in the 2007-08 school year.

Our presentation would be made by Evelyn Ang, who is our Executive Director; and/or a workshop facilitator on our staff; and myself and/or another member of our Board. Please contact me at [redacted], [redacted] (H), or [redacted] (O). Ms. Ang may be reached at [redacted] or [redacted] (C).

Referred to the Committee on Safety and Climate.

* * * * *

RESOLUTIONS

Resolution 0708R-013

by Director Blewett

WHEREAS, On January 8, 2002, President Bush signed into law the No Child Left Behind (NCLB) Act of 2001, which applies to all school districts and schools within states that accept federal Title I dollars; and

WHEREAS, The Milwaukee Board of School Directors supports the goals of NCLB of raising student achievement, closing the achievement gap, and ensuring that each child has a highly qualified teacher; and

WHEREAS, The Milwaukee Board of School Directors continues to welcome the accountability for improving student and school performance; and

WHEREAS, The Milwaukee Board of School Directors has had five years of operational experience in implementing NCLB; and

WHEREAS, The Milwaukee Board of School Directors has identified improvements that could be made to NCLB that would eliminate barriers to full implementation of the federal law; and

WHEREAS, The National School Boards Association (NSBA) has developed draft legislation based on input from local school boards across the nation that would address the concerns of local school boards and improve the implementation of NCLB; and

WHEREAS, In April 2006, the NSBA Delegate Assembly re-affirmed its support of federal legislation that is consistent with the NSBA's draft legislation; and

WHEREAS, In January 2007, Representative Don Young (R-AK) re-introduced legislation, the No Child Left Behind Improvements Act of 2007, H.R. 648, that is consistent with the NSBA's draft legislation; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors urge Tammy Baldwin, Steve Kagen, Ron Kind, Gwen Moore, David R. Obey, Thomas Petri, Paul Ryan, and F. James Sensenbrenner to fully support H.R. 648 by becoming co-sponsors of the bill; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors seek the support of local community and civic leaders and appropriate members of the Wisconsin Legislature in encouraging Tammy Baldwin, Steve Kagen, Ron Kind, Gwen Moore, David R. Obey, Thomas Petri, Paul Ryan, and F. James Sensenbrenner to become co-sponsors of H.R. 648; and be it

FURTHER RESOLVED, That engrossed copies of this resolution, suitably signed and sealed, be sent to members of Wisconsin's U.S. Congressional delegation, the Governor, the members of the Wisconsin Legislature, local public governing officials, and the State Superintendent of Schools.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0708R-014

by Director Blewett

WHEREAS, Judges from the Children's Court have expressed their desire that MPS assign an official liaison to the Court to help deal with cases involving MPS students; and

WHEREAS, MPS has a duty to serve all its students in whatever capacity it can; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Superintendent to work with the Children's Court, the District Attorney's office, Probation Services, and the Public Defender's office to develop a liaison position with the Children's Court, to be funded from carryovers from the FY07 MPS budget, said position to include, but not necessarily be limited to, the following functions:

- to assist child welfare and juvenile justice staff with navigating the MPS system to assist parents and youth;
- to provide information to courts and court staff on initiatives and programs that youth may take advantage of;
- to provide leadership in getting placements as quickly as possible for youth not currently enrolled;
- to meet with parents and direct them accordingly to appropriate school personnel for resolution of issues — e.g., how to change a school placement; get a work permit;
- to assist all court personnel in understanding MPS's rules, policies, and procedures, including those regarding discipline, suspension, and expulsion;
- to provide parents with suggestions on what to do if their children are facing possible expulsion; and be it

FURTHER RESOLVED, That the Administration prepare, for the approval of the Milwaukee Board of School Directors, a job description for the position of MPS liaison to the Children's Court, said description to be developed in cooperation with representatives from the Children's Court, the District Attorney's office, Probation Services, and the Public Defender's office; and be it

FURTHER RESOLVED, That, no later than 90 days after the adoption of this resolution, the Administration bring to the Milwaukee Board of School Directors for its approval the job description for the position of liaison to the Children's Court, to include proposed salary and a list of duties; and be it

FURTHER RESOLVED, That, upon the Board's approval of the job description, the Administration work to recruit qualified candidates for the position, from among whom the MPS Administration shall, as quickly as is practicable, select one person for the Board's approval; and

FURTHER RESOLVED, That the MPS Administration seek an agreement from the Children's Court to provide an office within the Children's Court campus for the person assigned to be MPS's liaison with the Children's Court; and be it

FURTHER RESOLVED, That the MPS liaison be given access to whatever MPS systems and information that are appropriate to the fulfillment of the duties assigned to the liaison, including access to eSIS and the Individual Education Plans (IEPs) of students who are to be processed through the Children's Court; and be it

FURTHER RESOLVED, That the Liaison periodically report back to the Board about how MPS might better coordinate efforts to work with the Children's Court to provide services to students.

Referred to the Committee on Safety and Climate.

Resolution 0708R-015

by Directors Petersons and Bonds

WHEREAS, The Milwaukee Board of School Directors has the legal responsibility for the conduct of the public schools and is the only official agency in the community that has such; and

WHEREAS, In all matters of planning, governance, and accountability, the Board recognizes its responsibility to the citizens of the City of Milwaukee and the State of Wisconsin to use all funds for the greatest possible effect in fulfilling Board goals of student achievement and equity; and

WHEREAS, In monitoring the performance of the District, it is the Board's responsibility to use financial and performance audits of schools and audit standards, annual report card, district accountability plans and the school educational plans, school selection data, and school facilities standards; and

WHEREAS, The Milwaukee Public Schools contracts with outside entities, known as partnership schools, to provide educational services to at-risk students and other student populations within MPS; and

WHEREAS, Inasmuch as these partnership schools are contracted to teach MPS students, they are, in effect, MPS schools, and the Board has the same responsibility to monitor their performance as it does traditional MPS schools; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to include in all new partnership contracts, as well as current contracts when they come up for renewal, the requirement that the partnership schools submit quarterly financial statements to the MPS Department of Finance for its review; and be it

FURTHER RESOLVED, That these quarterly statements be part of the annual review process prior to the renewal of any partnership contract; and be it

FURTHER RESOLVED, That partnership contracts be funded based upon FTEs (full-time-equivalent students), rather than upon seats; and be it

FURTHER RESOLVED, That, if a partnership school is found to have had in previous years irregularities with district funding, a limit shall be placed upon that school's allotment of FTEs until the District has recovered its losses.

Referred to the Committee on Finance/Personnel.

Resolution 0708R-016

by Director Falk

WHEREAS, the Milwaukee Public Schools, like many school districts across the country, is experiencing a high turnover among teachers, especially early in their careers; and

WHEREAS, Such high turnover of teachers is having a detrimental effect on the overall quality of education in MPS's classrooms; and

WHEREAS, MPS contracts with the Gallup Organization to use the latter's TeacherInsight, a Web-based interview program, to help screen the eligible candidates; and

WHEREAS, Unlike state-required certification exams, TeacherInsight measures values and behavior — not knowledge in a teacher's chosen subject area; and

WHEREAS, Little research has been done into the Gallup service, with the most favorable studies come from Gallup itself; and

WHEREAS, There are serious questions about whether teachers' beliefs and attitudes can predict success; and

WHEREAS, There is no universal agreement on the qualities that make a good teacher; and

WHEREAS, The best teachers, as is often the case with the best practitioners in any field, sometimes don't follow conventional wisdom; and

WHEREAS, There has been some concern expressed that the questions which the TeacherInsight poses to candidates presents unrealistic scenarios with choices that are too narrow; and

WHEREAS, Applicants can fake the test using common sense and advice on strategy available on the Internet; and

WHEREAS, Little evidence exists linking teachers' test scores to student achievement; and

WHEREAS, Researchers at Michigan State University in 2003, and in a revised study to be published in 2008, found only a moderate relationship between high scores on such commercial teacher-selection products and favorable ratings by principals once the teachers were in the classroom, while the relationship between the scores of these tools and the ratings by students or outside observers is even more tenuous; and

WHEREAS, Candidates who may otherwise be deemed valuable by the schools to which they have applied have been rejected because of the results of their online interviews; and

WHEREAS, If such a screening tool comes to serve as a "gatekeeper," the pool of candidates may be colored by the exclusion of people who possess other desirable strengths not taken into account by the tool; and

WHEREAS, Anecdotal evidence suggests that MPS could be keeping otherwise qualified candidates from its classrooms; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to cease immediately from using any such online screening tools such as TeacherInsight as a gatekeeper for hiring until MPS has conducted a review of its teacher-hiring practices; and be it

FURTHER RESOLVED, No candidate will be automatically disqualified from employment because of a low score on TeacherInsight; and be it

FURTHER RESOLVED, That the Board direct the Administration to conduct a review of its hiring procedures, with a report to be made to the Board no later than the September 2007 Board cycle.

Referred to the Committee on Finance/Personnel.

Resolution 0708R-017

by Directors Blewett and Bonds

WHEREAS, Economic independence and success in Milwaukee, Wisconsin, and the United States are, in a large part, dependent upon the citizenry's freedom of movement, especially that which the automobile affords them; and

WHEREAS, Greater economic success of our citizens equates to a stronger economy for the state; and

WHEREAS, In order for our students to be responsible and safe drivers, they must receive proper drivers' education; and

WHEREAS, It has become difficult, if not impossible, for schools to allocate funds from their already overburdened budgets for drivers education programs; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the MPS Administration to add to the District's Legislative Agenda lobbying of the State of Wisconsin for increased state funding for drivers education and training programs in MPS.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0708R-018

by Director Blewett

WHEREAS, An appreciation of the arts brings great educational, cultural, and economic benefits not only to the students of MPS but also to students throughout the county of Milwaukee; and

WHEREAS, 80,000 youth participate in Milwaukee Art Museum education programs annually; and

WHEREAS, 57,000 students tour the Milwaukee Art Museum annually; and

WHEREAS, At least 474 schools in metropolitan Milwaukee have brought their students to the Milwaukee Art Museum during the 2006-2007 school year; and

WHEREAS, At least 103 MPS schools have brought students to the Milwaukee Art Museum during the 2006-2007 school year;

WHEREAS, Milwaukee County has demonstrated its commitment to the arts through such programs as the Milwaukee Art Museum, which offers a rich variety of programs and resources for teachers and students, families, and adults, such as:

- programs and resources designed for teachers and students in preschool through high school which introduce works of art and methods for teaching with objects, explore interdisciplinary curriculum applications, and support State and/or District Model Academic Standards;
- school tours designed for students and teachers in preschool through high school which introduce works of art and methods for teaching with objects, explore interdisciplinary curriculum applications, and support State and/or District Model Academic Standards;
- educational materials for students to use in researching visual art research and studying the Museum's Collection, feature exhibitions, and architecture;
- scholarships to attend Museum studio art classes for school-age students interested in pursuing art and who are in need of financial assistance; and
- professional development plan programs in conjunction with the Wisconsin Department of Public Instruction and with the Illinois State Board of Education to issue CPDU certification renewal credit; and

WHEREAS, Milwaukee County financial support makes possible educational and after-school programming at the Milwaukee Art Museum, including the Junior Docent program, the Young Author's conference, the Milwaukee High School of the Arts Satellite program, the Annual Wisconsin Regional Scholastic Art Awards Exhibition, the "Career Ladders" internship program, the "ArtExpress" paid internship program, and the "ArtWorks" teach-to-learn program; and

WHEREAS, Milwaukee County financial support makes possible educational partnership programs between the Milwaukee Art Museum and other institutions, such as the Milwaukee Public Library, the Boys and Girls Clubs of Milwaukee, the Milwaukee Symphony Orchestra, the Milwaukee Bucks, and the First Stage Children's Theater; and

WHEREAS, The Milwaukee Art Museum has historically demonstrated fiscal responsibility; and

WHEREAS, The Milwaukee Art Museum been an unquestionably valuable educational partner for MPS and other school districts in Milwaukee County; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to add to the MPS Legislative Agenda support for increased funding in the Milwaukee County budget for Arts and Arts Education programming in general and specifically for Arts and Arts Education programming offered at the Milwaukee Art Museum; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors instruct the Office of Board Governance to prepare a letter to be signed by the President of MPS Board of Directors and sent to the Milwaukee County Executive and members of the Milwaukee County Board expressing its support for increased funding in the Milwaukee County annual budget for Arts and Arts Education programming in general and specifically for Arts and Arts Education programming at the Milwaukee Art Museum.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0708R-019

by Director Bonds

WHEREAS, Milwaukee Public Schools continues to strive for increased student achievement to ensure success in further education and employment; and

WHEREAS, The District has partnered with various entities to aid in the quest of achieving this goal, to close the achievement gap, and to develop educational programs that will focus on improving achievement in literacy for all students; and

WHEREAS, Through its partnership with the Institute for Research and Reform in Education, the First Things First (FTF) program has helped MPS to increase math scores as a whole and has helped to increase the percentage of students scoring at proficient or advanced levels of high-stakes reading tests; and

WHEREAS, FTF is an educational 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; and

WHEREAS, Developed by IRRE in 1996, FTF strives to create meaningful change for all students — particularly young people in low-income communities; and

WHEREAS, The First Things First program has also been instrumental in other urban school districts in helping African-American and Hispanic students make dramatic gains in reading proficiency, in narrowing the racial gap with Caucasian students, and also in increasing their overall performance; and

WHEREAS, The District has demonstrated its support for the program through its implementation of the program in at least two high schools — a commitment made through an informational report to the Board on June 26, 2006, to invest in the program from July 1, 2006, through June 30, 2009; and

WHEREAS, With the successes which these schools have realized, it is imperative that the District continue to support the program and make provisions to expand the program to ensure that all Milwaukee public high schools are positioned to make such academic gains; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan for continued support of the First Things First program, including funding and steps to ensure that all of the District's high schools have access to the benefits that the program offers; and be it

FURTHER RESOLVED, That high schools that currently have the program be offered resources in continuing the program for the 2007-2008 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-020

by Director Bonds

WHEREAS, As elected officials, the Milwaukee Board of School Directors have a fiduciary obligation to the taxpayer to operate the District in a fiscally responsible manor; and

WHEREAS, This Board has sole budgetary authority for Milwaukee Public Schools, controlling surpluses and deficits and having the responsibility of overall fiscal management; and

WHEREAS, The current policy governing use of the reserved and unreserved fund balances, has not been studied since October 1995; and

WHEREAS, The policy approved at that time is not clear with respect to which funds the policy applies; and

WHEREAS, The policy does not address how fiscal-year-end deficits which decrease the fund balance should be reported to and/or acted on by the Board; and

WHEREAS, No procedure for use exists that provides detailed information regarding the use, reporting, and the Board's approval of deficits and transfers from the unreserved balance fund to the reserved balance fund; and

WHEREAS, It has been the District's practice to designate the use of the fund balance for the subsequent year's expenditures, since it is used to partially offset the amount of cashflow borrowing needed to maintain the District's financial operations; and

WHEREAS, District policies, procedures, and practices need to be aligned to operational changes to ensure efficient and effective operations throughout the District; and

WHEREAS, The Milwaukee Public Schools must operate in a fiscally responsible manner in an effort increase support for public schools; now, therefore, be it

RESOLVED, That the administrative policy regarding the reserved and unreserved fund balances be revisited and refined and that a procedure be developed to support the implementation of the policy; and be it

FURTHER RESOLVED, That the procedure include revisions to the current annual fund balance report to the Board to include the beginning fund balance; a detailed itemization which lists all uses and sources of fund balance changes, including, but not limited to, fund balances appropriated for budgetary purposes; current-year budget surpluses and deficits, along with a notation of the date of Board approval for uses; and the ending fund balance; and be it

FURTHER RESOLVED, That a revised policy and procedures for use of the fund balances be brought back to the Board for approval by the November Board cycle for implementation in the FY2008 budget cycle.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0708R-021

by Director Bonds

WHEREAS, Through MPS's partnership with the I Have a Dream Foundation, 50 1st-grade students at Clarke Street Elementary School will have the opportunity to be the first Dreamers of Milwaukee; and

WHEREAS, The I Have a Dream Program motivates and empowers students from low-income communities to reach their educational and career goals by providing long-term mentoring, tutoring and enrichment, and tuition assistance for higher education to students who otherwise would not have the opportunity; and

WHEREAS, The I have a Dream project has reached over 15,000 students from some of the country's most disadvantaged communities across 27 states and 66 U.S. cities; and

WHEREAS, The I have a Dream Program currently in practice at Clarke Street Elementary school has been successful, despite the fact that over 90% percent of the student body is eligible for free or reduced-price lunch, and 97% of the students are African-American; and

WHEREAS, The program provides comprehensive services to at-risk youth beginning in 1st grade and a continuum of support into their early twenties; and

WHEREAS, Although the District has demonstrated its support for the program through implementation at Clarke Street Elementary School, more students could benefit greatly from such an opportunity; and

WHEREAS, Legacy Bank, one of the District's community partners, has pledged $25,000 per year for the 16-year life of the program in an effort to show support; and

WHEREAS, The I Have a Dream Foundation is also partnering with the Office of Juvenile Justice and Delinquency Prevention's Gang Reduction Program (GRP) and the City of Milwaukee to bring the I Have a Dream Program model to the GRP Target Area; and

WHEREAS, If we have community partners such as Legacy Bank, the Next Door Foundation, and the City of Milwaukee making commitments to support and to offer the opportunity of the program to more Milwaukee children, then it is imperative that MPS also help; and

WHEREAS, The I have a Dream Program within Milwaukee Public Schools will help to create bright futures for the city's disadvantaged children and will help to change the face of Milwaukee as a whole; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan for continued support and expansion of the I Have A Dream program, including funding and steps to ensure that the maximum number of students possible have access to the benefits that the program offers after high school, such as higher-education dollars.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-022

by Director Bonds

WHEREAS, Decentralization has been in effect within Milwaukee Public Schools for over 10 years; and

WHEREAS, Operating as a decentralized school district has not produced desired results in increasing student achievement; and

WHEREAS, Every budget year, more schools are operating outside of their budget allocations and ending the year with high budget deficits; and

WHEREAS, With decentralization, there is room for more inequitable distribution of available resources, wider disparities among school programs, and increased risks of favoring special interest groups; and

WHEREAS, To assure the public that Milwaukee Public Schools' operations are transparent and to increase public trust, there must be equity in educational opportunities and certified, professional trained staff to oversee district assets; now, therefore, be it

RESOLVED, That the Board instruct the Administration to develop a plan to recentralize all district functions and operations; and be it

FURTHER RESOLVED, That any policies and procedures related to this matter be revised to reflect operation as a centralized school district; and be it

FURTHER RESOLVED, That this plan and all applicable revised policies and procedures be brought back to the Board for approval no later than January 2008.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0708R-023

by Director Bonds

WHEREAS, The goals of the Milwaukee Public Schools are to improve:

- Student achievement
- Student success in further education and employment
- Family satisfaction, as measured by their choices in the education marketplace ; and

WHEREAS, One of the primary tools to attract and retain students within the District has always been the opportunity to participate on school sports teams; and

WHEREAS, Sports teams historically have been and continue to be the students' connection to the schools they attend, generating ownership and school spirit; and

WHEREAS, Offering Wisconsin Interscholastic Athletic Association (WIAA)-recognized sports teams within the District helps to maintain and reiterate the importance of getting good grades and achieving high standards in education; and

WHEREAS, Students understand that, to play any WIAA-recognized sports, they are required to be academically eligible during the entire time they are on the team, adhere to a strict code of conduct, and display good sportsmanship; and

WHEREAS, These requirements are not the same for sports leagues operating outside of the WIAA organization, including those offered through recreation divisions; and

WHEREAS, Many inner-city students choose which high schools they would like to attend based on the sports offered; and

WHEREAS, Besides creating ownership and enhancing student responsibility, sports teams are additional means to keep students engaged in education; and

WHEREAS, The majority of surrounding school districts offer sports options for all grade levels, creating the opportunity for everyone who wants to participate; and

WHEREAS, Currently, MPS first-year high-school students do not have the option to participate unless they have had previous experience or are skilled enough to make the junior varsity-level team; and

WHEREAS, Today when students are losing ownership and displaying little appreciation for anything of value, it is important that the opportunity to be a part of something positive, such as school sports teams, be made available , now, therefore, be it

RESOLVED, That the Administration be directed to restore freshman-level, WIAA-recognized sports teams previously eliminated at all traditional, multiplex, small, and charter high schools; and be it

FURTHER RESOLVED, The Board instruct the Administration to develop and report to the Board a plan to include steps to offer schools who did not previously have WIAA sports teams the opportunity; and be it

FURTHER RESOLVED, That the Administration's plan include provisions for implementation of these modifications in the 2007-2008 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-024

by Director Hardin

WHEREAS, For many years, Gary Childs coached athletics in the Milwaukee Public Schools; and

WHEREAS, Throughout his adult life, Gary Childs displayed unwavering dedication to, and unfaltering belief in, the children of Milwaukee; and

WHEREAS, Gary Childs committed himself to the education, health, and safety of the children to whom he dedicated his life; and

WHEREAS, Gary Child devoted many years to providing recreational opportunities to the students of the Milwaukee Public Schools and their neighborhoods, both as an employee of MPS and as a member of the Milwaukee community; and

WHEREAS, Gary Childs was an inspiration to all who were fortunate enough to have been touched by his spirit and his guiding hand; and

WHEREAS, The generosity, love, and quiet modesty in which he lived his life earned Gary Childs the greatest respect and deepest love from all who worked with him;

WHEREAS, When Gary Childs suddenly died at the age of 47 years on May 8, 2007, he left behind an outstanding example and enduring legacy; now, therefore, be it

RESOLVED, That — in honor of a life that exemplified everything that the Milwaukee Public Schools, its administration, and its Board of Directors profess to be their guiding principles — the Milwaukee Board of School Directors direct the MPS Administration to seek permission of the family of Gary Child to rename the field house of the North Division Educational Complex, or Multiplex, in honor of Gary Childs; and be it

FURTHER RESOLVED, That, once the permission of Gary Child's family has been obtained, the North Division field house be renamed in honor of Gary Childs; and be it

FURTHER RESOLVED, That all signage and official written documentation regarding the North Division field house be updated to reflect this change in name.

Referred to the Committee on Finance/Personnel.

Resolution 0708R-025

by Director Blewett

WHEREAS, In 1984, the MPS district had federal magnet funding to establish Milwaukee High School of the Arts (MHSA) as a dedicated arts high school; and

WHEREAS, When this federal grant funding ended, the district maintained its commitment to sustain MHSA's specialty program; and

WHEREAS, MHSA ended the 1995-96 and 1996-97 fiscal years with surplus budgets that were then carried over into the following years, and

WHEREAS, In the late 1990s, when the district established equal allocation of funds within levels and across levels, MPS discontinued subsidizing MHSA's dedicated arts programming; and

WHEREAS, Since 1998, MHSA has accrued a deficit; and

WHEREAS, As a result of this deficit, MHSA has lost at least eight teaching positions over the past five years, while enrollment at MHSA has increased; and

WHEREAS, While MHSA pays toward the debt annually from our MPS Board allocation, the deficit has climbed to almost $850,000; and

WHEREAS, It is commonly acknowledged that it costs more to operate a dedicated performing arts program than other comprehensive high-school models; and

WHEREAS, The cost to operate the current programs at MHSA exceeds the annual MPS bBoard allocations; and

WHEREAS, MHSA has raised more than $200,000 in private funding from organizations and individuals; and

WHEREAS, The bulk of these funds have been restricted to equipment or project needs; and

WHEREAS, All Milwaukee students deserve to have the option to enroll at a strong High School of the Arts; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors demonstrate its commitment to Fine Arts programming at the secondary school level for all Milwaukee students by adding the position of Artistic Director to the MHSA budget during this and all future years above and beyond the funds allocated to all schools on a per-pupil basis.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0708R-026

By Director Blewett

WHEREAS, For decades, Washington High School has served as a center of its community; and

WHEREAS, In July of 2005, Washington High School was redesigned from a large traditional, comprehensive high school into three separate high schools; and

WHEREAS, The MPS Post-secondary Verification Report for the Class of 2005 — the last graduating class prior to Washington High School's being redesigned into three separate schools — showed that, in the following areas of post-secondary endeavor, the percentage of graduating students of Washington High School exceeded the total percentage of the 25 high schools that had provided data for this report:

2-Year Colleges ..... District = 27% ..... Washington = 33%
4-Year Colleges ..... District = 33% ..... Washington = 53%; and

WHEREAS, These results are sound evidence that Washington High School — as a traditional, comprehensive high school — was more successful than was the District as a whole in inspiring students to pursue post-secondary education; and

WHEREAS, It makes no sense to have dismantled a program that was working better than the district average in getting students to pursue post-secondary educational opportunities; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to begin the process of closing the three individual high schools that now occupy the Washington High School building after the 2007-08 school year; and be it

FURTHER RESOLVED, That the Board direct the Administration to begin the process to reopen Washington High School, with the beginning of the 2008-09 school year, as one traditional, comprehensive high school, to be housed in the same building and with the same programs and status which the original Washington High School had in place immediately prior to its redesign in July of 2005.

Referred to the Committee on Innovation/School Reform.

The Board recessed from 8:19 to 8:20 PM.

The Board adjourned at 9:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 16, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 5:53 PM.

Present — Directors Goldberg, Morales, Spence, Thompson, and President Blewett — 5.

Absent — Directors Bonds, Falk, Hardin, and Petersons — 4.

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

July 12, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Monday, July 16, 2007, 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 XIV 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 at the request of the appellant, under the provisions of Section 19.85(1)(b), Wisconsin Statutes.

The Committee 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 Thompson 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 Goldberg, Morales, Spence, Thompson, and President Blewett — 5

Noes — None.

The hearing was closed at 5:55 PM.

The Board recessed from 7:21 PM to 7:26 PM, 9:11 PM to 9:21 PM, and 10:46 PM to 10:55 PM.

The hearing concluded at 11:20 PM.

Director Spence 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 Goldberg, Morales, Spence, Thompson, and President Blewett — 5.

Noes—None.

The Board retired to executive session at 11:21 PM.

The Board reconvened in open session at 11:48 PM.

Director Goldberg moved that the Board uphold the Administration's recommendation, based on the following findings and conclusions:

- First, that Ms. Badger was first employed as a teacher by MPS on February 27, 2002.

- Second, due to serious deficiencies in her performance as a teacher, Ms. Badger was referred to and accepted into the Teacher Evaluation and Mentoring ("TEAM") program for the 2006-2007 school year.

- Third, Ms. Badger understood when she agreed to participate in the TEAM program that an unsuccessful exit from the program could result in termination of her employment.

- Fourth, through the TEAM program, and with Ms. Badger's agreement, two goals were established for Ms. Badger for the 2006-2007 school year: (1) develop, implement, and consistently maintain classroom management practices and organizational skills that provide an atmosphere conducive to learning; and (2) develop and consistently implement a balanced curriculum that is developmentally appropriate and actively engages the students in meaningful activities.

- Fifth, during the 2006-2007 school year, extensive efforts were made to assist Ms. Badger in meeting these goals. These included: numerous observations and conferences between Ms. Badger and her TEAM mentor teacher (inclusive of visits in the 2005-2006 school year); regular conferences with the mentor teacher and her principal; modeling of lessons; providing of resources and materials relevant to the goals, as well as templates for lesson plans and delivery; detailed verbal and written reports regarding her performance with respect to the established goals from her TEAM mentor and her principal; paid time off to monitor successful second-grade classrooms and to attend a number of seminars covering topics that related to her goals; regular feedback based upon observations by her

principal and various materials from her principal relating to the school's mission, expectations, and teaching techniques.

- Finally, Ms. Badger's performance with respect to the goals established for her failed to significantly improve over the course of the 2006-2007 school year and her performance by the end of the year was at a level that is unacceptable for an MPS teacher.

As a result, the Board determines that termination was warranted by the facts and circumstances attending Ms. Badger's conduct and support terminating Ms. Badger's employment, effective immediately.

The motion prevailed, the vote being as follows:

Ayes — Directors Goldberg, Morales, Spence, Thompson, and President Blewett — 5.

Noes—None.

The Board adjourned at 11:50 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 26, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 5:40 PM.

Present—Directors Bonds, Falk, Hardin, Morales, Petersons (6:20 PM), Spence, Thompson, and Vice President Spence—7.

Absent and excused—Director Goldberg and President Blewett—2.

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

July 20, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Thursday, July 26, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purpose:

1. to be provided with information regarding the MPS Health and Productivity Management Program (HMPM), "Learn Good Health, Live Good Health," and to explain how this program will affect the Board members that are covered under insurance, as well as to answer any questions Board members may have.

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 administration presented a report on the MPS Health and Productivity Management Program (HMPM), "Learn Good Health, Live Good Health."

The Board adjourned at 6:25 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JULY 26, 2007

Regular meeting of the Board of School Directors called to order by President Blewett at 6:45 PM.

Present—Directors Bonds, Falk, Goldberg (6:50 PM), Hardin, Morales, Petersons, Spence, Thompson, and President Blewett (6:55 PM)—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 posthumously present the "Excellence in Education Award" to:

GARY CHILDS
FORMER RECREATION PROFESSIONAL, COMMUNITY LEADER

Gary Childs spent a lifetime serving Milwaukee Public Schools and the Milwaukee community. He attended Bryant Elementary and John Muir Middle School and graduated from Custer High School in 1977. Gary went on to pursue a degree in business administration and physical education at Weston Jr. College and later Oklahoma Baptist College.

During his summers as a college student, Gary started his career with the Milwaukee Recreation Department as an instructor at Sixty-eighth Street School in the 4th R program (Reading, Writing, Arithmetic, and Recreation). He continued to work part-time, holding various positions within the Recreation Department, including playground leader, super playground leader, LOG (low organized games) instructor, and basketball league director at various recreation sites. After graduating, he continued to work with the Recreation Department while working as a basketball coach at North Division and as a Safety Assistant at John Marshall High School, until he became a full-time Recreation staff member in 1990.

Mr. Childs was passionate about serving and mentoring. He took pride in building relationships with school staff, students, and the community. As a member of the North-Plex administrative team, Gary coordinated and facilitated all after-school activities held in the building. He was a father-figure to many students. As a result of the unstable home environments of some students, his home address became the contact address for many who applied for colleges. Each month, Gary would purchase a case of Ramen Noodles and popcorn to make sure none of his students or staff went hungry.

Alongside the traditional recreation program offerings, Gary planned and facilitated several others that had a direct impact on the North Division Community, including:

- Summer Stars and Prime Time Teen Programs;
- CYD Christmas Toy Give-away;
- Gilbert Brown Football Camp;
- Michael Wilkes, Devin Harris, and 29th Street Basketball Camps;
- United Sports Tennis Program;
- North-Lincoln Alumni Game;
- NORI Sports Inc.;
- Smoke-Free Sports;
- Milwaukee Christian Fellowship Basketball League; and
- the Striders and Silver Spring Track Clubs.

Gary was recognized by many in the community, including YMCA Black Achievers, Milwaukee Times Black Excellence Award, and McDonald's Community Service Award.

The Director of the Recreation Department, Mary Gissal, recollects:

> Gary's success as a Recreation Professional was not in the number of classes he ran at North Division Recreation Center, but in the relationships and collaborations he built with others. Gary was the heartbeat of the North Division Community and known as the "Go-to Guy", the role model and the father figure for those in need.

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

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Resolution in Honor of the Late Gary Childs

By Director Charlene Hardin

WHEREAS, Gary Childs displayed an unwavering dedication to, and unfaltering belief in, the children of Milwaukee; and

WHEREAS, Gary Childs devoted many years to coaching athletics to the children in the Milwaukee Public Schools; and

WHEREAS, Gary Childs committed himself to providing recreational opportunities to the students of the Milwaukee Public Schools and their neighborhoods; and

WHEREAS, Gary Childs endeavored tirelessly to promote the education, health, and safety of the children to whom he dedicated his life; and

WHEREAS, Gary Childs served as an inspiration to all who were fortunate enough to have been touched by his spirit and his guiding hand; and

WHEREAS, Gary Childs's generosity, love, and quiet modesty earned the greatest respect and deepest love from all who worked with him; and

WHEREAS, Gary Child established an enduring legacy of public service and unconditional love; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend to the family and friends of Gary Childs its deepest sympathy for their loss and its sincerest appreciation for all that the Milwaukee Public Schools community gained from Gary Childs' dedication and hard work; 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 the family of Gary Childs.

Adopted by consensus.

Other Awards and Recommendations

STUDENTS

Justin Knox, a 2007 graduate of the Milwaukee High School of the Arts, just returned from the NAACP ACT-SO competition in Detroit, Michigan, as a national winner in the scholarship competition. ACT-SO is an acronym for Afro-Academic, Cultural, Technological, Scientific Olympics. Justin represented the Milwaukee Chapter of the NAACP, which hosted the NAACP national convention in 2005. He was awarded the Silver Medal and a $1,500 scholarship in the Music/Vocal Classical category. He sang a Bass aria from J.S. Bach' s *Magnificat*. Justin will be attending the University of Wisconsin-Parkside this fall to continue his studies in music.

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Abner Castillo, a student at ALAS, has been named the first-place winner in the reading category in the annual Marcus Student Incentive Program contest. He was awarded a yearlong pass good at any Marcus movie theatre. Three other ALAS students were finalists in the contest: Jesus Garcia, Anymarie Leon, and Marisol Perez. MPS Art teacher Mary Galinowski has an impressive streak to her credit — For the fifth consecutive year, one of her students has created the first-place poster.

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STAFF

M. Lourdes Castillo-Uribe, principal of Vieau Elementary School, was selected as Wisconsin's 2007 National Distinguished Principal. The 2007 celebration marks the 24th year that the National Association of Elementary School Principals (NAESP) and the U.E. Department of Education have presented the award. She was nominated and selected by her fellow principals though a statewide search process conducted by the Association of Wisconsin School Administrators. She will go to Washington, DC, in October for activities honoring the awardees.

* * * * *

APPROVAL OF MINUTES

The Secretary informed the Board that Resolution 0708R-026 by Directors Blewett and Bonds to reopen Washington High School as one comprehensive high school under its former status, which was referred to the Committee on Innovation/School Reform, had been inadvertently omitted from the draft of the minutes of the July 2007 regular Board meeting.

The minutes of the regular and special Board meetings of April 25, May 1, 17, 21, 31, and June 26, 2007, were approved with the correction of the July 2007 minutes.

* * * * *

REPORTS OF STANDING COMMITTEES

The Board Clerk noted various corrections to be made to Item 1 of the Report of the Committee on Safety and Climate, Item 1 of the Report of the Committee on Strategic Planning and Budget, and Item 1 on the Report of the Committee on Legislation, Rules and Policies.

Separate consideration was requested of the following items:

Committee on Safety and Climate, Item 1, the first report of the Milwaukee Board of School Directors' Task Force on Youth Safety and Anti-Violence;

Committee on Safety and Climate, Item 2, a resolution to create a liaison position with the Children's Court and request for permission to fund the position of MPS Community Restorative Justice Prosecutor in the District Attorney's Office;

Committee on Legislation, Rules and Policies, Item 3, a resolution regarding the Student Privacy Protection Act; and

Committee on Legislation, Rules and Policies, Item 4, a resolution to support increased funding in Milwaukee County's annual budget for arts and arts education programming.

On the motion of Director Spence, the balance of the Committee Reports was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

By unanimous consent, the Board next took up Item 7 of Regular Items of Business.

(Item 7) Action on Resolution 0708R-024 by Director Hardin Regarding the Naming of the North Division Field House in Honor of Gary Childs

Administration's Recommendation

The Administration recommends that the Board adopt Resolution 0708R-024 By Director Hardin regarding the naming of the North Division Field House after Gary Childs.

Director Spence left at 7:15 PM.

Director Goldberg moved to approve the resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

COMMITTEE ON SAFETY AND CLIMATE

Director Hardin presented the following report for the Committee on Safety and Climate:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Safety and Climate presents the following report:

(Item 1) First Report of the Milwaukee Board of School Directors' Task Force on Youth Safety and Anti-Violence

Your Committee reports having received the following informational report from the Task Force on Youth Safety and Anti-violence:

Background

1. At a special meeting on May 1, 2007, the Milwaukee Board of School Directors voted to adopt a motion by Board ~~President Blewett~~ Director Hardin, that, in part, created a new standing committee of the Board, the Committee on Safety and School Climate, with the following charge:

a. The Committee on Safety and Climate shall consider, monitor, assess, and make recommendations to the Board on all matters pertaining to school and District safety and security.

b. The Committee on Safety and Climate shall review, monitor and make recommendations to the Board on all district safety and security plans and procedures, including emergency plans and procedures related to fire, safety, and health codes and statutes.

c. The Committee on Safety and Climate shall consider, review, and monitor all school climate and culture issues that present safety concerns, including neighborhood safety issues that could impact schools and the District.

d. The Committee on Safety and Climate shall receive and consider the recommendations of community partners, City departments, and other non-MPS entities that relate to district safety and climate issues.

e. The Committee on Safety and Climate shall consider and make recommendations regarding transportation safety and safe passage matters.

2. President Blewett subsequently appointed the following members of the Board to the Committee on Safety and School Climate:

Director Charlene Hardin, Chair
Director Michael Bonds, Vice-chair
Director Peter Blewett
Director Jennifer Morales
Director Jeff Spence.

3. The motion which the Board adopted also authorized the Board President to establish and appoint a Task Force on Youth Safety and Anti-Violence to include representatives from the community, the MPS Administration, the Board, and the schools to present a report to the Board's Committee on Safety and Climate in July 2007. The following persons accepted President Blewett's invitation to serve on the Task Force:

Ms. Evelyn Ang
Mr. Fred Birts
Ms. Bama Brown-Grice
Ms. C. Michelle Bryant
Mr. Marty Calderon
Ms. Lori Cameron
Mr. Ramon Candelaria
Judge Dennis R Cimpl
Ms. Constance Clark
Mr. Eric Coleman
Mr. Emilio De Torre
Ms. Josuane Duckworth
Ms. Genyne Edwards
Rep. Tamara Grigsby
Mr. Wendell Harris
Mr. Sid Hatch
Ms. Elna Hickson
Ms. Diane Johnson
Mr. Richard King Miller
Ms. Patricia LaCocque
Mr. David Lerman
Ms. Ursula Mlynarek
Mr. Reggie Moore
Ms. Vel Phillips
Ms. Ada Rivera
Sen. Lena Taylor
Judge Mary E Triggiano
Ms. Laura Vernon
Mr. David Weingrod
Mr. Lenard Wells
Mr. Willie White
Mr. David Zerwick

Advisory Members
Mr. Jay Navone
Mr. Peter Pochowski
Terrence Falk (MBSD)
Charlene Hardin (MBSD)
Jennifer Morales (MBSD)

Report of the Second Meeting of the Task Force on Youth Safety and Anti-Violence

4. The Task Force on Youth Safety and Anti-Violence held its first meeting on Tuesday, June 26, 2007.Task Force members in attendance were:

Lenard Wells
Marty Calderon
Lori Cameron
Patricia LaCocque
Jo Duckworth
Wendell Harris
Diane Johnson
Ada Rivera
Mary Triggiano
Laura Vernon
David Weingrod

5. Others in attendance were:

President Peter Blewett (MBSD)
Lynne A. Sobczak (MPS)
Aquine Jackson (MPS)
David Boroski (ADA)
Mickey Hintz (School Safety)
Jay Navone (School Safety)
Bruce Thompson (MBSD)
Hope DeVougas (Sen. Feingold's Office)
David Riemer (citizen)
Scott Walker (UWM)

6. President Blewett explained the action of the Milwaukee Board of School Directors of May 1, 2007, regarding the establishment of a standing committee on Safety and Climate and also authorizing the Board President to establish a Task Force on Youth Safety and Anti-Violence. After making introductions, President Blewett gave the Task Force its charge as follows:

The Milwaukee Board of School Directors' Task Force on Youth Safety and Anti-Violence will develop short-term goals related to safety and make its initial recommendations to the Board's Committee on Safety and Climate in July 2007. The Task Force's work should be completed and their recommendations for a long-term district-wide Safety Plan should be presented to the Board's Committee on Safety and Climate during March 2008.

7. The President then conducted an overall review of the materials provided to the Task Force's members. He also queried the members on when and how often the Task Force would like to meet.

8. Attachment A to this item (available with the minutes of your Committee's meeting) is an overview of the June 26, 2007, meeting of the Task Force on Youth Safety and Anti-Violence.

Report of the Second Meeting of the Task Force on Youth Safety and Anti-Violence

9. On July 9, 2007, the Task Force on Youth Safety and Anti-Violence held its second meeting. Task Force Members in attendance were:

Fred Birts
Bama Brown-Grice
Marty Calderon
Lori Cameron
Emilio DeTorre
Jo Duckworth
Sid Hatch
Elna Hickson
Diane Johnson
Constance Clark
Richard King Miller
David Lerman
Eric Colemen
Michelle Bryant
Mary Triggiano
Dennis Cimple
Laura Vernon
David Weingrod
Lenard Wells
Willie White
David Zerwick

Advisory Members
Terrence Falk (MBSD)
Charlene Hardin (MBSD)
Jennifer Morales (MBSD)

10. Others in attendance were:

Peter Blewett, President, Milwaukee Board of School Directors
Lynne A. Sobczak, Board Clerk, Milwaukee Board of School Directors
Lawrence Hoffmann, Peace Learning Center
David Reimer, Author
Scott Walters, UWP
Ross Torsrud, Citizen
Stuart Johnson, Modjeska Theatre
Johnath Char, Law Student
Teresa Mambut, Law Student
Mary Lou DeFino, MPS Teacher

11. At the outset of the meeting, President Peter Blewett named Mr. Lenard Wells as Co-chair of the Task Force and stated that he would name the other Co-chair at the next meeting of the Task Force.

12. Ultimately, the Task Force discussed the development of the following seven subcommittees:

(1) Mental Health & Welfare

(2) Family, Neighborhood, and Social Context

(3) School Climate, Discipline, and Needs Assessment

(4) Data Review of Incident Referrals, Building Security, and Evaluation of Division of School Safety

(5) Current Best Practices for School Safety

(6) Interagency Relationships

(7) District Policies Related to Safety.

13. Attachment B to this item (available with the minutes of your Committee's meeting) presents an overview of the second meeting of the Task Force on Youth Safety and Anti-Violence.

14. The next meeting of the Task Force is scheduled for Monday, July 30, 2007, at 6:00 p.m. in Room 103 of the MPS Central Services Building, 5225 W. Vliet Street, Milwaukee.

Director Hardin moved to accept the Report of the Milwaukee Board of School Directors' Task Force on Youth Safety and Anti-Violence.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 2) Action on Resolution 0708R-014 By Director Blewett To Create a Liaison Position with the Children's Court and Request for Permission to Fund the Position of MPS Community Restorative Justice Prosecutor in the District Attorney's Office

Background

At its meeting on June 28, 2007, the Board referred Resolution 0708R-014 by Director Blewett to the Committee on Safety and School Climate:

WHEREAS, Judges from the Children's Court have expressed their desire that MPS assign an official liaison to the Court to help deal with cases involving MPS students; and

WHEREAS, MPS has a duty to serve all its students in whatever capacity it can; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Superintendent to work with the Children's Court, the District Attorney's office, Probation Services, and the Public Defender's office to develop a liaison position with the Children's Court, to be funded from carryovers from the FY07 MPS budget, said position to include, but not necessarily be limited to, the following functions:

- to assist child welfare and juvenile justice staff with navigating the MPS system to assist parents and youth;
- to provide information to courts and court staff on initiatives and programs that youth may take advantage of;
- to provide leadership in getting placements as quickly as possible for youth not currently enrolled;
- to meet with parents and direct them accordingly to appropriate school personnel for resolution of issues — e.g., how to change a school placement; get a work permit;
- to assist all court personnel in understanding MPS's rules, policies, and procedures, including those regarding discipline, suspension, and expulsion;
- to provide parents with suggestions on what to do if their children are facing possible expulsion; and be it

FURTHER RESOLVED, That the Administration prepare, for the approval of the Milwaukee Board of School Directors, a job description for the position of MPS liaison to the Children's Court, said description to be developed in cooperation with representatives from the Children's Court, the District Attorney's office, Probation Services, and the Public Defender's office; and be it

FURTHER RESOLVED, That, no later than 90 days after the adoption of this resolution, the Administration bring to the Milwaukee Board of School Directors for its approval the job description for the position of liaison to the Children's Court, to include proposed salary and a list of duties; and be it

FURTHER RESOLVED, That, upon the Board's approval of the job description, the Administration work to recruit qualified candidates for the position, from among whom the MPS Administration shall, as quickly as is practicable, select one person for the Board's approval; and

FURTHER RESOLVED, That the MPS Administration seek an agreement from the Children's Court to provide an office within the Children's Court campus for the person assigned to be MPS's liaison with the Children's Court; and be it

FURTHER RESOLVED, That the MPS liaison be given access to whatever MPS systems and information that are appropriate to the fulfillment of the duties assigned to the liaison, including access to eSIS and the Individual Education Plans (IEPs) of students who are to be processed through the Children's Court; and be it

FURTHER RESOLVED, That the Liaison periodically report back to the Board about how MPS might better coordinate efforts to work with the Children's Court to provide services to students.

Administration's Analysis

1. The FY08 Budget contains $750,000 for the purpose of increasing staff, student, and family capacity in conflict resolution, community building, disciplining classroom management, and violence prevention.

2. The Administration supports this resolution to develop a liaison position with the Children's Court. The Administration will develop the job description, proposed salary, and list of duties for the position and bring it back to the Board for approval.

3. In addition to the liaison position, the Administration seeks authority to fund an MPS Community Restorative Justice Prosecutor in the District Attorney's Office. The goals and objectives of this position include the following:

- to work in collaboration with existing MPS restorative justice efforts, particularly through MPS social workers;
- to provide specific training in restorative justice to MPS staff, preferably as part of team with MPS social worker;
- to be responsible for efforts in restorative justice in MPS (including the new "re-entry" high school);
- to serve as liaison between the Milwaukee County District Attorney's Office (MCDA) and MPS for all charged cases so that these cases receive more complete and full attention in the court system; and
- to facilitate development of a formalized intergovernmental agreement that will enable timely sharing of student information to ensure a comprehensive, proactive approach to engaging all stakeholders in ensuring academic success for all students.

4. Recruitment for the proposed MPS Community Restorative Justice Prosecutor position could begin as early as August. If the Board desires review of the position description, recruitment could begin in September.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy , or Board Rules Statement

6. This item is consistent with administrative policy and procedures as well as state statutes.

Implementation and Assessment Plan

7. Upon approval by the Board, the Administration will begin developing the liaison position and begin developing and recruiting for the proposed MPS Community Restorative Justice Prosecutor position.

Fiscal Impact Statement

8. This item authorizes expenditures. Funds are available in Account OGA-0-0-DRR-DW-ECTS (Safety).

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt Resolution 0708R-014 by Director Blewett to create a liaison position with the Children's Court; and

2. direct the Administration to bring the job description for the liaison position to the Board for approval no later than 90 days after the adoption of the resolution;

3. authorize the Administration to fund an MPS Community Restorative Justice Prosecutor, with development and recruitment to begin as early as August 2007; and

4. direct the Administration to come back to the Board in September with a report on the feasibility of having a liaison position in the City Attorney's office.

Director Thompson moved to approve sections 1, 3, and 4 of the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 3) Action on Communication 0708C-002 from Thomas Spellman Requesting a Hearing Regarding Community Building

At its meeting on May 31, 2007, the Board referred the following communication from Mr. Thomas Spellman to the Committee on Safety and Climate.

Lynne Sobczak, Director
Office of Board Governance
5225 W Vliet St
Milwaukee WI 53208
EMAIL: governance@mail.milwaukee.k12.wi.us

Dear Ms. Sobczak

I am asking that Dr. Robert E Roberts and Thomas Spellman to be given a hearing before the Safety Committee of the MPS Board of School Directors. For the past 15 years Dr. Roberts has done extensive group work with individuals who have suffered trauma using the Community Building Workshop model as a means of building the participants self-esteem, trust and empowerment. Thomas Spellman has facilitated Dr. Roberts Community Building efforts in Milwaukee for the past 2 years.

I am also requesting that this be communicated to the board at its May 31st meeting, for referral to the safety committee.

Sincerely

Thomas Spellman

Committee's Report

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

* * * * *

(Item 4) Report on School Bus Accidents

Administration's Analysis

1. The table below details school bus accidents in May and June 2007. An accident is reported if a student is on board the bus. An accident is considered "Reportable" if the total damage incurred equals $1,000 or more.

Date	Time	School	Injuries	Reportable	Contractor
5/1/07	3:00	Hampton	No	No	Lakeside
5/2/07	4:02	King H.S.	No	No	Joy Farm
5/4/07	8:30	Craig	No	No	Laidlaw
5/8/07	2:48	Lloyd	No	Yes	Lakeside
5/9/07	3:02	Metcalfe	No	No	Lakeside
5/11/07	8:10	Highland View	No	No	Laidlaw
5/16/07	3:55	Milw Schl Lang	No	No	Laidlaw
5/1707	4:10	Pulaski H.S.	No	Yes	Lamers-N
5/18/07	2:36	Franklin	Yes	Yes	Lakeside
5/18/07	3:00	Maryland Ave	No	Yes	Bee Bus
5/21/07	4:00	Audubon M.S.	No	No	Laidlaw
5/22/07	3:30	Carver Acad	No	No	Laidlaw
5/24/07	2:40	Doerfler	No	No	Lamers
5/25/07	3:44	Wcll	No	No	Lamers
5/30/07	8:20	Grand Ave	No	No	Laidlaw
5/30/07	2:45	Maple Tree	No	Yes	Lamers
6/6/07	4:19	Bell M.S.	No	No	Lakeside
6/7/07	2:42	Hartford	No	No	Lakeside
6/12/07	7:23	Clemens	No	No	Dairyland

2. The number of accidents reported to date for FY07 is 183. The total number of accidents reported in FY06 was 239.

Strategic Plan Compatibility Statement

3. Pupil transportation supports the MPS Strategic Plan, Goal 1, Student Achievement; Goal 2 Student access to further education and employment, and Goal 3 Family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

4. The recommendation is consistent with Administrative Policy 4.04, Student Transportation Services, and Administrative Policy 10.1, Student Admissions.

Fiscal Impact Statement

5. This item does not authorize expenditures.

Implementation and Assessment Plan

6. Pupil Transportation Services will continue to monitor school bus accidents throughout the current and future school years.

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COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on the Proposed Strategic Plan, Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools – 2007-2012

Background

1. Milwaukee Public Schools (MPS) and the Milwaukee Teachers' Education Association (MTEA), supported by the Greater Milwaukee Committee (GMC), joined together to focus the community on higher expectations for student achievement in Milwaukee Public Schools by developing a new MPS strategic plan. The title of the draft document produced through this collaboration is *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools — 2007-2012.* This draft document contains an updated vision, mission, and goals for Milwaukee Public Schools.

2. In order to gain a broad understanding of stakeholders' hopes and vision for Milwaukee Public Schools, community engagement was an integral component in developing the draft plan. From November 2006 through January 2007, there were 48 in-person Input Sessions that allowed more than 1,000 stakeholders to engage in conversation and brainstorm about ways to improve Milwaukee Public Schools.

3. During this process, more than 9,000 suggestions were synthesized into a resource document organized by the broad strategic areas of the draft plan and by topic area or category. The common thread from the feedback received is that Milwaukee has high expectations for its young people and for Milwaukee Public Schools.

4. A team of individuals, including teachers, principals, and central services staff members developed the draft strategic plan. The content of the draft plan was written based on the following:

- input gathered during the stakeholder sessions;
- research and best practice in highly effective and strategically aligned urban school systems that produce results for students; and
- professional expertise and knowledge of the conditions unique to the Milwaukee community.

The draft strategic plan includes quality learning systems for students and the adults who support them and an accountability system for all.

5. The draft strategic plan was released for public input in mid-April. Eleven stakeholder meetings and public input sessions were held between April 18 and May 3. Input was also received via online submission. A total of 371 individuals participated during round two. Input obtained via the second round of sessions was reviewed and the draft plan was refined accordingly.

6. In addition to these opportunities for public input, the Administration engaged in meetings initiated by the Milwaukee Board of School Directors to gain additional understanding of the proposed plan and the direction envisioned by the Board. At the June 16 Board Retreat, the Board received information on the proposed *Working Together, Achieving More* draft strategic plan and the African American Education Council's Report 2007 and from UWM arts educators.

7. In December 2006, State Representative Polly Williams organized the African American Education Council (AAEC). She invited 21 community leaders to develop recommendations for Milwaukee Public Schools and the community to assist with decision-making on how to improve student learning. All council members volunteered their time and expertise. The council developed a guiding vision that is clear and unequivocal: "To ensure that all students in MPS have access to a comprehensive, quality education." Within that overarching vision, the council developed a specific mission to guide its work: "To proactively advocate and promote strategies to improve academic achievement, increase the high school graduation rate, and prepare all MPS students to access post-secondary options."

8. In June and July 2007, representatives from the African American Education Council (AAEC), MPS Administration, MPS Board, Milwaukee Teachers' Education Association (MTEA) and the Greater Milwaukee Committee met to discuss key strategic planning for Milwaukee Public Schools for the next five years and beyond. The discussions made clear that all of these entities share the same vision relative to supporting the academic achievement and future success of Milwaukee Public Schools students. This collaboration resulted in a plan that reflects and incorporates the shared vision.

9. Another result of the June 16 Board Retreat was communication with arts educators from UW-Milwaukee that presented strategic planning information for the district at the Board Retreat. Some of the arts educators' suggested additions were incorporated into the plan and some were identified to be addressed during the implementation stage of the plan.

10. On July 18, representatives from the African American Education Council (AAEC), MPS Administration, MPS Board, Milwaukee Teachers' Education Association (MTEA) and members of the Greater Milwaukee Committee met to discuss the components of a model to engage the community around key issues relative to the proposed strategic plan once it is adopted. Some of the attributes and elements of such a model were identified at the meeting:

- making information accessible on the MPS Portal;
- engaging in discussion with political stakeholders and groups;
- encouraging greater discussion in the media;

- finding creative avenues to build connections between the public and the district;
- sponsoring forums to allow public input;
- bringing parents and the community into schools through tours, open houses, and other opportunities;
- collaborating and engaging with large entities such as the healthcare and justice system;
- engaging in responsible conversations and actions on the part of all stakeholders;
- developing political clusters; and
- engaging in two-way dialog with all stakeholders.

Administration's Analysis

11. Through this action plan, MPS will be working system-wide to improve instruction based on high-quality research and educational best practices. The proposed strategic plan marks a change from individual school efforts to a district-wide plan for improvement and a vision that moves the district from a culture of individual practitioners to professional learning communities that understand the unique challenges of educating students in an ethnically diverse urban school district.

12. In addition to the updated vision, mission, and goals, the current draft plan includes two components:

- Strategic Areas and Goals/Glossary of Terms
- Measurable Objectives and Key Outcome Measures

13. A third and critical component of the proposed draft plan is implementation. Upon adoption by the Board, the improvement strategies included in the plan will be put into action. Implementation plans will be formed to map the tactics and set concrete deliverables and due dates to ensure that these strategies turn into action. In addition, the district's implementation plans will become part of the district's performance-based budgeting. This system will:

- track and report progress toward the plan's goals;
- provide a process for reviewing and updating the plan's goals and objectives and hold staff accountable for implementation; and
- link available resources to support attainment of the goals.

Strategic Plan Compatibility Statement

14. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

15. This item recommends modification to Board Governance Policy 1.01, Vision and Mission; Board Governance Policy 1.02, School District Goals; Administrative Policy 1.01, Vision and Mission; and Administrative Policy 1.02, School District Goals.

Implementation and Assessment Plan

16. Upon approval by the Board, the Administration will begin steps to put the improvement strategies into action, and Board Governance Policy 1.01, Vision and Mission; Board Governance Policy 1.02, School District Goals; Administrative Policy 1.01, Vision and Mission; and Administrative Policy 1.02, School District Goals will be revised accordingly.

Fiscal Impact Statement

17. This item does not authorize expenditures. In accordance with MPS administrative polices and procedures, the Administration will bring to the Board for approval any expenditures associated with this action and the implementation steps.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve and adopt the *Working Together, Achieving More Action Plan to Improve Milwaukee Public Schools — 2007-2012,* with the following modifications:

   a. that the following proposed amendment to the third bullet under Goal 1, Strategy #4, be scheduled for public hearing at a later date:

      • The district provides diverse options for high school students, including traditional comprehensive high schools, large high schools organized into small learning communities, and small high schools. All high schools will provide fine arts (art, music, theatre, dance, etc.), foreign language and physical education instruction by teachers licensed in these areas; library media services by licensed specialists; supportive services by properly licensed school psychologist, school social workers, and guidance counselors; and comparable class sizes.

   b. that the second bullet under Goal 1, Strategy #4, be amended as follows and that corresponding changes be made in the Metrics section (page 26, the second row of the Milwaukee Public Schools Measurable Objectives and Outcome Measures, under the headings *Data Source, 5 year Measurable Objective, 2005-06 Baseline,* and *Benchmark*) to reflect all types of post-secondary placement examinations:

      • Schools provide students access to ~~Advanced Placement~~ post-secondary placement courses. Educators prepare and encourage students to participate in ~~Advanced Placement~~ post-secondary placement examinations.

Note: The Board Clerk indicated that as soon as the correct language for the metric section is available, that would need to be brought back to the Board.

   c. that the second bullet under Goal 1, Strategy #5, be amended to read as follows:

      • The district provides learning opportunities comparable to those provided to students in other districts in metropolitan Milwaukee. Examples of equitable learning opportunities include: fine arts (art, music, theatre, dance, etc.), foreign language, and physical education instruction by teachers licensed in these areas; library media services by licensed specialists; supportive services by properly licensed school psychologists, school social workers and guidance counselors; and comparable class sizes.

   d. That the sixth bullet under Goal 6, Strategy #1, be amended to read as follows:

      • The superintendent's evaluation is ~~based on~~ aligned with the strategic plan.

   and

2. revise Board Governance Policy 1.01, Vision and Mission; Board Governance Policy 1.02, School District Goals; Administrative Policy 1.01, Vision and Mission; and Administrative Policy 1.02, School District Goals accordingly.

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 0102R-001 by Director Hardin to Establish a Safety and Security Standing Committee

Background

At its meeting on May 3, 2001, the Milwaukee Board of School Directors referred Resolution 0102R-001 by Director Hardin to the Committee on Legislation, Rules and Policies:

WHEREAS, The Milwaukee Board of School Directors has four standing committees: Innovation/School Reform; Finance/Personnel; Strategic Planning and Budget; and Legislation, Rules and Policies; and

WHEREAS, Safety and Security are seldom discussed at any of these committees, thereby limiting public discussion and debate regarding critical issues related to school safety; and

WHEREAS, Safety concerns were expressed repeatedly by parents and citizens during the development of the Neighborhood Schools Plan; and

WHEREAS, Incidents around the country have further brought to the attention of the Board the need to make safety and security a priority for the Board of School Directors and this district; and

WHEREAS, The Milwaukee Board of School Directors is committed to providing a safe and orderly environment for students and staff and intends to address the concerns of parents in a positive and proactive way; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors establish a Safety and Security standing committee, which will meet monthly; and be it

FURTHER RESOLVED, That the charge of the MPS Safety and Security Committee will be to monitor, analyze and seek resolution to safety concerns and to make recommendations to the full Board; and be it

FURTHER RESOLVED, That the Board Rules be amended to reflect the establishment of this committee as a true standing committee of the Board.

Administration's Analysis

1. At a Special meeting on May 1, 2007, the Board adopted a motion by ~~President Blewett~~, Director Hardin which, in part, established Committee on Safety and Climate as a regular standing committee of the Board with the following charge:

a. The Committee on Safety and Climate shall consider, monitor, assess and make recommendations to the Board on all matters pertaining to school and District safety and security.

b. The Committee on Safety and Climate shall review, monitor and make recommendations to the Board on all District safety and security plans and procedures, including emergency plans and procedures related to the safety and health codes and statutes.

c. The Committee on Safety and Climate shall consider, review, and monitor all school climate and culture issues that present safety concerns, including neighborhood safety issues that could impact schools and the District.

d. The Committee on Safety and Climate shall receive and consider the recommendations of community partners, City departments, and other non-MPS entities that relate to District safety and climate issues.

e. The Committee on Safety and Climate shall consider and make recommendations regarding transportation safety and safe passage matters.

2. This action by the Milwaukee Board of School Directors achieves the intent of Resolution 0102R-001.

Committee's Recommendation

Your Committee recommends that, as the intent of the Resolution 0102R-001 has already been fulfilled by the action taken by the Board at its special meeting on May 1, 2007, the resolution be placed on file.

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

* * * * *

(Item 2) Action on Resolution 0607R-034 by Director Morales Regarding Student Expulsions and the Avoidance of Jail Time for Children Convicted of Minor Criminal Offenses

Background

At its meeting on March 29, 2007, the Board referred Resolution 0607R-34 by Director Morales to the Committee on Legislation, Rules and Policies:

WHEREAS, The Milwaukee Public Schools, by its nature and by its legal charge, has as its primary obligation the education of children within the City of Milwaukee; and

WHEREAS, While in order to meet that obligation, MPS must maintain discipline within its schools and classrooms, the purpose is defeated if disciplinary action against students does not take into account, or even supersedes, the district's primary mission; and

WHEREAS, Section (3) of Administrative Policy 8.23, Weapons in the Schools (and Criminal Offenses), acknowledges the importance of balancing the district's need to maintain discipline with the educational needs of expelled students not only by mandating that

students expelled from the Milwaukee Public Schools for non-violent offenses be offered educational services in a variety of settings — including, among others, MPS alternative, partnership, or charter schools — but also by allowing the Independent Hearing Panel the option of recommending educational services for students who have been expelled for violent offenses; and

WHEREAS, Members of the Office of the State Public Defender have sought to avoid jail time for children who have committed minor criminal offenses by working out deals with prosecutors that involve the children committing to stay in school; and

WHEREAS, Not only do such incentives help prevent children from being introduced to an environment which may set them on the wrong path at such an early age, but they also help MPS in its mission by inducing children to stay in school; and

WHEREAS, The State Public Defender is unable to make such deals with prosecutors when a child cannot attend class in a district school because he or she has been expelled from the district without services; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to work with the Office of the State Public Defender to determine where MPS policies, procedures, and practices stand as an impediment to the goal of avoiding jail time for children who have committed minor criminal offenses; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to work with the Office of the State Public Defender to determine — to the extent that they will not interfere with the district's mission to educate to the best of its ability all the children under its charge; be detrimental to the health, welfare, and wellbeing of the district's students; or conflict with federal, state, or local rules, regulations, or laws — what changes must be made to the policies, procedures, and practices of the district as they relate to student expulsions in order to facilitate the avoidance of jail time for children convicted of minor criminal offenses; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to report to the Board no later than 90 days after the adoption of this resolution the results of its collaboration with the Office of the State Public Defender and its recommendations for changes in the policies, procedures, and practices of the district as they relate to student expulsions and the avoidance of jail time for children convicted of minor criminal offenses.

Administration's Analysis

Resolution 0607R-034 by Director Morales was originally referred to the Committee on Legislation, Rules and Policies. On May 1, 2007, however, the Board established the Committee on Safety and Climate as a regular standing committee of the Board. Now that the Committee on Safety and Climate has been established, and the Committee on Legislation, Rules and Policies has not yet taken up consideration of the resolution, it may be more fitting that the resolution be transferred to the Committee on Safety and Climate.

Committee's Recommendation

Your Committee recommends that the Board discharge the Committee on Legislation, Rules and Policies from further consideration of Resolution 0607R-034 By Director Morales and refer the resolution to the Committee on Safety and Climate.

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

* * * * *

(Item 3) Action on Resolution 0607R-036 by Director Blewett Regarding the Student Privacy Protection Act

Background

At its meeting on March 29, 2007, the Board referred Resolution 0607R-036 by Director Blewett to the Committee on Legislation, Rules and Policies:

WHEREAS, The fewer than four paragraphs of Section 9528 and related provisions in the National Defense Authorization Act for fiscal Year 2002 are buried within the more than 700-pages of the No Child Left Behind Act (NCLB); and

WHEREAS, One of the provisions in Section 9528 requires school districts that receive NCLB assistance to share student information such as names and addresses of students to military recruiters; and

WHEREAS, Because some school districts may not know about the NCLB provisions, or may not be able to reach all parents to inform them of their rights under this provision, parents may not even know that personal information about their children is subject to disclosure to military recruiters; and

WHEREAS, The Family Education Rights and Privacy Act (FERPA), a federal law that protects the privacy of student's education records — including "directory information" — requires a school district to notify the parent or eligible student (age 18+) when a record request has been made; and

WHEREAS, FERPA requires that a school district obtain written parental consent before releasing "personally identifiable information" from a child's education records; and

WHEREAS, FERPA gives parents and eligible students the right to inspect and review such education records within 45 days of the date the school receives a request for access and gives them the right to request that changes be made to any information they consider inaccurate or misleading; and

WHEREAS, Although there is a provision in Section 9528 that allows parents and students to protect this information by requesting that it not be released, parents, many of whom are not aware of Section 9528 and its implications on privacy, must opt-out in writing if they do not want such information to be released; and

WHEREAS, This “opt-out” provision is much weaker than the "opt-in" provisions of FERPA (Family Education Rights and Privacy Act), which prohibits a school district from disclosing student directory or records information unless a parent gives permission to do so; and

WHEREAS, Although many states and school districts, such as MPS, also have policies that regulate the privacy of student information, in addition to the NCLB requirements, Section 9528 is a federal mandate that supersedes state and local policies; and

WHEREAS, Many citizens who believe that policies related to military recruitment and sharing of student information should be controlled at the state and local level, and not through a federal law, object to this strong federal mandate; and

WHEREAS, Military access to student information, and the role of the public schools in providing that access, are issues that currently are the subject of heated and ongoing debates in many communities;

WHEREAS, Local school districts have little choice but to follow the mandates of Section 9528; and

WHEREAS, On October 20, 2005, the Milwaukee Board of School Directors adopted Resolution 0506R-010, which, in part, directed the Administration "to seek actively and aggressively the repeal of Section 9528 and related provisions in the National Defense Authorization Act that impinge both on the right of parents to protect their children from infringements on their privacy and on the right and the responsibility of local school districts to serve as guardians and protectors of their students' personal information" and which the Board amended with the added directive "to endorse Congressional Resolution H.R. 551, to amend the Elementary and Secondary Education Act of 1965 to direct local educational agencies to release secondary school information to military recruiters if the student's parent provides written consent for the release, and for other purposes"; and

WHEREAS, On March 6, 2007, US Representative Mike Honda of California introduced an amendment, co-sponsored by Representative George Miller of California, to the NCLB to keep military recruiters from accessing secondary students' personal data by requiring parents to choose to share that information rather than having to opt out of sharing it; and

WHEREAS The bill, known as the Student Privacy Protection Act, which would require local school districts to obtain written consent before releasing information on secondary-school students to military recruiters or their agents, is scheduled to be referred to the House Education and Labor Committee sometime during this current session; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the district's Legislative Affairs staff to draft for the signature of the President of the Milwaukee Board of School Directors, on the Board's behalf, a letter to Representatives Honda and Miller expressing the Board's support for the proposed Student Privacy Protection Act; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the district's Legislative Affairs staff to draft for the signature of the President of the Milwaukee Board of School Directors, on the Board's behalf, a letter to the members of the US Congress who represent the citizens of Milwaukee, urging adoption of the proposed Student Privacy Protection Act; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Board Clerk/Director, Office of Board Governance, to draft for the signature of the President of the Milwaukee Board of School Directors, on the Board's behalf, a letter to the Executive Director of the National School Boards Association (NSBA), expressing the Board's position on this issue and requesting that the NSBA add this item to its own legislative agenda; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors authorize its President to sign and have delivered these letters, along with copies of this Resolution, on its behalf.

Administration's Analysis

1. In October 2005, the Milwaukee Board of School Directors adopted Resolution 0506R-010, which directed the Administration to seek the repeal of Section 9528 and related provisions in the National Defense Authorization Act dealing with the release of students' personal information to military recruiters.

2. The U.S. Department of Education provides the following summary of Section 9528 of the ESEA (20 U.S.C. Section 7908), as amended by the No Child Left Behind Act of 2001 (P.L. No. 107-110 — Armed Forces Recruiter Access to Students and Student Recruiting Information):

Armed Forces Recruiting — Section 9528 of the ESEA requires each local education agency (LEA) that receives funds under the ESEA to provide, on request by a military recruiter or an institution of higher education, access to the names, addresses, and telephone listings for secondary students. However, parents may request that such information not be released for their child without prior written parental consent. LEAs must give military recruiters the same right of access to secondary students as they provide generally to postsecondary institutions and prospective employers.

3. The Administration continues to use a variety of vehicles to inform parents of their ability to opt out of releasing a student's personal information to the military. Information is provided in the yearly *Parent/Student Handbook on Rights, Responsibilities and Discipline*, including a military recruitment opt-out form that is also provided to schools to share with parents. This form is also found on the MPS Portal.

4. Based on this information, the Administration will draft the requested letters relative to the proposed Student Privacy Protection Act.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

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

Implementation and Assessment

7. Upon approval by the Board, the Administration will draft the requested letters for signature by the President of the Milwaukee Board of School Directors.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution.

Director Hardin moved to approve the Committee's recommendation to adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons and President Blewett—7.

Noes—Director Thompson—1.

* * * * *

(Item 4) Action on Resolution 0607R-035 By Director Blewett Regarding Sharing of Career Information and a Proposed Revision to Administrative Procedure 7.32(2), Career Guidance

Background

At its meeting on March 29, 2007, the Board referred Resolution 0607R-035 by President Blewett to the Committee on Legislation, Rules and Policies:

WHEREAS, Milwaukee Public Schools affirms the right of parents and adult students to have the primary voice in decisions involving education and career choices; and

WHEREAS, MPS's Mission is to ensure that maximum opportunities are provided for all students to reach their highest potential; and

WHEREAS, MPS also bears the responsibility of providing options to ensure student success in further education or employment; and

WHEREAS, Administrative Procedure 7.32(2)(a), Guidelines Relating to College Admission Counselors and Military Recruiters Visiting High Schools, provides that "Military recruiters representing a specific branch of service may visit a school to meet with students a maximum of four times per school year"; and

WHEREAS, During visits by college and military recruiters, there are tables set up for students to visit to obtain information about program offerings or different branches of services; and

WHEREAS, The Board's mission is to foster the development of citizenship values, character education, and critical thinking by offering equal student opportunities; and

WHEREAS, If MPS is to hold true to its mission to provide students with every opportunity to develop citizenship values, character education, and critical-thinking skills, by considering multiple perspectives on issues connected with careers in the military, enrollment in two-year and four-year technical and vocational schools, and joining the workforce immediately after high school, then other entities who wish to offer students information illustrating the differences between these, as well as the pros and cons of each, should be allowed to be present simultaneously; now, therefore, be it

RESOLVED, That the Board direct the Administration revise to Administrative Procedure 7.32(2), Career Guidance, section (a), Guidelines Relating to College Admission Counselors and Military Recruiters Visiting High Schools, to direct that, when military recruiters visit high schools and/or set up tables for materials and student access to information, that this same opportunity be made available to groups or individuals with alternative viewpoints to ensure students the maximum opportunity to receive information affecting decisions about their future (at the same time, or at another time, depending on the needs and schedules of the other organizations); and be it

FURTHER RESOLVED, That if counselors provide information related to the military as a career, that they also be required to provide information related to alternatives to military service, such as the Peace Corps, at the same time; and be it

FURTHER RESOLVED, That the Administration be directed to submit the revised administrative procedure to the Committee on Legislation, Rules and Policies during the Board cycle immediately following adoption of this resolution; and be it

FURTHER RESOLVED, That the revised procedure be implemented for the 2007-08 school

Administration's Analysis

1. The Administration on September 29, 2005, responded to a request for information from the Office of Board Governance regarding Director Blewett's Resolution 0506R-015, relative to the military recruitment aspects of No Child Left Behind.

2. The Administration on October 18, 2005, responded to Resolution 0506R-015 by Director Blewett regarding a single-page opt-out form that may be filled out by either high-school students themselves or by their parents or guardians who wish to prohibit release of personal information to the military and/or institutions of higher education under NCLB and to make the forms available to high-school students.

3. An informational item on Resolution 0506R-015, regarding military recruitment, was presented to the Board as follow-up on March 30, 2006.

4. Administrative Procedure 7.32(2)(b)1 currently allows for the sharing of career information about alternatives to military service by established groups such as the Peace Corps: "A good guidance program includes the providing of career information to students. This is best done through a 'career awareness' approach —a series of career activities held throughout the school year." The current approach employed through the MPS School Counseling Program supports the intent of Resolution 0607R-035.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS Strategic Plan Goal 1, Student Achievement; Goal 2, Student success in further education and employment; and Goal, Family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

6. Institutions of higher education and the military's access to students and student recruiting information are governed by 20 U.S.C., Section 7908, as amended by the No Child Left Behind Act of 2001 (P.L. No. 107-110); 10 U.S.C., Section 503, as amended by Section 544 of the National Defense Authorization Act of Fiscal Year 2002 (P.L. No. 107-107); and Administrative Procedure 7.32(2), Career Guidance.

Fiscal Impact Statement

7. Adoption of this item alone does not authorize expenditures.

Implementation and Assessment Plan

8. School administrators, parents, and students will be notified of the changes to Administrative Procedure 7.32(2), Career Guidance, via the MPS Portal, the Administrators' Bulletin, and the *Parent/Student Handbook on Rights, Responsibilities and Discipline.*

Committee's Recommendation

Your Committee recommends that the Board

A. adopt Resolution 0607R-035 as amended below:

RESOLVED, That the Board direct the Administration to revise Administrative Procedure 7.32(2), Career Guidance, section (a), Guidelines Relating to College Admission Counselors and Military Recruiters Visiting High Schools, to direct that, ~~when~~ if military recruiters visit high schools, ~~and/or set up tables for materials and student access to information, that this same opportunity be made available to groups or individuals with alternative viewpoints~~ the high schools shall permit groups or individuals with alternative viewpoints to visit the schools to ensure students the maximum opportunity to receive information affecting decisions about their future ~~(~~ at the same time~~,~~ (or at another time, depending on the needs and schedules of the other organizations); and be it

FURTHER RESOLVED, That if counselors, administrators, and/or their designees share information that is provided to them ~~provide information~~ related to the military as a career, ~~that~~ they also ~~be required to provide information~~ share information provided to them related to alternatives to military service~~, such as the Peace Corps,~~ at the same time…; and

B. approve the revisions to Administrative Procedure 7.32(2), Career Guidance, as indicated below:

Administrative Procedure 7.32(2)
Career Guidance

(a) GUIDELINES RELATING TO COLLEGE ADMISSION COUNSELORS, AND MILITARY RECRUITERS, AND GROUPS OR INDIVIDUALS WITH ALTERNATIVE CAREER OPTIONS VISITING HIGH SCHOOLS

1. College admission counselors, ~~and~~ military recruiters, and groups or individuals with alternative career options shall visit schools on an appointment basis~~. College admission counselors, and military recruiters, shall conduct their visits~~ in ~~the~~ areas or rooms designated by the principal. No visits will take place in the cafeteria.

2. Whenever possible, students are to meet with college admission counselors, ~~and~~ military recruiters, and groups or individuals with alternative viewpoints or alternative career options at times that do not take them away from scheduled classes.

3. College admission counselors from a specific institution may visit a high school to meet with students a maximum of four times per school year.

4. Upon request of the parent or guardian, students may be excused from school attendance a maximum of two days total during the junior and senior years to visit college campuses.

5. Military recruiters representing a specific branch of service may visit a high school to meet with students a maximum of four times per school year. ~~No military recruiting will take place in the cafeteria.~~

6. Groups or individuals with career options may visit a high school to meet with students a maximum of four times per school year.

~~6~~ 7. A conference involving the student, parent or guardian, school counselor, and military recruiter is encouraged when a student is giving serious consideration to joining the service.

(b) THE PROVIDING OF CAREER INFORMATION TO STUDENTS IN THE MILWAUKEE PUBLIC SCHOOLS

1. A good guidance program includes the providing of career information to students. This is best done through a "career awareness" approach — a series of career activities held throughout the school year.

2. Beginning with the ~~1984-85~~ 2008-09 school year, each middle and high school will ~~have a~~ include a career awareness plan. This plan will be a part of the school's ~~effectiveness plan~~ Educational Plan. ~~The school guidance staff~~ The school counselor, administrator, and/or designee will have responsibility for the development and implementation of the career awareness plan. They will involve the total school staff in this effort to the extent possible.

Director Hardin moved to approve the Committee's recommendation, further amended as indicated below:

Your Committee recommends that the Board

A. adopt Resolution 0607R-035 as amended below:

RESOLVED, That the Board direct the Administration to revise Administrative Procedure 7.32(2), Career Guidance, section (a), Guidelines Relating to College Admission Counselors and Military Recruiters Visiting High Schools, to direct that, ~~when~~ if military recruiters visit high schools, ~~and/or set up tables for materials and student access to information, that this same opportunity be made available to groups or individuals with alternative viewpoints~~ the high schools shall permit groups or individuals with alternative viewpoints which are connected to career options to visit the schools to ensure students the maximum opportunity to receive information affecting decisions about their future ~~(~~ at the same time~~,~~ (or at another time, depending on the needs and schedules of the other organizations); and be it

FURTHER RESOLVED, That if counselors, administrators, and/or their designees share information that is provided to them ~~provide information~~ related to the military as a career, ~~that~~ they also ~~be required to provide information~~ share information provided to them related to alternatives to military service~~, such as the Peace Corps,~~ at the same time…; and

B. approve the revisions to Administrative Procedure 7.32(2), Career Guidance, as indicated below:

Administrative Procedure 7.32(2)
Career Guidance

(a) GUIDELINES RELATING TO COLLEGE ADMISSION COUNSELORS, AND MILITARY RECRUITERS, AND GROUPS OR INDIVIDUALS WITH ALTERNATIVE CAREER OPTIONS VISITING HIGH SCHOOLS

1. College admission counselors, ~~and~~ military recruiters, and groups or individuals with alternative career options shall visit schools on an appointment basis~~. College admission counselors, and military recruiters, shall conduct their visits~~ in ~~the~~ areas or rooms designated by the principal. No visits will take place in the cafeteria.

2. Whenever possible, students are to meet with college admission counselors, ~~and~~ military recruiters, and groups or individuals with alternative viewpoints connected to ~~or alternative~~ career options at times that do not take them away from scheduled classes.

3. College admission counselors from a specific institution may visit a high school to meet with students a maximum of four times per school year.

4. Upon request of the parent or guardian, students may be excused from school attendance a maximum of two days total during the junior and senior years to visit college campuses.

5. Military recruiters representing a specific branch of service may visit a high school to meet with students a maximum of four times per school year. ~~No military recruiting will take place in the cafeteria.~~

6. Groups or individuals with career options may visit a high school to meet with students a maximum of four times per school year.

~~6~~ 7. A conference involving the student, parent or guardian, school counselor, and military recruiter is encouraged when a student is giving serious consideration to joining the service.

(b) THE PROVIDING OF CAREER INFORMATION TO STUDENTS IN THE MILWAUKEE PUBLIC SCHOOLS

1. A good guidance program includes the providing of career information to students. This is best done through a "career awareness" approach — a series of career activities held throughout the school year.

2. Beginning with the ~~1984-85~~ 2008-09 school year, each middle and high school will ~~have a~~ include a career awareness plan. This plan will be a part of the school's ~~effectiveness plan~~ Educational Plan. ~~The school guidance staff~~ The school counselor, administrator, and/or designee will have responsibility for the development and implementation of the career awareness plan. They will involve the total school staff in this effort to the extent possible.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 5) Action on Resolution 0708R-018 by Director Blewett to Support Increased Funding in Milwaukee County's Annual Budget for Arts and Arts Education Programming

Background

At its meeting on June 28, 2007, the Board referred Resolution 0708R-018 by Director Blewett to the Committee on Legislation, Rules and Policies:

WHEREAS, An appreciation of the arts brings great educational, cultural, and economic benefits not only to the students of MPS but also to students throughout the county of Milwaukee; and

WHEREAS, 80,000 youth participate in Milwaukee Art Museum education programs annually; and

WHEREAS, 57,000 students tour the Milwaukee Art Museum annually; and

WHEREAS, At least 474 schools in metropolitan Milwaukee have brought their students to the Milwaukee Art Museum during the 2006-2007 school year; and

WHEREAS, At least 103 MPS schools have brought students to the Milwaukee Art Museum during the 2006-2007 school year;

WHEREAS, Milwaukee County has demonstrated its commitment to the arts through such programs as the Milwaukee Art Museum, which offers a rich variety of programs and resources for teachers and students, families, and adults, such as:

- programs and resources designed for teachers and students in preschool through high school which introduce works of art and methods for teaching with objects, explore interdisciplinary curriculum applications, and support State and/or District Model Academic Standards;
- school tours designed for students and teachers in preschool through high school which introduce works of art and methods for teaching with objects, explore interdisciplinary curriculum applications, and support State and/or District Model Academic Standards;
- educational materials for students to use in researching visual art research and studying the Museum's Collection, feature exhibitions, and architecture;
- scholarships to attend Museum studio art classes for school-age students interested in pursuing art and who are in need of financial assistance; and
- professional development plan programs in conjunction with the Wisconsin Department of Public Instruction and with the Illinois State Board of Education to issue CPDU certification renewal credit; and

WHEREAS, Milwaukee County financial support makes possible educational and after-school programming at the Milwaukee Art Museum, including the Junior Docent program, the Young Author's conference, the Milwaukee High School of the Arts Satellite program, the Annual Wisconsin Regional Scholastic Art Awards Exhibition, the "Career Ladders" internship program, the "ArtExpress" paid internship program, and the "ArtWorks" teach-to-learn program; and

WHEREAS, Milwaukee County financial support makes possible educational partnership programs between the Milwaukee Art Museum and other institutions, such as the Milwaukee Public Library, the Boys and Girls Clubs of Milwaukee, the Milwaukee Symphony Orchestra, the Milwaukee Bucks, and the First Stage Children's Theater; and

WHEREAS, The Milwaukee Art Museum has historically demonstrated fiscal responsibility; and

WHEREAS, The Milwaukee Art Museum been an unquestionably valuable educational partner for MPS and other school districts in Milwaukee County; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to add to the MPS Legislative Agenda support for increased funding in the Milwaukee County budget for Arts and Arts Education programming in general and specifically for Arts and Arts Education programming offered at the Milwaukee Art Museum; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors instruct the Office of Board Governance to prepare a letter to be signed by the President of MPS Board of Directors and sent to the Milwaukee County Executive and members of the Milwaukee County Board expressing its support for increased funding in the Milwaukee County annual budget for Arts and Arts Education programming in general and specifically for Arts and Arts Education programming at the Milwaukee Art Museum.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0708R-018.

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

* * * * *

(Item 6) Action on Resolution 0708R-012 by Director Blewett to Support a Proposed "Green Print" for Milwaukee County

background

At its meeting on May 31, 2007, the Milwaukee Board of School Directors referred Resolution 0708R-012 by Director Blewett to the Committee on Legislation, Rules and Policies:

WHEREAS, Milwaukee County Supervisors Dimitrijevic, White, Weishan, West, Broderick, Quindel, and Johnson have authored a resolution to create "an environmental and conservation 'Green Print' initiative for Milwaukee"; and

WHEREAS, The Milwaukee Public Schools and its Board, like the Milwaukee County government, are committed to improving the quality of life for the public they serve; and

WHEREAS, All constituents of the society at large — individuals, businesses, governments — must work together on behalf of environmental stewardship; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors express its support for the proposed "Green Print" for Milwaukee County; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct its Board Clerk to draft a letter, for the Board President to sign on behalf of the Board, to the President of the Milwaukee County Board of Supervisors, with copies to each of the County Supervisors and the County Executive, encouraging adoption of the "Green Print" by the County Board of Supervisors.

Administration's Analysis

1. The Green Print initiative contains a variety of components, including performance contracting; resource management of storm water and unused grasslands; alternative energy use; green-initiative educational programs; and the incorporation of Leadership in Energy and Environmental Design (LEED) standards into construction projects.

2. The Division of Facilities and Maintenance Services has been incorporating a large portion of the various components of the Green Print initiative into its planning, design, and construction initiatives for a number of years.

3. While the merits of each component need to be analyzed on a project-by-project basis, the overall intent of the various initiatives within the Green Print can produce positive effects for the environment while helping to control operating costs.

4. After a preliminary review of the "Green Print" being put forth by members of the County Board of Supervisors, the Administration sees nothing objectionable at this time in encouraging the County Board of Supervisors to adopt it.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

6. This item is consistent with administrative policies and procedures as well as with state statutes.

Implementation and Assessment

7. Upon approval by the Board, the Board Clerk will draft the requested letter for signature by the President of the Milwaukee Board of School Directors.

Fiscal Impact Statement

8. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0708R-012 by Director Blewett.

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

* * * * *

(Item 7) Action on Revision of Administrative Policy 2.04, Superintendent's Cabinet

Background

1. In March 2007, the Administration brought forward organizational changes to the Milwaukee Board of School Directors, which approved the requested changes. Pursuant to these changes and associated follow-up, the Administration is bringing forward for approval technical amendments to Administrative Policy 2.04, Superintendent's Cabinet.

Administration's Analysis

2. The changes that were brought forward and approved in March 2007 and through the FY08 budget process are reflected below and include technical amendments such as changing "Division of Assessment and Accountability" to its former name — "Division of Research and Assessment"; updating the "Department of Leadership Support" to "Office of Instructional and Leadership Support"; and adding the Department of School Innovation. In addition, the Board approved the new title of "Office of School and Community Support" for the former "Office of Academic Excellence."

3. The March 2007 organizational changes included approval to develop the Department of School Innovation, which houses the Division of Diversified Schools and the High School Redesign Initiative. As follow-up to this approval, an item was brought to the Board in April 2007 and approved requesting position authority for the cabinet-level position of Director, Department of School Innovation. Since this addition was approved, the Administration is bringing it forward as a technical amendment to Administrative Policy 2.04, Superintendent's Cabinet.

4. The technical amendments serve to align policy to current practice consistent with the organizational changes approved in March 2007 and follow-up to these changes in April 2007.

5. In addition to the technical amendments discussed above, the Administration is requesting that the position of Executive Director-CEO, Bradley Tech and Trade, be removed from Administrative Policy 2.04. Initially, this position was important in facilitating a smooth transition from the old building to the new building. Since the transition period is over, and the position has not been filled since the previous director resigned in February 2003, there is no longer a need for such a position.

6. The Administration is also requesting authority to restore original position titles to Administrative Policy 2.04, Superintendent's Cabinet.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

8. This item recommends revisions to Administrative Policy 2.04, Superintendent's Cabinet.

Implementation and Assessment Plan

9. Upon approval by the Board, the revisions indicated in Administrative Policy 2.04, Superintendent's Cabinet, will be made. This will align policy to the organizational changes approved by the Board in March 2007 and April 2007.

Fiscal Impact Statement

10. This item does not authorize expenditures. There is no cost associated with revising this policy.

Committee's Recommendation

Your Committee recommends that the Board approve the following technical amendments to Administrative Policy 2.04, Superintendent's Cabinet:

Administrative Policy 2.04
Superintendent's Cabinet

(1) Any person serving in any of the following positions serves at the pleasure of the superintendent:

- Deputy Superintendent
- Administrative Coordinator to the Superintendent
- Director, Division of Communications and Public Affairs
- Director, Division of ~~Assessment and Accountability~~ Research and Assessment
- Director, Department of Administrative Accountability
- Director, Division of School Safety

- Director, ~~Department~~ Office of Leadership and Instructional Support
- Director, Department of School Innovation
- Director, Division of Diversified Community Schools
- Executive Director, Office of Human Resources
- Director, Division of Benefits and Insurance Services
- Director, Division of Staffing Services
- Director, Division of Labor Relations
- Chief, Office of Finance and Operations
- Director, Office of Finance
- Director, Division of Facilities and Maintenance
- Director, Division of School Business Services
- Director, Division of School/Community Recreation
- Director, Division of Technology
- Chief, Office of Academic Excellence
- Chief, Office of School and Community Support
- Director, Division of Teaching and Learning
- Director, Department of Parent and Student Services
- Director, Department of Special Services
- Director, Division of Bilingual/Multicultural Education
- ~~Executive Director-CEO, Bradley Tech and Trade~~
- Director , Division of Professional Development

(2) The organizational structure of the school district and position titles are updated each year by Board adoption of the annual budget.

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

* * * * *

Director Bonds moved to discharge the Committee on Innovation/School Reform from further consideration of Resolution 0708R-023; that Board resolve itself into a committee of the whole in order to consider and take public testimony on Resolution 0708R-023; and that the Board take action on Resolution 0708R-023.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons and President Blewett—6.

Noes—Director Thompson—1.

Temporarily absent—Director Goldberg—1.

Resolution 0708R-023

by Director Bonds

WHEREAS, The goals of the Milwaukee Public Schools are to improve:

- Student achievement
- Student success in further education and employment
- Family satisfaction, as measured by their choices in the education marketplace ; and

WHEREAS, One of the primary tools to attract and retain students within the District has always been the opportunity to participate on school sports teams; and

WHEREAS, Sports teams historically have been and continue to be the students' connection to the schools they attend, generating ownership and school spirit; and

WHEREAS, Offering Wisconsin Interscholastic Athletic Association (WIAA)-recognized sports teams within the District helps to maintain and reiterate the importance of getting good grades and achieving high standards in education; and

WHEREAS, Students understand that, to play any WIAA-recognized sports, they are required to be academically eligible during the entire time they are on the team, adhere to a strict code of conduct, and display good sportsmanship; and

WHEREAS, These requirements are not the same for sports leagues operating outside of the WIAA organization, including those offered through recreation divisions; and

WHEREAS, Many inner-city students choose which high schools they would like to attend based on the sports offered; and

WHEREAS, Besides creating ownership and enhancing student responsibility, sports teams are additional means to keep students engaged in education; and

WHEREAS, The majority of surrounding school districts offer sports options for all grade levels, creating the opportunity for everyone who wants to participate; and

WHEREAS, Currently, MPS first-year high-school students do not have the option to participate unless they have had previous experience or are skilled enough to make the junior varsity-level team; and

WHEREAS, Today when students are losing ownership and displaying little appreciation for anything of value, it is important that the opportunity to be a part of something positive, such as school sports teams, be made available , now, therefore, be it

RESOLVED, That the Administration be directed to restore freshman-level, WIAA-recognized sports teams previously eliminated at all traditional, multiplex, small, and charter high schools; and be it

FURTHER RESOLVED, The Board instruct the Administration to develop and report to the Board a plan to include steps to offer schools who did not previously have WIAA sports teams the opportunity; and be it

FURTHER RESOLVED, That the Administration's plan include provisions for implementation of these modifications in the 2007-2008 school year.

Director Bonds moved to approve the resolution.

After discussion, Director Falk moved to refer the resolution back to the Innovation/School Reform Committee.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

REGULAR ITEMS OF BUSINESS

Board Rule 1.09(1) dictates 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. Regular business shall include, but may not be limited to, instructional, community relations, personnel and negotiations, finance, and facilities matters.

(Item 1) Action on Monthly Finance and Facilities Matters: Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Report of Contracts Awarded Between $25,000 and $50,000; and Acceptance of Donations

This item initiated by the Administration

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 5461 Authorization To Purchase Cafeteria Tables for Hamilton High School

The Administration requests authorization to award Bid 5461 to The Goodson Company for the purchase of 60 cafeteria tables for Hamilton High School. The Goodson Company was the lowest bidder, with a total cost of $51,559. The tables are Palmer Hamilton, Model 19F, with marigold tops and hunter green benches.

This bid was awarded by the Board to School Specialty in June 2007 at the recommendation of the Administration. Subsequently an error was detected in the calculation of the bid prices, resulting in The Goodson Company's having the lowest bid. The bid award to School Specialty ($51,639) was canceled.

The budget code to be charged is GEN00BDHHA-EEQP (Hamilton High School —General Equipment).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NO	NA	NA	NA	NA	NA

Bid 5460 Authorization To Purchase Door Hardware for Use by Hartford and Hopkins Schools

The Administration requests authorization to award Bid 5460 to American Millwork & Hardware for the purchase of door hardware for Hartford and Hopkins schools. The total price of hardware is $126,792. American Millwork & Hardware was the low bidder.

The budget codes to be charged are FAR00MM2HF-ECNC (Remodeling, Hartford — Construction Contracts) and FAR00MM2HK-ECNC (Remodeling, Hopkins — Construction Contracts).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Authorization To Purchase Science Kits

The Administration requests authorization to award a sole-source purchase to CPO Science for the purchase of physical science equipment kits for Pulaski High School. The science kits are to be used in conjunction with the adopted textbooks from CPO Science. The cost of the science kits is $51,534.

The budget code to be charged is GEN0SBDHPK-EOTH (Pulaski — Other Expenses)

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Purchasing Request Summary — July 2007

Total contract dollars to be awarded.....$229,885
Total dollars eligible for HUB participation.....$229,885
Total HUB dollars $0
% of MBE participation.....0
% of WBE participation 0
Total HUB Participation.....0%

Acceptance of the Report of Revenues and Expenses and Monthly Expenditure Control Report

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of May 31, 2007, 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	$ 906,416,807	$ 36,537,837	$ 942,954,644	$ 6,364,387	$ 634,668,338	$ 308,286,306	67%
Categorically Aided	180,118,973	33,790,885	213,909,858	15,890,728	139,804,666	74,105,192	65%
School Nutrition	29,742,978	24,312	29,767,290	3,595,091	23,760,347	6,006,943	80%
Construction	20,767,624	39,570,180	60,337,804	3,000	15,725,225	44,612,579	26%
Extension	12,616,461	394,955	13,011,416	83,820	10,852,061	2,159,355	83%
Total All Funds	$ 1,149,662,843	$ 110,318,169	$ 1,259,981,012	$ 25,937,026	$ 824,810,637	$ 435,170,375	65%

Below is a summary of expenditures as of May 31, 2007, 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	$ 906,416,807	$ 36,537,837	$ 942,954,644	$ 79,989,360	$ 766,893,911	$ 176,060,733	81%
Categorically Aided	180,118,973	33,790,885	213,909,858	17,808,756	166,469,520	47,440,338	78%
School Nutrition	29,742,978	24,312	29,767,290	2,890,955	28,165,148	1,602,142	95%
Construction	20,767,624	39,570,180	60,337,804	1,027,387	58,808,293	1,529,511	97%
Extension	12,616,461	394,955	13,011,416	703,034	10,436,763	2,574,653	80%
Total All Funds	$ 1,149,662,843	$ 110,318,169	$ 1,259,981,012	$ 102,419,492	$ 1,030,773,635	$ 229,207,377	82%

[1]Represents Board-approved transfers during fiscal year 2007 and appropriations for purchases encumbered in fiscal year 2006.

Respectfully submitted,

Michelle Nate
Chief Finance and Operations Officer

Monthly Expenditure Control Report

The following report is submitted for the Board's information, pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2006, through May 31, 2007.

School Operations Fund

Expenditures and encumbrances through May totaled $766,893,911, or 81% of the revised budget.

District Contingent Fund

The balance at May 31, 2007, was $0. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2006	$ 1,000,000
Approved Transfers:	
GFOA (Oct.)	($ 183,000)
Desktop Computers (May)	(579,138)
E-Rate Equipment Reimbursements (May)	(187,862)
Franklin School Fire Insurance Deductible (May)	(50,000)
Balance — May 31, 2007	$ 0

Construction Fund

Expenditures and encumbrances through May totaled $58,808,293, or 97% of the revised budget.

Extension Fund

Expenditures and encumbrances through May totaled $10,436,763, or 80% of the revised budget.

District Contingent Fund
1-10-4-876-600-981-510000-0000
SCF-0-0-CTG-DW-ECTG0000

REVENUES AND EXPENDITURES
CURRENT-YEAR VERSUS THREE-YEAR AVERAGE
As of May 31, 2007

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg.	Current Year	3-Yr Avg.
School Operations	67%	66%	81%	83%
Categorically Aided	65%	64%	78%	80%
School Nutrition	80%	72%	95%	92%
Construction	26%	38%	97%	96%
Extension	83%	84%	80%	81%

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Board Policy 4.04 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Report of Contracts Awarded Between $25,000 and $50,000

Pursuant to Board Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the quarterly report for contracts between $25,000 and $50,000. This report includes information for April, May, and June 2007. This is an informational report, and no action is required.

Month	School	Project	Contractor	HUB Participation	Amount
April 2007	Fifty-Third Street	Asbestos Abatement	Dirty Ducts Cleaning, Environment & Insulation, Inc.	0%	$37,200

Month	School	Project	Contractor	HUB Participation	Amount
	Carver Academy	Energy Management System Replacement	Siemens Building Technologies	0%	$36,400
	Madison University H.S.	Pool Piping Replacement	Meyer Brenner, LLC	0%	$34,800
	C & I	Literacy Classpacks	Gopher Sports	0%	$ 49,620
Ma 2007	Cooper School	Photovoltaic System	H & H Solar Energy Services, Inc.	0%	$48,780
June 2007	Webster MS/Vincent HS	Assembly Lab Remodeling	CG Schmidt, Inc.	0%	$33,990
	Starms Early Childhood	Software	Pearson Digital Learning	0%	$ 28,227
	Community School	Software	Scholastic Inc.	0%	$ 34,250
	ES Support Services	Software	Mayer Johnson	0%	$ 32,855
	Special Services Data Center	Air Conditioning	Kasmerchak Gonzalez LLP	0%	$ 32,340
	School to Work	Software	Conover Company	0%	$ 25,035
	Speech/Language	Subscription	Pearson Assessments	0%	$ 26,485
Total					$419,982.00

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
ALBA	Chantal Currie	$175.00	Chest Freezer
Brown Street	WalMart	$1,000.00	Teacher of the Year Award
Dover	Timothy Richter	$10.00	Fundraiser
Dover	DJ's Unlimited Eric Ciepluch	$345.00	Award Program two-hour performance
Dover	Ms. Keri Rollings	$200.00	Drum Set
Garland	Amelia's	$50	Donation of two gift certificates for Spring Fling
Garland	American Credit Union	$25	Donation of shirts and miscellaneous items for Spring Fling
Garland	American Lemonade Stand	$10	Donation of beach towel for Spring Fling
Garland	Ameri Suite	$200	Donation of two on- night stays for Spring Fling
Garland	Arby's	$24	Donation of twelve sandwiches for Spring Fling
Garland	Auto Spa	$400	Donation of fifty-five gift certificates for Spring Fling
Garland	Branded Steer	$30	Donation of three gift certificates for Spring Fling
Garland	Bay View Threadworks	$50	Donation of sweatshirts and shirts for Spring Fling

School	Donor	Amount	Gift or Purpose
Garland	Baloonee Toonz	$20	Donation of gift Certificate for Spring Fling
Garland	Brew City Bounce	$130	Donation of four-hour castle rental for Spring Fling
Garland	Bluemel's	$100	Donation of plants for Spring Fling
Garland	Betty Brinn Museum	$20	Donation of family pass for Spring Fling
Garland	CHEC	$25	Donation of bike helmets for Spring Fling
Garland	Clarion Hotel	$179	Donation of hotel suite and food certificate for Spring Fling
Garland	Classic Lanes	$125	Donation of fifty-five bowling certificates for Spring Fling
Garland	Country Springs Water Park	$225	Donation of one-night stay and four water passes for Spring Fling
Garland	Culver's Restaurant	$50	Donation of gift certificate for Spring Fling
Garland	Comedy Café	$25	Donation of gift certificates for Spring Fling
Garland	Chipotles	$40	Donation of five burritos for four for Spring Fling
Garland	Crystal Limousine & Coach	$175	Donation of vacation for Spring Fling
Garland	Comedy Sportz	$25	Donation of two admissions for Spring Fling
Garland	Custom Grown Greenhouse	$500	Donation of plants for Spring Fling
Garland	Dr. Redlin	$25	Donation of coffee maker for Spring Fling
Garland	Famous Dave's	$73	Donation of gift certificates for Spring Fling
Garland	Delores Marki	$50	Donation of two afghan blankets for Spring Fling
Garland	Farm & Fleet	$75	Donation of water slides for Spring Fling
Garland	Fantastic Sams	$50	Donation of three free haircuts and products for Spring Fling
Garland	Fun Services	$25	Donation of one stuffed animal for Spring Fling
Garland	Gold Rush Chicken	$25	Donation of four chicken dinners for Spring Fling
Garland	Great Clips	$48	Donation of four haircut certificates for Spring Fling
Garland	Green Bay Packers	$100	Donation of one football for Spring Fling
Garland	Half Price Books	$30	Donation of three gift certificates for Spring Fling
Garland	Jerry's T-Shirts	$10	Donation of one beach towel for Spring Fling
Garland	Karl's Rental	$50	Donation of seventeen Zoo passes for Spring Fling

School	Donor	Amount	Gift or Purpose
Garland	Hauke's Floral	$25	Donation of plants for Spring Fling
Garland	K-Mart	$25	Donation of gift certificate for Spring Fling
Garland	Langers	$28	Donation of four four-glasses sets for Spring Fling
Garland	Mrs. Litza	$75	Donation of three afghan blankets for Spring Fling
Garland	Mama DeMarini's	$25	Donation of gift certificate for Spring Fling
Garland	Mendards'	$20	Donation of coffee cups for Spring Fling
Garland	Midwest Twisters	$115	Donation of one standard party for Spring Fling
Garland	Milwaukee Bucks	$98	Donation of one four-ticket package for Spring Fling
Garland	Milwaukee Art Museum	$25	Donation of two admissions for Spring Fling
Garland	Milwaukee Admirals	$60	Donation of four tickets for Spring Fling
Garland	Milwaukee County Zoo	$30	Donation Zoo and parking coupons for Spring Fling
Garland	Milwaukee Public Museum	$19.50	Donation of two admission tickets for Spring Fling
Garland	Milwaukee Wave Soccer	$30	Donation of two tickets for Spring
Garland	Milwaukee World Festivals, Inc.	$30	Donation of two tickets to Summerfest for Spring Fling
Garland	McDonald's	$24	Donation of six meal certificates for Spring Fling
Garland	Mr. Z's Fundraising	$20	Donation of four large chocolate bars for Spring Fling
Garland	Noah's Ark	$50	Donation of two tickets for Spring Fling
Garland	Old Country Buffet	$140	Donation of twenty meals for Spring Fling
Garland	Norma Cleary	$25	Donation of cash for Spring Fling
Garland	The Packing House	$15	Donation of gift certificate for Spring Fling
Garland	Pick'n Save	$25	Donation of one gift certificate for Spring Fling
Garland	Papa Murphy's Pizza	$40	Donation of four family-size pizzas for Spring Fling
Garland	Plant Land	$500	Donation of plants for Spring Fling
Garland	Prime Quarter	$20	Donation of gift certificate for Spring Fling
Garland	Pink Shopping Bag	$25	Donation of one purse for Spring Fling
Garland	Peggy Gramarossa	$50	Donation of one artist's print for Spring Fling
Garland	Ponderosa	$100	Donation of one gift certificate for Spring Fling

School	Donor	Amount	Gift or Purpose
Garland	Paul's Omega Restaurant	$25	Donation of one gift certificate for Spring Fling
Garland	Quality Candy	$15	Donation of one gift certificate for Spring Fling
Garland	Reader's Digest/QSP	$50	Donation of magazines & candy bars for Spring Fling
Garland	Sam's Club	$25	Donation of one gift certificate for Spring Fling
Garland	Sue Ratka	$75	Donation of one print for Spring Fling
Garland	Ray's Butcher Shoppe	$25	Donation of one gift certificate for Spring Fling
Garland	Stone Fire Pizza	$25	Donation of one gift certificate for Spring Fling
Garland	South Shore YMCA	$184	Donation of three-month membership for Spring Fling
Garland	Tehan Brothers, Inc.	$40	Donation of two hanging baskets for Spring Fling
Garland	Tulipmania	$15	Donation of one plant for Spring Fling
Hamilton	Quad Graphics	$63,500.00	Computers & Software
Hayes Bilingual	Northwestern Mutual Foundation	$500	Volunteer Support Program
IDEAL	Greater Milwaukee Foundation	$1333.50	Reading/Literacy Project
IDEAL	Ron Rezash	$63.18	Graduation outfit
Lancaster	Target	$66.18	Take Charge of Education School Fundraising Project
Lincoln Center of the Arts	Wildcard Gymnastics, Inc.	$200.00	Donation
Lowell	Northwestern Mutual Foundation	$500	Volunteer Support Program
Milwaukee Education Center	MTEC	$1,500	Teacher materials
Milwaukee High School of the Arts	David Kowall	$150.00	Computer Router
Milwaukee High School of the Arts	J.K. Harris, LLE Catering Service	$750.00	Brothers of Kwanza Reunion Banquet
Recreation Division	Milwaukee Optimist Club	$2,000.00	Fieldtrips for Summer Recreation Playground Participants
Riley	Mr. Graham	$385	K4 field trips
Riverside University High School	Denise Heumann	$100.00	To purchase equipment for Leonard Commons area
Riverside University High School	Fred & Milena Walker	$25.00	To purchase equipment for Leonard Commons area
Twenty-first Street	Kingdom Business Community Church	$277	School picnic
Twenty-first Street	Sam's Club	$40	School zoo trip
Twenty-first Street	Marian and Dave Entwistle	$60	School zoo trip
Victory	WisItalia, Inc.	$2,700	Promotion of Italian Immersion Program
Vincent High School	Marshfield Clinic	$1,000.00	For Science Department

School	Donor	Amount	Gift or Purpose
Washington High School of Information Technology	Stratagem, Inc	$250.00	iFair Sponsorship
Washington High School of Information Technology	University of Wisconsin-Whitewater MCS Program	$1,600.00	iFair Sponsorship

Administration's Recommendation

The Administration recommends that the Board authorize the purchases as listed and accept the donations as listed, with appropriate acknowledgment to be made on behalf of the Board.

Director Bonds moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Morales, Petersons, Thompson and President Blewett—7.

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

This item initiated by the Administration

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		PROMOTIONS	
5	Sue Beay Building Operations	School Engineer I $40,515.02/yr.	07/02/07
4	Ricardo Blanco Building Operations	School Engineer I $35,641.58/yr.	07/02/07
2	Levent Cobin Building Operations	School Engineer I $38,890.54/yr.	07/02/07
5	Lynn Egan Technology	Sr. Project Analyst $67,541.98/yr.	06/18/07
2	Gabriel Jasper Building Operations	School Engineer I $35,641.58/yr.	07/02/07

2	Tyrone Kendrick Building Operations	School Engineer I $35,641.58/yr.	07/02/07
5	Shaun Newton Building Operations	School Engineer I $35,641.58/yr.	07/02/07
4	Evelyn Perez Gely Special Services	Department Administrative Assistant $54,027.78/yr.	07/02/07
5	Jeff Post Technology	Sr. Programmer/Analyst $57,233.30/yr.	06/18/07
5	Christine Rieck-Risser Technology	Programmer/Analyst $53,940.91/yr.	06/18/07
2	Yolanda Robinson Building Operations	School Engineer I $40,515.02/yr.	07/02/07
5	Robert Stahovic Building Operations	School Engineer I $38,890.54/yr.	07/02/07
2	Lillie Vance Compensation	Compensation Assistant I $41,013.06/yr.	07/02/07
2	Tracy Warwick Building Operations	School Engineer I $35,641.58/yr.	07/02/07
2	Howard Welch Building Operations	School Engineer I $35,641.58/yr.	07/02/07
5	Jason West Building Operations	School Engineer I $35,641.58/yr.	07/02/07
2	Andrew Williams Building Operations	School Engineer I $35,641.58/yr.	07/02/07

RE-INSTATEMENTS

Lydia Rivera-Dhillon Pierce	School Secretary I $22,447.01/yr.	08/23/07

RETURN FROM LEAVES

Mary Frank Clement	School Secretary I $27,839.56/yr.	08/23/07

CHANGES IN STATUS

Christina Agubis[1] Audubon	School Secretary I $27,839.56/yr.	08/23/07
Marva Atterberry[2] Special Service Center	School Secretary I $33,522.06/yr.	06/22/07
Jessie Bonilla[3] Cass	School Secretary I $26,800.00/yr.	08/23/07
Beverly Campbell[4] Browning	Handicapped Children's Assistant $15,352.46/yr.	06/04/07
Sarah Cesar[1] Finance	Accounting Assistant I $27,511.00/yr.	07/02/07
Patti DeBow[2] Riverside	School Secretary I $34,577.92/yr.	07/02/07

Sandra Merriweather[1] Foster & Williams	School Secretary I $27,839.56/yr.	08/23/07
Edward Purdy[5] Riverside	Boiler Attendant $38,474.80/yr.	07/02/07
Henrietta Robinson-Avant[2] Parent & Student Services	School Secretary I $32,337.78/yr.	07/02/07
Kevin Sponholz[6] Clement	School Engineer I $44,036.46/yr.	07/02/07
Imelda Williams[2] South Division	School Secretary I $25,967.09/yr.	07/02/07

[1]From a 12-month to a 10-month position
[2]From a 10-month to a 12-month position
[3]From a 10-month-hourly position to a 10-month position
[4]From substitute to regular
[5]Voluntary demotion from School Engineer I
[6]Voluntary demotion from School Engineer II

Approval of Certificated Appointments — Teachers

Ethnic Code	Teachers	Division	Salary	Yrs. Exp Credit	Start Date
5,r,a	Connie M. Bergmann Grade 8	B	$34,008.00	1	8/01/2007
2,r,a	Chareese S. Cash Cross-categorical	B	$34,008.00	1	8/01/2007
5,r	Jill A. Dring Mathematics	B	$34,008.00	1	8/14/2007
2,r	Ramona D. Frye Business Education	B	$38,533.00	4	8/01/2007
5,nr	Brook Goralski Spanish	D	$41,489.00	2	8/12/2007
5,nr,a	Kristine A. Herman EC:EEN	B	$34,008.00	1	8/01/2007
5,r,a	Laurie Hett Grade 1	B	$35,516.00	2	8/01/2007
2,r,b	Johnson B. Hunter Cross-categorical	E	$69,400.00	16	8/01/2007
2,r	Patricia Y. Krug English	B	$37,026.00	3	8/14/2007
5,r,a	Audrey L. Olscheske EC:EEN	B	$36,855.00	1	8/01/2007
2,r	Michelle L. Taylor K4	B	$41,547.00	6	8/12/2007

Approval of Certificated Appointments — School Social Workers

5,r	Kristin M. Kirkish School Social Worker	2A	$46,291.00	0	8/23/2007
2,nr	Carletta Myles School Social Worker	2A	$46,291.00	0	8/23/2007

5,r	Lisa E. Squire School Social Worker	2A	$46,291.00	0	8/23/2007
5,r	Joseph T. Viste School Social Worker	2A	$46,291.00	0	8/23/2007

Approval of Certificated Appointments — School Psychologists

5,nr	Stacy Black School Psychologist	51C	$46,576.43	0	8/21/2007
5,nr	Sarah Bohl School Psychologist	51C	$46,576.43	0	8/21/2007
5,r	Amber L. Evanson School Psychologist	51C	$46,576.43	0	8/21/2007
5,r	Faygie Hellman School Psychologist	51C	$53,124.59	3	8/21/2007
5,nr	Robert L. Latterman School Psychologist	51C	$46,576.43	0	8/21/2007
2,nr	Alan L. Livingston School Psychologist	51C	$46,576.43	0	8/21/2007
5,nr	Amanda L. McEwen School Psychologist	51C	$46,576.43	0	8/21/2007
5,nr	Elisabeth A. Pelischek School Psychologist	51C	$46,576.43	0	8/21/2007
3,nr	Marc C. Sanders School Psychologist	51C	$46,576.43	0	8/21/2007
5,nr	Brooklyn J. Schroeder School Psychologist	51C	$46,576.43	0	8/21/2007
5,nr	Sarah B. Schulz School Psychologist	51C	$46,576.43	0	8/21/2007
5,nr	Sara C. Soleyani-Alizadeh School Psychologist	51C	$46,576.43	0	8/21/2007
5,nr	Mary P. Vosters School Psychologist	51C	$46,576.43	0	8/21/2007

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

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Rebecca Abraham	Principal	07/03/07
Leona Amadi	Teacher	08/30/07
Jada Bell	Teacher	06/15/07
Brad Bestor	Teacher	06/14/07
Dawn Blurton	Teacher	08/17/07
Brooke Boettcher	Teacher	06/29/07
Ruth Brook	Speech Path	06/26/07
Kelly Cannon	Teacher	06/15/07
Tracy Carus	Teacher	06/18/07
Milton Collins	Asst. Prin.	07/01/07
Glen Scott Copper	Teacher	06/26/07
Lisa Cords	Teacher	06/27/07
William Crandall	Teacher	06/23/07
Aida Cruz-Farin	Teacher	06/15/07
Anne Dechamps	Teacher	06/15/07
Timothy Duax	Principal	07/02/07
Tiffanie Durrant	Teacher	06/22/07
Derek Folven	Teacher	06/18/07
Travis Gardner	Psychologist	06/22/07
John Cifford	Teacher	07/12/07
Luz Gill	Teacher	06/15/07
Eric Glad	Teacher	06/20/07
Karen Glad	Teacher	06/15/07
Hayley Gordon	Teacher	06/15/07
Rosalie Greco	Principal	07/02/07
Kristen Gurtner	Specialist	07/10/07
Jennifer Hallinan	Teacher	06/20/07
Cassandra Hanson	Teacher	06/18/07
Heather Hartz	Teacher	06/15/07
Charles Haycock	Teacher	06/17/07
Anne Hebert	Teacher	06/15/07
Kristin Heintz	Teacher	06/15/07
John Ish	Teacher	06/15/07
Helen Kacmarynski	Teacher	06/15/07
Molly Kerkhoff	Teacher	06/15/07
Rebecca Kassulke	Asst. Prin.	06/20/07
Alice Knight	Teacher	06/15/07
Sara Luthi	Teacher	06/15/07
Tracey Mike	Teacher	06/22/07
Jerry Mitchell	Asst. Prin.	08/09/07
Laura Morgan	Teacher	06/15/07
Robin Morgan	Teacher	06/15/07
Flor Munoz Gomez	Teacher	08/15/07
Jesse Nechodom	Teacher	06/15/07
Terri Nolan	Teacher	06/15/07

Ann Obernberger	Teacher	06/15/07
Patrick O'Connor	Teacher	06/15/07
Therese Okray	Teacher	06/15/07
Mary Peacock	Teacher	06/15/07
Linda Perez	Teacher	06/26/07
Shannon Resler	Teacher	06/15/07
Tom Roozeboom	Teacher	06/15/07
Barbara Rutkowski	Supervisor	07/20/07
Theodore Schuenemann	Teacher	06/15/07
John Sevedge	Teacher	06/15/07
Cody Sorlie Theis	Teacher	06/15/07
Helen Sprewer	Teacher	06/15/07
Garrett Stangel	Teacher	06/15/07
Anthony Strancke	Asst. Prin.	07/02/07
Carly Verstegen	Teacher	06/15/07
Erin Watton	Teacher	06/15/07
Nellie Welker	Asst. Prin.	06/15/07
Yolanda Williams	Teacher	07/03/07
Jennifer Wolf	Teacher	07/03/07
Jessica Wondra	Teacher	06/15/07
Alejandro Zepeda Cuevas	Teacher	07/04/07

Classified Retirements

Name	Position	Effective Date
Betty Crowell	School Secretary I	06-22-07
Monika Dyer	Gen'l Ed. Asst.	06-23-07
M. Eleanor Drake Jones	Para Educational Asst.	06-16-07
Mary Ann Feltz	Hand. Children's Asst.	06-15-07
Gladys Gulley	Food Service Assistant	06-16-07
Marilyn Haase	Para Educational Asst.	06-16-07
Willie Luster	General Ed. Asst.	06-16-07
Vesta Mason	Para Educational Asst.	06-26-07
Francine Oglesby	General Ed. Asst.	06-16-07
Joan Randa	Food Service Assistant	06-14-07
Shirley Roberson	Food Service Assistant	06-14-07
Carol Schram	Para Educational Asst.	06-16-07
Catherine Stone	Para Educational Asst.	06-16-07
Hilda Wilkinson	School Secretary I	06-18-07
Velma Willis	Bldg. Service Helper I	06-30-07
John Wright	Boiler Att. Trainee	06-01-07

Affirmative Action Report

The Affirmative Action Report for June 2007 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Administration's Recommendation

The Administration recommends that the Board approve the classified personnel transactions and certificated appointments as listed.

Director Goldberg moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Morales, Petersons, Thompson and President Blewett—7.

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

This item initiated by the Superintendent

Recommendation

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

5(r)	Sandra Schroeder	Summer School Coordinator Office of Instructional Leadership and Support	Schedule III, Range 12A $103,257.50
5(r)	Nicole Thomas	Manager Head Start Early Childhood Education Division of Early Childhood Education	Schedule III, Range 7A $75,822.73
2(r)	Alisha Birtha	Manager Head Start Health and Disabilities Division of Early Childhood Education	Schedule III, Range 7A $63,110.65
2(r)	Nicole Jude	Curriculum Generalist, Head Start Division of Early Childhood Education	Schedule III, Range 6A $75,398.06

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 Falk moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Morales, Petersons, Thompson and President Blewett—7.

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 4) Action on Prevailing Wage Rates

This item initiated by the Administration

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 this item.

3. Paragraph (3) of Board Rule 1.14, Voting Methods, mandates that a "recorded affirmative vote of two-thirds of the Board membership shall be necessary to . . . . amend or repeal prevailing wage rates . . . ."

Administration's Recommendation

The Administration recommends that the Board adopt the prevailing wage rates as listed in the attachment to the minutes of your Committee's meeting.

Director Petersons moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Morales, Petersons, Thompson and President Blewett—7.

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 5) Action on Resolution 0708R-007 by Director Bonds to Conduct a Complete Analysis of the MPS Fringe-Benefit Package

This item initiated by a Member of the Board

1. At its meeting on May 31, 2007, the Board referred the following resolution by Director Bonds to the Committee on Finance/Personnel:

WHEREAS, The Milwaukee Board of School Directors has a fiscal obligation to the taxpayers of this city to be responsible with the funds that it receives through taxes; and

WHEREAS, Section (1)(c) of Board Governance Policy 2.01, General Governance Commitment, states, "In all matters of planning, governance, and accountability, the Board shall recognize its responsibility to the citizens of the City of Milwaukee and the State of Wisconsin to use all funds for the greatest possible effect in fulfilling Board goals of student achievement and equity"; and

WHEREAS, MPS provides a very attractive fringe-benefit package to its employees; and

WHEREAS, The current fringe-benefit rate for most employees in MPS is 61.5%, an increase of 44% from 2001; and

WHEREAS, 0ther public entities located in the City of Milwaukee — such as the City of Milwaukee at 38%, and UWM at 39% — have fringe-benefits rates almost 40% lower than that of MPS; and

WHEREAS, MPS cannot afford to continue to provide a fringe-benefit rate of 61.5% for employees in general, with 88% for other services employees; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors shall not approve any "new" fringe benefits until a complete analysis of its fringe-benefit package can be completed by an outside expert who is to be contracted through an RFP no later than 60 days after the adoption of this resolution; and be it

FURTHER RESOLVED, That the analysis shall include a comparison of the types and cost of fringe benefits among MPS, the City of Milwaukee, The County of Milwaukee, The UWM System, the next largest public school district in Wisconsin, and at least two other public school districts of the approximate size of MPS outside of Wisconsin; and

FURTHER RESOLVED, That the analysis shall examine all the required and discretionary constituents of the fringe benefit rate in MPS; and be it

FURTHER RESOLVED, That the analysis shall also look at the cost-benefits of a full-time position with full benefits versus several part-time positions with full fringe benefits; and be it

FURTHER RESOLVED, That the consultant's report on fringe benefits shall be communicated to the Milwaukee Board of School Directors no later than the January 2008 Board cycle.

2. The Superintendent has informed the Office of Board Governance that there has not been sufficient time for the Administration to respond to the resolution with an analysis.

Recommendation

That the Board determine what action it wishes to take with regard to this item.

Director Petersons moved to approve the resolution, with the deletion of the first Resolved.

Director Bonds moved a substitute motion, to, one, approve the resolution striking all references to a time line; and, two, to replace the first resolved paragraph with the following:

Resolved, that the Milwaukee Board of School Directors shall direct the Administration to develop a plan to complete an analysis of its fringe benefit package;

and, three, to also strike the final further resolved paragraph.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons and President Blewett—7.

Noes—Director Thompson—1.

* * * * *

(Item 6) Action on Resolution 0708R-015 by Directors Petersons and Bonds Regarding the Fiscal Responsibility of Partnership Schools

This item initiated by Members of the Board

1. At its meeting on June 28, 2007, the Board referred the following resolution by Directors Petersons and Bonds to the Committee on Finance/Personnel:

WHEREAS, The Milwaukee Board of School Directors has the legal responsibility for the conduct of the public schools and is the only official agency in the community that has such; and

WHEREAS, In all matters of planning, governance, and accountability, the Board recognizes its responsibility to the citizens of the City of Milwaukee and the State of Wisconsin to use all funds for the greatest possible effect in fulfilling Board goals of student achievement and equity; and

WHEREAS, In monitoring the performance of the District, it is the Board's responsibility to use financial and performance audits of schools and audit standards, annual report card, district accountability plans and the school educational plans, school selection data, and school facilities standards; and

WHEREAS, The Milwaukee Public Schools contracts with outside entities, known as partnership schools, to provide educational services to at-risk students and other student populations within MPS; and

WHEREAS, Inasmuch as these partnership schools are contracted to teach MPS students, they are, in effect, MPS schools, and the Board has the same responsibility to monitor their performance as it does traditional MPS schools; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to include in all new partnership contracts, as well as current contracts when they come up for renewal, the requirement that the partnership schools submit quarterly financial statements to the MPS Department of Finance for its review; and be it

FURTHER RESOLVED, That these quarterly statements be part of the annual review process prior to the renewal of any partnership contract; and be it

FURTHER RESOLVED, That partnership contracts be funded based upon FTEs (full-time-equivalent students), rather than upon seats; and be it

FURTHER RESOLVED, That, if a partnership school is found to have had in previous years irregularities with district funding, a limit shall be placed upon that school's allotment of FTEs until the District has recovered its losses.

2. The Superintendent has informed the Office of Board Governance that there has not been sufficient time for the Administration to respond to the resolution with an analysis.

Recommendation

That the Board determine what action it wishes to take with regard to this item.

At the request of Directors Petersons and Bonds, and there being no objection, the resolution was withdrawn.

* * * * *

(Item 7) Action on Resolution 0708R-024 by Director Hardin Regarding the Naming of the North Division Field House in Honor of Gary Childs

This item initiated by a Board Member

Background

At its meeting on June 28, 2007, the Board referred Resolution 0708R-024 by Director Hardin to the Committee on Finance and Personnel:

WHEREAS, For many years, Gary Childs coached athletics in the Milwaukee Public Schools; and

WHEREAS, Throughout his adult life, Gary Childs displayed unwavering dedication to, and unfaltering belief in, the children of Milwaukee; and

WHEREAS, Gary Childs committed himself to the education, health, and safety of the children to whom he dedicated his life; and

WHEREAS, Gary Childs devoted many years to providing recreational opportunities to the students of the Milwaukee Public Schools and their neighborhoods, both as an employee of MPS and as a member of the Milwaukee community; and

WHEREAS, Gary Childs was an inspiration to all who were fortunate enough to have been touched by his spirit and his guiding hand; and

WHEREAS, The generosity, love, and quiet modesty in which he lived his life earned Gary Childs the greatest respect and deepest love from all who worked with him;

WHEREAS, When Gary Childs suddenly died at the age of 47 years on May 8, 2007, he left behind an outstanding example and enduring legacy; now, therefore, be it

RESOLVED, That — in honor of a life that exemplified everything that the Milwaukee Public Schools, its administration, and its Board of Directors profess to be their guiding principles — the Milwaukee Board of School Directors direct the MPS Administration to seek permission of the family of Gary Childs to rename the field house of the North Division Educational Complex, or Multiplex, in honor of Gary Childs; and be it

FURTHER RESOLVED, That, once the permission of Gary Child's family has been obtained, the North Division field house be renamed in honor of Gary Childs; and be it

FURTHER RESOLVED, That all signage and official written documentation regarding the North Division field house be updated to reflect this change in name.

Administration's Analysis

1. The Childs family and the school community are pleased to have the North Division Educational Complex Field House renamed in honor of Gary Childs.

2. Gary Childs, who dedicated his life to serving the North Division Community, loved sports and was an inspiration to all who know him.

3. While his life ended suddenly, may all who enter the North Division Educational Complex Field House be reminded of Gary Childs' success as a recreation professional and community leader.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement; Goal 2, student success in further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

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

Implementation and Assessment Plan

6. Upon approval by the Board, the Administration will work with the Department of Facilities and Maintenance to update the signage and official written documentation to reflect the change in name.

Fiscal Impact Statement

7. Cost for the signage is estimated at $2600. Funds will come from CSV-0-0-PRC-RC-ESUP (Recreation Supplies)

Administration's Recommendation

The Administration recommends that the Board adopt Resolution 0708R-024 By Director Hardin regarding the naming of the North Division Field House after Gary Childs.

Considered and adopted earlier in the meeting.

* * * * *

(Item 8) Action on a Request for Approval of a PLAN (Project Loan Acquisition Network) Loan and a Transfer to Restructure the Finances of Milwaukee High School of the Arts

This item initiated by the Administration

Background

1. In October of 2002, the Milwaukee Board of School Directors approved the implementation of the Project Loan Acquisition Network (PLAN), which created a centralized fund into which participating schools have voluntarily deposited portions of their carryover balances for a period of one to three years.

MPS schools are then given the opportunity to submit applications to the PLAN's Board of Directors to secure low-interest loans from the centralized fund to complete projects that they may have difficulty financing under certain constraints. Schools that borrow funds make the commitment to make repayments over the course of one to three years. By using the PLAN management tool, the Division of Finance and PLAN members have worked to help the District and participating schools mitigate a number of problems caused by fiscal instability at the state, local, and school levels.

2. In March of this year, Milwaukee High School of the Arts (MHSA) submitted a request to borrow a maximum of $900,000 or the sum of its FY07 debt, whichever is lower, in order to retire the school's accumulated debt. MHSA also requested that it be allowed to repay the loan over 10 years, which is outside of the traditional three-year repayment window currently used with PLAN. Recognizing that the 10-year repayment period is beyond that allowed under existing guidelines, MHSA agreed to pay 3% interest annually on the amount of the loan outstanding.

Administration's Analysis

3. Milwaukee High School of the Arts, which is currently under central administration status for fiscal administration, is restructuring its method of delivering instruction while maintaining the integrity of programs. The school community has engaged in a successful program of expenditure restraint. As a result, for the first time since FY02, the school is expected to end the school year without increasing its deficit.

4. As a result of its FY06 deficit of $902,000, the school was required to budget $225,500 — enough to pay for 2.6 full-time teacher positions — for deficit reduction in FY08. Through fiscal restraint measures already adopted by the school, the FY07 deficit is now projected to be no more than $600,000. The proposed 10-year repayment plan would reduce the amount the school must budget to reduce its debt, allowing the school to maintain its academic program's integrity.

5. The PLAN Executive Committee and the Administration are prepared to support the loan, subject to a number of considerations:

a. The loan will be granted and remain in good standing as long as MHSA maintains a current-year deficit at year-end that does not exceed 2% of the school's Board allocation. If a significant deficit recurs, full payment of the outstanding principal will be required in the following budget year.

b. Conversely, if a surplus in excess of 2% is realized, MHSA would be required to commit the surplus over 2% to loan repayment to accelerate retirement of the debt.

c. The loan will be subject to reconsideration if any changes are made with regard to MHSA's management status.

Strategic Plan Compatibility Statement

6. The recommendations support MPS Strategic Plan, Goal 1, Student Achievement; Goal 2, Student success in further education and employment; Goal 3, Family satisfaction as measured by their choices in the education marketplace.

7. The Project Loan Acquisition Network responds to the MPS Strategic Plan's goal of "maintaining financial stability while decentralizing decision-making authority" (MPS Strategic Plan, 2000, p. 9).

Statute, Administrative Policy, or Board Rules Statement

8. According to Administrative Policy 3.04, Fund Transfer Authority, the Board's approval is needed for fund transfers exceeding $100,000 between departments, programs, schools, or special accounts.

Fiscal Impact Statement

9. This item authorizes a transfer in an amount not to exceed $600,000, or the actual amount of the Milwaukee High School of the Arts' 2006-2007 year-end deficit, which is anticipated to be less. Account code: GEN-0-0-BDH-MH-EPLA

Implementation and Assessment Plan

10. MHSA administration officials, as well as the MHSA school governance council, have agreed to the plan and have signed onto the loan application. MPS Finance personnel, along with the PLAN Executive Committee, will monitor compliance with the agreements stipulated in the loan and revisit the agreement accordingly. MPS Finance staff will ensure the proper and timely transfer of loan repayment.

Administration's Recommendation

The Administration recommends that the Board

1. approve the PLAN loan to Milwaukee High School of the Arts under the following terms:

   a. Milwaukee High School of the Arts (MHSA) will borrow a maximum of $600,000 or the sum of its FY07 debt, whichever is lower, in order to retire the school's accumulated debt.

   b. As the 10-year repayment schedule is outside of the traditional three-year repayment window currently used with PLAN, MHSA agrees to pay 3% interest annually on the amount of the loan outstanding.

   c. The loan will be granted and remain in good standing as long as MHSA maintains a current-year deficit at year-end that does not exceed 2% of the school's Board allocation. If a significant deficit recurs, full payment of the outstanding principal will be required in the following budget year.

   d. Conversely, if a surplus in excess of 2% is realized, MHSA will be required to commit the surplus over 2% to loan repayment to accelerate retirement of the debt.

   e. The loan will be subject to reconsideration if any changes are made with regard to MHSA's management status.

2. Authorize a transfer in an amount not to exceed $600,000, or the actual amount of the Milwaukee High School of the Arts' 2006-2007 year-end deficit, which is anticipated to be less, from account code GEN-0-0-BDH-MH-EPLA.

Director Goldberg moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 9) Action on the Recommended Continuation of a Sole-source Contract with the Milwaukee Teacher Education Center (MTEC) to Provide Services to Support the Principal Coach Model

This Item initiated by the Administration

Background

1. On July 20, 2006, the Milwaukee Board of School Directors approved the continuation of a contract with the Milwaukee Teacher Education Center (MTEC) to provide services to support the Principal Coach Model. One of the provisions of the contract was that a report would be submitted to the Board at the end of the contract period for the purposes of assessing the success of the program and of determining future requirements.

2. Throughout the 2006-07 school year, MPS and MTEC worked together to continue the seamless operation that was developed in the 2004-05 school year and enhanced in the 2005-06 school year with respect to the Principal Coach Model. A brief progress report follows:

a. During the 2004-05 school year, MTEC worked with the District to create a complete and concise employment contract for the principal coaches. Input was sought from the Administration, principal coaches, and MTEC's legal representative. This document was implemented at the beginning of the 2005-06 school year and continued to be used in the 2006-07 school year.

b. MTEC has worked with a payroll agency to create a recordkeeping process for principal-coach payroll purposes. A process has also been implemented so that MPS can verify payroll records prior to coaches being compensated. The complete process was executed in October 2004 and continues to be very successful.

c. MTEC has developed a Principal Coach Employee Handbook, including but not limited to information regarding work-schedule expectations, compensation guidelines, school-visitation expectations and guidelines, guidelines related to expenses, submission of payroll information, etc. Mandatory state and federal employment notifications are also included in the document. The Handbook will be distributed in August 2007.

d. Additionally, during 2004-05, MPS and MTEC worked collaboratively to develop an internal system to evaluate the Principal Coach Model, as well as individual coaches. The new evaluation system was implemented at the end of the 2004-05 school year. School focus groups and surveys were used to gauge the effectiveness of the model, changes and expansion of the model, and the cultural change experienced within the system. Results of this evaluation will be compiled at the end of the summer to refine and inform the work of the coaches throughout the system during the 2007-08 school year. These results will be shared with MPS principals, the MPA (Milwaukee Partnership Academy), and the Milwaukee Board of School Directors.

3. In an effort to provide greater impact relative to instruction through this valuable program, beginning with the 2005-06 school year, the principal coaches expanded their influence in working with school learning teams, with an emphasis on leading instructional change to reduce achievement gaps. This effort will be continued in the 2007-08 school year.

4. The following are critical facts that support the principal coaches' role in MPS. Principal coaches:

- assist in the facilitation of monthly principals' meetings regarding instructional leadership
- bring from coaching into practice the components of instructional leadership
- provide coaching around effective leadership behaviors as listed in the Characteristics of a High Performing Urban Classroom

- conduct walk-throughs and analyze data to change instruction
- provide coaching for assisting school leaders through emergency situations
- provide technical assistance around the school educational plan, budget, staff needs, etc.
- provide constant support to novice school leaders
- facilitate training of assistant principals
- provide technical support to partnership schools around teacher observations

5. As a result of expanding the principal coaches' role, the following occurred. Principal Coaches:

- Assisted schools in understanding the strong academic focus and closing the achievement gap message consistently communicated by the superintendent
- Helped support a systems approach to working on solutions to improve teaching and learning in our schools
- Continued consistent, focused professional development
- Identified a strong need to model best practices throughout the district
- Provided practical strategies and best practices to school communities based upon theory shared from higher education institutions
- Kept schools operating at an efficient level and maintained safety to minimize negative impacts
- Assisted in building a trusting working atmosphere for school/district staff to improve teaching and learning in our district
- Assisted in moving to build capacity of all MPS personnel
- Assisted in building a common language n the district regarding actively engaged student learners.

Administration's Analysis

6. The Administration and MTEC have created a successful collaboration in an effort to support the Principal Coach Model. It is intended that MTEC will, again, provide support for the Principal Coach Model in the 2007-08 school year.

7. Provisions of the 2007-08 contract include:

a. MTEC will execute employment contracts for principal coaches.

b. MTEC will maintain all employment records for principal coaches, including but not limited to maintenance of hourly pay records, and compensate coaches accordingly. To assist in accomplishing this task, MPS will maintain records of all school visitations by principal coaches and provide MTEC with authorization for payment related to these visitations.

c. MTEC will provide each principal coach with a Principal Coach Employee Handbook, including but not limited to information regarding work-schedule expectations, compensation guidelines, school-visitation expectations and guidelines, guidelines related to expenses, submission of payroll information, etc. Furthermore, MTEC will provide all principal coaches with all MTEC, state, and federal mandatory employment notifications.

d. At the request of the Director of Instructional Leadership and Support, MTEC will work collaboratively with MPS to determine professional development and support needs for principal coaches. MPS will facilitate meetings of principal coaches and provide notification to the principal coaches of all authorized meetings and training sessions and authorize MTEC to compensate coaches for said training and meetings, if deemed appropriate.

e. At the request of the Director of Instructional Leadership and Support, MTEC will work with MPS to continue and to extend an evaluation model for coaching. MPS will evaluate each principal coach, including but not limited to the level of proficiency of the coaching skills, as well as the overall effectiveness of the coach. The cumulative evaluation results will be shared with the MPA Implementation Team as a possible standard for coaching and mentoring throughout the district.

f. MPS and MTEC will provide technology access and support to all principal coaches for the purpose of carrying out their responsibilities.

8. Funds not to exceed $887,225 to accomplish the above have been set aside in the FY08 budget. As of June 30, 2008, any unexpended or unencumbered funds will remain with MPS.

Strategic Plan Compatibility Statement

9. This item supports the MPS Strategic Plan Goal 1, Student achievement, and Goal 3, Family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

10. The MTEC contract complies with all MPS rules and policies.

Implementation and Assessment Plan

11. The MTEC contract will become effective on July 1, 2007, contingent upon the Board's approval. The Administration, in conjunction with MTEC, will draft a report at the end of the contract period for the purpose of assessing the success of the program and determining future requirements.

Fiscal Impact Statement

12. This item authorizes expenditures not to exceed $887,225. The funds were set aside in account SD1-0-S-T28-ER-ECTS, Title II Contracted Services in the FY08 adopted budget.

Administration's Recommendation

The Administration recommends that the Board approve the continuation contract, as provided in the attachment to this item, for up to $887,225 with the Milwaukee Teacher Education Center (MTEC) to provide services to support the Principal Coach Model from July 1, 2007, through June 30, 2008. Projected allocation of funds is as follows:

Hourly Pay, including benefits $38.50

Benefits include:

FICA Tax
Federal Unemployment Tax
Wisconsin Unemployment Compensation
Worker's Compensation and General Liability Insurance

Personal Automobile Usage Stipend ..... Up to $100/month per coach

Not to exceed ..... 20,000 hours of coaching services

MTEC Administration Fees ..... $5 per coaching hour
..... 5% of other authorized expenditures

Director Thompson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 10) Action on MPS/Milwaukee County Collaborative Day-Treatment Programs for Adjudicated Youth

This item initiated by the Administration

Administration's Analysis

1. The Milwaukee County Children's Court Center and Milwaukee Public Schools (MPS) have agreed to collaborate in providing intensive day-treatment programs for those students having been assigned by the courts. MPS and the Milwaukee County Children's Court Center jointly fund several day-treatment facilities for adjudicated youth. These programs provide educational and therapeutic services to Milwaukee-resident children, ages 12 through 18, who are juvenile offenders or adjudicated delinquents. Most are MPS students who are on court-ordered probation due to a court finding of delinquency.

2. MPS and agency teachers provide instruction designed to help pupils meet MPS middle- and high-school graduation requirements, while the Milwaukee County Children's Court Center supports the therapy program.

3. 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 and experiencing academic problems and difficult family relationships. These programs, which provide an alternative to placement in a correctional or residential treatment facility, support the District's efforts to ensure safe learning environments.

4. Adjudicated youth placed in day-treatment centers 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.

5. In January of 2003, the Milwaukee Children's Court Center approved proposals to provide day-treatment services through 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 through these community-based organizations for 2007-2008, as outlined under the Fiscal Impact Statement.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rules Statement

7. The recommendation is 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.

Fiscal Impact Statement

8. Approval of this item authorizes expenditures totaling $586,900 for FY08. Projected costs listed for approval are shown below.

Day Treatment Site	Seats 2006	Seats 2007	Seats 2008	Cost
Lad Lake Ultra	30	30	30	$177,004
Project Excel	30	30	30	$177,004
St. Charles Intensive Day	30	30	30	$232,892
Totals	**90**	**90**	**90**	**$ 586,900**

9. The amount for St. Charles, including the cost of the MPS teacher, is $86,080. Funds sufficient to support educational services to adjudicated students were approved in the FY08 budget (accounts ORC-0-0-MCO-XX-ESTC; DWC-0-0-MCO-XX-EEBN; ORC-0-0-MCO-XX-ECTS).

Implementation and Assessment Plan

10. 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.

11. The requirements of the federal No Child Left Behind Act include provisions to raise academic achievement for all children. This includes students enrolled in MPS Diversified Community Schools.

Administration's Recommendation

The Administration recommends that the Board authorize the Administration to provide the following educational programs for adjudicated students in FY08.

Day Treatment Site	Seats 2006	Seats 2007	Seats 2008	Cost
Lad Lake Ultra	30	30	30	$177,004
Project Excel	30	30	30	$177,004
St. Charles Intensive Day	30	30	30	$232,892
Totals	**90**	**90**	**90**	**$ 586,900**

Director Hardin moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 11) Action on a Recommendation To Approve Inter-District Chapter 220 Contracts (2007-08)

This item initiated by the Administration

Background

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

2. Beginning with the 2002-03 school year, a new provision was added to the Interdistrict Pupil Transfer Agreement to provide procedures to accommodate Milwaukee-resident Chapter 220 students displaced from suburban districts as a result of implementation of the Transportation Zone Plan.

3. In July 2006, the Administration mailed to each suburban district the 2007-08 Interdistrict Student Transfer Agreement with a request that the agreement be signed by the respective board presidents and returned to the Milwaukee Public Schools. A copy of the agreement is included in the attachment.

Administration's Analysis

4. As of June 5, 2007, the 23 participating suburban districts have returned the 2007-08 interdistrict transfer agreement signed by their board presidents.

5. The chart below highlights the number of contracted seats for the 2007-08 school year, the actual enrollment for 2006-07, and the number of contracted seats for the 2006-07 school year for all 23 suburban school districts.

Chapter 220 District	2007-08 Contracted Seats	2006-07 Actual Enrollment	2006-07 Contracted Seats
Brown Deer	39	38	51
Cudahy	51	52	62
Elmbrook	335	296	344
Fox Point/Bayside	90	93	91
Franklin	218	200	246
Germantown	34	29	37
Glendale/River Hills	17	28	29
Greendale	60	53	60
Greenfield	108	96	105
Hamilton/Sussex	110	102	105
Maple Dale/Indian Hills	30	42	45
Menomonee Falls	310	280	315
Mequon/Thiensville	114	121	144
New Berlin	56	47	56
Nicolet	120	100	85
Oak Creek/Franklin	127	101	115
St. Francis	118	100	121
Shorewood	164	153	170
South Milwaukee	136	118	149
Wauwatosa	381	374	402
West Allis/West Milwaukee	106	92	113
Whitefish Bay	251	242	260
Whitnall	52	55	70
TOTAL	3,027	2,817	3,175

6. The Brown Deer, Glendale/River Hills, and Maple Dale-Indian Hill 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 Chapter 220 program for the 2007-08 school year. Milwaukee-resident students 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).

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

suburban districts that contract for their own transportation services a per-pupil amount equivalent to the average per-pupil cost for that district if MPS scheduled the service. In subsequent years, MPS pays the average per-pupil cost, plus inflation as measured by the Consumer Price Index (CPI). Attachment A to the minutes of your Committee's meeting is the agreement with schools that receive transportation services from MPS; Attachment B is the agreement with school that supply their own transportation.

8. The chart below details the districts that plan to provide their own transportation services for the 2007-08 school year and the projected contract amounts. Actual costs are based on third-Friday-in-September enrollments. Annually, the Administration reviews the contracts to ensure that these suburban contracts cost the District less than if MPS scheduled the transportation services.

9. 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	2007-08 Contracted Seats	2007-08 Per-Pupil Cost	2007-08 Contract Amount
Fox Point/Bayside	90	$2,231.08	$200,797.20
Germantown	34	$4,699.92	$159,797.28
Glendale/River Hills	17	$2,231.08	$37,928.36
Maple Dale/Indian Hills	30	$2,231.08	$66,932.40
Menomonee Falls	310	$2,712.16	$840,769.60
Nicolet	120	$2,231.08	$267,729.60
Oak Creek/Franklin	127	$3,763.03	$477,904.81
TOTAL	728		$2,051,859.10

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Statement

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

12. 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	2007-08 Contract Amount
Fox Point/Bayside	$200,797.20
Germantown	$159,797.28
Glendale/River Hills	$37,928.36
Maple Dale/Indian Hills	$66,932.40
Menomonee Falls	$840,769.60
Nicolet	$267,729.60
Oak Creek/Franklin	$477,904.81
TOTAL	$2,051,859.10

Administration's Recommendation

The Administration recommends that:

1. the Board approve the 2007-08 Interdistrict Student Transfer Agreement and authorize the Board President to execute the 2007-08 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. the Board authorize the Administration to enter into contracts to provide transportation services with the following school districts for the 2007-08 school year:

Chapter 220 District	2007-08 Contract Amount
Fox Point/Bayside	$200,797.20
Germantown	$159,797.28
Glendale/River Hills	$37,928.36
Maple Dale/Indian Hills	$66,932.40
Menomonee Falls	$840,769.60
Nicolet	$267,729.60
Oak Creek/Franklin	$477,904.81
TOTAL	$2,051,859.10

Director Bonds moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk presented eight expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Hardin moved to accept the reports of the Independent Hearing Panel of June 27, 28, and July 2, 3, 16, and 25, 2007.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson, and President Blewett—8.

Noes—None.

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UNFINISHED BUSINESS

(Item A) Appointment of the Board's Representative to the Wisconsin Association of School Boards (WASB)

At the beginning of each new Board year (May-April), the Board President appoints representatives to the various Boards and Committees on which the Milwaukee Board of School Directors is represented. At the Board's regular July 2007 meeting, the President will submit to the Board his nominee to the Wisconsin Association of School Boards (WASB).

President Blewett nominated Director Hardin as the Board's representative to the Wisconsin Association of School Boards.

On the motion of Director Bonds, the nomination was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Thompson and President Blewett—7.

Noes—None.

Temporarily absent—Director Petersons—1.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report by Director Morales on the Peaceable Schools and Communities Institute

Report to the MBSD on the Peaceable Schools and Communities Institute
Lesley University, Cambridge, Mass.
25 June-29 June, 2007

To the Milwaukee Board of School Directors:

I attended the 15th Annual Peaceable Schools and Communities Institute, at Lesley University in Cambridge, Mass., for five days at the end of June. A diverse group of about 50 school and community workers joined together to learn about sources of conflict in our communities and investigate effective ways to address them.

What I Learned

The Institute's format was mostly typical conference offerings (e.g., keynote speeches, workshops, networking time) but the event was extraordinary in both the content and the way in which the 50 of us became the sort of peaceable community we need to develop back home. We examined our prejudices and our contributions to oppressive systems that weaken our communities. We learned about each other through large group exercises and small discussion groups. In this intense environment, serious conflict arose a

couple of times and was addressed through Restorative Justice practices. There is no substitute for this kind of practicing what we're preaching and I came away from the Institute recommitted to the deeper work we need to do in MPS to truly help students and our city succeed.

That deep work is that of acknowledging our students as human beings with physical, emotional, and social needs that our schools often ignore. We've been getting better about addressing the physical needs (e.g., through increased school nurse hours, universal breakfast, etc.), but we are doing very little about addressing their emotional and social needs. Once we know what those needs are, we have to take them seriously and ensure that we meet them. The only other alternative is that students will continue to commit acts of violence and self-destruction.

At the Institute, we built community in the same way that we must do so in schools:

- sharing personal stories
- respecting differences and acknowledging patterns of discrimination based on those differences
- showing compassion
- listening
- building and investing in relationships
- making a real commitment to change
- addressing harm honestly
- giving offenders and victims (it's not always clear who is who) ways to restore the harm and return to the community.

This is hard and meaningful work, and I believe it is the only work that will give students the motivation to develop pro-social behaviors that keep themselves and our community healthy and prosperous. It's harder and more meaningful than the reactive discipline culture we've developed in MPS (and all over the U.S.) because it requires that teachers, staff, parents, and students deal with each other as complete human beings and not as isolated incidents or behaviors.

The struggles we are attempting to address through the new Safety and Climate Committee, through the Safety Task Force, or through our discipline code all have answers that can be found in the development of healthy relationships among our students, staff, parents, and wider community.

MPS Shines

Milwaukee Public Schools had an opportunity to shine during the information sharing period called Open Space. Open Space was composed of two afternoon sessions in which participants could set up mini-meetings to discuss particular topics of interest to them. After a Wednesday workshop on Restorative Justice circle processes, presented by a Massachusetts youth group, that left most of the participants confused, I called a Thursday Open Space session on circles. Tina Owen, lead teacher of the Alliance School, joined me and we presented a very well-attended impromptu workshop on how to make RJ and community-building circles work in schools and communities, based on work done in MPS and elsewhere in Milwaukee. Tina also held a "Build-a-School" workshop during Open Space to give people time to ask questions about Alliance and how they might bring some of the Alliance school community practices into their local schools. Her Open Space session built on a 10-minute presentation earlier in the week on the unusual and effective approaches that Alliance takes toward education, school community, and discipline.

Overall, the Institute gave those of us from MPS the opportunity to show the great, innovative work going on in our district. We expect to have several visitors from around the country in the next year resulting from this Institute.

Yours truly,
Jennifer Morales

* * * * *

(Item 2) Report of the Board's Delegate to the Head Start Program

Delegate: Director Spence

Major Activities

- Regular ERSEA and management meetings were held throughout the month.
- The FPAs (family partnership associates) participated in recruitment efforts throughout the month to increase enrollment levels. Flyers were handed out at local businesses, and door knockers were placed on doors in local neighborhoods. Recruitment flyers were also handed out at Summerfest on July 2 and at Garfield Days on July 21.
- Educational Goals for 2007-08 were established.
- The Self Assessment/TA Plan and Assessment at a glance for 2007-08 was completed.
- Principal Kick-off Information for August 2007 was completed.
- Outline for first teacher meeting for September 2008 was completed.
- Parent Orientation letters were mailed. The Parent Orientation will be held on July 25 at 9:00 am and 4:00 pm.
- Summer registration documents containing Head Start information will be placed in the summer registration booklet in Student Services.
- An application for a Fatherhood Grant was submitted for the 2007-08 school year.
- Education supplies for 2007-08 school year were ordered.
- All education-related Head Start forms were reviewed and revised.
- field trip & petty cash end-of-year summaries for 2006-07 were completed.
- The Head Start Opening Classroom Checklist was completed.
- The Child Outcomes Report for 2006-07 was completed.
- The Education Manager coordinated the moving of Head Start's furniture from various sites.
- ERSEA ((Eligibility, Recruitment, Selection, Enrollment & Attendance) Manager's activities included
  - — auditing of all enrollment files for the 2007-08 school year;
  - — meeting with Sue Norris, Homeless Coordinator;
  - — along with the Program Coordinator and Policy Council representatives, conducting of interviews for FPAs on July 10 and 11;
  - — meeting with Arivs Williams regarding Head Start summer enrollment procedures;
  - — compiling list of over-income children;
  - — meeting with Terrance and Carmen Ray on July 12 to discuss leadership trainings for FPA staff; and
  - — revising the Family Partnership Agreement Form.
- Health, Mental Health & Disabilities Manager attended Brown Summer Institute on Data-Driven Decision Making in Urban School Systems July 9th-13th.

- The Health, Mental Health, Disabilities Manager prepared a grant application for I Am Moving, I Am Learning Training, which deals with childhood obesity prevention.
- The Head Start Program Coordinator met with the Regional Technical Specialist on July 31, 2007.
- Interviews were held and the following vacancies were filled: Education Manager; Health, Mental Health and Disabilities Manager; and Curriculum Generalist.
- The federal and state Head Start grants were completed and submitted.
- ERSEA and education managers will present Head Start enrollment procedures during the summer enrollment meeting on July 27, 2007.
- Program Coordinator met with Michelle Lenski on July 12 and July 26 regarding redesigning the Head Start office.

The next Policy Council meeting is scheduled for September 8, 2007.

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(Item 3) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Updates regarding the MPA's activities in July will be included in the August 2007 report.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

Communication 0708C-005

Wendell J. Harris & Associates, LLC. 2821 N. 4'h Street
Milwaukee, WI 53212
Phone (414) 476-2449 fax (414) 449-9469
E-mail: wharris38@aol.com

Lynne A. Sobczak,
Office of Board Governance
5225 W. Vliet Street
Milwaukee WI 53208

Dear Ms. Sobczak:

I am asking that Wendell J. Harris and Associates, LLC. be given a hearing before the Safety Committee of the MPS board of School Directors. In 2005 Mr. Wendell Harris was founder of Ambassador for Peace, which is a Violence prevention program and is listed on the Mayor's website.

The presentation would describe the Ambassador for Peace, Violence prevention program curriculum and instructional strategies and explain the findings of its comprehensive program evaluation. This information will help the committee and the board determine what relationship MPS might wish to have with the Violence prevention program in the 2007-08 school year.

If you have any questions, please contact me at (414) 476-2449 or (414) 915-5297.

Sincerely,
Wendell J. Harris

Referred to the Committee on Safety and Climate.

* * * * *

RESOLUTIONS

0708R-027

by Director Petersons

WHEREAS, The members of the Milwaukee Board of School Directors receive a salary from the taxpayers of Milwaukee for the performance of their duties in office; and

WHEREAS, One of those duties is to attend meetings of the Board and its committees; and

WHEREAS, Board members should not expect to be paid an additional fee to come to work; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors eliminate the $3.00 per round-trip in-city travel reimbursement which its members currently receive to attend meetings.

Referred to the Committee on Legislation, Rules and Policies.

0708R-028

by Director Bonds

WHEREAS, It is becoming more and more apparent that the Milwaukee Public Schools can no longer rely on traditional sources of funding to continue to fund and expand its many programs; and

WHEREAS, The Milwaukee Public Schools is an integral part of the larger society; and

WHEREAS, The Milwaukee Public Schools receives much support from outside sources, such as donations and grants, but it is not enough to sustain the high standards which the community demands of us; and

WHEREAS, There are many graduates of MPS who have gone on to lead successful lives and who would be eager to acknowledge the positive impact that MPS has had on them and to ensure that others have the same opportunity; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop the position of Alumni Relations Coordinator, whose responsibility would be to solicit donations and funding from MPS alumni; and be it

FURTHER RESOLVED, That, although this position would necessarily be initially funded through the Superintendent's office, the goal would be for it to be successful enough to be funded through a portion of the revenue which it would generate for MPS.

Referred to the Committee on Finance/Personnel.

0708R-029

by Director Bonds

WHEREAS, One of the duties of the Milwaukee Board of School Directors is to provide financial resources for the implementation of the Board's policies in a fiscally responsible and prudent manner; and

WHEREAS, Board Governance Policy 4.05, Budgeting/Forecasting, section (1)(a), states, Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board goals, standards, and priorities, risk fiscal jeopardy, or *fail to show a generally acceptable level of foresight*" [emphasis added]; and

WHEREAS, The prudent and fiscally responsible management of the MPS annual budget, which now surpasses $1 billion, presents the Board with a daunting task; and

WHEREAS, In order to carry out their fiscal duties, the members of the Milwaukee Board of School Directors must have as much information as possible to weigh their budgetary options and obligations; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop each year a budgetary timeline that includes dates for all deadlines imposed by local, state, and federal statutes, laws, and rules, MPS Board Governance policies, MPS administrative policies and procedures, etc.; and be it

FURTHER RESOLVED, That this timeline present these deadlines in relationship to all budgetary events (e.g., the Board's adoption of a preliminary budget, transmittals to the City of Milwaukee and DPI, adoption of final budget), along with all statutory and legal references; and be it

FURTHER RESOLVED,. That this timeline be present each year to the Chair of and Vice-chair of the Board's Committee on Finance/Personnel, the Board President and Vice President, the Superintendent, and the Board Clerk, and to each newly elected member of the Board; and be it

FURTHER RESOLVED, That, by March of each year, the Administration submit to the Board its estimates of fiscal year-end surpluses and carryovers, including their funding sources (e.g., Construction Fund, Extension Fund, Operations Fund, Categoricals); and be it

FURTHER RESOLVED, That each year's projected surpluses will be a topic for discussion at all budget hearings conducted by the Board's Committee on Strategic Planning and Budget.

Referred to the Committee on Strategic Planning and Budget.

0708R-030

by Director Bonds

WHEREAS, Many students in the Milwaukee Public Schools have little or no desire to attend college when they graduate from MPS; and

WHEREAS, Many of these students are interested in pursuing careers in the skilled trades or other non-academic occupations; and

WHEREAS, It is the obligation of the Milwaukee Public Schools to assist all students in realizing their post-secondary goals and in achieving success after high school; and

WHEREAS, Currently, vocational education in MPS is overseen by only one staff person in Central Services, who also has other assigned responsibilities; and

WHEREAS, This arrangement gives short shrift to the many students who may find success in life outside academia; and

WHEREAS, Lack of an emphasis on vocational education, by alienating many students who see no point in academic pursuits, may result in their dropping out of school before graduation; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop and staff a vocational education division in MPS, to consist of three positions — the current employee assigned to vocational education, whose focus will be solely on vocational education, and 2 additional staff members; and be it

FURTHER RESOLVED, That, in addition to funding for the operation of the division itself, the Administration be instructed to set aside $15,000 for marketing and expansion of the vocational education program.

Referred to the Committee on Strategic Planning and Budget.

0708R-031

by Director Blewett

WHEREAS, Although textbooks may be the primary educational resource for most classes taught in the Milwaukee Public Schools, such instruction profits immeasurably from hands-on and contextual experience; and

WHEREAS, The greater metropolitan Milwaukee area can boast of many fine museums, including the Milwaukee Public Museum, the Betty Brinn Children's Museum, Discovery World, and the Milwaukee Art Museum; and

WHEREAS, These museums can supplement to most curriculum by offering contextual support to any subject; and

WHEREAS, A smaller percentage of Milwaukee Public Schools students enjoy the opportunity to explore these valuable educational and cultural resources than their counterparts in suburban Milwaukee school districts; and

WHEREAS, It is the responsibility of Milwaukee Public Schools to use any and all tools at its disposal to provide the children of Milwaukee with the best, most well-rounded education possible; and

WHEREAS, The new Discovery World has opened up classroom capacity at the Milwaukee Public Museum; and

WHEREAS, Many MPS teachers have not been trained to use, or even recognize, the valuable resources that our local museums can provide; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a plan to encourage teachers to make greater use of the local museums in their instruction; and be it

FURTHER RESOLVED, That this plan include professional development for teachers, focusing on how to make the most effective and efficient use of the resources which our local museums provide; and be it

FURTHER RESOLVED, That this plan provide a minimum of $75,000 in professional development funds for science instruction; and be it

FURTHER RESOLVED, That this plan provide a minimum of $25,000 for the development of pre- and post-visit curricular materials; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors instruct the Administration to explore sources of funding — both internal, such as textbook funds or prepayment of debt service, and external, such as grants and donations — to cover the cost of transportation and admission of MPS students to local museums, both during and outside of normal class times; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to investigate the possibility of these museums offering special discounts on admissions, such as special passes, to MPS students and their parents when they visit in connection with classroom assignments; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to provide $500,000 worth of admission and transportation expenses; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to enter into discussions with the Milwaukee Public Museum regarding the long-term leasing of classroom space at the Milwaukee Public Museum that can be used for pre- and post-museum visits in order to enhance the educational value of the visits; and be it

FURTHER RESOLVED, That, in order to maximize the incentive for museums to offer student discounts and to help promote the attendance of the museums, the Milwaukee Board of School Directors direct the Administration to investigate partnering with neighboring school districts in this endeavor.

Referred to the Committee on Innovation/School Reform.

0708R-032

by Director Blewett

WHEREAS, Board Governance Policy 2.03(5), Board Powers and Duties, mandates that "[t]he Board shall provide financial resources for the implementation of the Board's policies in a fiscally responsible and prudent manner"; and

WHEREAS, Board Governance Policy 4.05, Budgeting/Forecasting, section (1)(a), states, Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board goals, standards, and priorities, risk fiscal jeopardy, or *fail to show a generally acceptable level of foresight*" [emphasis added]; and

WHEREAS, The MPS annual budget now surpasses $1 billion and encompasses a vast and complex system for providing, within its constraints, the best education possible to the children of Milwaukee; and

WHEREAS, In order to make well-informed, prudent decisions about such a large budget and the many programs that clamor for a share of it, the members of the Milwaukee Board of School Directors must have as much time as possible to weigh their budgetary options; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to submit to the Board by October 2007 a budgetary timeline that presents the relationship among MPS and all federal, state (including DPI), county, and municipal timelines that relate to the MPS budget; and be it

FURTHER RESOLVED, That this timeline include dates for <u>all</u> deadlines — as defined by local, state, and federal statutes, laws, and rules, MPS Board Governance policies, MPS administrative policies and procedures, etc. — as they relate to <u>all</u> budgetary events (e.g., the Board's adoption of a preliminary budget, transmittals to the City of Milwaukee and DPI, adoption of final budget), along with all statutory and legal references.

Referred to the Committee on Strategic Planning and Budget.

0708R-033

by Director Blewett

WHEREAS, The Milwaukee Public Schools' Board of School Directors is the one and only member of Region 14 of the Wisconsin Association of School Boards (WASB); and

WHEREAS, The Wisconsin Association of School Boards (WASB) has designated a process to submit 2008 resolution proposals to be considered by the WASB Policy and Resolutions Committee; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, all proposed resolutions must be officially approved at a meeting of the respective school board prior to the September 15, 2007, submission deadline; and

WHEREAS, All WASB 2008 Resolution Proposals must be in the prescribed format used below; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors approve the following WASB 2008 Resolution Proposal for submission to the WASB Policy and Resolutions Committee prior to the September 15, 2007, deadline for submissions:

---------- **PROPOSAL FOR THE 2008 DELEGATE ASSEMBLY** ----------

Subject: Tax Disclosure Law

Submitted by: Peter Blewett, Milwaukee Board of School Directors

Resolution: Resolved that the Wisconsin Association of School Boards support enactment of a comprehensive Tax Disclosure Law that includes the following elements:

- Requires the Wisconsin Department of Revenue to publish on a regular, periodic basis a Tax Incidence Study [showing how tax responsibility is distributed among income groups and other categories] .
- Requires the Department of Revenue to publish on a regular, periodic basis a Report of Tax Expenditures [a full list of tax credit, deduction and exemption programs that reduce state and local revenue] and to notify school boards and municipal governing bodies when the report is published. (Note: the Summary of Tax Exemptions Devices Report is published every two years (in the odd January) and is available on the DOR Website.)
- Allows an individual taxpayer to request information on Wisconsin corporate income tax liability and payments made to Wisconsin by a corporation and by all subsidiaries and affiliates of that corporation that are required to file a Wisconsin tax return by naming the parent corporation or holding company at the time of making the request. [easy-to-access data on corporate income tax payments].

Rationale:

We often hear complaints from certain interests that Wisconsin's taxes are too high. In order to assess this assertion, one must be able to identify whose taxes are being referred to and how much they are paying. A reasoned discussion of Wisconsin's tax climate requires that citizens have access to basic information about who actually pays Wisconsin taxes, how much they pay, and which taxes they pay or don't pay (e.g., what tax exemptions or other tax breaks enjoy that other taxpayers do not enjoy.

We often hear that over time taxes have been shifted from one group of taxpayers to another or that a given tax relief proposal will not reduce taxes but will merely shift the burden from one group of taxpayers to another, but few members of the public have access to accurate and current information about who actually pays Wisconsin taxes and how much they pay.

Economists call the process by which a tax is passed on to someone else tax shifting. Such shifting is often the result of transactions between the person who pays the tax and the person to whom the actual burden of the tax is shifted and may occur as the result of changes in the price or quality of the item sold. When such shifting takes place, economists say the incidence of the tax is borne by a person other than the party toward whom the tax is directed. The incidence of a tax falls on the person who in effect pays the tax, often through higher price or reduced quality. The point of incidence is the final resting place of the tax.

It is difficult for Wisconsin residents to obtain reliable and current information about on whom the incidence of state taxes actually falls. There is currently no statutory requirement that such studies be undertaken or published. The Wisconsin Department of Revenue (DOR) completed its most recent study of tax incidence in December 2004. This 2004 study was the first tax incidence study done by the DOR in roughly 20 years. (Absent a requirement to conduct such studies, these sorts of studies are seldom undertaken because they are time- and labor-intensive.) This proposal would require that such studies be undertaken and published on a regular, periodic basis.

Every two years, the Department of Revenue (DOR) is required—under section 16.425 of the Wisconsin Statutes—to prepare a summary of existing tax exemption devices. This Summary of Tax Exemption Devices publication provides a comprehensive review of state tax exemption devices, including income sales and property tax exemptions, and their corresponding state fiscal effects. It is an important tool for policymakers who wish to keep the revenue loss associated with current state tax exemptions in perspective. Very few state residents are aware of this publication and the information it contains. This report does not, however, break down the effects of these tax exemption devices on local governments, including schools. This proposal would require that the Department of Revenue notify school boards and municipal governing bodies when the report is published.

Wisconsin has a unique exception to its tax record confidentiality laws that allows individuals to obtain information for a fee about net Wisconsin income taxes paid by individuals or corporations. Section 71.82 (2), Wis. Stats., provides as follows:

> DISCLOSURE OF NET TAX. The department shall make available upon suitable forms prepared by the department information setting forth the net Wisconsin income tax, Wisconsin franchise tax or Wisconsin gift tax reported as paid or payable in the returns filed by any individual or corporation, and any amount of delinquent taxes owed, as described in s. 73.03 (62), by any such individual or corporation, for any individual year upon request.
>
> Before the request is granted, the person desiring to obtain the information shall prove his or her identity and shall be required to sign a statement setting forth the person's address and reason for making the request and indicating that the person understands the provisions of this section with respect to the divulgement, publication or dissemination of information obtained from returns as provided in sub. (1).
>
> The use of a fictitious name is a violation of this section. Within 24 hours after any information from any such tax return has been so obtained, the department shall mail to the person from whose return the information has been obtained a notification which shall give the name and address of the person obtaining the information and the reason assigned for requesting the information. The department shall collect from the person requesting the information a fee of $4 for each return.
>
> Section 71.82 (1), Wis. Stats., (in pertinent part) allows the disclosure of this net tax liability information for limited purposes. It provides that:
>
> This subsection does not prohibit publication by any newspaper of information lawfully derived from such returns or claims for purposes of argument or prohibit any public speaker from referring to such information in any address.

One problem with this law is that, although information about a corporation's net tax liability may be obtained, one must specify the name of the corporation exactly in order to obtain the information. Many corporations have numerous subsidiaries or affiliated companies to which they may shift income and thus income tax liability. As a result, unless one requests information using the exact name of each and every subsidiary or affiliate, the information received may not accurately reflect the net taxes actually paid by that parent corporation and its family of subsidiaries and/or affiliates. Because the

DOR must be aware of these interrelationships in order to effectively monitor and/or audit each family of companies, one way to obtain accurate and complete information about a family of companies would be to require the DOR to provide or make available to the requestor w information about each and every parent, affiliate or subsidiary corporation within a family of corporations or related entities.

This proposal would allow an individual taxpayer to request information on Wisconsin corporate income tax liability and payments made to Wisconsin by a corporation and by all subsidiaries and affiliates of that corporation that are required to file a Wisconsin tax return by naming the parent corporation or holding company at the time of making the request. It would accomplish this by requiring the Department of Revenue to make this information available to the requestor.

Referred to the Committee on Legislation, Rules and Policies.

0708R-034

by Director Blewett

WHEREAS, On October 28, 2003, the Board adopted Resolution 0304R-004 to initiate a district-wide program to become a writing-intensive school district; and

WHEREAS, In the last 17 years, more than 6,000 students have participated in the Young Authors Conference sponsored by the Kettle Moraine School District and the Milwaukee Art Museum; and

WHEREAS, From Sunday, August 5 through Monday, August 6, 2007, a two -day conference will be open to students in grades 4 through 12 throughout the state of Wisconsin, which will gather the best and brightest young authors and artists together to create a book entitled *Wisconsin Writes*; and

WHEREAS, While at the conference, students will collaborate with Wisconsin's best young authors and sketch artists; and

WHEREAS, Students will create original stories and sketches at the Milwaukee Art Museum while surrounded by some of the world's greatest masterpieces; and

WHEREAS, Each participant in the Wisconsin Writes program will received a copy of *Wisconsin Writes* as a tangible result of their creative contributions to the program; and

WHEREAS, Such a program is invaluable in teaching children an appreciation for writing and in encouraging them to explore and expand their own creative natures; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to seek a partnership with the Kettle Moraine School District and the Milwaukee Art Museum to sponsor, promote, and expand the Wisconsin Writes program; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to incorporate the Wisconsin Writes program into the Milwaukee Public Schools' writing curriculum as a tool to encourage students to write and to look at writing not as an academic chore, but as an extension of their creative selves; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to designate a funding source to cover the entrance fees of eligible MPS students to the Young Authors Conference, with the funds to come out of the surplus funds previously earmarked for the pre-payment of the District's debt service if the Administration is unable to develop other funding sources; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to report back to the Board within 90 days of the adoption of this resolution the progress which it has made in developing a partnership with the Kettle Moraine School District and the Milwaukee Art Museum for Wisconsin Writes and on its plans for incorporating Wisconsin Writes in the MPS writing curriculum.

Referred to the Committee on Innovation/School Reform.

0708R-035

by Director Blewett

WHEREAS, The Milwaukee Board of School Directors believes that education includes the development of students into good, responsible citizens; and

WHEREAS, Among the elements of good citizenship are the responsible stewardship of natural resources; and

WHEREAS, Increased demand on traditional, non-renewable sources of energy has caused the cost of energy to escalate; and

WHEREAS, In order to cover the rising cost of energy, precious and increasingly tight financial resources must be diverted from educational purposes; and

WHEREAS, Rising energy costs may be contained by implementing more efficient practices that conserve energy; and

WHEREAS, The savings realized through more energy-efficient operations may be returned to educational programs, thereby reducing the need for increases in taxes or fees; and

WHEREAS, Beyond the financial costs of our consumption of non-renewable resources, any responsible agency, such as the Milwaukee Board of School Directors, must also take seriously its stewardship over the environment and must help to reduce the demand on our dwindling natural resources; and

WHEREAS, Other governmental entities have implemented energy-efficient practices and conservational efforts that have resulted in reduced costs and greater efficiency; now, therefore, be it

RESOLVED, That, in accordance with Board Rule 2.11, Advisory Committees, the Milwaukee Board of School Directors constitute an advisory committee, the members of which are to be appointed by the Board President, for the purpose of developing a district-wide "green" initiative which would include the following areas:

1. Performance Contracting/Construction
2. Resource Management
3. Alternative Energy
4. Staff Development/Education
5. Procurement; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for the development of "green" curricula; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for the development of "green" professional learning communities; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for developing school and district "green" partnerships with other agencies, both governmental and non-governmental; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for increasing funding sources for "green" initiatives; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to formulate and submit to the Board its recommendations no later than January 2008, to allow time for any approved recommendations to be taken into consideration in the development of the 2008-09 MPS budget, if necessary.

Referred to the Committee on Finance/Personnel.

0708R-036

by Director Falk

WHEREAS, The Milwaukee Public Schools receives state and federal funding to provide educational opportunities for all students and to help them reach their highest potential; and

WHEREAS, The Milwaukee Board of School Directors recognizes high-quality teachers for all students as a critical factor in student achievement; and

WHEREAS, The Reauthorization Elementary and Secondary Education Act (ESEA) No Child Left Behind Act, requires that all teachers be or become "highly qualified" by the end of the 2005-2006 school year by meeting standards that show knowledge and teaching skills in grade appropriate academic subject matter; and

WHEREAS, The district has been diligently working to maintain compliance with the requirements of the ESEA, No Child Left Behind (NCLB) Act of 2001; and

WHEREAS, The Wisconsin Department of Public Instruction (DPI) requires public school teachers to be licensed at the levels and in the subjects of their teaching assignments to ensure that every classroom is instructed with a highly qualified teacher (WIS. ADMIN. Code § 3.03(10); and

WHEREAS, It has been district practice to seek charter licenses for teachers licensed in a specific area and level to allow flexibility and allow those same teachers to teach classes that they are not formally trained to teach and do not hold a license for; and

WHEREAS, Teachers in MPS instrumentality charter schools are employees of the MPS school district and as such should also be required to meet the standards of a "highly qualified" teacher as outlined in DPI standard, in addition to holding a license issued by DPI, just as are teachers instructing in traditional MPS schools; and

WHEREAS, In accordance with the NCLB, the district must develop an improvement plan to meet annual achievement objectives; now, therefore, be it

RESOLVED, That teachers in MPS instrumentality charter schools who are district employees be required to meet the standards of a "highly qualified" teachers, as outlined by DPI standards and be it

FURTHER RESOLVED, That teachers in all MPS instrumentality charter schools be certified or enrolled in an accredited certification program in addition to meeting the standards of a "highly qualified" teacher; and be it

FURTHER RESOLVED, That within the initial two years of operation, every instrumentality charter high school will have at least one teacher on staff licensed to teach each of the core areas (language arts, math, science, and history); and be it

FURTHER RESOLVED, That at least one licensed teacher meeting the DPI standards of "highly qualified" in each of these core subject areas be offered to all MPS instrumentality charter high schools; and be it

FURTHER RESOLVED, That Administrative Policy 9.12, Charter Schools, be revised to reflect licensure requirements for teachers at MPS instrumentality charter schools; and be it

FURTHER RESOLVED, To continue to afford the flexibility the charter school license was designed to offer, that individuals teaching outside of their licensed area be required to show how their knowledge and teaching skills qualify them to teach other content areas.

Referred to the Committee on Innovation/School Reform.

0708R-037

by Director Hardin

WHEREAS, Each year Milwaukee Public Schools advertises and works diligently to fill the many vacancies in certified lifeguard positions to ensure that the individuals using the facilities are safe; and

WHEREAS, When the summer starts and pools are scheduled to open, many of the positions are not filled and, as a result, some pools open later in the season; and

WHEREAS, The majority of individuals frequenting the pools are Milwaukee Public Schools children and their families; and

WHEREAS, Milwaukee Public Schools sites with pools offer aquatics recreation options for all age groups at various locations through the city; and

WHEREAS, At a time when the City of Milwaukee is experiencing a shortage of summer jobs for youth, it is imperative that more students receive lifeguard training and certification; and

WHEREAS, If MPS could train and "grow" certified lifeguards, it would help students attain a valuable certification and a marketable skill, making them immediately employable; and

WHEREAS, Good communication skills, working cooperatively with a diverse group of co-workers and patrons, and a responsible attitude are among the qualities developed as a lifeguard; and

WHEREAS, Working as a lifeguard helps individuals develop good public relations skills and the ability to work under pressure; and

WHEREAS, Many of the skills acquired from working as a lifeguard will transfer to future positions; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan to offer training at no cost to the students of the City of Milwaukee, to become certified lifeguards at Milwaukee Public Schools sites that have pools; and be it

FURTHER RESOLVED, That certification course be offered at Milwaukee Public Schools sites that have pools; and be it

FURTHER RESOLVED, That students who participate in the training program or course receive Carnegie credit for completion of the program; and be it

FURTHER RESOLVED, That students who participate in the program be required to serve enough hours as a lifeguard at a Milwaukee Public schools pool sites to compensate for the cost of the course and certification; and be it

FURTHER RESOLVED, That the Administration include in the plan a provision to offer a lifeguard training program to the public through recreation sites, making the options available after school hours; and be it

FURTHER RESOLVED, That this program be funded through the Extension Fund; and be it

FURTHER RESOLVED, That a plan for approval be brought back to the Board no later than the November Board cycle for implementation in January 2008.

Referred to the Committee on Innovation/School Reform.

0708R-038

by Director Blewett

WHEREAS, A growing group of active parents in the City of Milwaukee is requesting that MPS begin a high school with a business education emphasis centrally located in Milwaukee; and

WHEREAS, With the closing of Juneau Business High School, many partnerships with businesses were lost, and students with the desire for business as the premise of their educational focus were steered in other directions; and

WHEREAS, Milwaukee Public Schools has used the charter school process and the small school initiative to increase educational options for City of Milwaukee Students; and

WHEREAS, According to MPS Administrative Policy 9.12, Charter Schools, "MPS charter schools that are instrumentalities of MPS must be located in MPS facilities"; and

WHEREAS, On March 29, 2007, the Board took action to 1) to approve the Milwaukee Business High School Proposal as an instrumentality charter and 2) to authorize the Administration, in consultation with the City Attorney and the Board's designee, to negotiate a contract with representatives of the school; and

WHEREAS, Instrumentality charter schools are staffed by district employees and typically are located within MPS buildings; and

WHEREAS, One of the areas within the charter school contract negotiations is the site-identification process, in which the school representatives work with the Administration to identify a site conducive to the program's offering; and

WHEREAS, With decreased district enrollment and excess capacity, it is imperative that MPS begin to use the capacity it has to accommodate newly created or existing school programs that may have outgrown their current buildings' capacity; now, therefore, be it

RESOLVED, That the Administration offer the Juneau facility to accommodate the newly proposed business high school, which addresses the request of the community for a business education specialty, and identify a suitable site to support the newly proposed program's high-school business model; and be it

FURTHER RESOLVED, That the Administration make every effort to ensure that all middle-school-age students are made aware of the business school option during the school-selection process.

Referred to the Committee on Innovation/School Reform.

0708R-039

by Director Bonds

WHEREAS, The Milwaukee Board of School Directors has made unprecedented efforts to decentralize funds to local schools; and

WHEREAS, The Milwaukee Public Schools' current limited financial resources will require additional monitoring by the Board with respect to the allocation of funds to schools; and

WHEREAS, Although the district issues an annual Accountability Report based on an administrative accountability plan, there continue to be schools operating in deficits at the end of the school year; and

WHEREAS, Currently, the accounting office reports to the Board annually on school finances and operations; and

WHEREAS, The purpose of these reviews is to assist schools with the management of their budgets and avoidance of year-end deficits; and

WHEREAS, Certain schools, according to historic spending patterns, are at greater risk for overspending their annual budget allocations; and

WHEREAS, In addition to the evaluation of student progress in both growth and attainment, the Milwaukee Board of School Directors has a fiduciary responsibility to the taxpayers of the City of Milwaukee to operate in a fiscally responsible manner; and

WHEREAS, Early identification of schools at risk of overspending their budgets helps schools avoid budget deficits by introducing avoidance strategies early in the school year; and

WHEREAS, Rotating the review of schools on a quarterly basis based on risk would assist the schools with the most need; now, therefore, be it

RESOLVED, That the Department of Finance develop a schedule to provide quarterly reviews and annual projections of expenditures on a rotating basis with schools to be selected and prioritized in accordance with the deficit risk factor; and be it

FURTHER RESOLVED, That the Administration bring back a plan to implement these strategies no later than the September 2007 meeting of the Committee on Finance/Personnel.

Referred to the Committee on Strategic Planning and Budget.

0708R-040

by Directors Hardin and Bonds

WHEREAS, The classroom has to continue to be the most important place within the district; and

WHEREAS, During the budget cycle each year, The Milwaukee Board of School Directors works diligently to ensure that the maximum amount of dollars and resources reach the classroom; and

WHEREAS, In addition, each classroom should be operated with highly-qualified teachers as outline by the Department of Public Instruction(DPI) Standards, educational assistants to reduce the child-adult ratio; and supplies to equip students for success; and

WHEREAS, With continued increases in the cost of salaries and benefits, the district cannot afford to staff every classroom of the traditional 25-30 students with two full-time certified teachers; and

WHEREAS, Paraprofessional and General Educational Assistants have typically aided classroom teachers with instruction for students who may be behind grade level or who require extra attention; and

WHEREAS, These positions are usually staffed at less than 40 hours per week and are paid significantly less than the lead classroom teacher, allowing more help for the students at a lower cost to the district; and

WHEREAS, During the 2007-08 budget process, 95 general educational assistants were laid off from employment and will not be retuning to classrooms; and

WHEREAS, This action eliminates the additional help that our children need and drastically increases the teacher-student ratio; and

WHEREAS, Many of the schools where these positions were cut have at-risk student populations or are those schools designated as "in need of improvement"; and

WHEREAS, While the district continues to strive to "leave no child behind," there must be provisions in place to support our employees whose own children make up a large population of the students that MPS serves; and

WHEREAS, It is the Board's responsibility to support all schools equally and to ensure that funds are allocated in a manner that supports schools by helping them to maintain adequate staff; now, therefore, be it

RESOLVED, That the Board direct the Administration to reinstate all General Educational Assistants who have received layoff notification from March 15-July 1, 2007, and send these individuals back to schools; and be it

FURTHER RESOLVED, That these positions be funded through the 5 million dollars set aside to prepay debt service; and be it

FURTHER RESOLVED, That these individuals be trained as school safety assistants and monitors as part of the NCLB Act to be funded through professional development funds carried over from last year.

Referred to the Committee on Strategic Planning and Budget.

0708R-041

by Director Blewett

WHEREAS, The State of Wisconsin has the duty to create educational opportunities for all children in this state, which in the end can create a more diverse and educated workforce; and

WHEREAS, When the youth of today realize the opportunities that are afforded them through higher education, drop-outs and habitual truancy will decrease; and

WHEREAS, As an educational entity, Milwaukee Public Schools must take every opportunity to support initiatives and create partnerships that promote access to and success in affordable higher education; and

WHEREAS, In September 2006, Governor Jim Doyle meet with educational leaders of the University of Wisconsin System, the Wisconsin Technical College System, the state Department of Public Instruction, and the Wisconsin Association of Independent Colleges and Universities to sign an agreement to implement the Wisconsin Covenant; and

WHEREAS, Through this covenant, beginning in the 8th grade, Wisconsin students are given hope and promise of placement within one of the higher-education institutions and a financial package that would make college affordable in return for their hard work and diligence in securing their future; and

WHEREAS, In addition to the guarantee made to students who become Covenant Scholars, Governor Doyle has worked to increase access to higher education by doubling funding for financial aid over four years and has signed legislation to increase the maximum Wisconsin Higher Education Grant for UW system schools from $2,500 to $3,000; and

WHEREAS, Milwaukee Public Schools needs to take action to support the Wisconsin Covenant to ensure that every eighth-grade student in the district is aware of this opportunity and has a chance to become a Covenant Scholar; now therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to ensure that every 8th-grade student is given a signed copy of the Wisconsin Covenant Memorandum of Understanding, and the Wisconsin Covenant Pledge, which outlines the goals for students, the supports offered to students during high schools, and the benefits for Wisconsin Covenant Scholars; and be it

FURTHER RESOLVED, That the information be disseminated to all 8th-grade students, beginning with the start of the 2007-2008 school year; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to communicate the opportunity afforded by the Wisconsin Covenant to the parents and guardians of all 8th-grade students.

Referred to the Committee on Innovation/School Reform.

0708R-042

by Director Bonds

WHEREAS, An appreciation of the arts brings great educational, cultural, and economic benefits to the students of MPS and to the City of Milwaukee; and

WHEREAS, Milwaukee Public Schools (MPS) has specifically set aside additional funds in both the FY07 and FY08 budgets to promote arts education programs; and

WHEREAS, Our nation, our state, and the Milwaukee community need to address the problems of increasingly greater numbers of obese youth; and

WHEREAS, MPS strives to provide educational programming to promote healthy students; and

WHEREAS, The MPS vision includes the statement: "We know that children learn and achieve more when they are cared for, when they are safe, and when they have a healthy well-being"; and

WHEREAS, The MPS FY08 budget eliminated a number of art and physical education teaching positions; now, therefore, be it

RESOLVED, That for MPS schools open in the 2007-08 school year, all art and physical education teaching positions eliminated in the FY08 budget be restored; and be it

FURTHER RESOLVED, That these positions be reinstated for the start of the 2007-2008 school year; and be it

FURTHER RESOLVED, That funding for these positions be taken from the additional funds set aside to the reduce the debt service.

Referred to the Committee on Strategic Planning and Budget.

0708R-043

by Director Blewett

WHEREAS, The Milwaukee Board of School Directors believes that education includes the development of students into well-rounded, responsible citizens; and

WHEREAS, Appreciation for the arts brings great educational, cultural, and economic benefits not only to the students of MPS but to the greater community of Milwaukee; and

WHEREAS, The Milwaukee Board of School Directors has demonstrated its commitment to arts education programs through its support of the Arts Initiative, which has allowed Milwaukee Public Schools to collaborate with several different local arts partners to provide arts programming opportunities to students throughout Milwaukee; and

WHEREAS, Budgetary constraints have forced Milwaukee Public Schools to reduce the number of certified arts educators; and

WHEREAS, The Milwaukee Board of School Directors values its partnerships with arts agencies and wishes to build upon those relationships to provide greater opportunities for arts education programming; and

WHEREAS, The Milwaukee Board of School Directors recognizes the value that intra-district collaboration provides, both in providing opportunities for Milwaukee students to interact with students from other school districts; and

WHEREAS, The Milwaukee Board of School Directors welcomes opportunities to work collaboratively with other local school districts and with organizations such as CESA 1 to provide arts education programming; now, therefore, be it

RESOLVED, That in accordance with Board Rule 2.11, Advisory Committees, the Milwaukee Board of School Directors constitute an advisory committee, the members of which are to be appointed by the Board President, for the purpose of developing a comprehensive strategic plan for strengthening and enhancing arts education programming in Milwaukee and southeastern Wisconsin; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for developing school and district partnerships relating to the arts and art education with other agencies, both governmental and nongovernmental; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for developing greater arts programming opportunities for students and professional development opportunities for arts educators; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for increasing funding sources for arts education; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to formulate and submit to the Board its recommendations no later than February 2008, to allow time for any approved recommendations to be taken into consideration in the development of the 2008-09 MPS budget, if necessary.

Referred to the Committee on Strategic Planning and Budget.

Board recessed from 8:27 to 8:40 PM.

The Board adjourned at 9:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
AUGUST 30, 2007

Regular meeting of the Board of School Directors called to order by Vice President Spence at 6:45 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and Vice President Spence—8

Absent and excused—President Blewett—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:

RICHARD DRIDA
SPECIAL EDUCATION TEACHER
AUDUBON MIDDLE SCHOOL

After earning his bachelor's degree from UW-Lacrosse in 1981, Mr. Drida gained valuable teaching experience as a substitute teacher for Milwaukee Public Schools. In September of 1983, he was awarded a full-time teaching contract and began his career at Audubon Middle School, where he is still employed today. As a teacher of students with disabilities, Mr. Drida has won the hearts of his students with his calm, quiet, friendly but firm, and unassuming characteristics. His honesty and integrity, along with an advanced knowledge of his craft and skillful teaching techniques, have earned him the respect, admiration, and appreciation of his colleagues and students' parents.

At Audubon, before Mr. Drida introduces his students to their classmates in their inclusion classes, he meets with the students in those classes to teach them about the individual nuances, behaviors, and needs of his students. This practice facilitates and eases the transition for all students and has proven to be extremely productive in eliminating potential problems. Additionally, Mr. Drida has been in the forefront of using assessments and assistive technology as a means of unleashing students' potential above and beyond their expected levels of performance.

Even though Mr. Drida is dedicated to teaching students with all types of disabilities, his personal research on autism over the past few years has led him to pursue a professional goal of focusing on students with Asperger's Syndrome — autistic students who have a range of normal to advanced functionality, yet struggle with social skills and a variety of other physical and emotional aspects.

Given that students with disabilities are rarely publicly recognized for their accomplishments, Mr. Drida is proud that one of his students was recently chosen as an Avery Goodrich recipient, a prestigious

award given to an outstanding member of the eighth-grade class at Audubon. Another one of his students was a non-verbal autistic student who, using an assistive technology communication device, represented Audubon at the City-Wide Spelling Bee.

The Milwaukee Board of School Directors and the entire school community recognize Richard Drida for his dedication and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Other Awards and Recommendations

STUDENTS

Seven former Milwaukee Public Schools students have been announced among the 2007 recipients of scholarships from the Dr. Terence N. Thomas Memorial Scholarship Fund, which was established in 1992 for young, minority doctors. All of the recipients are currently college students. Five recipients attended schools outside MPS. Twenty students have participated in the scholarship program, receiving $1,000 awards throughout their college and graduate careers. More than $120,000 has been distributed since the Fund's inception.

2007 Scholarship Recipients

Jasmine O'Conner, Washington High School, Hanover College
Sierra Rowe, Malcolm X High School, Lane College
Brandon Weathersby, Rufus King High School, University of Wisconsin
Cavalier Johnson, Bay View High School, University of Wisconsin
Christina Redd, Rufus King High School, Marquette University
Caroline Walker, Rufus king High School, University of Wisconsin
London Williams, Bradley Tech High School, UW-Milwaukee

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SCHOOLS

State Superintendent of Schools Elizabeth Burmaster has released her list of 163 Wisconsin schools to earn honors as New Wisconsin Promise Schools of Recognition. Eight MPS schools are on the list. The eight MPS schools are:

Cooper Elementary School
Fairview Elementary School
Garland Elementary School
Bruce Guadalupe Community School
Rufus King International Baccalaureate High School
Milwaukee Spanish Immersion School
Veritas High School

It is the first time on the list for four of the schools — Veritas, Bruce Guadalupe, Fairview, and I.D.E.A.L have won the distinction for the first time. Rufus King has been awarded the honor five years in a row. Milwaukee Spanish Immersion, Garland, and Cooper Schools are on the list for the third consecutive time.

To earn the recognition, schools must meet a set of criteria: They must outperform the state averages in reading and mathematics, receive Title 1 funding, be among the highest-poverty schools in the state, and also must meet adequate yearly progress under the federal No Child Left Behind Act. Representatives of the schools, in a ceremony in Madison on October 3, will receive award plaques and $1,500 in cash to be used by the school.

STAFF

MPS Administrator Nominated to Serve on the National Assessment Governing Board (NAGB)

Mr. Henry Kranendonk, MPS Mathematics Curriculum Specialist, has been nominated by U. S. Secretary of Education Margaret Spellings to serve on the National Assessment Governing Board (NAGB). This Board is responsible for formulating policy guidelines for the National Assessment of Educational Progress. This important national advisory committee is key in building a better future for the United States. Congratulations to Mr. Kranendonk for this impressive professional accomplishment that will support quality education for students throughout the country.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Informational Report on Safety and Security Issues

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Administration has implemented a number of safety and security related activities and programs in its continuing effort to enhance the safety and security in the schools. Numbers one through sixteen of the items listed below have been accomplished, while numbers seventeen through thirty-three are in the planning and development stages. The items that have received Board approval are noted. This information was presented to the Board Safety Task Force for consideration and review on July 30, 2007.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

1. Department of Labor (DOL) Grant

   Goal: Support activities to reduce youth involvement in crimes and gangs; and, to reduce school drop-out rates

   Status: Grant awarded — currently in planning and implementation stage

   Funding: $4.8 million over two years, FY08 and FY09 — Department of Labor Grant

2. Gang Intelligence Unit booklet developed collaboratively with Milwaukee Police Department and corresponding gang presentations

   Goal: Assist teachers and parents in identifying youth at risk of entering gangs, and to prevent gang recruiting

   Status: Booklets have been printed and are ready for distribution at press conference with Chief of Police, Mayor, District Attorney, etc.

   Funding: MPD, Department of Justice Grant, no MPS funds utilized

3. Five additional safety assistants (Board approval May 31, 2007)

   Goal: Provide a Special Assignment Team (SAT) available for rapid response to emergencies and to fill absences

Status: Pending completion of hiring process (before September 2007)

Funding: $200,000, Part of Crisis Response Budget

4. Certification of all safety supervisors in National Response Plan courses

   Goal: Increase the readiness status of school safety supervisors in the event of a crisis (Milwaukee Public Schools is among the first districts in the U.S. to complete both phases)

   Status: All safety supervisors are certified in National Response Plan courses

   Funding: Eight supervisors trained at a cost of $1,652 anticipated within the FY08 Departmental Budget, Level 700 course

5. Security cameras in place at schools and Central Services building with signage

   Goal: Increase the level of security in the schools and Central Services building

   Status: Cameras are installed; completion of signage is projected before August 15, 2007

   Funding: Matching grant from the Department of Justice, Total $500,000

6. All safety assistants will be trained in advanced Crisis Prevention Institute (CPI)

   Goal: Enhance the ability of safety assistants to address physically violent students

   Status: Training begins in September 2007, and all safety assistants will be trained by the end of the 2007-08 school year

   Funding: 236 Safety assistants trained at a cost of $45,916, cost to be absorbed within the Departmental Budget

7. Increased the number of weapon/drug scans

   Goal: Reduce the number of weapons and the amount of drugs entering the schools

   Status: Schools will be given dates to select from for at least two scans per semester (up from one per semester)

   Funding: Each weapon/drug scan costs approximately $793; the district total is $341,000 for two weapon / drug scans per school. Cost anticipated within the Departmental Budget

8. Increased number of locker searches (phase II of K-9 searches)

   Goal: Support the weapons/drugs searches by pin-pointing those lockers alerted to by the K-9 (phase I)

   Status: Schools will be given dates to select from for at least one scan per year

   Funding: Each K-9 school lockers search costs an average of $700, cost anticipated within the Departmental Budget

9. Expand the Center for Neighborhood Enterprise program from one to six schools (Board approval of contract June 28, 2007 and August 30, 2007 pending)

   Goal: Reduce suspensions, tardiness, and violence in high schools

   Status: Training during the summer of 2007; implementation in September 2007

   Funding: Department of Labor Grant, Title I, Board Allocation, Total - $1.2 Million

10. Add 400 alternative school seats, with 50 to be earmarked for students with significant behavioral issues (Board approval May 31, 2007)

Goal: Create more alternative school placements

Status: Additional seats available September 2007

Funding: Creative Options for Student Placement (COSP) 400 seats, Total = $3.7 million

11. Add a psychologist and a social worker one half day a week for Emotional Behavioral Disability (EBD) classes in elementary schools (Board approval May 31, 2007)

Goal: Expand supportive services for students with emotional behavioral disorders

Status: Implementation September 2007

Funding: Allied Health Budget $1.63 million

12. Established a standard protocol for school visitors to include sign-in procedures and visitor passes

Goal: Provide a safe learning environment for students and staff

Status: Protocol being standardized for implementation in September 2007

Funding: Minimal cost absorbed within the Departmental Budget

13. Redesign and recalibrate Central Office suspension process and placement procedures

Goal: Develop greater consistency in the Parent/Student Handbook on Rights, Responsibilities and Discipline

Status: Review identified team; planning and review will begin in August 2007

Funding: No cost, to be absorbed within the Departmental Budget

14. $750,000 added for conflict resolution, community building, discipline, classroom management, and violence prevention training (Board approval May 31, 2007)

Goal: Expand professional development programs

Status: Programs will be implemented for 2007-08 school year and are proactive to enhance positive school climate

Funding: From the $750,000 School Safety Allocation, May 31, 2007, estimated cost of $500,000

15. Approved a Community Restorative Justice Prosecutor (Board approval July 26, 2007)

Goal: Implement restorative justice program in Milwaukee Public Schools and act as a liaison between Milwaukee Public Schools and the Milwaukee County District Attorney offices on a variety of issues

Status: Planning/implementation

Funding: From the $750,000 school safety allocation May 2007, at an estimated cost of $110,000

16. Approved a position for a Children's Court Liaison (Board approval July 26, 2007)

Goal: Increase efficient dialogue between Milwaukee Public Schools and the juvenile justice system for student information and placement

Status: Planning and implementation reviewed and discussed

Funding: From the $750,000 school safety allocation May 2007, at an estimated cost of $132,000

<u>The following actions/activities are pending for the 2007-08 school year.</u>

17. Collaborate with the Milwaukee Teachers' Education Association (MTEA) on the Safe Learning Enhancement and Safety and Discipline Labor Management Committee

Goal: Promote safe learning environment for students and staff

Status: Memorandum of Understanding (MOU) was developed, and is being reviewed and discussed

Funding: No cost, to be absorbed within the Departmental Budget

18 Update Parent/Student Handbook on Rights, Responsibilities and Discipline

Goal: Update Parent/Student Handbook on Rights, Responsibilities and Discipline

Status: Timeline, goals, developed, advisory committee and facilitator needs to be identified; update to be approved by Board in spring of 2008.

Funding: Cost to be determined; anticipated within the various Departmental Budgets

19. Readiness and Emergency Management for Schools (REMS) Grant

Goal: To provide additional crisis training to administrators, maintenance, and safety staffs through webinars, table tops, vulnerability assessments, parent training, etc.

Status: Grant award to be announced by September 15, 2007

Funding: Department of Homeland Security, Readiness School Management Grant (Pending — approximately $600,000)

20. Community Oriented Policing (COPS) grant (Save our Schools [SOS]) through the United States Department of Justice (USDOJ)

Goal: Obtain safety and security equipment ($600,000 estimate)

Status: Grant award to be announced by October 1, 2007

Funding: Department of Justice Grant (pending)

21. Evaluation of Mobile Urgent Treatment Team (MUTT) for effectiveness

Goal: Provide immediate support to schools and families

Status: Evaluation will take place in the fall of 2007

Funding: Departmental Budget: In-house evaluation by Special Services will include user survey, MUTT Team Review, and review of last year's data, approximately $5,000

22. Seek to expand the School Resource Officer (SRO) program to two or more comprehensive high schools

Goal: Provide safe learning environment for students and staff

Status: Expansion request being reviewed by Milwaukee Police Department and Mayor's Office for possible implementation in January 2008

Funding: Each additional SRO will cost an estimated $75,000 and is jointly funded between the Milwaukee Police Department and MPS

23. Develop an alternative school to open at the second semester for the transition of adjudicated and expelled students (Board approval May 31, 2007)

Goal: Provide appropriate educational programming for disruptive students

Status: Implementation timeline is on target for second semester 2007-2008 school year

Funding: $1 million of Board funds

24. Explore the possibility of a day treatment center for the 2008-09 school year

Goal: Provide appropriate educational programming and supportive services for the students with special needs

Status: Planning and analysis underway

Funding: Pending, staff completing an analysis; no funding provided FY08

25. Council of Great City Schools to review alternative education programs

Goal: Update and possibly restructure our alternative education programs

Status: Review slated for fall 2007

Funding: See below #26

26. Council of Great City Schools to review *Parent/Student Handbook on Rights, Responsibilities and Discipline* and district suspension data for recommendation on better alignment and reduction in student suspensions

Goal: Reduce student suspensions

Status: Review slated for fall 2007

Funding: Departmental Budget, estimated cost $30,000

27. Explore the option of creating "safe rooms" for disruptive students

Goal: Provide a safe location for out-of-control students

Status: Review legal, risk management and space requirements — pilot in fall 2007 - Site visit took place to Madison Public Schools to observe safe rooms.

Funding: Pending, staff completing an analysis

28. Require all schools to conduct one "Code Red" emergency drill per semester

Goal: Prepare students and staff to respond to an emergency

Status: Implementation and accountability plan being developed

Funding: No cost, absorbed within the Departmental Budget

29. Continued certification for safety supervisors in the National Response Plan course

Goal: Train all safety supervisors in the latest safety response procedures

Status: Training planned for all safety supervisors

Funding: Eight safety supervisors at a cost of $1,652, Level 800 course

30. Review and update the job description of school safety personnel

Goal: Ensure job description is current and encompasses the needs of the district for student and staff safety

Status: Completed safety staff survey in June 2007; information being reviewed; next steps will be reviewed with the MTEA in fall 2007

Funding: No cost, to be absorbed within the Departmental Budget

31. Review for possible x-ray equipment expansion at large comprehensive high schools (Board approved May 31, 2007)

Goal: Provide a safe learning environment for students and staff

Status: Pilot sites will be reviewed and studied in the first semester

Funding: Crisis Response Initiative, additional $250,000

32. Decrease response time by police

    Goal: Provide a safe learning environment for students and staff

    Status: Meetings during the summer with Chief of Police and Mayor; ongoing discussions with the police department; training for school personnel on using a common protocol for making 911 calls underway

    Funding: No cost, Collaboration with the MPD and Mayor's Office

33. Develop a long-term safety implementation plan to present to the Milwaukee Board of School Directors

    Goal: Provide a safe learning environment for students and staff

    Status: Board Safety and Climate Committee, Safety Task Force and the administration are collaborating in the development of the long-term safety plan

    Funding: No cost at this time. Future costs undetermined, dependent upon direction of the task force.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Innovation/School Reform Committee, Item 1, a resolution regarding institution of a district-wide 11th-grade ACT testing program;

Report of the Innovation/School Reform Committee, Item 3, an informational report and possible follow-up action on a resolution regarding the feasibility of single-gender schools and classrooms;

Report of the Finance/Personnel Committee, Item 4, approval of prevailing wage rates;

Report of the Finance/Personnel Committee, Item 8, a resolution regarding moving school safety assistants to the Milwaukee Police Department;

Report of the Finance/Personnel Committee, Item 10, a request for authorization to enter into a sole-Source contract with the Milwaukee Chapter of Black Alliance for Educational Options (BAEO) to implement the college summit program;

Report of the Finance/Personnel Committee, Item 12, a request to approve contracts with supplemental educational service providers; and

Report of the Finance/Personnel Committee, Item 13, approval of funding of new contracts for 21st Century Community Learning Centers (CLCs).

On the motion of Director Hardin, the balance of the Committee reports was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Thompson and Vice President Spence—7.

Noes—None.

Temporarily absent—Director Petersons—1.

COMMITTEE ON SPECIAL EDUCATION

Director Spence 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

Administration's Report

1. Service Information (Data collected annually reflects activities that began on July 1, 2007)

a. IEP Services: Total LEA (Local Education Agency)

	Population Served
6/07	17,612
8/07	17,286

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 60-day timeline. Open initial evaluations must be completed (receipt of parental consent for evaluation and determination of disability) within the 60-day timeline, or within an appropriate timeline extension that is agreed upon by the parent.

	6/07	8/07
Initial Evaluations (Completed 7/06- 6/07)	4,166	109
Percentage Identified Special Education	60	79
Active Initial Referrals	1,254	114
Re-evaluations (Completed 7/06 to 607)	3,905	1
Percentage Continued in Special Education	81	100
Active Re-evaluations	427	7

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of June 1, 2007

a. The SSIMS office:

(1) continued to assist callers, processed data extract forms, and worked on data-quality projects;

(2) assisted the Summer IEP team process with onsite support;

(3) continued ongoing conference calls with Spectrum K12 School Solutions regarding the IDEA 2004-Project for the Phase I timeline and form updates;

(4) continued to test Phase I of the Project for the IDEA 2004 timelines and form changes;

(5) continued development of reports for the District's Continuous Improvement Focused Monitoring (CIFM);

(6) continued to work on "Operation Relief," a project to alleviate many of the user concerns related to the IDEA 2004 copy/paste workarounds; and

(7) prepared for Fall 2007 trainings with new documentation and other training materials and Media site trainings.

b. Spectrum K12 School Solutions has agreed to begin the phase-2-through-4 updates required under IDEA-2004. The District has developed additional enhancements to assist teachers until the work has been completed.

3. Continuous Improvement Focused Monitoring — March 06-07 Assessment Results

a. 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 to navigate the MPS system, and to develop a continuous-improvement-focused monitoring system (CIFM) 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, 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 revisions to state law)

b. The CIFM process includes four major monitoring oversight strategies:

(1) Training Support and Monitoring of Individual Teachers and IEPs (Individualized Education Plans).

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. Items for review include such areas as disciplinary procedures, attendance monitoring, and service-delivery oversight. Review activities are designed to identify areas of concern and to develop immediate plans to support and improve all areas of Special Education service provision.

(3) One-Time Annual School- Based Assessment of Identified Compliance Items.

An additional strategy was added in fall 2005 in order to assist in the ongoing oversight, prevention, and early intervention aspects of additional areas of compliance though early detection of issues and immediate response. Previously, building staff were accountable for these compliance items. This system provides a more systematic approach to ensure the best outcomes for students.

(4) Building-Level Monthly and Quarterly Compliance Review

(a) This activity requires special education supervisors and building administrators to review compliance issues and, in cases in which challenges exist, to develop plans to appropriately address the compliance

issues within the building. Though these monthly and quarterly 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.

(b) Items reviewed on a monthly basis include the following:

i. IEP compliance, including strategies to identify issues relative to the 90- and 60-day timelines for initial evaluations and delays in securing parental consent. In addition, re-evaluation timelines and annual IEP development requirements are monitored and analyzed;

ii. discipline issues, including monitoring of suspensions over 10 days with appropriate required interventions;

iii. 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.

iv. monitoring of completion of CIFM checklist procedures and activities;

v. plans to respond to and resolve IDEA complaints, requests for due-process hearings, and complaints about the parental dispute resolution system (if any) that are filed with the state.

(c) Items reviewed on a quarterly basis include:

i. review of caseload/assignments for special education teachers, related services providers, speech/language pathologists, educational assistants, and handicapped children's assistants;

ii. review of IEP implementation, including the participation of regular education teachers in the implementation of appropriate programs for students with disabilities;

iii. proper reporting of progress using appropriate IEP progress reports;

iv. assurance of participation by school-based personnel in appropriate district-wide professional-development activities;

v. accurate reporting of discipline events in eSIS and SSIMS and management of paper-record documents in cumulative records.

(d) Special education supervisors prepare data reports from SSIMS and eSIS to support monthly and quarterly compliance reports. Principals, special services administrators (SSAs), and supervisors confer with building-based staff to identify issues of ongoing compliance concerns and to develop plans to resolve any presenting issues.

(e) The "plan of improvement" aspect of this monitoring strategy is the most important outcome. Each month, reports are prepared jointly by special education supervisors and building-based administrators and submitted to the Special Education Leadership Liaisons (SELLs). The SELLs review the documents and confer with appropriate staff if additions are needed. A summary of the results of each monthly and quarterly report is submitted to the appropriate leadership accountability specialist to be included as part of the principal accountability system.

(f) 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 at each school in the District. The results of the measurement activity provide school-based and district-level data.

i. The school-based data are used to form the goals and actions steps for special education compliance activities that are included in each individual School Education Plan (SEP).

ii. The district-wide data are used to analyze district-wide supports and to develop plans of improvement for district-wide systems serving students with disabilities.

(g) Incorporation of CIFM Data within the School Educational Plan

i. Each school received the results of the most recent CIFM in May of 2007, with the expectation that data would be included on the preparation of the school's 2007-08 Education Plan. Each school is required to include goals within its Education Plan that address all of the individual compliance items that were measured below 95%. Any item assessed at 95% 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.

ii. Each of the items is required to be addressed in both the Needs Assessment Compliance Summary and the template for the 2007-08 Educational Plan: Special Education Continuous Improvement Plan. As part of the web-based directions, each administrator received a document entitled Special Education Workbook-2007-08 that laid out the required special education components of the Education Plan.

iii. In addition to the SEP 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 Educational Plan must also include specific goal targets for student with disabilities. The Plan must also include a commitment on the part of the school for resources and professional development to increase overall outcomes for student with disabilities in the targeted areas.

iv. Each school is required to submit a Special Education Compliance Plan Assurances Document as part of the Education Plan. The principal/educational leader, SSA, SELL, and the special education supervisor sign the assurance on behalf of the entire school staff and commit themselves to the continuous oversight of the SOAP in each respective school. The assurance document commits the school to strive for excellence in the following areas:

- focus on education plan goals that target the improvement of achievement,
- attendance, graduation rates, and parental participation, while reducing truancy and disciplinary issues;
- compliance (ongoing and measured annually);
- professional development on special education topics;

- ongoing review and revision of CIFM checklist and non-checklist items;
- implementation of the building's compliance plan; and
- annual evaluation of effectiveness of all special education strategies.

The results of the 2006-07 March assessment are included as Attachment #1 and Attachment #2 to the minutes of your Committee's meeting.

v. Each year, the data regarding the individual items are analyzed. Based upon the results of the individual school assessments, MPS will assign a level of support — intensive monitoring or general supervision — required for the following school year for each item in each school. Supervisors and SELLs provide the primary support for school staff.

4. Intensive Monitoring Items

a. This level of support is assigned to an item assessed below 95%. To ensure compliance, the school's School Education Plan (SEP) committee, including the supervisor, will review, revise, and implement the SEP's Special Education Continuous Improvement Plan for each item assessed at this level. The SEP will include an analysis, an action plan, a professional development plan, and the funding support to address the items.

b. The SEP committee must analyze why the 2006-07 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 2006-07 Special Education Implementation of Compliance Plan section must include compliance strategies to address the obstacles identified in Section 3.

c. The SELLs will ensure that the SEP committee analyzes the obstacles and addresses them in the Special Education Section of the SEP. After reviewing the needs assessment and the compliance plan and considering other information, the SELL, the special education supervisor, and SSA will determine if an adequate analysis was completed and if the strategies are sufficient to ensure compliance. The SELL, special services supervisor, and SSA, if appropriate, will meet with school principal(s) and other members of the SEP committee for the purpose of amending or strengthening the analysis and the strategies. The staff will implement the special education compliance strategies for the 2007-08 school year. Also the school will participate in the compliance strategies in the 2007-08 district-wide school support plan.

d. A district-wide school support plan with compliance strategies will be developed for district-wide items that fall below 80% on the 06-07 CIFM results. For all special education providers and diagnostic teachers (DTs), the supervisor or SSA will apply the IEP record review checklist to the checklist items in the school's 2007-08 EP, Section 7. 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.

e. The purpose of this activity is to identify and correct compliance errors and 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.

f. Monthly the supervisor will send all completed 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 5 school days. The SELL will ensure correctible errors are corrected within 30 days of identification.

g. The SELLs will check the reliability of the supervisor's and SSA's reviews until the SELL determines that the supervisor or SSA has completed three consecutive accurate reviews and 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.

h. Each month, supervisors and SELLs will review the school's performance on non-checklist items and document it in the MPS Special Education Compliance Review, Monthly Review Items. If a non-checklist requirement is not implemented correctly, the supervisor and/or SELL will confer with the building's principal to develop activities to address the problem. The supervisor and/or SELL will provide staff with necessary additional guidance and will document follow-up activities if needed.

i. Each month, supervisors and SSAs will complete the MPS Special Education Compliance Review, Monthly Review Items. The monthly reports will include requirements relating to all checklist and non-checklist items assigned to intensive monitoring. The monthly reports will be submitted to the appropriate SELL and administrative accountability specialist. The SELLs will complete reports summarizing the results of the monthly reviews and forward them to the Director of Special Services and administrative accountability specialists.

5. General Supervision Items

a. 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 SEP 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 intensive monitoring.

b. 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. Four times a year (October, January, March, and June), supervisors/SSAs will complete the MPS Special Education Compliance Review, Quarterly Review. The quarterly reports will be submitted to the appropriate SELL. The SELLs will complete reports summarizing the results of the quarterly reviews and forward them to the Director of Special Services.

c. In addition, the District provides general oversight as follows:

(1) All administrators and service providers are provided 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.

(2) 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.

(3) 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.

(4) 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.

(5) 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.

6. Intensive Intervention Schools

a. Intensive Intervention Schools have accountability systems that are not functioning properly. When a school meets the following criteria, it may be designated as an Intensive Intervention School:

(1) A school falls in the lowest quarter (50 schools) on the number of items in the annual school assessment scored above 95%, based upon two years of data; or

(2) A comparison of 2005 and 2006 scores reveals limited improvement or regression in the number of items scoring 95% or more, based on 2 years of data; or

(3) A decision by the special services director, based upon information gathered from the school's SELL and administrative accountability specialist.

b. The school's SELL and administrative accountability specialist will analyze why the school falls into the intensive intervention category. They will develop intervention strategies, which may 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 and other providers, focusing on special education compliance.

c. Intervention strategies employed may also include, but are not limited to:

- retraining of the school's special services supervisor;
- staff changes;
- increased supervision by the SELL, such as the SELL's applying the record review checklist to selected IEPs and SELL attendance at selected IEP team meetings;
- increased supervision and evaluation of the principal, focusing on special education compliance;
- increased training for coaches and administrative accountability specialists on special education requirements; and
- increased focus on implementation of attendance and disciplinary policies and procedures having an impact on compliance.

d. A school remains an intensive intervention school until the special services director recommends the school no longer be so identified, based upon the school's compliance data and information from the school's SELL and administrative accountability specialist.

7. Three-year District-wide Summary

The current CIFM data demonstrate significant progress during the past three 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	06-07	05-06	04-05
Number of Schools	141	10	0

Summary of District-wide Items Assessed To be in Compliance (95% of all items assessed at 95% or greater)			
School Year	06-07	05-06	04-05
Number of Items Met Criteria/total Items Assessed	54/66	39/60	18/60
Percent Met Criteria	81.8%	65%	30%

See attachments #1 and #2 to the minutes of your Committee's meeting for 2006-07 CIFM Results.

8. 06-07 Support for Classes That Serve Students with Emotional Behavioral Disabilities in Most Restrictive Placements (MRPs)

a. During the FY08 Budget process, an additional 8 FTE (full-time-equivalent) school psychologist positions and 8 FTE school social worker positions were identified to provide support to classrooms that provide services to students with significant emotional/behavioral disabilities in grades K through 8 (elementary and middle-school placements). Most restrictive placement (MRP) classrooms serving this population will receive the direct services of a 0.1 FTE school psychologist and a 0.1 FTE school social worker. This additional support time will be focused on providing the following supports to teachers and students:

(1) development and monitoring of effective classroom-management strategies with the teachers;

(2) support and modeling of good classroom-management skills ultimately designed to decrease suspensions and increase instructional time;

(3) provision of additional supportive adult relationships within the classroom. These relationships are shown by research to be the most important factor in achievement. The provision of additional trained professional in the classroom on a consistent basis will assist in providing these relationships;

(4) opportunities will be provided for enhancement of social skills in conjunction with the ED MRP teachers. Staff will focus on curriculum and strategies to enhance conflict-resolution skills, problem-solving skills, development of peer relationships, and making appropriate choices. This will be accomplished through collaboration among the social worker, psychologist, and teacher (and teacher mentor where applicable), who will work to enhance application and generalization of skills on the part of students; and

(5) additional staff support time will be made available to assist with immediate intervention in student crisis situations and the provision of follow-up services after such instances, and to increase involvement of parents around these and other classroom/school issues.

b. The following schools will receive the additional school psychologist and school social work time to support EBD MRP classrooms during the FY08 school year:

Middle Schools

Wedgewood Park	Kosciuszko	Morse
Burroughs	Milwaukee School of	Roosevelt
Northwest Secondary	Languages	Scott
Academy	Lincoln	
Grand Avenue	Milwaukee Education Center	

K-8

Auer	Hopkins	Mitchell
Carver	Keefe	Seher
Clarke	King	Sherman
Doerfler	Lafollette	Thirty-fifth
Eighty-first	Lee	Thurston Woods
Hi-Mount	Lancaster	Townsend
Holmes	Metcalfe	WCLL

Elementary Schools

Barton	Fletcher	Lloyd
Brown Street	Forest Home Avenue	Maple Tree
Browning	Garden Homes	Pierce
Clemens	Goodrich	Riley
Clement Avenue	Green Bay Avenue	Stuart
Dover	Hampton	Wheatley
Elm Creative Arts	Lincoln Avenue	Zablocki

Charter Schools

Audubon	Fritsche	Siefert

Parental Dispute Resolution System

9. The Special Education Oversight Action Plan (SOAP) calls for a parental dispute resolution system (PDRS) that affords parents and students access to information and strong school-based and district-level support to resolve issues and concerns in a timely manner. The District has committed to multiple complaint resolution strategies, both informal and formal, for families.

10. Each month, the Department of Special Services presents a hypothetical situation or scenario that incorporates the topic (or related topics) that are featured as part of the monthly agenda of the Milwaukee Board of School Directors' Committee on Special Education. In addition, the scenarios are constructed to present to the Board and to the public illustrations of problem-resolution strategies that may be employed by the parent and the District.

11. Background Information:

a. The parent of a student enrolled in a partnership school complained that a recent IEP evaluation of her daughter reached the conclusion that the student was not in need of special education services. The referral being considered was for the eligibility area of "Other Health-Impaired" with respect to having difficulties with attention and

concentration. The parent was angry that the team failed to consider the circumstances of her daughter's assignment to the partnership school in reaching a determination of ineligibility for services. Specifically, she had been assigned because she was considered at-risk because of behavior and attendance. In addition, the parent was upset that the team failed to consider that the school had suspended her daughter for misbehavior at school.

b. The parent stated that she wished to appeal the team's findings.

12. Intervention:

a. Under special education law, procedural safeguard available to parents of students is the right to request a due-process hearing in order to resolve a dispute regarding a decision about eligibility for special services by the LEA (local educational agency). In such a scenario, parents are responsible for securing legal representation or for representing themselves. The Wisconsin Division of Hearing and Appeals is responsible for identifying sources of free or low-cost legal services. Typically, few such services are available. The District is represented by attorneys from the City of Milwaukee's Office of the City Attorney. There is a significant burden on the parent to navigate this process. Some parents choose to do so without legal representation on a *pro se* basis.

b. The LEA is required through its procedural safeguards notice to notify the parent of the availability of the right to request a due-process hearing. Some parents exercise this option early in the dispute.

c. In the case of the present scenario, the parent was not directly requesting a due-process hearing. The parent's request for an appeal of the IEP team's decision to the Dispute Resolution Services section of the Department of Special Services provided the District with the opportunity to clarify the concern and problem solve with the parent regarding the availability of a variety of dispute-resolution options. These options include the formal ones required under special education law, such as mediation, request for a due-process hearing, complaint to the Department of Public Instruction, or request for an independent educational evaluation at the District's expense.

d. In addition, the parent was provided with the opportunity for an informal dispute-resolution mechanism, encouraged but not required under special education law, called an Administrative Review. Under this process, special education administrators linked to the school — including the Special Services Supervisor and the Special Education Leadership Liaison and other administrators — would conduct a review of the IEP team's decision, supporting materials, and documentation. This review exceeds the standard reviews currently in place for all IEP team evaluations completed in the District.

e. The parent chose the Administrative Review. She understood that she continued to have available all formal procedural safeguards described above. As she stated, "I just wanted somebody to look at what was done by this IEP team."

13. Resolution:

a. As part of the problem-solving process with this parent, she was given the opportunity to provide information about all instances of her daughter's being sent home early because of disciplinary reasons. The student's attendance records were reviewed to determine on which days the student had been suspended. In addition, the school was asked to provide any additional recordkeeping unique to the school that might illuminate the record of suspensions and early dismissals.

b. The parent provided no additional information about suspensions. Review of the school's records suggested that they were accurate with respect to properly recording days of

disciplinary removal. It was not clear, however, whether the IEP team had actually considered the precise information regarding how many days the student had been removed. The formally recorded number of removals was six.

c. An administrative review was convened, at which the IEP team's decision and documentation were reviewed. The information regarding the status of the child's diagnosis as having attention deficit disorder was ambiguous — the child's therapist had not yet identified the child as having this disability. In reviewing the documentation considered by the IEP team, however, insufficient observations of the student had been documented. Without such observations, the team would not have enough of a basis to determine whether or not there was an educational performance impact attributable to the disorder.

d. In addition, only one teacher had been requested to complete a behavior checklist. Current recommended practices require the use of such surveys from more than one informant. Nor was the parent asked to complete a survey or to provide important information about the age of onset of observed difficulties with attention and concentration.

e. The administrative review developed two recommendations for the parent and one recommendation for future staff-development training: either (1) consider allowing a separate IEP team to complete an evaluation of her daughter, or (2) consider accepting an independent educational evaluation at the District's expense. These recommendations were based on the IEP team's apparent failure to document consideration of all information about disciplinary records, observations, and information from multiple informants knowledgeable about the student.

f. The parent chose to accept the independent educational evaluation.

g. The future staff-development training need identified by this case is to revisit with IEP team staff what processes and procedures should be followed for determining special education eligibility for students who have attention deficit disorder.

h. Lastly, though not identified as an issue in this particular scenario, the District continues to provide support to schools regarding the need for maintaining accurate discipline records.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Morales 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-001 by Director Falk Regarding Institution of a District-wide 11th-Grade ACT Testing Program

Background

At its meeting on May 31, 2007, the Board referred Resolution 0708R-001 by Director Falk to the Committee on Innovation/School Reform:

WHEREAS, Nationwide, school districts, states, and policymakers have struggled with a means of measuring the performance and college readiness of high-school students; and

WHEREAS, Increasing numbers of schools, districts, and states are using the ACT — a longstanding and well-respected test — to either supplement or replace currently adopted testing measures; and

WHEREAS, In states such as Illinois where lawmakers have mandated that all high-school juniors take the ACT exam, despite that increase in the number of students tested, the average ACT score has risen slightly and the number of in-state ACT-tested freshman has increased by 24%; and

WHEREAS, Colorado adopted statewide ACT testing as a means to help ease the transition to higher education for students who normally wouldn't go to college; and

WHEREAS, Instituting a policy to mandate ACT testing at the 11th-grade level could provide the added benefits of improving student achievement at the secondary level, increasing student motivation to perform well on standardized testing measures, and relieving families from a financial burden which may otherwise dissuade students from taking college entrance exams for eligibility for higher education; and

WHEREAS, District-wide administration of the ACT assessment would provide all students — including those who may not have considered college as an option — with high standards for academic achievement, the opportunity to identify academic strengths and weaknesses, and a means to explore educational and career interests, now, therefore, be it

RESOLVED, That Milwaukee Board of School Directors direct the Administration to investigate and develop a plan to institute district-wide ACT testing during the 11th-grade year for all MPS students; and be it

FURTHER RESOLVED, That the Board authorize the Administration to develop a timeline for implementation to begin with a pilot program during the Spring of 2008 — with full implementation in Spring of 2009 — for students graduating high school as of May 2010; and be it

FURTHER RESOLVED, That the Administration present these findings and recommendations for consideration no later than the October 2007 Board cycle.

Administration's Analysis

1. In recent years, a growing number of states (Illinois, Michigan, Colorado, Kentucky, and Wyoming) have initiated use of the ACT as a part of their assessment and accountability systems. The ACT offers a number of student-oriented benefits that are not generally associated with more traditional high-school assessments. First, it may encourage students to consider higher education as a post-high-school option. Second, results provide students with guidance regarding high-school course selections that will likely result in improved preparation for college or university.

2. Instead of broadly covering academic areas as do traditional achievement tests, the ACT is marketed as a curriculum-based test. This means that the test results can be more readily related to specific course content than a typical high-school achievement test. For high-school teachers and students, the results are, therefore, more meaningful and more likely to influence instruction.

3. MPS currently administers benchmark assessments in grade 9 (four times per year in reading and math) and the Wisconsin Knowledge and Concepts Examination — Criterion-Referenced Test (WKCE-CRT) in grade 10 (reading, English language arts, math, science, social studies, and writing). Students who are exploring educational options beyond high school make arrangements to take the ACT in grades 11 and 12 at their own expense. Many MPS high schools serve as ACT testing sites for these Saturday administrations, which occur five times per year. This resolution suggests that the Administration investigate options to include the ACT as a component of the district's assessment program at the high-school level.

Strategic Plan Compatibility Statement

4. The recommendations support MPS Strategic Plan, Goal 1, Student Achievement; and Goal 2, Student success in further education and employment.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

6. This item does not authorize expenditures.

Implementation and Assessment Plan

7. The Administration will investigate options related to conducting a pilot administration of the ACT in the spring of 2008, with full implementation in the spring of 2009. This will involve discussions with MPS teachers, guidance counselors, and administrators, as well as the vendor and other sites with a district-wide adoption. The Administration will present a report to the Board of School Directors at its October meeting of the Committee on Innovation/School Reform with options, implications, and recommendations.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0708R-001 by Director Falk.

Director Thompson in the Chair.

Director Hardin moved to accept the resolution's Resolved and Further Resolved portions.

Director Morales moved a substitute, to accept the resolution's Resolved and Further Resolved portions, with the Further Resolved portion amended as follows:

RESOLVED, That Milwaukee Board of School Directors direct the Administration to investigate and develop a plan to institute district-wide ACT testing during the 11th-grade year for all MPS students; and be it

FURTHER RESOLVED, That the Board authorize the Administration to develop a timeline for implementation to begin with a pilot program during the Spring of 2008 — with full implementation in Spring of 2009 — for students graduating high school as of May 2010; and be it

FURTHER RESOLVED, That the Administration present these findings and recommendations and options for consideration no later than the October 2007 Board cycle.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President pro Tem Thompson—8.

Noes—None.

Vice President Spence resumed the Chair.

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(Item 2) Informational Report on NEA Focus Schools

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

Administration's Report

1. The following were identified as NEA Focus Schools/Intense Monitoring Schools in March 2006 for targeted assistance and guidance based on consistent low student achievement and low value added in reading or math or both over a period of four years:

Browning	Kosciuszko	Story
Bryant	LaFollette	Urban Waldorf
Burroughs	Lee	38th St.
Grand Avenue	McNair	Wisconsin Ave.
Hopkins	Metcalfe	Malcolm X
Kagel	Scott	
Keefe	Sherman	

2. NEA Focus Schools were supported in part with a grant from the National Education Association and the NEA Focus Schools/Intense Monitoring Schools Technical Assistance Team, which has representation from various Central Services departments and divisions.

3. Dr. Christine Anderson, Principal Investigator for the National Education Association (NEA) Foundation grant, provided support through the use of additional funding and professional development opportunities designed to foster efforts aimed at closing the achievement gap. The NEA Foundation Grant recipients are:

Bell[1]	Grand Avenue	Lee	Pulaski
Browning	Green Bay	Madison	Sherman
Bryant	Hopkins	Malcolm X	Sarah Scott
Burroughs	Kagel	Marshall	South Division
Custer	Keefe	Metcalfe	Thirty-Eighth Street
Edison[2]	Kosciuszko	McNair	Wisconsin Avenue.
Gaenslen	LaFollette	Milw. Education Ctr	

[1]2007-2008 Wedgewood Park International School
[2]2007-2008 Northwest Secondary School

4. The NEA Focus Schools Technical Assistance Team provided support and guidance to the differentiated support process delivered to the schools. The Team's main responsibility was to support the schools' professional learning communities in their efforts to bring about increased student achievement and increased staff professional capacity aligned to the district's instructional improvement plan.

5. Results for the NEA Focus Schools from 2006-2007 data resources indicate:

a. Student Attendance Rate results:

(1) Table 5a in the attachment to the minutes of your Committee's meeting details the 2005-06 and 2006-07 student attendance rates and the difference for each of the NEA-focus schools, and the district.

(2) Seven of the twenty-seven NEA Focus Schools experienced increases in attendance from 2005-06 to 2006-07.

b. Academic results:

(1) In accordance with state law, for the last several years, all 4th-, 8th-, and 10th-graders in the state of Wisconsin are administered the Wisconsin Knowledge and Concepts Examination (WKCE) in the subjects of reading, language arts, math,

science and social studies. The chart in the attachment to the minutes of your Committee's meeting details the percentage of students in the NEA focus schools scoring at or above the proficient level in reading and math, comparing 2006-07 WKCE data with 2005-06 data.

(2) Overall, there was an average increase in the percentage of students scoring at or above the proficient level for NEA schools in both reading and math in schools with grade-4 and grade-8 WKCE data. The reverse occurred for NEA schools with grade-10 WKCE data.

c. High-School Graduation Rate

(1) The state reports the percentage of students graduating from high school over four years, by school and district, detailed by specific student groups. The latest year of data reported is 2005-06.

(2) The table 5b in the attachment to the minutes of your Committee's meeting details the 2004-05 and 2005-06 high-school graduation rates for the five NEA-focus schools with high-school-age students.

(3) Custer and Pulaski registered increases in their high-school graduation rates from 2004-05 to 2005-06, while Marshall, Madison, and South Division had decreases. Overall, the district's high-school graduation rate rose from 65% to 68 %.

d. School Climate Survey results:

(1) MPS annually conducts a climate (satisfaction) survey of students, parents, and staff in each district school in the early spring. A standard set of questions are grouped in one of four areas (school environment, governance, academic rigor and safety). Those taking the survey rate their responses across a range of possible categories: Strongly Agree (4 points), Agree (3 points), Disagree (2 points), Strongly Disagree (1 point), Unsure, and No Response. School climate survey results are reported by question and overall area.

(2) School Climate Survey overall results indicated that parents were satisfied with their schools' climate. Students and teachers were less satisfied with their schools' climate.

e. Benchmark Assessment results:

(1) The first year of administering the benchmark assessments has provided classroom teachers with data regarding relevant academic progress of their students, which enable them to modify instruction at a quicker pace. Overall, benchmark assessments provide data which indicated a slight increase in reading and math in the NEA Focus Schools.

(2) The second year of the implementation of the benchmark assessments will give teachers the opportunity to expand their expertise in assessing for learning and deeper development of informed lessons based upon students' academic data.

6. During the 2006-2007 school year, the NEA Focus Schools received guidance, professional development, and support through the following interventions, strategies, and services:

a. Curriculum Generalist — an administrative position designed to facilitate school improvement. This position supports and guides curriculum and instruction with the principal and the learning team and throughout the school's professional learning community.

b. Curriculum Generalist — participated twice a month in professional development opportunities which provided learning situations regarding curriculum and instructional support, collaboration strategies, strategies in data collection and analysis in reading and math assessments and walk-through data, curriculum-mapping strategies, and instructional leadership philosophies to support improvements and enhancements of their particular schools' professional learning environments.

c. Prescribed Components in Educational Plan — district-developed and approved goals and professional development based on assessment of data regarding local student needs.

d. Bi-monthly informational and collaborative discussion meetings for principals — This group of principals met, on average, bi-monthly with Ms. Arleen Dansby-White, Director of the Office of Instructional Leadership and Support, and Mr. Hughes George, Director of Student Services, to review and monitor progress, solve problems, build a professional learning community, and support movement within NEA Focus Schools' prescribed services and support.

e. The NEA Focus Schools' principals participated in a monthly instructional leadership conference for principals and school leaders focused on the development of instructional leadership to support the Characteristics of a High Performing Urban Classroom. School leaders collaborate with fellow colleagues on how to identify and communicate expectations based upon what we know about high-performing urban classrooms. Principals and school leaders used actual walk-through data from their schools collected weekly to reflect upon their leadership as well as to analyze implementation of the targeted characteristics within their schools. The NEA Focus Schools' principals had the highest participation rate during the monthly instructional leadership conference.

f. Curriculum Guides for Math and Reading — District-developed curriculum guides to provide focused direction in content delivery, supported by the Curriculum Generalists. The curriculum guides clearly align the district's Learning Targets with the Wisconsin Academic Standards/Assessment Framework. Key concepts are delineated for teachers to add in focused instructional development and execution.

g. Curriculum Mapping for Math and Reading — District-developed curriculum-mapping tool with guidance for school staff to complete local section as grade-level teams to align instruction.

h. Common Math Textbook — A single text in math was selected from three adopted series. The textbook chosen will assist teachers in delivering key skills and strategies identified in the Math Curriculum Guide. This addressed the mobility rate in the NEA Focus Schools.

i. Reading Textbook — The curriculum-mapping process allowed teachers the opportunity to map out how the various reading textbooks being used by the NEA Schools could be effective tools in delivering key skills and strategies identified in the Reading Curriculum Guide.

j. District-designated Monthly Common Math CABS — The district-developed classroom assessments in math aligned to the pacing chart. This development was the result of a collaboration between teachers and administrators.

k. Walk-throughs — 10 weekly walkthroughs were conducted by the school principals who used the Characteristics of a High Performing Urban Classroom walk-through tool. The data were shared and discussed with the learning team and school staff on a regular basis.

l. Walk-throughs — 20 weekly walkthroughs were conducted by Curriculum Generalists who used the Characteristics of a High Performing Urban Classroom walk-through tool. The data were shared and discussed with the learning team and school staff on a regular basis.

m. Instructional Practices Inventory — Conducted twice during the school year by external staff in order to examine levels of student and adult engagement in the instructional process. Overall, student engagement increased in some degree along with adult engagement during the learning process.

n. Quarterly Benchmark Assessments in Math and Reading — This online and paper/pencil tests at grades 3-9 administered in NEA Focus Schools.

7. Every Central Services unit exists to provide both support and adequate pressure to help schools by ensuring policies, practices, and procedures so schools get the help they need to meet these rigorous student-learning goals. During the Educational Plan school visit, the team engaged in a curriculum walk-through to better understand and support the needs of the school.

8. Further, various Central Services departments and divisions will continue to provide differentiated services based on data about student-learning and adult learning systems for MPS schools based on their student performance results. The accountability of increased performance will be monitored and adjusted to ensure appropriate support needed by the NEA Focus Schools during the 2007-2008 school year. Furthermore, the Technical Support Team will monitor the provided services to ensure appropriate support.

9. Support and services will be expanded during the 2007-2008 school year, including:

a. curriculum-pacing guide,

b. curriculum-mapping tool,

c. quarterly benchmark assessments,

d. weekly CHPUC walk-through data collection; and

e. focused grade-level meetings conducted by literacy coaches.

* * * * *

(Item 3) Informational Report and Possible Follow-Up Action on Resolution 0506R-014 by Director Spence Regarding the Feasibility of Single-Gender Schools and Classrooms

Administration's Report

1. In January 2007, the Board adopted the following Resolution 0506R-014 by Director Spence regarding the creation of single-gender schools and directed the Administration to develop a workgroup to look at the feasibility of establishing two single-gender schools, one for males and one for females, and report back to the Board as soon as practical:

WHEREAS, Milwaukee Public Schools prides itself on the ability to offer variety in educational programming; and

WHEREAS, Milwaukee Public Schools has received several charter school proposals requesting the establishment of single-sex school; and

WHEREAS, To determine the legal ramifications of the establishment of a single-sex public school, the Administration has requested an opinion from the City Attorney's Office; and

WHEREAS, The City Attorney's Office produced an opinion regarding whether MPS can legally establish a single-sex school that states, in part, that "MPS should be prepared to prove that the single-sex school does not violate either the Equal Protection Clause of the Fourteenth amendment to the United States Constitution or Title IX and its implementing regulations"; and

WHEREAS, Research shows that single-gender schools remove the distractions that are abundant in coeducational environments; and

WHEREAS, Single-gender schools also offer an environment where stereotypes about "girl" subjects and "boy" subjects disappear; and

WHEREAS, According to the National Association for Single Sex Public Education, girls in single-sex schools are more likely to study such subjects as advanced mathematics, computer science, and physics, while boys in a single-sex schools are twice as likely to study such subjects as foreign languages, art, music, and drama; and

WHEREAS, Single-sex schools must be explored as an educational option to make Milwaukee Public Schools a viable educational choice for parents who want this for their children; now, therefore, be it

RESOLVED, That the Board direct the Administration to investigate and develop a report regarding the feasibility of establishing single-sex public schools; and be it

FURTHER RESOLVED, That this report be brought back to the Board no later than the December 2005 Board cycle.

2. The Administration's response to Resolution 0506R-014 contained related information from the Office of the City Attorney, federal regulations, the Wisconsin Department of Public Instruction (DPI), and the United States Department of Education.

3. During the Board's January 2007 deliberations, the Administration agreed to include the following in developing specifications for a single-gender school program:

- that the programs open in balance — in other words, one male program and one female program;
- that the programs be of general or traditional curriculum in nature so one sex does not have an advantage over the other; and
- that a gender discrimination expert be placed on the workgroup for development of the program.

4. As the result of Board's action taken in January 2007, a workgroup was established to convey to the Board an implementation plan for a single-gender school or classroom to be established by September 2008. The workgroup consisted of the following Central Services staff, school principals, community members, and representatives from Milwaukee Teachers' Education Association (MTEA):

- Martin Lexmond, Director, School Innovation, High School Redesign
- Acquintis Chesir, Milwaukee Teachers' Education Association (MTEA)
- Hughes B. George, Director, Parent and Student Services
- Alisia Moutry, Director, School Innovation, Diversified Community Schools
- Wendell J. Harris, National Association for the Advancement of Colored People (NAACP)
- Jerry Ann Hamilton, National Association for the Advancement of Colored People (NAACP)
- M. Lourdes Castillo, Principal of Vieau School
- Lourdes Ocampo, Leadership Liaison, Special Services — Leadership
- Gloria Garrett, Leadership Liaison, Special Services — Leadership
- Patricia Cifax, Principal of Twenty-first Street School
- Jacqueline Mann, Board Information Officer, Board Governance
- Stephanie Zollicoffer, Assistant Principal, Eighty-first Street School

Dr. Leonard Sax, MD, PhD, Executive Director of the National Association for Single Sex Public Education (NASSPE), and single-gender teachers and administrators at the Tomah and Arrowhead School Districts were also contacted.

5. The workgroup desired to obtain community and staff input regarding the type, form, and location of single-gender schools or classrooms. To this end, a survey (attached) was developed and distributed to students, staff, and community members.

a. Tabulations of a representative sample of surveys suggests that most were in favor of separate classes within a school at 35%; 29% were in favor of separate schools; and 36% were not in favor of single-gender education. Of the 36% not in favor, however, 14% were student responses, ages 13-18. Those surveyed made several comments that they would not send their children to a single-gender school, however, they would like to see it as an option for other parents.

b. The participants of this survey felt very strongly that the grade levels for single-gender education be high school (38%), grades 6 through 8 (36%), and grades K through 8 (19%).

c. Those surveyed wanted the location of the school as follows: 32% on the north side of town, 19% on the south side, 19% downtown, 10% on the west side, and 10% on the east side of town.

6. Dr. Leonard Sax, MD, PhD, advocated for the implementation of single-gender classes in the earliest grade possible, with staff development activities on teaching a single-gender class.

7. Representatives from Tomah and Arrowhead School Districts advocated for single-gender classes and co-educational classes within the same subject and taught by the same teacher. This profile would address any comparability concerns.

8. A review of single-gender programs in place nationally revealed that a vast majority are co-educational at the middle- and high-school levels, but offer single-gender separate educational opportunities. The co-educational schools offer single-gender classrooms and still retain some co-educational activities such as lunch and certain electives.

9. In addition to input from various groups, the workgroup incorporated four key stipulations in its feasibility plan from the meeting with the City Attorney in December 2006:

a. MPS must make available to the opposite gender — under the same policies and criteria of admission — schools that are comparable to each such school;

b. MPS must provide students of excluded gender a substantially equal single-gender or co-educational school;

c. exclusion of students of the other gender must be substantially related to the achievement of an important governmental objective; and

d. enrollment into single-gender classrooms must be voluntary.

10. The establishment of single-gender classrooms within MPS is feasible. State and federal statutory impediments to the creation of single-gender schools have largely been eliminated. Administrative Policy 8.01, regarding student non-discrimination, would need to be amended to allow schools and classes that limit admissions based on gender.

11. Compliance with the key stipulations and other legal requirements will increase the assurance of the district's success against legal challenges. The Office of the City Attorney will need to be actively involved in the process of developing the proposals.

12. The literature on single-gender classrooms highlights three models of single-gender schools and programs:

a. separate physical facilities for males and females;

b. a single school with separate classes for males and females, functioning co-educationally for select classes or programs;

c. select courses having sections for males, females, and co-educational groups.

13. With adequate planning, it is feasible to implement one or all of the models highlighted above due to the processes and options that are in place in the district.

a. Select courses with sections for males, females, and co-educational groups may be the best model to implement and to meet the required stipulations.

b. Schools with separate classes for males and females school-wide may be initially the less difficult to implement and may present fewer challenges in meeting the required stipulations. The community survey indicated greatest support for this model.

c. Separate schools for males and females are also feasible and could present the greatest challenges in meeting the substantial comparable standards.

14. The next steps in the process will be as follows:

a. the Board determines which model(s) it wishes to implement and establishes implementation dates;

b. the Board amend Administrative Policy 8.01 to allow enrollment for schools that limit admission based on gender;

c. the Office of the City Attorney assists in the development of proposals for single-gender schools and programs;

d. the Administration solicits responses from schools and the community regarding the development of a single-gender school or classroom;

e. if necessary, the Board waives Administrative Policy 9.12, Charter Schools, regarding the January 5 deadline for charter school proposals; and

f. schools are identified in time for the school-selection process for the 2008-09 school year.

Committee's Recommendation

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

Director Thompson in the Chair.

Director Hardin moved that the administration bring recommendations to the Board regarding the process and procedures anticipated by January 2008.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President pro Tem Thompson —8.

Noes—None.

Vice President Spence resumed the Chair.

* * * * *

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: Authorization to Make Purchases; Report on Administrative and School Fund Transfers; and Acceptance of Donations

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

RFP 567 Authorization To Enter into a Contract for Armored Car Service

The Administration requests authorization to award a contract to Dunbar Armored, Inc., for the purpose of providing armored car service to MPS schools. The contract will be for one year, with the option to extend for two additional one-year periods. Dunbar was selected as the recommended vendor through Request for Proposal (RFP) 567.

The annual cost of the contract will depend upon the number of schools requesting armored car service. The total cost for the District in FY07 was $50,385. The FY08 cost is projected to not exceed $55,000, with a three-year cost not to exceed $165,000.

The budget codes to be charged will be those of schools requesting armored car service.

Dunbar Armored, Inc.

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$10.15 per stop	4,896	2,452	1,369	NO	0%	0%	NA	NA.	NA

RFP 464 Authorization To Enter into a Contract for the Evaluation of Community Learning Centers (CLCS)

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 currently on the District's list of approved evaluators resulting from RFP-464.

A rigorous evaluation strategy will be conducted 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. Contracted services will include:

- Core Evaluation: CUCD will be responsible for the overall design and implementation of the CLC evaluation strategy for fifty-two CLCs. CUCD will prepare an overall evaluation and provide ongoing data reports for the CLC Management Team. The reports will track the progress of all CLCs and document the impact of the CLCs' participation on day-school attendance, behavior, and academic outcomes.
- Program Quality Assessment (PQA): CUCD will coordinate and manage the implementation of the site-based assessment in twelve selected CLC sites and provide reports on program quality. The PQA is an assessment of best practices in after-school programs. The instrument will be tailored to fit the areas relevant for CLC programming, including safe environment, supportive environment, interaction, and engagement. PQA will be used once in the fall to provide a baseline assessment and once in the spring to provide detailed feedback to the sites around their programming, as well as to document their progress over the year. The CUCD Evaluation Team will design and manage the process, collect and compile data from the site visits, and provide detailed site-level reports on the findings.

The contract period is from September 1, 2007, to June 30, 2008. The amount of the contract is not to exceed $90,000. The budget code to be charged is GEN0ILC8RC-ECTS (Recreation — Contracted Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Bid 5466 Authorization To Purchase Door Hardware

The Administration requests authorization to award Bid-5466 to Precision Metals & Hardware for the purchase of door hardware for Garden Homes, Keefe Avenue, and Lee schools. The total price of hardware is $355,910.40. Precision Metals & Hardware was the low bidder.

The budget codes to be charged are:

FAR00MM2GF-ECNC
(Remodeling, Garden Homes — Construction Contracts).....$ 144,257
FAR00MM2KE-ECNC
(Remodeling, Keefe Avenue — Construction Contracts).....$ 155,844
FAR00MM2LE-ECNC
(Remodeling, Lee — Construction Contracts).....$ 55,809.40

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

RFP 563 Authorization To Enter into a Contract for Speech and Language Services

The Administration is requesting authorization to enter into a contract with MJ Care to provide a speech pathologist to work with grant coordinators, teachers, and students of the Early Reading First Grant. MJ Care was recommended as a preferred provider through Request for Proposal (RFP) 563.

The Speech Pathologist's responsibilities will include, but may not be limited to:

- learning the curriculum used by the Early Reading First teachers and helping the teachers with the implementation of it, as it relates to oral language development;
- observing 19 teachers in their classrooms, approximately once per month, during AM literacy block time;
- providing written as well as oral feedback to the teachers related to the observations;
- mentoring teachers and helping them to improve their students' oral language development;
- modeling in small groups and providing individual interventions when necessary;
- organizing assessments and monitoring assessment practices of teachers and speech pathologists;
- reviewing, as necessary, the assessment practices of TROLL, PPVT, PALS, IGDI and an initial screening developed by MPS;
- analyzing assessment data to determine areas of need in oral language;
- providing professional development related to data of oral language development at selected after-school (4:00-6:00 p.m.) in-services; and
- attending ERF Trainings — one per month from 8:30 to 3:30 p.m. and one per month from 4:00 to 6:00 pm. (MPS Calendar).

The contract will be effective from September 1, 2007, to August 30, 2008, with the option to extend for two additional one-year periods. The annual cost of the contract is not to exceed $85,500. The three-year cost for this contract is not to exceed $256,500.

Actual costs will depend upon the amount of service required by the Early Reading First Grant. MJ Care will be paid only for services rendered. The budget code to be charged is SPL0SUE7CI-ESTC. (Speech & Language —Early Reading First).

MJ Care

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	0%	100%	$256,500	Speech & Language	NA

RFP 517 Authorization To Enter into a Contract for Drug and Alcohol Intervention and Prevention Counseling for Expelled Students

The Administration is requesting authorization to enter into a contract with New Concept Self Development Center to provide drug and alcohol intervention and prevention counseling services to students expelled for the use, ownership, or possession of illegal drugs and alcohol.

Wisconsin law provides grounds for the expulsion of students for the use, ownership, or possession of illegal drugs and alcohol. State law also authorizes school boards to offer expelled pupils an opportunity for early re-admission. The Milwaukee Board of School Directors on May 30, 2002, authorized the Independent Hearing Panel to offer AODA (Alcohol and Other Drug Abuse) counseling and services for offenses involving the use, ownership, or possession of illegal drugs and alcohol and to provide early reinstatement conditions for these drug- and alcohol-related offenses.

The Administration issued Request for Proposal (RFP) 517 to solicit proposals from qualified professional firms for services to expelled students. The RFP evaluation team recommends New Concept Self Development Center be awarded a contract for the requested services.

The contract would be in effect through June 30, 2009, and would not exceed $100,000. The budget code to be charged is HFSOIV98SN-ECTS (Drug-Free Schools — Contracted Services).

New Concept Self Development Center

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $100,000	NA	NA	NA	Yes	0%	100% M/WBE	NTE $100,000	Counseling	Professional Service

Authorization To Enter into a Sole-source Contract for Data Warehouse Services

The Administration requests authorization to enter into a sole-source contract with Versifit Technologies to assist MPS in meeting its ongoing reporting needs for the data warehouse.

As background, the June 2003 audit of the MPS data warehouse recommended that the District undertake a strategic planning process to identify both functional and technical requirements for the data warehouse. These requirements were included in the 2005 Request for Proposal (RFP) 498 requesting solutions for re-designing the data warehouse. Versifit Technologies was selected as the vendor to implement a re-designed data warehouse. This work was completed in 2006.

The immediate contract will allow the Administration to leverage Versifit's technical skills and its experience with the MPS data warehouse to support the internal data warehouse team. This is necessary in order to accelerate the delivery of reports to the user community.

The contract is for one year and will not exceed $100,000. The budget code to be charged is SYS001E8RH-ECNS (Title 1 — Contracted Services)

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Authorization To Expand a Contract for Violence-Free School Programs

The Administration requests authorization to expand a sole-source contract with the Center for Neighborhood Enterprises (CNE) to provide violence-free school programs. CNE, located in Washington, D.C., was founded by Robert L. Woodson, Jr., in 1981. CNE uses young adults from local community-based organizations as youth advisors. CNE provides the training and has a contracted relationship with the community-based organizations. One CNE program is the Violence-Free Zone Safe (VFZSS) initiative.

In May 2007, the Board approved a contract with CNE to implement VFZSS programs at five MPS high schools, including South Division, Bay View, Custer, North Division Complex, and Washington Complex. The Administration now requests authorization to add Marshall High School.

The original CNE contract was for $900,000, with $150,000 funded in the FY07 budget and $750,000 funded from the FY08 budget. The addition of Marshall High School will increase the FY08 allocation by $315,000.

The contract period is through June 1, 2008. The additional $315,000 will be charged to budget code GEN0SF28ER-ECTS (Futures First Initiative — Contracted Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Authorization To Enter into a Sole-source Contract for the Development of a Parental Involvement Program

The Administration requests authorization to enter into a sole-source contract with Children's Outing Association (COA) for the purpose of increasing parental involvement at the school level.

COA will partner with MPS to establish a Having Involved Parents (HIP) program designed to involve parents of children grades 1 through 4 at five specific school sites: Auer Ave., Hopkins, Keefe Ave., LaFollette, and Longfellow. Increasing parental involvement is expected to improve the overall academic achievement of youth at these five schools.

HIP was established at the beginning of the 2005-2006 school year as an initiative of the Daniel M. Soref Charitable Trust with O.W. Holmes School. The program focuses upon supporting parents so that they can support their children in the learning process. Research documents a direct correlation between parental involvement in and the support of their children's' education and the academic success or failure of their children. Further, increasing parental involvement in children's education can produce significant changes in children's academic achievement.

The cost of the contract is expected not to exceed $250,000 ($50,000 at each of the five schools). The contract period will be through June 30, 2008. The budget code to be charged is CMROSIC8CI-ECTS (Title I Parent Involvement — Contracted Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Purchasing Request Summary — August 2007

Total contract dollars to be awarded..... $...1,632,410.40
Total dollars eligible for HUB participation..... $.....671,500
Total HUB dollars ..... $.....671,500
% of MBE participation..... .....25.4
% of WBE participation 15.7
Total % HUB Participation 41.1

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
Carleton	Trade Press Publishing	$400.00	Student Supplies
MPS Recreation Division	Optimist Club of Milwaukee	$2,000.00	1. To allow low-income children who regularly attend the free playground program, but cannot afford the fieldtrip fees, a chance to participate. 2. To allow low-income children who cannot afford the daily swim fee a chance to participate.

Committee's Recommendation

Your Committee recommends that the Board authorize the 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	Nusret Ademi Walker	Boiler Attendant Trainee $29,358.16/yr.	07/30/07
5	Timothy Gasper Bay View	Boiler Attendant Trainee $29,358.16/yr.	07/30/07
5	Ryan Lowell Hamilton	Boiler Attendant Trainee $29,358.16/yr.	07/30/07
		Promotions	
2	DeVona Bell Seher	School Kitchen Manager II $21,198.52/yr.	08/27/07
2	Tony Bradley Custer	Boiler Attendant Trainee $29,358.16/yr.	07/30/07
5	Paula Chartier Longfellow	School Kitchen Manager III $27,541.32/yr.	08/27/07
2	James Gentry Roosevelt	Boiler Attendant Trainee $29,358.16/yr.	07/30/07
2	Mary Morgan Garden Homes	School Kitchen Manager II $25,265.65/yr.	08/27/07
4	Eduardo Navarro Fritsche	Boiler Attendant Trainee $29,358.16/yr.	07/30/07
2	Neesha Rutherford Siefert	School Kitchen Manager I $18,246.02/yr.	08/27/07
5	Elizabeth Totsky Vincent	School Kitchen Manager I $17,707.88/yr.	08/27/07
2	Reverlanet Walker Teaching & Learning — Guidance	School Secretary II $34,790.86/yr.	08/13/07
		Appointments	
	Michelle Hobson[1] Brown	School Kitchen Manager I $23,894.01/yr.	08/14/07

Laura Jennings[2] 53rd	Handicapped Children's Assistant $15,352.46/yr.	08/30/07
Clara Lockett[2] 53rd	Handicapped Children's Assistant $15,352.46/yr.	08/30/07
Timothy Maciolek[3] Technology	Digital Electronics Technician $51,519.97/yr.	07/23/07
Linda McGee[2] 53rd	Handicapped Children's Assistant $15,352.46/yr.	08/30/07
Elizabeth McMurry[4] Reagan	School Kitchen Manager II $27,395.33/yr.	08/14/07
Ann Mireles[1] Browning	School Kitchen Manager I $24,452.96/yr.	08/27/07
Robert Reis[3] Technology	Digital Electronics Technician $51,519.97/yr.	07/23/07
Curtis Sickinger[3] Technology	Digital Electronics Technician $51,519.97/yr.	07/23/07
Karen Snow[4] Auer	School Kitchen Manager II $22,250.93/yr.	08/27/07
Jeffrey Whittaker[3] Technology	Digital Electronics Technician $51,519.97/yr.	07/23/07

[1]Reclassification of School Kitchen Mgrs. per Local 150 Food Service contract
[2]From substitute to regular
[3]Title/Department change from Office Equipment Technician in Facilities & Maintenance Services
[4]Reinstatement of School Kitchen Mgrs. per Local 150 Food Service contract

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r,a	Stephanie A. Blankenheim Grade 2	B	$45,092.00	7	08/06/2007
2,r	Chequetta C. Ferguson K5	B	$34,008.00	1	08/06/2007
2,r,a	Cassandra F. Fuller Grade 4	B	$35,516.00	2	08/02/2007
5,r	Paula M. Kelm Grade 2	B	$35,516.00	2	08/02/2007
5,nr	John J. Kish Biology/Chemistry	B	$38,533.00	4	08/01/2007
5,nr	Stacy R. Knetter Chemistry/Biology	B	$34,008.00	1	08/14/2007
5,r,a	Zaida I. Morales Bilingual Education	B	$34,008.00	1	08/01/2007
5,nr	Melissa L. Ostrowski K4	B	$34,008.00	1	08/01/2007
5,r	Paige K. Prichard Mathematics	B	$34,008.00	1	08/14/2007

2,r	Michelle L. Taylor K4	B	$41,547.00	6	08/01/2007
2,r	Mary E. Taylor-Porter K3	B	$34,008.00	1	08/01/2007
5,nr	Sheila A. Zelinski Chemistry	B	$34,008.00	1	08/14/2007

Approval of Certificated Appointments — Social Workers

5,nr	Emily E. Dohm School Social Worker	2A	$46,291.00	0	08/23/2007
5,r	Jon M. Erd School Social Worker	2A	$57,006.00	0	08/23/2007
5,r	Karen D. Horn School Social Worker	2A	$48,434.00	0	08/23/2007
5,r	Karen A. Parisien School Social Worker	2A	$46,291.00	0	06/11/2007
5,r	Renee G. Polsky School Social Worker	2A	$46,291.00	0	08/23/2007
5,r	Katie M. Silha School Social Worker	2A	$46,291.00	0	08/23/2007

Approval of Certificated Appointments — School Psychologists

5,nr	Savannah M. Whitemarsh School Psychologist	51C	$46,576.43	0	08/21/2007

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, to June 13, 2008:		
Thomas Konowalski	Day-To-Day	August 30, 2007
Maternity Leave, to June 13, 2008:		
Amy Asp	Roosevelt	August 30, 2007
Heather Gruber	Stuart	August 30, 2007
Amy Stempeniewski	River Trail	August 30, 2007
Personal Leave, to June 13, 2008:		
Melissa Halleen	Bruce	August 30, 2007
Shahnah Holt	Carver Academy	August 30, 2007
Lisa Jones	Hi-Mount	August 30, 2007
Kristine Kowalski	Lincoln Ave.	August 30, 2007
Tara Schnell	Sherman	August 30, 2007
Jennifer Straub	W.E.B. DuBois	August 30, 2007
Chineng Vang	21st Street	August 30, 2007

Sabbatical Leave, to June 13, 2008:

Tammie Allen	Barton	August 30, 2007
Anne Arnold	MEC	August 30, 2007
Jessica Hands	Maryland	August 30, 2007
Brenda Thimke	John Muir	August 30, 2007
Tirshatha Wilson	Starms	August 30, 2007
Mary Beth Yule	Parkview	August 30, 2007

Study Leave, to June 13, 2008:

Julie Hapeman	Sabbatical Leave	August 30, 2007
Celeste Moe	Burroughs	August 30, 2007
Sara Schiebout	Milw. French Immersion	August 30, 2007

Extension of Illness Leave, to June, 2008:

Mable Burns	Leave	August 30, 2007
Cathy Pernell-Cyiark	Leave	August 30, 2007
Larry West	Leave	August 30, 2007
Phyliss Wiggins	Leave	August 30, 2007

Extension of Maternity Leave, to June, 2008:

Cheryl Belott	Leave	August 30, 2007
Jackie Capstran	Leave	August 30, 2007
Cherita Craft	Leave	August 30, 2007
William Crandall	Leave	August 30, 2007
Anna Heinzel	Leave	August 30, 2007
Jessica Jaglowski	Leave	August 30, 2007
Susan Loewenstein	Leave	August 30, 2007
Bonnie McGill	Leave	August 30, 2007
Kathleen Mount	Leave	August 30, 2007
Loreve Rucka	Leave	August 30, 2007
Kelley Dawson Salas	Leave	August 30, 2007
Jennifer Tomkalski	Leave	August 30, 2007
Julie Trachliev	Leave	August 30, 2007

Extension of Personal Leave, to June 2008:

Martha Ealy	Leave	August 30, 2007
Wanda Steavens	Leave	August 30, 2007
Stephanie Walters	Leave	August 30, 2007

Extension of Study Leave, to June 2008:

Leon Walls	Leave	August 30, 2007

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Karen Amundson	Teacher	07/19/07
Paul Armour	Principal	07/01/07
Sheila Arndt	Teacher	08/30/07
Robin Booth	Teacher	07/28/07
Angela Capelle	Teacher	07/30/07
Sarah Cerar	Teacher	07/27/07
Dorjan Chaney	Teacher	08/01/07
Angela Colas	Teacher	07/16/07
Jim Van Deusen	Teacher	07/20/07
Rebecca Droster	Teacher	07/31/07

Anthony Elskamp	Supervisor	09/07/07
Amy Engebretson	Teacher	09/01/07
Jacob Forystek	Teacher	07/30/07
Jennifer Garrow	Teacher	07/27/07
Mary Gissal	Director	07/27/07
Cortney Glinberg	Teacher	07/02/07
Edith Gremmer	Teacher	06/27/07
Karin Hansen	Teacher	07/17/07
Danielle Harkness	Psychologist	07/20/07
Darren Hartberg	Teacher	07/01/07
Lisa Hencsik	Teacher	06/15/07
Christiano Hernandez	Teacher	08/30/07
Robyn Hicks	Nurse	07/25/07
Reola Holloway	Supervisor	07/03/07
Benjamin Holzem	Teacher	07/09/07
Frank James, IV	Teacher	08/31/07
Christopher Johns	Teacher	07/27/07
Jacqueline Johnson	Nurse	07/25/07
Lisa Jones	Teacher	07/21/07
Eli S. Jorge	Teacher	07/23/07
Ann Kabitzke	Teacher	07/09/07
Meredith Kinsey	Teacher	06/15/07
Shelli Klapatauskas	Teacher	07/19/07
Joan Klem	Teacher	08/30/07
Glenda Lee	Teacher	08/29/07
Kerry Lozano	Teacher	07/26/07
Amy Lund	Teacher	07/30/07
Christopher MacCallum	Teacher	06/15/07
Julie Manders	Teacher	07/18/07
Christine Marrello	Speech Path	06/14/07
Sara McGlothlin	Teacher	08/13/07
Nicole Monet	Teacher	07/30/07
Gloria Moon	Teacher	07/26/07
Amy Mudlaff	Teacher	08/01/07
Carol Niemczyk	Teacher	07/25/07
Donna Okray	Teacher	07/20/07
Nannette Ortiz	Teacher	07/27/07
Robert Patterson-Sumwalt	Teacher	08/29/07
Kathryn Pavlik	Teacher	07/24/07
Kimberly Peterson	Teacher	07/24/07
Kathleen Phillipson	Teacher	06/15/07
Christopher Piper	Teacher	07/23/07
Sarah Powell	Teacher	08/09/07
Amanda Raffaele	Teacher	07/16/07
Patrick Richard	Teacher	12/04/06
Tracy Saidler	Teacher	07/11/07
Monica Scharfenberger	Teacher	08/03/07
Susan Schulz	Teacher	10/1/07
Stacie Scheer	Teacher	08/02/07
Melissa Spredemann	Teacher	07/22/07

Barbara Springob	Teacher	07/25/07
Nancy Sterling	Teacher	07/25/07
Steven Strzyzewski	Teacher	07/24/07
Lydia Sutton	Teacher	07/11/07
Tira Tally	Teacher	07/20/07
Jeffrey Taylor	Asst. Prin.	07/26/07
Brian Temke	Teacher	07/26/07
Theresa Tilley	Teacher	07/25/07
Magda Torres-Galan	Teacher	07/05/07
Blanche Troutman	Teacher	07/01/07
Jamilah Underwood	Teacher	06/15/07
Margaret Vieira	Teacher	07/13/07
Zena Witherspoon	Teacher	07/23/07
Yolanda Womack	Teacher	07/23/07
Cassie Wozny	Teacher	07/02/07
Diane Ziolecki	Teacher	10/16/07

Classified Retirements

Name	Position	Effective Date
Tresa Armbruster	School Secretary I	07-07-07
Gregory Dickmann	Elevator Constructor	07-01-07
Margieanna Douglas	School Secretary II	07-07-07
Dennis Fula	Roofer Foreman	07-02-07
Daniel Gagliano	School Engineer I	07-02-07
Marie Hantke	School Secretary I	07-31-07
Richard Hardy	Boiler Attendant	07-02-07
Terry Harvey	Network Support Spec.	07-03-07
Cleotis Jasper	Sheet Metal Chargeman	07-01-07
Paul Kische	Sheet Metal Worker	07-01-07
Ronald Krause	School Engineer III	07-06-07
Michael Kroll	School Engineer III	07-02-07
Linda S. Martin	School Kitchen Mgr. I	07-01-07
Lawrence Mertens	Dupl. Equipment Op.	07-06-07
Sharon Miszewski	School Kitchen Mgr. II	07-01-07
Robert Newton, Jr.	School Engineer I	07-02-07
Patrick Pegorsch	Rec. District Supervisor	07-07-07
Nancy Piastowski	Department Adm. Asst.	07-14-07
Marian Randazzo	School Secretary I	07-07-07
Lizzie Roundtree	Para Educational Asst.	07-02-07
Ruby Vincent	Secretary III	07-07-07
Zeporah Wilburn	Para Educational Asst.	07-20-07
Marion Zizzo	Food Service Assistant	07-01-07

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for July 2007 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 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)	Sandra Hudson	Assistant Principal South Division High School	Schedule III, Range 12Y $81,238.82
2(r)	Katrina Fisher	Assistant Principal Grand Avenue Middle School	Schedule III, Range 11Z $82,785.00
2(r)	Anesia Hayes	Assistant Principal Grantosa School	Schedule III, Range 10Z $60,143.74
2(r)	Ahmed Hollowell	Assistant Principal Martin Luther King Jr. School	Schedule III, Range 10Z $61,639.69
2(r)	Tayotis Caldwell	Assistant Principal Pierce School	Schedule III, Range 10Z $60,749.00
2(r)	Jennie Dorsey	Director Department of Parent and Student Services	Schedule IIIE, Range 16A $123,741.39
5(r)	Margaret Collin	Special Education Supervisor Department of Special Services	Schedule III, Range 9C $53,295.00
2(r)	Angie Powell	Special Education Supervisor Department of Special Services	Schedule III, Range 9C $69,352.00

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) Approval of 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 are provided below:

Dues for Milwaukee Public School Plasterers

Please be advised that, as of June 4, 2007, the dues for Milwaukee Public Schools Plasterers of the Operative Plasterers' and Cement Masons Local 599 Area 138 will be increasing. Starting with the first pay period in June, we would like a set deduction of $119.11 per pay period, based on the following computation:

Working Dues:	2,080 hours/year x $1.46/hour = $3,036.80 per year
Union Dues:	$5.00/month x 12 months = $60.00 per year
	$3,036.00 +$60.00 = $3,096.80
	$3,096.80 divided by 26 pay periods = $119.11 per pay period

SPRINKLER FITTERS

Please be advised that the Sprinkler Fitters and their Contractors have an agreement providing for the following rates for wages and fringe benefits, effective July 1, 2007.

	7-1-07 Per hour
Sprinkler Fitter	$ 35.07
Sprinkler Fitter Foreman	$ 37.67

Employer contributions paid into the various fringe benefit trust funds for Sprinkler Fitters, effective July 1, 2007, and paid on all hours worked per week into each respective fund, are as follows:

	7-1-07 Per hour
Pension Trust Fund	$ 3.10
Health and Welfare Trust Fund	$ 6.80
Vacation Fund*	$ 2.82
Education Fund	$ 0.08
Industry Fund	$ 0.65
Supplemental Pension	$ 4.58
International Training	$ 0.05
MCAW Drug Policy	$ 0.02

*The vacation Fund of two dollars and eighty-two cents ($2.82) is deducted out of the hourly rate.

TERRAZZO

	6-1-07 Per Hour
Terrazzo Mechanic*	$ 30.09
Terrazzo Foreman (More than three Journeymen)	$ 33.09
Terrazzo Grinder (Floor & Base)*	$ 27.08
Terrazzo Finisher**	$ 24.07

Employer contributions paid into the various fringe benefit trust funds for Terrazzo Workers are as follows, effective June 1, 2007, through and paid on all hours actually worked per week into the Pension and Welfare Trust Funds.

	6-1-07 Per Hour
Welfare Trust Fund	$ 7.10
Pension Trust Fund	$ 5.41
DUES CHECK-OFF*	$ 1.27
Trowel Trades Pension	$ 1.10
Education Fund	$ 1.10
Education Fund	$ 0.05
International Masonry Institute	$ 0.40
CLMC	$ 0.02

*DUES CHECK-OFF — Dues are paid to RAC District Council of Wisconsin, 17125 West Cleveland Avenue, New Berlin, WI 53151.

TILE LAYERS

Please be advised that the Tile Layers and their Contractors have an agreement providing for the following rates of wages and fringe benefits, effective June 1, 2007.

	6-1-07 Per Hour
Tile Layer Foreman*	$ 30.09
Tile Layer Journeyman*	$ 29.09
Tile Finisher (Journeyman)**	$ 23.27

Employer contribution paid into the various fringe benefit trust funds for Tile Layers are as follows, effective June 1, 2007, and paid on all hours actually worked per week.

	6-1-07 Per Hour
Health and Welfare Fund	$ 7.10
Pension Trust Fund	$ 5.41
International Union Pension	$ 1.10
International Masonry Institute	$ 0.40
Apprenticeship and Education Fund	$ 0.05
Contractor Fund	$ 0.12
DUES CHECK-OFF*	$ 1.24
DUES CHECK-OFF**	$ 1.08
CLMC	$ 0.02

Please Note: Tile Finishers hired prior to 6/1/99 are grandfathered at 85% ($24.72) of the Journeyman Tile Layer base rate.

REVISION
TERRAZZO

	6-1-07 Per Hour
Terrazzo Mechanic*	$ 30.09
Terrazzo Foreman (More than three Journeymen)	$ 33.09
Terrazzo Grinder (Floor & Base)*	$ 27.08
Terrazzo Finisher**	$ 24.07

Employer contributions paid into the various fringe benefit trust funds for Terrazzo Workers are as follows, effective June 1, 2007, through and paid on all hours actually worked per week into the Pension and Welfare Trust Funds.

	6-1-07 Per Hour
Welfare Trust Fund	$ 7.10
Pension Trust Fund	$ 5.41
DUES CHECK-OFF*	$ 1.27
DUES CHECK-OFF**	$ 1.10
Trowel Trades Pension	$ 1.10
Education Fund	$ 0.05
International Masonry Institute	$ 0.40
CLMC	$ 0.02

*DUES CHECK-OFF — Dues are paid to BAC District Council of Wisconsin, 17125 West Cleveland Avenue, New Berlin, WI 53151.

Committee's Recommendation

Your Committee recommends that the Board adopt the prevailing wage rates as listed in this item.

Director Goldberg moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and Vice President Spence—8.

Noes—None.

* * * * *

(Item 5) Action on a Request to Change the Name of Irving Seher Elementary School to Rogers Street Academy

Background

1. Irving Seher Elementary School, which opened its doors in Fall 2005, originated as part of the district's Neighborhood Schools Plan. It is part of an educational partnership with the Seher Boys and Girls Club, which is located in the same building. The partnership allows for providing students with high-quality after-school recreational and academic programming, including health-related programs and resources in the areas of education and prevention.

2. Seher Elementary School has a bilingual and a monolingual program, with one classroom of each per grade level. The main goal of the bilingual program is to help students maintain their native languages while developing their English skills. The monolingual program serves English-dominant students in Head Start through grade six. Part of the school's expansion program as a neighborhood school is to add a grade level each year, up to grade eight, for both programs

3. The school community of Irving Seher School — including the School Governance Council, parents, and staff — have expressed its desire to change the name of Irving Seher Elementary School to Rogers Street Academy, which represents the geographic location of the school in the City of Milwaukee.

Administration's Analysis

4. A collaborative process took place within the school community in order to involve as many individuals as possible in the decision to change the name of Seher Elementary School. Efforts included informing those associated with the school via meetings, mailings, and newsletters and encouraging participation in a vote.

5. Staff, parents, and students were encouraged to vote on the proposed name change for Seher Elementary School. Of those ballots returned, the name receiving the highest number of votes (81) was Rogers Street Academy.

6. A formal letter signed by members of the Seher Governance Council, addressed to the Superintendent and dated July 3, 2007, indicated the desire of the school community to change the name of the school to Rogers Street Academy.

Strategic Plan Compatibility Statement

7. The recommendation supports MPS Strategic Plan, Goal 5, that school staffs b supportive and responsive to students and families; and Goal 8, that the District build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

9. This item authorizes expenditures in the amount of $1,710 for changing the name on the building. The cost of the signage will be paid for from Neighborhood Schools account FAR-0-0-NSS-xx-EOTH.

Committee's Recommendation

Your Committee recommends that the Board waive Administrative Policy 5.01 and that the Board approve the name change of Irving Seher Elementary School to Rogers Street Academy.

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

* * * * *

(Item 6) Action on the Annual Adoption of a Resolution Delegating the Board's Expulsion Authority to an Independent Hearing Panel

Administration's Analysis

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 2006-07 school years, because of the increased number of cases, it was necessary to expand the pool of panel members to ensure both a better distribution of the workload and the convening of a panel within the time constraints set by law.

3. For the 2007-08 school year, the Administration is recommending that the Panel comprise directors, coordinators, managers, supervisors, specialists, assistant coordinators, program administrators,

other staff of Central Services' departments and offices, assistant principals, and retired MPS administrators and teachers. In 2005-2006 assistant principals were added to the Panel. This will continue for the 2007-2008 school year, and retired administrators and teachers will be added for the first time.

4. The Administration is also recommending continuation of the option of having a non-MPS community or parent representative serve as a voting member of the Panel. The Department of Parent and Student Services will provide training for the Independent Hearing Panel to ensure that all panel members understand their role, responsibilities, and options.

5. From the 1989-90 school year through the 2001-02 school year, the Independent Hearing Panel determined whether or not the student was to receive educational services during the expulsion period. Beginning with the 2002-03 school year, the Panel also had the option of recommending, in addition to educational services, AODA counseling and services for an offense involving the use, ownership, or possession of illegal drugs and alcohol.

6. Beginning with the 1999-2000 school year, educational services were recommended for expelled students based on the Milwaukee Public Schools' Independent Hearing Panel's "Guidelines for Offering Educational Services." Generally, these guidelines do not recommend offering 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. A copy of the Guidelines is available upon request.

7. The Independent Hearing Panel 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 Panel 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.

8. Effective May 23, 2000, State Statute 119.25(2)(d) authorized the Board or the Independent Hearing Panel authorized by the Board 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.

9. Beginning in the 2002-03 school year, the Administration recommended that the Independent Hearing Panel provide early reinstatement conditions for students expelled for possession, ownership, or use of illegal drugs and alcohol, as approved by the Board on May 30, 2002. The Administration further recommended that the Independent Hearing Panel 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.

10. Beginning in September 2003, the Board approved a one-year waiver to Administrative Policy 8.32, Student Expulsion, and Administrative Policy 8.23, Weapons in the Schools (and Other Criminal Offenses), which gave the Independent Hearing Panel the authority to offer every student who is expelled without services the opportunity for early re-admission if the student volunteers to participate in and successfully complete the requirements associated with the District's voluntary community services program for expelled students, the Responsible Investigative Talent Zone Service program (RITZ). The students expelled without services from the Milwaukee Public Schools during the 2003-04 and 2004-05 school year were invited to participate in this voluntary program.

11. During the 2006-07 school year (July 1, 2006, to June 26, 2007), 363 students were expelled. There were 395 expulsions during the 2005-06 school year. 309 students were expelled during the 2004-05 school year. A summary of the expulsion data for the 2006-07 school year and expulsion statistics covering 1982-83 through 2006-07 will be provided at the time of the 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 recommendation supports the MPS mission statement, "The Milwaukee Public Schools will ensure that maximum educational opportunities are provided for all students to reach their highest potential so that students achieve their educational and employment goals." The recommendation also supports strategic areas and goals: "School communities work together for improvement in academic achievement; school staffs are supportive and responsive to students and families; the district's central services departments support student learning."

Statute, Administrative Policy, or Board Rules Statement

14. The proposed resolution delegating the Board's expulsion authority to an Independent Hearing Panel is consistent with:

- Wisconsin State Statute 120.13, School Board Powers
- Wisconsin State Statute 119.25, Expulsion of Pupils
- Administrative Policy and Procedures 8.28, Student Discipline
- Administrative Policy and Procedures 8.31, Student Suspension
- Administrative Policy and Procedures 8.32, Student Expulsion
- Parent/Student Handbook on Rights Responsibilities and Discipline

Fiscal Impact Statement

15. Approval of this item does not authorize expenditures. The primary cost of processing student expulsion cases, which is for the staff time and transcription services, is covered by various departmental budgets.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLVED, That for the 2007-2008 school year, student expulsions from the Milwaukee Public Schools shall be ordered by a three-member Independent Hearing Panel selected from a pool of directors, coordinators, managers, supervisors, specialists, assistant coordinators, program administrators, other staff of Central Services' departments and offices, assistant principals, and retired MPS administrators and teachers.

FURTHER RESOLVED, That this three-member Panel may be augmented by one voting non-MPS ombudsperson The ombudsperson may be a non-MPS community representative or parent; and that, in accordance with the law, no person may be designated to participate in the expulsion hearing if he or she had any involvement in the incident that led to the expulsion proceedings; and be it

FURTHER RESOLVED, That when a non-MPS ombudsperson agrees to be on a Panel as a voting member but does not appear, the panel shall proceed with the expulsion hearing; and be it

FURTHER RESOLVED, That, the same procedures as were used in 2006-2007 be followed when hearing all cases of student expulsions which include the Milwaukee Public Schools' Independent Hearing Panel Guidelines for Offering Educational Services; and be it

FURTHER RESOLVED, That the Independent Hearing Panel 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 Panel 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 Panel in all expulsion cases should consider providing educational services to expelled students at an alternative/partnership school per the Milwaukee Public Schools' Independent Hearing Panel Guidelines for Offering Educational Services. The Panel 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 and alcohol; and be it

FURTHER RESOLVED, That the expelled students shall be reinstated to the Milwaukee Public Schools through the Department of Parent and Student Services in the manner described herein.

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

* * * * *

(Item 7) Action on Resolution 0405R-014 by Director Blewett to Disseminate Information About MPS's Governmental Sources of Revenue to the Taxpayers of the City of Milwaukee

Background

At its meeting on June 24, 2004, the Board referred Resolution 0405R-014 by Director Blewett to the Committee on Finance and Personnel:

WHEREAS, The Milwaukee Public Schools (MPS) receives a large share of its operating budget from the City of Milwaukee's property tax levy; and

WHEREAS, Although only a portion of the property tax levy is allotted to MPS, it may not be totally clear in the public's mind what that portion is; and

WHEREAS, The taxpayers of the City of Milwaukee have a right to know where their money is being spent; now, therefore, be it

RESOLVED, That, in order to better communicate with the public and to make the budget process and tax levy more transparent, the Board direct the Office of Finance and

Operations to publish on the district's website and in the *Directions* booklets, as well as in any other district publications as may be appropriate, a breakdown of all governmental sources of revenue, including the local property tax levy and federal and state grants and aids, and a breakdown of the major categories for which they are used (e.g., School Operations Fund, Construction Fund, Extension Fund, non-MPS charter schools, vouchers); and be it

FURTHER RESOLVED, That the Board direct the Administration to request the City Treasurer to disseminate this information to the taxpayers of the City of Milwaukee.

Administration's Analysis

1. The MPS 2007-2009 State Legislative Agenda includes an item which states:

   Taxpayer Relief and Proper MPCP Funding

   Proposal: MPS supports more appropriate funding for Milwaukee Parental Choice Program schools by:

   - Decreasing the Milwaukee Public Schools system's share of funding responsibility for the Milwaukee Parental Choice Program in order to ensure that Milwaukee taxpayers do not pay more on a percentage basis in property taxes for a MPCP pupil than they do for a MPS pupil.
   - Appropriately counting students in the Milwaukee Parental Choice Program so that school aids are properly distributed based on the relative ability to pay of the taxpayers of the Milwaukee Public Schools district.
   - Securing the State's two-third's funding commitment.

   Current: Currently, MPS general equalization aid is reduced in order to provide payment for 45% of the cost of the Milwaukee Parental Choice Program. In order to support educational programs, MPS increases its levy to replace the loss of state aids. At the same time, the state "currently supports roughly 75 percent of MPS' shared costs through the general equalization aid formula" (DPI 2007-09 Budget Request). As a result, Milwaukee taxpayers pay more on a percentage basis to support a MPCP student compared to a MPS student.

   In addition, within the equalization aid formula used by the state, school aids are distributed based on the relative "ability to pay" of the taxpayers in each district. The state defines ability to pay as the total value of the property tax base per student that is supported by that base.

   However, the state aid formula does not count the students enrolled in the Milwaukee Parental Choice Program (MPCP) as it properly should. By failing to account for the MPCP students the state aid formula incorrectly assumes the district's "ability to pay" to be higher than it actually is. As a result, equalization aid payments have been $10 to $15 million less than MPS deserves for several years.

   Rationale: MPS supports the Department of Public Instruction's proposal to adjust the percentage of funding that the Milwaukee Parental Choice Program receives from the state to more closely reflect the amount of

state aid provided to MPS. MPS specifically endorses the proposal to adjust the state share of funding for the MPCP program from 55 percent to 75 percent and the reduction in the MPS share from 45 percent to 25 percent. Although this proposal would not provide MPS with any additional money to spend, it would reduce the MPS property tax levy by allowing the district to properly secure additional general equalization aid. With this change in place, Milwaukee property taxpayers would receive a tax cut of roughly $50 million over the biennium.

Securing the State's 2/3 commitment is needed to support its primary obligations for K12 education. By backing away from the statutory 2/3 commitment, the state has allowed for the possibility for increased pressure on local property taxes. This pressure is particularly acute and untenable in low property wealth districts.

In addition, in order for the equalization aid formula to work properly, students must be counted properly. By failing to count MPCP participants, the formula erroneously inflates the district's per-pupil "ability to pay" figure thereby deflating the equalization aid payment made to the district.

2. The City of Milwaukee has also made rectifying this inequity a priority in its legislative agenda.

3. Separating this tax levy from the tax levy necessary to fund the Milwaukee Public Schools would improve the transparency of the District's fiscal situation. Such accountability is in accord with the District's Strategic Plan.

4. The District is in control of the presentation of the tax levy in the District's documents and has the information to provide this breakdown on its website, in its budget documents, and in the *Directions* booklet; however, the other presentations of the tax levy are under the control of the City Treasurer and City Comptroller.

5. In order to implement the requested outcomes from this resolution, the Administration needs to:

a. change the presentations of the tax levy as requested in all future district documents, beginning with the fall budget adjustments and any other public presentations of the Fiscal 2008 budget; and

b. contact the appropriate elected city officials to determine what steps are necessary to make the requested changes in the City's presentations and report the results of those communications back to the Board of School Directors.

Strategic Plan Compatibility Statement

6. Goal 6: The district is accountable for measurable results; and Goal 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

7. This item complies with all statutes, administrative policies, and Board rules.

Fiscal Impact Statement

8. This item does not authorize expenditures. The Administration will absorb the cost of modifying district budget presentations within existing resources. The Administration also will report to the Board any costs that may be associated with dissemination of budget information, as outlined in the resolution, through the City of Milwaukee.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and direct the Administration to undertake the activities necessary to achieve the intended result of the resolution as soon as practicable. The activities so authorized should include, but not be limited to:

1. changing the presentations of the tax levy as requested in all future district documents, beginning with the fall budget adjustments and any other public presentations by the District of the Fiscal 2008 budget and;
2. contacting the appropriate elected city officials to determine what steps are necessary to make the requested changes in the City's presentations and report the results of those communications back to the Board of School Directors.

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

* * * * *

(Item 8) Action on Resolution 0405R-004 by Former Director Johnson Regarding Moving School Safety Assistants to the Milwaukee Police Department

Background

At its meeting on May 27, 2004, the Board referred Resolution 0405R-004 by former Director Johnson to the Committee on Finance and Personnel:

WHEREAS, At its meeting on May 19, 2004, the Board's Committee on Strategic Planning and Budget indefinitely postponed consideration of an amendment to the proposed FY05 budget that would have initiated a process to move school safety assistants to the Milwaukee Police Department; and

WHEREAS, It was suggested that such action would be more appropriate in the form of a resolution; now, therefore, be it

RESOLVED, That the Board direct the Administration to initiate a process to move school safety assistants to the Milwaukee Police Department.

Committee's Recommendation

Your Committee recommends that the Board direct that school safety assistants remain within MPS.

Director Thompson in the Chair.

Director Spence moved to refer the item to the Safety and School Climate Committee.

Director Hardin moved a substitute, that the safety assistants remain with MPS.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Hardin, Morales, Petersons, and Spence—5.

Noes—Directors Falk, Goldberg, and President pro Tem Thompson—3.

Vice President Spence resumed the Chair.

* * * * *

(Item 9) Action on Resolution 0708R-016 by Director Falk Regarding Teacherinsight Review

Background

At its meeting on July 26, 2007, the Board referred Resolution 0708R-016 by Director Falk to the Committee on Finance and Personnel:

WHEREAS, the Milwaukee Public Schools, like many school districts across the country, is experiencing a high turnover among teachers, especially early in their careers; and

WHEREAS, Such high turnover of teachers is having a detrimental effect on the overall quality of education in MPS's classrooms; and

WHEREAS, MPS contracts with the Gallup Organization to use the latter's TeacherInsight, a Web-based interview program, to help screen the eligible candidates; and

WHEREAS, Unlike state-required certification exams, TeacherInsight measures values and behavior — not knowledge in a teacher's chosen subject area; and

WHEREAS, Little research has been done into the Gallup service, with the most favorable studies come from Gallup itself; and

WHEREAS, There are serious questions about whether teachers' beliefs and attitudes can predict success; and

WHEREAS, There is no universal agreement on the qualities that make a good teacher; and

WHEREAS, The best teachers, as is often the case with the best practitioners in any field, sometimes don't follow conventional wisdom; and

WHEREAS, There has been some concern expressed that the questions which the TeacherInsight poses to candidates presents unrealistic scenarios with choices that are too narrow; and

WHEREAS, Applicants can fake the test using common sense and advice on strategy available on the Internet; and

WHEREAS, Little evidence exists linking teachers' test scores to student achievement; and

WHEREAS, Researchers at Michigan State University in 2003, and in a revised study to be published in 2008, found only a moderate relationship between high scores on such commercial teacher-selection products and favorable ratings by principals once the teachers were in the classroom, while the relationship between the scores of these tools and the ratings by students or outside observers is even more tenuous; and

WHEREAS, Candidates who may otherwise be deemed valuable by the schools to which they have applied have been rejected because of the results of their online interviews; and

WHEREAS, If such a screening tool comes to serve as a "gatekeeper," the pool of candidates may be colored by the exclusion of people who possess other desirable strengths not taken into account by the tool; and

WHEREAS, Anecdotal evidence suggests that MPS could be keeping otherwise qualified candidates from its classrooms; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to cease immediately from using any such online screening tools such as TeacherInsight as a gatekeeper for hiring until MPS has conducted a review of its teacher-hiring practices; and be it

FURTHER RESOLVED, No candidate will be automatically disqualified from employment because of a low score on TeacherInsight; and be it

FURTHER RESOLVED, That the Board direct the Administration to conduct a review of its hiring procedures, with a report to be made to the Board no later than the September 2007 Board cycle.

Administration's Analysis

1. The TeacherInsight, which has been used by the District since May 2003, is an online interview instrument which requires approximately 30 minutes to complete and is administered via a Web interface. The TeacherInsight is available to prospective applicants 24 hours a day/7 days a week so that they can access the TeacherInsight at their convenience. Gallup instantly reports scores through its Web-based reporting site, which enables the District to continue the hiring process as soon as scores are posted. MPS does not use the TeacherInsight as the sole factor in determining eligibility for employment.

2. The Department of Human Resources has as its priority the task of placing an instructor in each classroom on the first day of school. Given the absence of an alternative process until a review is completed, the District will need to continue to use the TeacherInsight.

Strategic Plan Compatibility Statement

3. The recommendations support MPS Strategic Plan, Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; and Goal 7, that the District's central services departments support student learning.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

5. This item does not authorize expenditures.

Implementation and Assessment Plan

6. The Administration will investigate options related to the use of other instruments, continued use of the current instrument, and options that may contemplate no online instrument involvement. This investigation will include surveying other districts, examining current research, and resolving legal compliance issues, if any.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0708R-016 by Director Falk with the following amendments:

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to ~~cease immediately from using any such online screening tools such as TeacherInsight as a gatekeeper for hiring until MPS has~~ conduct~~ed~~ a review of its teacher-hiring practices; and be it

FURTHER RESOLVED, No candidate will be automatically disqualified from employment because of a low score on TeacherInsight; and be it

FURTHER RESOLVED, That the Board direct the Administration to conduct a review of its hiring procedures, with a report to be made to the Board no later than the ~~September~~ November 2007 Board cycle.

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

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(Item 10) Action on a Request for Authorization to Enter into a Sole-Source Contract with the Milwaukee Chapter of Black Alliance for Educational Options (BAEO) to Implement the College Summit Program

Background

1. The College Summit Transition to College Program helps students apply for college and trains teachers in the transition-to-college process, increasing the number of students enrolled in college.

2. College Summit works in partnership with schools, school districts, and colleges to develop a sustainable model for raising college enrollment rates within the community.

3. Across the country, College Summit has supported teachers and principals in bringing the best out in students. Their goal is to strengthen the college-going culture for all students.

4. The Milwaukee Chapter of Black Alliance for Educational Options (BAEO) has been an active partnership with College Summit and Milwaukee Public Schools since September 2005.

Administration's Analysis

5. College Summit funded a pilot program at the Washington High School Complex during the 2005-06 school year. The results were that all students in the pilot program completed the college-transition requirements and submitted college applications. A national data service documents that at least eight (8) of twenty-eight (28) students also enrolled in colleges.

6. The District funded the program at the Washington High School Complex and at Pulaski High School during the 2006-07 school year. Of the 176 participating students, 93% completed college applications. The cost of the program was $45,000. A sole-source waiver had granted for the project.

7. College enrollment data will be documented in Fall 2007. The year-end reports reflect positive results in most areas measured, with substantial improvement in the areas that close the gap between college acceptance and college enrollment.

8. College Summit Program will continue at the Washington High School Complex and Pulaski High School for the 2007-08 school year. The target population will be all the seniors at the two sites; approximately 375 students. The cost of the program will be $90,000. College Summit will provide and perform the following activities through the 2007-08 school year:

- design, organize, and run one residential College Summit workshop in summer;
- design, organize, and run College Summit teacher trainings in summer;
- train students at the 2007 Summer Workshop to serve as "Peer Leaders";
- train faculty to be College Summit Advisors (CSA), and College Summit Coordinators (CSC);
- provide curriculum and related materials toward MPS's implementation of the College Summit Program, including:
  - one *College Summit Navigator*, a post-secondary planning curriculum workbook, per student;
  - one *College Summit Navigator*, Advisor Edition, per CSA participating as an academic advisor; and
  - access by all students and faculty to College Summit's online college application management tool;

- establish criteria by which MPS will identify participating rising seniors for training as Peer Leaders;
- help schools coordinate securing help with studying for the ACT and SAT and track the number of students taking the ACT or SAT and improvement toward college-ready scores.
- provide access to a national network of colleges that recruit the students who participate in the program.

Strategic Plan Compatibility Statement

9. The recommendation supports MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 2, that school communities work together for improvement in academic achievement; Goal 4, that school staffs are accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs are supportive and responsive to students and families; and Goal 8, that the District builds partnerships to support student achievement.

Statute, administrative policy, or Board Rules Statement

10. The sole-source contract complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, which allows for the purchase of specialized skills and talents and the continuation of a proven ongoing service.

Fiscal Impact Statement

11. This item authorizes expenditures in the amount of $90,000 for FY08: $50,000 in account GEN-0-0-SSF-DW-EOTH (Schools Special Funds), and $40,000 in account SD1-0-0-EDV-ER-EPMT (Prepare Materials).

Implementation and Assessment Plan

12. Upon approval by the Board, the Administration will enter into a one-year agreement with BAEO to implement the College Summit Program for all seniors at the Washington High School Complex and at Pulaski High School.

13. Assessment data will detail the number of students who completed the program and its required components and the number of students projected to be enrolled in college.

Committee's Recommendation

Your Committee recommends that the Board enter into the one-year sole-source contract agreement, as attached to the minutes of your Committee's meeting, to run from August 1, 2007, until June 30, 2008, with BAEO to implement the College Summit Program for all seniors at Washington and Pulaski High Schools, at a cost of $90,000 from the fiscal year 2008 budget.

Director Bonds recused himself and left the meeting.

Director Hardin moved to approve the Committee's recommendation, with the cost not to exceed $90,000.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Goldberg, Hardin, Morales, Petersons, Thompson and Vice President Spence—7.

Noes—None.

Recused—Director Bonds—1.

Director Bonds returned to the meeting.

* * * * *

(Item 11) Action on a Request To Approve a Building Use Agreement with MATC

Background

1. The Division of Career and Technical Education has been attempting to revitalize technical education throughout the high schools in the District. High-school administrators have enthusiastically embraced this initiative, but have indicated that there are two major impediments to achieving the goal: (1) the lack of available Tech Ed teachers within MPS, and (2) the lack of funds to bring the existing Tech Ed labs into operating condition.

2. The Division of Career and Technical Education has created a unique partnership between MATC and MPS that overcomes the cited impediments. This partnership takes advantage of MATC's simultaneous lack of sufficient Tech Ed laboratories to meet its own demand and its instructors' technical expertise. The partnership entails MATC's paying to have a Tech Ed laboratory cleaned up, re-tooled, and reopened in exchange for MATC's use of the facility for its own classes. The partnership also entails MATC's teaching at least one career technical education class per semester to MPS students who otherwise would not have access to the classroom experience.

3. The partnership began last year when a local manufacturing interest, the Tramont Corp., approached MATC to train needed welders for employment at Tramont. Already over capacity in the welding area, MATC leased the welding facility at Genesis in North Division Complex in exchange for cleaning up and re-tooling the welding lab and providing an instructor to teach a welding section for MPS students. The well-publicized and well-received partnership allowed Genesis to provide a welding class that it otherwise lacked the funds to provide; MATC to train welders it otherwise may have lacked the capacity to train; local residents the opportunity for employment and further training at Tramont; and Tramont the provision of trained welders that were otherwise unavailable.

4. The Division of Career and Technical Education is seeking to expand the successful partnership to Pulaski High School. The Administration is also seeking the Board approval of the boilerplate master agreement to allow an expansion to other labs as desirable.

Administration's Analysis

5. The Administration seeks to maximize public resources by partnering with MATC through this master use Agreement. This partnership will allow MPS to upgrade and re-open currently unused or under-used technical labs. MATC will be able to use these labs to serve its need for customized short-term adult training for industry. MATC will agree to provide an instructor for a technical education area currently not available at the school site in the agreement. No MPS teaching staff will be reassigned or supplanted because of this agreement.

6. The master use agreement contains all of the provisions required by administrative policies and procedures and ensures that there will be no unsupervised interaction between the pupils participating in the MATC classes and MPS students.

7. Currently, the Administration has identified Pulaski High School and Genesis High School as having the appropriate facilities and need.

8. The Administration seeks the flexibility to identify other schools who could benefit from the partnership and to add those schools to the master use agreement.

Strategic Plan Compatibility Statement

9. The recommendation is consistent with Strategic Plan Goal #1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship

Statute, Administrative Policy, or Board Rules Statement

10. The recommendation is consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), and Administrative Policy 5.01.

Fiscal Impact Statement

11. There is no fiscal impact from this item.

Implementation and Assessment Plan

12. Once the Pulaski High School and Genesis High School use agreements are approved by the Board, the Division of Facilities and Maintenance will facilitate the restoration (clean-up and necessary re-tooling) of the labs and seek appropriate reimbursement from MATC.

13. The Division of Career and Technical Education will facilitate the conversation of the classes that will be taught at Pulaski and Genesis and will determine what certification or credits will result from the classes, if any.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the master use agreement between the Milwaukee Board of School Directors and Milwaukee Area Technical College for both Pulaski and Genesis (North Division High); and

2. approve the master use agreement between the Milwaukee Board of School Directors and Milwaukee Area Technical College to allow the Division of Career and Technical Education to expand the partnership based on need and availability.

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

* * * * *

(Item 12) Action on a Request to Approve Contracts with Supplemental Educational Services Providers

Background

1. Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in low-performing schools. As identified in the federal No Child Left

Behind act of 2001, supplemental educational services must be provided outside of the regular school day and be high-quality, research-based, and specifically designed to increase student academic achievement. Under Title I of the ESEA: No Child Left Behind Act, the parents of students who are enrolled in a school that has been designated as a School Identified for Improvement (SIFI), and that has not made adequate yearly progress (AYP) for three or more years, 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, parents then has the ability to direct resources, up to $1,795.00 per student, to any one of the selected entities to access services for their children. 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 Act:

> The local educational agency serving such school (school in need of improvement) shall, subject to this subsection, arrange for the provision of supplemental educational services to eligible children in the school from a provider with a history of demonstrated effectiveness, as selected by the parents and approved for that purpose by the State educational agency in accordance with reasonable criteria, consistent with paragraph (5), that the State educational agency shall adopt.

6. According to Title I, Section 1116(e)(3), of the Elementary and Secondary Education Act:

> In the case of the selection of an approved provider by a parent, the local educational agency shall enter into an agreement with such provider. Such agreement shall (D) contain provisions with respect to the making of payments to the provider by the local educational agency.

7. Administrative policy 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 47 supplemental-service providers to serve eligible students from Milwaukee Public Schools, 24 of whom have chosen to serve eligible students from Milwaukee Public Schools for the 2007-08 school year. A listing of the 22 state-approved supplemental service providers who chose to provide services to eligible students in the Milwaukee Public Schools, the amounts paid to the providers for the 2006-07 school year, and the number of students served is as follows:

Supplemental Educational Services Providers for 2006-07 School Year	Students Enrolled	Total Paid
1. A Better Grade	39	$65.258.00
2. Acadamia	117	$42,577.00
3. Agape Love Community Resource Center	58	$106,162.00
4. Bright Futures	15	$11,719.00
5. Cardinal Stritch	4	$1,320.00
6. Catapult	925	$679,494.71
7. Greater New Birth Church	6	$7,432.00
8. Holy Redeemer	18	$2,362.50
9. Huntington	19	$21,844.00
10. Learning Exchange	348	$195,634.20
11. Mainstream	597	$650,504.85
12. Motivating Minds	181	$224,739.30
13. Nonpublic Educational Services, Inc. (NESI)	78	$46,805.20
14. New Hope Missionary Baptist Church	14	$10,408.00
15. PMG Educational Services, LLC	132	$167,610.60
16. Private Industry	36	$39,096.00
17. Sixten Tutoring Inc.	144	$207,343.25
18. Sparkplug Education Program	102	$144,778.00
19. Step Ahead Tutors	209	$200,339.82
20. Tools of Empowerment	321	$317,666.10
21. VTV, Inc.	24	$33,164.10
22. YMCA	14	$3,748.50
Total	**3,362**	**$3,114,749.13**

9. 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.

10. There are currently 12 MPS schools that have been designated as:

Level 2 ..... Burroughs Middle School (6-12), Northern Star (Gr. 6-9), Scott School for Health Sciences (Gr. 6-8), Custer High School (Gr. 9-12), Vincent High School (Gr. 9-12)

Level 2 Improved..... No schools

Level 3 ..... Kilmer (Grade 9-12), Bay View High School (Gr. 9-12)

Level 3 Improved..... No schools

Level 4 ..... Metropolitan High School (Gr. 9-12), HR Education Complex (Gr. 6-12

Level 4 Improved..... Milwaukee Education Center (Gr. 6-8)

Level 5 ..... Pulaski High School (Gr. 9-12), Madison High School (Grade 12 ONLY)

11. MPS must provide the option of supplemental educational services to eligible students in these schools.

Strategic Plan Compatibility Statement

12. 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, or Board Rules Statement

13. The item is consistent with federal, state, and local laws as well as with administration policy and procedure.

Fiscal Impact Statement

14. 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 FY08 set-aside is $4,498,983, which could serve 6,429 students in supplemental education services, based on the current per pupil rates. Budget Code GEN-0-I-1S8-DW-ECTS (Contract Services)

Implementation and Assessment Plan

15. Upon approval by 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. 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 supplemental educational services under the guidelines of the No Child Left Behind Act.

16. The Administration will provide the Board with a quarterly report of the number of parents who have chosen each of these providers.

17. 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 $4,498,983, to begin in October 2007 and to end in June 2008. The contracts must meet all local contract requirements of the Milwaukee Public Schools.

1. A Better Grade
2. Acadamia, LLP
3. Academic Solutions of Milwaukee
4. Agape Love Community Resource Center
5. Brain Hurricane
6. Cardinal Stritch University Reading Center
7. Catapult Online Learning
8. Club Z! In-Home Tutoring Services
9. Greater New Birth Church
10. Holy Redeemer Christian Academy
11. Huntington Learning Centers, Inc.
12. Learning Exchange
13. Mainstream Development Group
14. Motivating Minds

15. New Hope Missionary Baptist Church
16. Paulette Y. Copeland Crossroads Center
17. PMG Educational Services, LLC
18. Private Industry Council of Milwaukee County
19. S.O.A.R. (Setting Ourselves Above the Rest)
20. Sherbro Educational Services LLC
21. Sparkplug Education Program
22. Step Ahead Tutors
23. Tools of Empowerment Educational Service
24. VTV, Inc. Victory After School Program VASP

Director Thompson moved to approve the Committee's recommendation,

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Morales, Petersons, Thompson and Vice President Spence—7.

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

(Item 13) Action on A Recommendation to Approve the Funding of New Contracts for 21st Century Community Learning Centers (CLCs)

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 our city's youth.

2. For the past 9 years, the MPS CLCs have been an invaluable resource in helping students receive academic assistance and leadership- and youth-development activities, as well as the support of caring adults during non-school hours.

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 school in developing extended-day academic, recreation, and parent/family programming. The eleven (11) Lead Agency partners included in this item have a combined total of 736 years of youth development work and are an invaluable resource in helping to make successful connections between the CLCs and student achievement.

4. Annually, the MPS CLCs serve over 16,000 youth. CLC surveys conducted each year continue to yield favorable results. Data collected in 2006-07 found that 96% of the students surveyed rated the CLCs as "okay" or "great," 94% of the students surveyed indicated that they feel safe at the CLC, and 93% of parents surveyed rated the CLC as good or excellent.

5. Behavioral changes in participants have been validated through teacher surveys. Teacher surveys conducted in 2005-06* at MPS's 43 CLCs indicated that 75% of the CLC regular attendees improved their behavior in the classroom. (*2006-07 data will be available in September 2007.)

Administration's Analysis

6. This item seeks permission to enter into contracts in FY08 for CLC services as follows:

CLC Projects FY08		
Agency	**Sites**	**Amount**
Boys & Girls Clubs	Allen-Field Elementary School	$128,000
Boys & Girls Clubs	Bethune K-8 Academy	$49,000
Boys & Girls Clubs	Carver K-8 Academy	$98,000
Boys & Girls Clubs	Cass Street K-8 School	$98,000
Boys & Girls Clubs	Clarke Street K-8 School	$93,100
Boys & Girls Clubs	Eighty-first Street K-8 School	$73,500
Boys & Girls Clubs	Fernwood K-8 School	$98,000
Boys & Girls Clubs	Fifty-third Street Elementary School	$93,100
Boys & Girls Clubs	Fratney Elementary School	$73,500
Boys & Girls Clubs	Gaenslen K-8 School	$19,600
Boys & Girls Clubs	Grand Avenue Middle School	$98,000
Boys & Girls Clubs	Lincoln Avenue Elementary School	$98,000
Boys & Girls Clubs	Lloyd Street Elementary School	$98,000
Boys & Girls Clubs	Marshall High School Campus	$98,000
Boys & Girls Clubs	Metcalfe K-8 School	$24,500
Boys & Girls Clubs	Milwaukee Education Center Middle School	$93,100
Boys & Girls Clubs	Pierce Elementary School	$73,500
Boys & Girls Clubs	Riley Elementary School	$24,500
Boys & Girls Clubs	Seher K-8 School	$24,500
Boys & Girls Clubs	Sherman K-8 School	$93,100
Boys & Girls Clubs	Siefert Elementary School	$113,000
Boys & Girls Clubs	Thirty-fifth Street K-8 School	$49,000
Boys & Girls Clubs	Townsend K-8 School	$98,000
Boys & Girls Clubs	Vieau K-8 School	$98,000
Boys & Girls Clubs	Wedgewood Park International School	$98,000
COA Youth & Family Centers	Auer Avenue K-8 School	$98,000
COA Youth & Family Centers	Hopkins K-8 School	$98,000
COA Youth & Family Centers	O.W. Holmes K-8 School	$98,000
COA Youth & Family Centers	Riverside University High School	$98,000
COA Youth & Family Centers	Washington High School Complex	$98,000
Journey House	Fritsche Middle School	$98,000
Journey House	Humboldt Park K-8 School	$98,000
Journey House	Longfellow K-8 School	$113,000
Latino Community Center	Kagel Elementary School	$128,000
Latino Community Center	South Division High School	$98,000
Milwaukee County UW Extension	21st Street Elementary School	$98,000
Neighborhood House	Milwaukee High School of the Arts	$98,000
Northcott Neighborhood House	Green Bay Avenue Elementary School	$98,000
Northcott Neighborhood House	Greenfield K-8 School	$98,000
Northcott Neighborhood House	Keefe Avenue K-8 School	$98,000
Northcott Neighborhood House	Lee K-8 School	$98,000
Northcott Neighborhood House	Lincoln Center Middle School of the Arts	$98,000
Northcott Neighborhood House	Multiplex North	$98,000
Northcott Neighborhood House	Northwest Secondary School	$64,000
Northcott Neighborhood House	Wheatley Elementary School	$98,000
Our Next Generation	Westside Academy I & II	$128,000
Silver Spring Neighborhood Center	Browning Elementary School	$98,000
Silver Spring Neighborhood Center	Burroughs Middle School	$98,000

CLC Projects FY08		
Agency	**Sites**	**Amount**
Silver Spring Neighborhood Center	Northwest Secondary School	$64,000
U.M.O.S.	Kosciuszko Middle School	$98,000
YMCA	Engleburg Elementary School	$98,000
YMCA	LaFollette K-8 School	$98,000
YMCA	Mitchell K-8 School	$98,000
	Total	**$4,756,000**

7. These CLC contract allocations reflect the dollar amount an agency will receive in FY08 if it maintains the required average daily attendance as outlined in the 2007-08 CLC Contract.

Strategic Plan Compatibility Statement

8. This program supports the MPS Strategic Plan, Area 1: Student Success Through Academic Achievement; Area 2/Goal 1: School communities work together for improvement in academic achievement; and Area 3/Goal 8: The district builds partnerships to support student achievement.

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 $4,756,000. This funding will come from six (6) 21st Century Community Learning Center grants awarded to the District by the Wisconsin State Department of Public Instruction and the MPS Extension Fund. Funds are budgeted as follows:

GEN-*XI-217-*XX-ECTS0000	$ 25,000	(Recreation Contract Services)
DTI-*XI-SY8-*XX-ECTS0000	$ 30,000	(Recreation Contract Services)
GEN-*XI-LC8-*XX-ECTS0000	$ 1,500,000	(Recreation Contract Services)
GEN-*XI-2C8-*XX-ECTS0000	$ 942,000	(Recreation Contract Services)
GEN-*XI-D28-*XX-ECTS0000	$ 98,000	(Recreation Contract Services)
GEN-*XI-2L8-*XX-ECTS0000	$ 1,176,000	(Recreation Contract Services)
GEN-*XI-DL8-*XX-ECTS0000	$ 593,000	(Recreation Contract Services)
CSV-*XI-CNR-*XX-ECTS0000	$ 392,000	(Recreation Contract Services)
Total	**$ 4,756,000**	

(*=Appropriate grade levels and site locations will be inserted here upon approval by the Board.)

Implementation and Assessment Plan

11. The 21st Century CLC project's 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. Collaborative CLC Standards meetings have been held with CLC site coordinators, academic coordinators, principals, and lead agency representatives to determine the criteria to which the CLCs will be held accountable. The indicators of successful CLC programs will be measured in the following areas in FY08:

- 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 2007-08 CLC Contract.

- Quality Academic Support/Homework Help: The CLC site coordinator, academic coordinator, day school teachers, and principal will work together to design a 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 (3) 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.

14. Scores in these areas will be used to evaluate the overall performance of each CLC site, as well as future continuation and funding levels.

Committees Recommendation

Your Committee recommends that the Board authorize the Administration to enter into the following contracts for FY08 (July 1, 2007-June 30, 2008) with the following lead agencies:

CLC Projects FY08		
Agency	**Sites**	**Amount**
Boys & Girls Clubs	Allen-Field Elementary School	$128,000
Boys & Girls Clubs	Bethune K-8 Academy	$49,000
Boys & Girls Clubs	Carver K-8 Academy	$98,000
Boys & Girls Clubs	Cass Street K-8 School	$98,000
Boys & Girls Clubs	Clarke Street K-8 School	$93,100
Boys & Girls Clubs	Eighty-first Street K-8 School	$73,500
Boys & Girls Clubs	Fernwood K-8 School	$98,000
Boys & Girls Clubs	Fifty-third Street Elementary School	$93,100
Boys & Girls Clubs	Fratney Elementary School	$73,500
Boys & Girls Clubs	Gaenslen K-8 School	$19,600
Boys & Girls Clubs	Grand Avenue Middle School	$98,000
Boys & Girls Clubs	Lincoln Avenue Elementary School	$98,000
Boys & Girls Clubs	Lloyd Street Elementary School	$98,000
Boys & Girls Clubs	Marshall High School Campus	$98,000
Boys & Girls Clubs	Metcalfe K-8 School	$24,500
Boys & Girls Clubs	Milwaukee Education Center Middle School	$93,100
Boys & Girls Clubs	Pierce Elementary School	$73,500
Boys & Girls Clubs	Riley Elementary School	$24,500
Boys & Girls Clubs	Seher K-8 School	$24,500
Boys & Girls Clubs	Sherman K-8 School	$93,100
Boys & Girls Clubs	Siefert Elementary School	$113,000
Boys & Girls Clubs	Thirty-fifth Street K-8 School	$49,000
Boys & Girls Clubs	Townsend K-8 School	$98,000
Boys & Girls Clubs	Vieau K-8 School	$98,000
Boys & Girls Clubs	Wedgewood Park International School	$98,000

CLC Projects FY08		
Agency	**Sites**	**Amount**
COA Youth & Family Centers	Auer Avenue K-8 School	$98,000
COA Youth & Family Centers	Hopkins K-8 School	$98,000
COA Youth & Family Centers	O.W. Holmes K-8 School	$98,000
COA Youth & Family Centers	Riverside University High School	$98,000
COA Youth & Family Centers	Washington High School Complex	$98,000
Journey House	Fritsche Middle School	$98,000
Journey House	Humboldt Park K-8 School	$98,000
Journey House	Longfellow K-8 School	$113,000
Latino Community Center	Kagel Elementary School	$128,000
Latino Community Center	South Division High School	$98,000
Milwaukee County UW Extension	21st Street Elementary School	$98,000
Neighborhood House	Milwaukee High School of the Arts	$98,000
Northcott Neighborhood House	Green Bay Avenue Elementary School	$98,000
Northcott Neighborhood House	Greenfield K-8 School	$98,000
Northcott Neighborhood House	Keefe Avenue K-8 School	$98,000
Northcott Neighborhood House	Lee K-8 School	$98,000
Northcott Neighborhood House	Lincoln Center Middle School of the Arts	$98,000
Northcott Neighborhood House	Multiplex North	$98,000
Northcott Neighborhood House	Northwest Secondary School	$64,000
Northcott Neighborhood House	Wheatley Elementary School	$98,000
Our Next Generation	Westside Academy I & II	$128,000
Silver Spring Neighborhood Center	Browning Elementary School	$98,000
Silver Spring Neighborhood Center	Burroughs Middle School	$98,000
Silver Spring Neighborhood Center	Northwest Secondary School	$64,000
U.M.O.S.	Kosciuszko Middle School	$98,000
YMCA	Engleburg Elementary School	$98,000
YMCA	LaFollette K-8 School	$98,000
YMCA	Mitchell K-8 School	$98,000
	Total	**$4,756,000**

Director Hardin moved to approve the Committee's recommendation,

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Thompson and Vice President Spence—7.

Noes—None.

Temporarily absent—Director Morales—1.

* * * * *

(Item 14) Authorization to Enter into a Contract with Preps on the Net to Broadcast Live High-School Basketball and Football Games on the Internet

Background

1. Preps on the Net's mission statement says its goal is to promote Wisconsin high-school basketball and football programs and to provide an additional revenue source to bolster athletic

departments. The concept is to provide access to live video streams of Wisconsin high school basketball and football over the Internet via Preps on the Net's website. Preps on the Net would provide equipment and training to each school.

2. Preps on the Net would solicit subscribers to this service. Subscriptions cost $9.95 per month, with $2 being given to a designated school. Each subscriber designates which school receives $2. Subscriptions would allow the viewing of all games involving schools participating in this program. Additional dollar amounts may be available to Milwaukee Public Schools, based on large viewing of MPS games.

3. Milwaukee Public Schools would have exclusive rights to edit out or to cease videotaping.

4. Preps on the Net would also provide player and coach profiles, statistics, and interviews.

5. The WIAA has endorsed this program.

Administrative Analysis

6. Providing this service will allow schools to receive additional money to help support athletics. Future benefits could include endorsement and advertising money.

7. Coaches would benefit from easier access to scout future opponents.

8. Players would have greater exposure to college coaches.

9. The opportunity would exist for community and family members who cannot attend games in person to see them via the internet.

10. Schools in Illinois, Minnesota, New Mexico, Oregon, and Texas are currently broadcasting live over the internet.

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, Goal 8, the district builds partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

12. The City Attorney has reviewed this agreement and has identified no legal impediment to MPS entering into the Agreement.

13. This item is consistent with Administrative policy and procedures.

Implementation and Assessment

14. Implementation would begin upon the Board's approval of this item. Some football games may be broadcast during the 2007 season. We would move for all basketball games to be broadcast during the 2007-08 season.

Fiscal Impact

15. This item does not authorize any expenditure from Board funds. Any revenue realized from the subscriptions will be credited to the designated school.

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 Preps on the Net to Provide access to a live video stream over the internet of Wisconsin high school basketball and football via Preps on the Net website and to provide schools with a fundraising source from the subscription cost.

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

* * * * *

(Item 15) Action on a Request to Approve the Decade of Hope Master Lease Agreement with the Boys and Girls Club of Greater Milwaukee

Background

1. In March 2007, the Boys and Girls Club of Greater Milwaukee (BGCGM) presented its Decade of Hope plan to the Board. The Decade of Hope is an ambitious $90 million fundraising strategy that would significantly increase the BGCGM's level of partnership with Milwaukee Public Schools and is pledged to:

   a. expand the number of Community Learning Centers (CLCs) operated by the BGCGM; and

   b. use Decade of Hope funds to enhance CLC program operations by increasing staffing levels or providing the SPARK Early Literacy Program.

2. For the past 8 years, the MPS CLCs, in partnership with BGCGM and 10 other community-based organizations, have been an invaluable resource in helping students receive academic assistance, leadership- and youth-development activities, as well as the support of caring adults during non school hours.

Administration's Analysis

3. BGCGM is Milwaukee's largest youth-serving agency, with a core mission to offer positive and safe activities for children ages 6-18 to inspire and empower all young people

4. BGCGM currently operates six full-service branch locations throughout Milwaukee and 19 school-based safe places/community learning centers in Milwaukee and Waukesha.

5. BGCGM has commenced its Decade of Hope initiative to raise $90 million to expand its offering of CLCs for the benefit of Milwaukee youth over the next 10 years.

6. BGCGM will operate 25 CLCs in FY08 and will make good-faith efforts to add 3 additional CLC sites per year as funding permits, until a total of 37 sites is reached.

7. Each of the CLCs operating pursuant to this lease shall be funded minimally at the base CLC Program cost of $100,000 for school-year (9-month) programs and $140,000 for year-round (12-month) programs.

8. MPS covenants to match BGCGM funding at each CLC site at a minimum of $50,000 with dedicated MPS funds. Dedicated funds are defined as monies received from the Wisconsin Department of Public Instruction under the 21st Century Community Learning Centers grants.

9. MPS agrees to cooperate with BGCGM efforts to secure funding by:

a. partnering non-exclusively with BGCGM as long as it remains on the approved list generated by the RFP of "Agencies to Partner with Milwaukee Public Schools for the Provision of Before- and After-School Programs";

b. serving as the Lead Educational Agency (LEA) and submit grant applications to the Wisconsin Department of Public Instruction for annual CLC funding for BGCGM; and

c. giving BGCGM the right to allocate naming rights for programs offered at the schools as a means of raising funds to support the CLC Programs.

10. In accordance with Wisconsin Statute 119.18, and contingent upon BGCGM's successful Decade of Hope fundraising initiative, MPS wishes to make space available to BGCGM consisting of designed spaces, equipment, furniture, and fixtures within the schools for the purpose of allowing BGCGM to provide certain after-school, non-school-day and summer enrichment programs, as detailed in the attached Boys and Girls Club of Greater Milwaukee Decade of Hope Master Lease Agreement.

Strategic Plan Compatibility Statement

11. 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 or Board Rules Statement

12. The item is consistent with other lease arrangements as well as administrative policies and procedures.

Fiscal Impact Statement

13. This item does not commit any Board funds. Funding is limited to Decade of Hope funds raised by the Boys and Girls Club and grant funds received from the Department of Public Instruction for the provision of Community Learning Centers.

Implementation and Assessment Plan

14. Upon approval by the Milwaukee Board of School Directors, the Administration will work with officials from the Boys and Girls Club to execute the agreement.

Committee's Recommendation

Your Committee recommends that the Board authorize the Decade of Hope Master Lease Agreement as attached to the minutes of your Committee's meeting.

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

* * * * *

COMMITTEE ON 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) Informational Report on the Military and College Recruitment Opt-out Forms and Their Distribution to Students at the Start of the 2007-08 School Year

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

Background

1. At its regular meeting on October 20, 2005, the Milwaukee Board of School Directors adopted Resolution 0506R-015 by Directors Blewett and Morales:

> WHEREAS, The fewer than four paragraphs of Section 9528 and related provisions in the National Defense Authorization Act for Fiscal Year 2002 are buried within the more than 700 pages of the No Child Left Behind Act (NCLB); and
>
> WHEREAS, One of the provisions in Section 9528 requires school districts that receive NCLB assistance to share student information such as names and addresses of students with military recruiters and/or recruiters for institutions of higher education; and
>
> WHEREAS, Students and their parents may not even know that such personal information is subject to disclosure to military recruiters and/or recruiters for institutions of higher education or that they have the right to prohibit the release of such information; and
>
> WHEREAS, Current law under NCLB — by instituting an "opt-out" rather than an "opt-in" policy in releasing information to military recruiters — makes it incumbent upon high-school students and their parents who wish to maintain the confidentiality of the students' information to take active measures if they wish to enjoy the privacy that has long been taken for granted as a fundamental Constitutional right; and
>
> WHEREAS, Students and their parents cannot be expected to take such measures to protect their rights if they are unaware that such measures are necessary; and
>
> WHEREAS, Its is a responsibility of public education in this country to ensure that students learn not only of their civic responsibilities, but also of their civil rights; now, therefore, be it
>
> RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a single-page opt-out form that may be filled out by either high-school students themselves or by their parents or guardians who wish to prohibit release of personal information to the military and/or institutions of higher education under NCLB; and be it
>
> FURTHER RESOLVED, That all high schools be required to distribute these forms to students during the students' home base period within the first week of school (or — for this year only — within the first week after publication).

2. On March 30, 2006, the Administration presented to the Board a follow-up report to Resolution 0506R-015 regarding single-page opt-out forms and various means of making the forms available to high-school students. The Board received the report and approved the draft guidelines and the revised opt-out forms as presented in the report.

3. On September 29, 2006, the Administration responded to a request for information from the Office of Board Governance regarding Director Blewett's resolution relative to the military recruitment aspects of No Child Left Behind.

4. On July 26, 2007, the Administration responded to Resolution 0607-035 by Director Blewett regarding revision of Administrative Procedure 7.32(2), Career Guidance, section (a), Guidelines Relating to College Admission College Admission Counselors and Military Recruiters Visiting High Schools.

Administration's Report

5. Access to the updated opt-out forms (attached) — in English, Spanish, and Hmong — that allow high-school students themselves or their parents or guardians to prohibit release of personal information to the military or institutions of higher education under NLCB will be available in the following ways for the 2007-08 school year:

a. the opt-out forms will be published in the 2007-2008 *Parents, Students Handbook on Rights Responsibilities and Discipline*;

b. information regarding the opt-out provision has been included in the principals' Opening Day packet;

c. all principals and school leaders have received a cover letter explaining the opt-out provision, along with a copy of the opt-out form for distribution during homeroom or home base;

d. principals have been directed to include information in their student handbooks regarding the opt-out provision;

e. the forms have been provided to school principals, teacher leaders, and guidance counselors, who may make and place copies of the forms in suitable locations within their schools;

f. Student Services worked with the Department of Technology to develop an auto-dialer message to all high-school students, informing them of the right and ability to opt-out of having their information released to college or military recruiters;

g. information regarding the opt-out provision has been included in the first Administrators' Bulletin;

h. information is also available on the MPS Portal under the "Parents" tab (MPS Home >> Parents >> General Help), as well as through other links on the Portal. Efforts are also underway to place it on the front page of the MPS Portal; and

i. an electronic downloadable version of the opt-out form is currently available on the MPS portal (ESEA subfolder: Armed Forces and College Recruitment).

* * * * *

(Item 2) Action on Resolution 0708R-033 by Director Blewett To Approve a Resolution Proposal for Submission to the WASB (Wisconsin Association of School Boards) Policy and Resolutions Committee Seeking Support for a Comprehensive Tax Disclosure Law

Background

At its meeting on July 28, 2007, the Milwaukee Board of School Directors referred Resolution 0708R-033 by Director Blewett to the Committee on Legislation, Rules and Policies:

WHEREAS, The Milwaukee Public Schools' Board of School Directors is the one and only member of Region 14 of the Wisconsin Association of School Boards (WASB); and

WHEREAS, The Wisconsin Association of School Boards (WASB) has designated a process to submit 2008 resolution proposals to be considered by the WASB Policy and Resolutions Committee; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, all proposed resolutions must be officially approved at a meeting of the respective school board prior to the September 15, 2007, submission deadline; and

WHEREAS, All WASB 2008 Resolution Proposals must be in the prescribed format used below; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors approve the following WASB 2008 Resolution Proposal for submission to the WASB Policy and Resolutions Committee prior to the September 15, 2007, deadline for submissions:

---------- **PROPOSAL FOR THE 2008 DELEGATE ASSEMBLY** ----------

Subject: Tax Disclosure Law

Submitted by: Peter Blewett, Milwaukee Board of School Directors

Resolution: Resolved that the Wisconsin Association of School Boards support enactment of a comprehensive Tax Disclosure Law that includes the following elements:

- Requires the Wisconsin Department of Revenue to publish on a regular, periodic basis a Tax Incidence Study [showing how tax responsibility is distributed among income groups and other categories].
- Requires the Department of Revenue to publish on a regular, periodic basis a Report of Tax Expenditures [a full list of tax credit, deduction and exemption programs that reduce state and local revenue] and to notify school boards and municipal governing bodies when the report is published. (Note: the Summary of Tax Exemptions Devices Report is published every two years (in the odd January) and is available on the DOR Website.)
- Allows an individual taxpayer to request information on Wisconsin corporate income tax liability and payments made to Wisconsin by a corporation and by all subsidiaries and affiliates of that corporation that are required to file a Wisconsin tax return by naming the parent corporation or holding company at the time of making the request. [easy-to-access data on corporate income tax payments].

Rationale:

We often hear complaints from certain interests that Wisconsin's taxes are too high. In order to assess this assertion, one must be able to identify whose taxes are being referred to and how much they are paying. A reasoned discussion of Wisconsin's tax climate requires that citizens have access to basic information about who actually pays Wisconsin taxes, how much they pay, and which taxes they pay or don't pay (e.g., what tax exemptions or other tax breaks enjoy that other taxpayers do not enjoy.

We often hear that over time taxes have been shifted from one group of taxpayers to another or that a given tax relief proposal will not reduce taxes but will merely shift the burden from one group of taxpayers to another, but few members of the public have access to accurate and current information about who actually pays Wisconsin taxes and how much they pay.

Economists call the process by which a tax is passed on to someone else tax shifting. Such shifting is often the result of transactions between the person who pays the tax and the person to whom the actual burden of the tax is shifted and may occur as the result of changes in the price or quality of the item sold. When such shifting takes place, economists say the incidence of the tax is borne by a person other than the party toward whom the tax is directed. The incidence of a tax falls on the person who in effect pays the tax, often through higher price or reduced quality. The point of incidence is the final resting place of the tax.

It is difficult for Wisconsin residents to obtain reliable and current information about on whom the incidence of state taxes actually falls. There is currently no statutory requirement that such studies be undertaken or published. The Wisconsin Department of Revenue (DOR) completed its most recent study of tax incidence in December 2004. This 2004 study was the first tax incidence study done by the DOR in roughly 20 years. (Absent a requirement to conduct such studies, these sorts of studies are seldom undertaken because they are time- and labor-intensive.) This proposal would require that such studies be undertaken and published on a regular, periodic basis.

Every two years, the Department of Revenue (DOR) is required — under section 16.425 of the Wisconsin Statutes — to prepare a summary of existing tax exemption devices. This Summary of Tax Exemption Devices publication provides a comprehensive review of state tax exemption devices, including income sales and property tax exemptions, and their corresponding state fiscal effects. It is an important tool for policymakers who wish to keep the revenue loss associated with current state tax exemptions in perspective. Very few state residents are aware of this publication and the information it contains. This report does not, however, break down the effects of these tax exemption devices on local governments, including schools. This proposal would require that the Department of Revenue notify school boards and municipal governing bodies when the report is published.

Wisconsin has a unique exception to its tax record confidentiality laws that allows individuals to obtain information for a fee about net Wisconsin income taxes paid by individuals or corporations. Section 71.82 (2), Wis. Stats., provides as follows:

> DISCLOSURE OF NET TAX. The department shall make available upon suitable forms prepared by the department information setting forth the net Wisconsin income tax, Wisconsin franchise tax or Wisconsin gift tax reported as paid or payable in the returns filed by any individual or corporation, and any amount of delinquent taxes owed, as described in s. 73.03 (62), by any such individual or corporation, for any individual year upon request.
>
> Before the request is granted, the person desiring to obtain the information shall prove his or her identity and shall be required to sign a statement setting forth the person's address and reason for making the request and indicating that the person understands the provisions of this section with respect to the divulgement, publication or dissemination of information obtained from returns as provided in sub. (1).
>
> The use of a fictitious name is a violation of this section. Within 24 hours after any information from any such tax return has been so obtained, the department shall mail to the person from whose return the information has been obtained a notification which shall give the name and address of the person obtaining the information and the reason assigned for requesting the information. The department shall collect from the person requesting the information a fee of $4 for each return.
>
> Section 71.82 (1), Wis. Stats., (in pertinent part) allows the disclosure of this net tax liability information for limited purposes. It provides that:
>
> This subsection does not prohibit publication by any newspaper of information lawfully derived from such returns or claims for purposes of argument or prohibit any public speaker from referring to such information in any address.

One problem with this law is that, although information about a corporation's net tax liability may be obtained, one must specify the name of the corporation exactly in order to obtain the information. Many corporations have numerous subsidiaries or affiliated companies to which they may shift income and thus income tax liability. As a result, unless one requests information using the exact name of each and every subsidiary or affiliate, the information received may not accurately reflect the net taxes actually paid by that parent corporation and its family of subsidiaries and/or affiliates. Because the DOR must be aware of these interrelationships in order to effectively monitor and/or audit each family of companies, one way to obtain accurate and complete information about a family of companies would be to require the DOR to provide or make available to the requestor w information about each and every parent, affiliate or subsidiary corporation within a family of corporations or related entities.

This proposal would allow an individual taxpayer to request information on Wisconsin corporate income tax liability and payments made to Wisconsin by a corporation and by all subsidiaries and affiliates of that corporation that are required to file a Wisconsin tax return by naming the parent corporation or holding company at the time of making the request. It would accomplish this by requiring the Department of Revenue to make this information available to the requestor.

Ed. Note: The attachments to this item may be accessed directly from the web at the following URLs (links are valid as of August 2, 2007):

http://www.revenue.wi.gov/ra/07incent.pdf
(Summary of Tax Exemption Devices)

http://www.revenue.wi.gov/ra/07sumrpt.pdf
(State Tax Incentives for Economic Development in Wisconsin)

http://www.wisconsinsfuture.org/taxes/CorpTaxCompWithNumbers.ppt
("Wisconsin Tax Heaven: The Corporate Contribution to State and Local Tax Revenue" [PowerPoint Presentation])

http://www.wisconsinsfuture.org/publications/protectingservices/Broken%20Partnership.pdf
("Broken Partnership: How Wisconsin's Corporate Sector Underpays State and Local Taxes by $1 Billion")

Committee Recommendation

Your Committee recommends that the Board approve the resolved portion of the Resolution.

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

* * * * *

REPORTS OF SPECIAL COMMITTEES

Director Hardin gave notice that at the next regular Board meeting she intended to make a motion to move the Reports of Special Committees up in the agenda for consideration prior to Reports of Standing Committees.

The Director, Office of Board Governance/Board Clerk presented one expulsion order from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Goldberg moved to accept the report of the Independent Hearing Panel of Friday, August 10, 2007.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson, and Vice President Spence—8.

Noes—None.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Delegate: Director Spence

Major Activities

- Technical assistance orientation for the Education Manager was presented by Wendy Bowe & Bill Welch from Region 5.
- Technical assistance orientation for the Health, Mental Health, and Disabilities Manager presented by Diane Griffith & Bill Welch from Region 5.
- Program Information Report has been completed.
- Staff members are conducting parent orientation meetings for students new to the Head Start program in the 2007-08 school year
- Staff attended summer enrollment meeting.
- Recruitment for the Head Start Program is being conducted.
- Head Start Program Coordinator conducted interviews for family partnership associates.
- Three staff members attended Educational Plan review team training,
- Two staff members attended a meeting on the Ages and Stages developmental screening tool.
- Head Start teachers received training on new curricula, Developmental Learning Materials: Early Childhood Express and Early Childhood Hands-on Science.
- Staff attended the Principals' Kick-Off
- The Health Coordinator attended a meeting on qualifying Head Start students for medical screenings.
- Health, Mental Health, and Disabilities Manager provided professional development for the Division of Early Childhood.
- Program Coordinator & Health, Mental Health, and Disabilities Manager attended a meeting with Special Services to coordinate services between Special Education and Head Start.
- Head Start staff held meetings.
- Management held meetings.
- Site visits were completed at Congress and Silver Spring.
- The Program Coordinator attended Division of Early Childhood meetings.
- Program Coordinator and Division Director attended a special meeting concerning Carleton Elementary School.
- Head Start Principals' meeting will be held.
- Health, Mental Health, and Disabilities Manager will attend follow-up meeting on lead poisoning.
- Staff participated in District's summer enrollment.

* * * * *

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

Submitted by: Director Peter Blewett

Previous Two Months' Summary

- Tom Morgan, the new executive director of the MTEA, and Donald Sykes, the new president of the Private Industry Council, have been welcomed to the MPA as Executive Partners. Gerard Randall will continue as Chairman of the Executive Partners through December 2007.
- Six applications have been received thus far in the current search for a new MPA executive director. The Search Committee has reviewed these applications and selected four candidates. Interviews will be scheduled and conducted by the MPA Leadership Team.
- The Implementation Team's meeting schedule has been set for 2007-08: This group will continue to meet on the second Monday of every month.
- The MPA Partners' meeting schedule for 2007-08 has been set: These quarterly meetings will be held from 7:30 to 9:30 a.m. at the Private Industry Council on the following dates: September 21, 2007; December 14, 2007; March 14, 2008; and June 20, 2008.
- The MPA Annual Implementation Team Retreat was held on August 17, 2007. Approximately 40 people attended. An overview and summary of strategies of the approved Strategic Plan (Action Plan to Improve MPS, 2007-2012) was given. Work groups met to begin development of their work plans for 2007-08 in alignment with the Strategic Plan. Work groups then shared goals and identification of next steps before the retreat concluded.

  The new Literacy Work Group met for the first time during the retreat. Work group co-chairs will be Delorse Cole-Stewart, MPS K-12 Reading Curriculum Specialist, and Linda Gordy, Associate Dean of the School of Urban Initiatives and Chair of Literacy & Language Development Programs, Cardinal Stritch University.
- The full-day retreat on induction held on August 13, 2007, was well attended. Very meaningful discussions and work occurred around induction activities and resources; assessment of strengths, challenges, and needs; alignment of resources, support, and strategies; and goal-setting and next steps for 2007-08. The Teacher & Principal Quality Work Group will continue the work on induction efforts to provide the most effective support possible for new teachers in MPS.
- The MPA did a national presentation for the Association for Teacher Educators Summer Institute Panel on Urban Partnerships, July 28-30, 2007, in Milwaukee. Christine Anderson (NEA Foundation Grant), Linda Post (UWM), and Phil Blenski (Literacy Coach from Riverside University High School) were the presenters.
- NEA Foundation Grant Update:
  - — Christine Anderson gave a presentation to the NEA Foundation in Kansas City on August 1 on the work to close the achievement gaps.
  - — The NEA Foundation grant is sponsoring SEWAC training for high schools in the grant. Training development is in progress. Alverno College will provide the training.
  - — The NEA Foundation Grant's Principal Investigator has been meeting with the new MTEA Executive Director, Tom Morgan, to embrace him as a partner in the work of closing the achievement gaps in MPS.
  - — The NEA professional development days for 2007-08 have been scheduled for September 8, January 12 and May 3.

— Bill Rickards from Alverno College has been selected to be the external evaluator for the NEA Foundation grant.

— Tony Kubicki, a specialist in positive working relationships, is working with Wedgewood and Northwest schools on establishing positive working relationships with parents, teachers, and students.

— Induction work discussion has been occurring with TNE (Teachers for a New Era) and the NEA Foundation to support new teachers in the NEA Focus Schools.

— Discussions are occurring between the NEA Foundation Principal Investigator, the Pearson Foundation, and the Dean of the Peck School of the Arts at UWM for a grant to assist students and educators in the use and understanding of digital technologies.

— The ACT prep scores supported by the NEA Foundation grant increased a composite score by 2.0 points. The highest score was 29. There were 75 students at or above the threshold for consideration for admission to private colleges, and 113 met the standard for public universities. The grant will continue to provide ACT prep classes and a free ACT test for the 2007-08 school year.

— Mini-grants have been awarded in three areas to the following schools for 2007-08:

- Family Involvement ($1,000 each): Browning, Madison, McNair, and Metcalfe;
- Professional Development ($6,000 each): Browning, Burroughs, Gaenslen, LaFollette, Lee, Marshall, McNair, Metcalfe, Milwaukee Education Center (MEC), and Pulaski;
- Best Practice ($1,000 each): Browning and Marshall.

— Three new Action Research Fellows have been selected for 2007-08: Aaron Driessen and Sherrie Akinsanya from Custer High School and Susan Soderstrom from Browning Elementary School. They join the current Action Research Fellows: Linda Arms-Lewis, Mary Balogh, Mike Bonnie, Angie Capelle, Shandowlyon Hendricks-Williams, Jayne Jaskolski, Tequila Kurth, John Pitta, and Leticia Rico-Peral.

- MPS — along with the school districts of Baltimore; Chicago; Orange County, Florida; and Philadelphia — will each receive $4.8 million to combat gang involvement through a grant from the U.S. Department of Labor. Funding is to be used for a variety of educational and employment programs designed to reduce the dropout rate and the number of youth in grades 8 through 12 involved in gangs. Programs must include at least one component aimed at each of the following:

  — increasing the educational achievement and decreasing the dropout rate among juvenile offenders and at-risk youth;

  — providing paid work experience and internships for out-of-school juvenile offenders; and

  — reducing youth gangs and youth violent crime.

- The MPS Division of Research and Assessment has been providing schools with a structured method for analyzing student data and incorporating those data into educational plans. Data retreats have been provided for almost half of the schools. The retreats engage staff in three full days of intensive data analysis by exploring data and understanding the current state, developing and incorporating strategies into the educational plan, and engaging in data-driven dialogue throughout the entire process. Staff members return to their schools with a strategic plan for replicating the process with the entire school. Data retreats will be provided again in 2007-08.

- The ThinkLink benchmark assessment program was initiated by MPS during the 2006-07 school year. Schools access reports and use the information to inform instruction.
- MPS has been in the process of building a new data warehouse with increased functionality and a significant upgrade in reporting capability. New interactive reports will allow users to drill from summary data to student detail. School administrators will have a data dashboard to access key metrics on student outcomes such as attendance and student achievement. The new data warehouse evolved from focus groups with teachers, principals, and Central Services administrators about their information needs. Professional development opportunities on the new data warehouse will be provided by MPS in 2007-08.
- Through its long-standing partnership with the Wisconsin Center for Education Research (WCER), MPS has completed a number of research studies and program evaluations that will be showcased throughout the coming school year.
- The structure and text update of the MPA Web site is nearly finished. There are a few more changes to be made before it is ready for full review. A glimpse of the updated site was shown at the Implementation Team Retreat.

The next MPA Partners Meeting is to be held on: September 21, 2007

* * * * *

(Item 3) Report of the Board's Delegate to the Wisconsin Association of School Boards

Submitted by: Director Charlene Hardin

August summary

- The WASB Leadership conference held sessions on Transforming Schools for all Learners which talked about servicing all students equally regardless of their learning ability.
- There were also sessions on using data to identify struggling learners which helps any school district with high mobility rates. There appeared to be a consensus that on the idea of collaboration to save time and resources by learning from others who have the same struggles. Once the struggling students are identified, it was suggested that they can be reached through the professional development of educators.
- There was a work session that illustrated positive outcomes to expect when parent involvement is viewed as parent partnerships. Many of the school district leaders present talked about how we all could benefit from expanded collaborations.

* * * * *

(Item 4) Report of the Board's Delegate to the Title I District Advisory Council

Submitted by: Director Charlene Hardin

Major Activities

On Saturday, August 25, 2007, the District Advisory Council (DAC) and Milwaukee Public Schools (MPS) held its first parent training for the 2007-2008 school year. The theme was "Parents, It's Our Time Now." The participants included parents from non-public schools, Milwaukee Public Schools, community members, state officials and board members.

Ms. Maria Ortiz, Orientation and Training Chairperson presided during the opening and luncheon session. Dr. Shirley Moutry, Title I Education Consultant, Urban Districts, Title I and School Support, Department of Public Instruction and Dr. Aquine Jackson, Chief Office of School and Community Support, MPS greeted the participants in the Opening Session. Ms. Norma Anwar DAC, Corresponding Secretary gave a special address on the theme, "Parents It's Our Time Now."

There were several breakout sessions for participants to choose from which included the following:

- "The Reauthorization of Title I" by Ms. Minnie Pierce Tate, member of the Title I National Board of Directors for Parents (Detroit, Michigan). This session focused on the upcoming reauthorization and Section 1118 Parental Involvement, Supplemental Educational Services, and Adequate Yearly Progress review.
- "Accounting for Dollars" by Ms. Cynthia Riley, Title I parent of MPS, DAC member, and member of the Title I National Board of Directors for Parents (Milwaukee, Wisconsin). This session focused on assisting parents with funding education beyond high school.
- "Roles and Responsibility of the District Advisory Council" by Ms. Carmen Mills, DAC Chairperson, Title I parent of MPS. This workshop focused on the specific roles and responsibilities of serving on the District Advisory Council.
- "Family Literacy" by Ms. Doris McGahee, National Coalition of Title I Parents (NCTIP) Chairperson (St. Louis, Missouri). Ms. McGahee provided the participants with information on the National Parent Association and Regional Parent Association along with Family Literacy.
- "What is Title I?" by Ms. Maggie Smith, alternate member of the Title I National Board of Directors for Parents (Milwaukee, Wisconsin). This workshop focused on the history of Title I and how No Child Left Behind began.
- "Safety In Our Schools: Avoiding Conflict" by Ms. Laura Vernon, National Education Board of Director and Safety Assistant for the Milwaukee Public Schools. This workshop focused on safety concerns and how parents can play an integral role in supporting safety in our schools.
- "The Law" by Officer Lawson Murrell and Officer Malcolm Morgan, Milwaukee Police Department. This workshop focused on providing participants with tools to assist them with talking with their children about drugs and the danger of drugs. The serious problems of bullying, street gangs, and weapons were discussed as well. The officers also stressed the importance of working together to reduce criminal activity.
- "The Milwaukee Public Schools 'Working Together Achieving More' Strategic Plan" by Ms. Takisha Weatherall, Acting Title I Supervisor for Milwaukee Public Schools, and Ms. Janie Hatton, Principal Coach for Milwaukee Public Schools. The focus was to introduce the district's strategic plan to participants. They were given the opportunity to interpret the goals and briefly brainstorm on how parents may be able to identify whether schools are implementing the goals.

Notably, Ms. Minnie Pierce Tate, Member of Title I National Board of Directors for Parents (Detroit, Michigan) addressed the theme, "Parents, Its Our Time Now." Mr. Andrekopoulos, Milwaukee Public Schools, Dr. Myrna Toney, Educational Program Coordinator, Department of Public Instruction, Director Charlene Hardin, Milwaukee Board of School Directors, along with Ms. Carmen Mills, DAC Chairperson gave the welcome and greetings.

Dr. Myrna Toney, presented an award to Ms. Maggie Smith, Retired MPS Employee, for her service to Title I and she also provided a monetary gift toward the Region V Scholarship.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

(Item A) Communication 0708C-006 from Family Bridges, Inc., Requesting a Hearing Regarding the F.A.S.T. Contracted Program

Referred to the Committee on Finance/Personnel.

(Item B) Communication 0708C-007 from Mr. Patrick Davis, Requesting a Hearing Regarding Going Green: Giving Back to the Community Consortium

Referred to the Committee on Strategic Planning and Budget.

* * * * *

RESOLUTIONS

0708R-044

by Director Morales

WHEREAS, the Milwaukee Public Schools is an organization committed to non-discrimination, as expressed in the district's non-discrimination policies regarding provision of services and employment; and

WHEREAS, those non-discrimination policies include a commitment not to discriminate on the basis of sexual orientation or family status; and

WHEREAS, MPS offers a range of benefits to the marriage partners and children of the district's employees, including health insurance; and

WHEREAS, many MPS employees are in long-term, committed relationships but are barred by state law from marrying their partners or have other compelling reasons not to marry their partners; and

WHEREAS, most of MPS' employees are members of labor organizations which negotiate employment benefits on their behalf, while there are other MPS employees who are not covered by these collectively bargained contracts (Board of School Directors, Cabinet Members, ASC Exempt, and 1053 Exempt); therefore, be it

RESOLVED, that the Milwaukee Board of School Directors offer to the domestic partners of MPS employees who are not covered by collectively bargained labor contracts the same benefits granted to the married partners of MPS employees in the same exempt groups (Board of School Directors, Cabinet Members, ASC Exempt, and 1053 Exempt); and be it

FURTHER RESOLVED, that the Milwaukee Board of School Directors express its support for equal treatment of all the district's employees and respect for their committed domestic partnerships, and its particular support of the equal provision of employment benefits regardless of an employee's sexual orientation or family status.

Referred to the Committee on Finance/Personnel.

0708R-045

by Director Bonds

WHEREAS, MPS has, as part of its mission, to teach its students the skills and to give them, to the extent possible, the tools that will help them to attain economic independence and success; and

WHEREAS, Greater economic success of our citizens equates to a stronger economy for the state and for the country; and

WHEREAS, The social and economic structure of the United States is, in a large part, dependent upon the mobility of its citizenry, especially that which the automobile affords them; and

WHEREAS, In order for our students to be responsible and safe drivers, they must receive proper drivers' education; and

WHEREAS, Only two high schools, Bay View and Pulaski, offer driver education classroom instruction as an elective, funding their classroom instruction through their per-pupil allocation; and

WHEREAS, Students at those schools participating in behind-the-wheel training are charged the recreation fee of $275 per pupil; and

WHEREAS, Some MPS schools that do not offer drivers' education nonetheless have driving simulators that are being left idle; and

WHEREAS, In adopting the FY08 MPS budget, the Board increased the Extension Fund by $375,000 and directed the Administration to expand drivers' education classes, on the North Side and South Side, through the Recreation Department; and

WHEREAS, Services paid for through the Extension Fund must be offered outside of school hours to all residents of Milwaukee; and

WHEREAS, MPS must focus whatever resources it can on the students which it has in its own classrooms; now, therefore, be it

RESOLVED, That Board direct the Administration to include in its proposed budget for FY09 money from the School Operations Fund to expand drivers' education programs offered to MPS students during the regular school day to at least three high schools that do not currently offer them; and be it

FURTHER RESOLVED, That such funding will be in addition to current Extension Fund funding; and be it

FURTHER RESOLVED, That these new drivers' education classes be instituted to give as broad coverage within the City of Milwaukee as practicable and that any currently unused driving simulators be redistributed as needed to help accomplish this goal.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0708R-046

by Director Bonds

WHEREAS, Our students must understand world economics, peoples, and cultures and be able to function comfortably and effectively in languages and cultures other than their own if they hope to succeed in the rapidly changing modern economy; and

WHEREAS, While our children have embraced the technology that makes the 21st-Century world a global community, they still need the cultural and linguistic experiences that will enable them to use those technological tools to their fullest advantage; and

WHEREAS, Companies are expressing an urgent and growing need for employees who understand other languages and cultures; and

WHEREAS, Children who study foreign languages demonstrate greater cognitive development, creativity, and divergent thinking than do children without exposure to a foreign language; and

WHEREAS, Language has been shown to promote flexibility in the functions of the human brain, presenting the possibility that acquisition of a foreign language may actually change promote positive physical changes in the brain's anatomy; and

WHEREAS, Proficiency in a second language may slow age-related declines in mental powers; and

WHEREAS, Students who learn foreign languages experience:

- greater academic achievement in other areas of study such as reading, social studies, and mathematics;
- a clearer understanding of the English language and greater sensitivity to structure, vocabulary, and syntax;
- higher SAT and ACT scores, especially in verbal areas;
- a greater awareness and deeper understanding of other cultures and the development of a more positive interaction with persons from other nations;
- improved chances of entrance into student-exchange programs;
- development of a global attitude;
- improvement in their knowledge of geography;
- broadening of their employment opportunities; and
- earning college credits while in high school or fulfilling a requirement for college entrance or graduation; and

WHEREAS, The long-term benefits of learning a foreign language include:

- acquisition of an indispensable skill in a global economy;
- preparation for and enhancement of travel for business, education, or pleasure;
- qualification for foreign study programs and facilitation of research abroad;
- employment abroad in business, education, or government;
- employment in the US by foreign countries;
- appreciation of the aesthetics of literature, music, art, folklore;
- development of greater flexibility in thinking processes through problem solving, conceptualizing, and reasoning; and
- the personal satisfaction of having learned another language and of broadening one’s intellectual horizons; and

WHEREAS, Half the students in Wisconsin middle schools already study foreign languages, placing the state among the top ranks of the nation in foreign language study; and

WHEREAS, In the budget for the Wisconsin Department of Public Instruction for 2007-09, State Superintendent Elizabeth Burmaster has proposed a plan to make grant funds available to help 25 elementary schools add world language instruction by adding such programs in more grades, by introducing such programs in earlier grades, or by adding new languages in the elementary grades, and making use of immersion programs as well as other models to help students in elementary grades learn world languages; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Superintendent to make it a priority in his proposed FY09 budget that every MPS middle and high school be given the funding to offer at least one foreign language program.

Referred to the Committee on Strategic Planning and Budget.

0708R-047

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 FY09 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 Strategic Planning and Budget.

0708R-048

by Director Bonds

WHEREAS, Reading is a necessary skill in virtually every aspect of social, educational, and economic life; and

WHEREAS, With the demands on their time and the distractions presented by the many forms of entertainment available — such as video games, sports, movies, television — reading is often a low priority for our students and their families; and

WHEREAS, Away from the classroom, many children are not encouraged to read or given the opportunity to grow their appreciation for reading; and

WHEREAS, Reading requires constant practice and reinforcement; and

WHEREAS, The summer, while offering students the leisure to pursue recreational and educational opportunities, also offers the opportunity for the skills learned in the classroom to become dulled; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Superintendent to use surplus/debt service dollars to develop summer reading programs for implementation in the summer of 2008 and, in developing his proposed budget for FY09, make summer reading programs a priority; and be it

FURTHER RESOLVED, That funding for such programs be allocated to various middle and high schools sites throughout Milwaukee, in such a way to ensure that as many students are given as many opportunities to engage in these programs as possible; and be it

FURTHER RESOLVED, That the Board instruct the Superintendent to ensure that these programs are aggressively promoted to the community via the Department of Communications and Public Affairs and the Department of Recreation.

Referred to the Committee on Strategic Planning and Budget.

The Board recessed from 8:26 to 8:28 PM.

The Board adjourned at 9:33 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 20, 2007

Special meeting of the Board of School Directors called to order by Vice President Spence at 5:37 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin (5:43 PM), Morales, Spence, Thompson, and President Blewett (5:43 PM)—8.

Absent and excused—Director Petersons—1.

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

September 13, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Thursday, September 20, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conferring with legal counsel who is rendering oral or written advice 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 considered 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(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 Bonds, Falk, Goldberg, Morales, Thompson and Vice President Spence—6.

Noes—None.

The Board retired to executive session at 5:40 PM.

The Board adjourned from executive session at 6:51 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
SEPTEMBER 27, 2007

Regular meeting of the Board of School Directors called to order by President Blewett at 6:48 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson, and President Blewett— 8.

Absent and excused—Director Morales—1.

Student Representatives present—Mina Mirhoseini and Justin Anderson.

AWARDS AND COMMENDATIONS

Special Recognition of Mary Jo Morris — Community Leader and Advocate for Public Education

The Milwaukee Board of School Directors is honored to recognize the life accomplishments of a very special and important member of the MPS community — Mary Jo Morris. Respected by local and state educators and administrators, as well as city leaders in Milwaukee for decades, the Board in November 1995 presented Mary Morris with its most prestigious honor — the Excellence in Education Award. This evening, the MPS community has gathered for another very special presentation on her behalf — this one to the family and friends of this great woman to memorialize the countless contributions she made to Milwaukee Public Schools and the City of Milwaukee during her selfless and successful life of giving to others.

Mary Morris was an active parent leader and volunteer in our schools for more than 40 years. She organized the PTSA at Fritsche Middle School and Bay View High School, and helped to build the Trowbridge PTA into one of the strongest in the city. In addition, she became a respected authority throughout the district relative to establishing and maintaining parent/teacher associations. When individuals wanted to start a parent/teacher association at their school or improve an existing one, they went to Mary for guidance and advice. Mary was an integral force in advancing the importance of parent involvement and empowerment in Milwaukee Public Schools by actively recruiting parent volunteers and through her extensive involvement at the district level.

As a very skilled policymaker, Mary helped develop and revise MPS administrative policies and procedures through participation on numerous MPS task forces and committees. There are numerous examples of Mary Morris' leadership, activism and expertise in the area of policy development that resulted in positive systemic change for Milwaukee Public Schools. Her work on the Committee of 100 resulted in creating policy and procedure for the peaceful desegregation of Milwaukee Public Schools.

Mary was a highly respected leader at the local and state levels. She was selected as a member of the Governor's Commission on the Quality of Education in Milwaukee in 1984 and held numerous leadership positions on the Milwaukee City Council PTA/PTSA, including president. She often acted as lead spokesperson for the council at School Board meetings and elsewhere. She was also active in the PTA at the regional and state levels, serving as fourth district president and state treasurer. In addition to the active role Mary played in the PTA, Mary was a Girl Scout leader for 25 years.

A proud MPS graduate herself (Riverside High School), and a testament to her belief and support of public education, Mary enrolled all five of her children in Milwaukee Public Schools. She actively followed her children through their MPS education, getting involved as necessary to assure excellence in education at each school. Pleased with the education and opportunities her own children received, she spent her life making sure all Milwaukee children had the same quality education experience. She truly exemplified two of the most important MPS core beliefs: *Children come first* and *the classroom is the most important place in the district.*

Some of the many individuals from the MPS community who knew Mary Morris and had the opportunity to work with her had the following to share:

> As a board member, I recognized early on that Mary Morris was the premier advocate for Milwaukee's students. I miss her greatly and will always regard her as a champion for public education.
>
> — Peter Blewett
> President
> Milwaukee Board of School Directors

> Mary Morris was an important inspiration and role model for all of us on the importance of parental involvement in children's education.
>
> — William Andrekopoulos
> Superintendent of Schools

> Mary continued her activism in the PTA and school activities long after her children graduated from MPS. It is impossible to count the number of hours she poured into this work. Every child was her child, and for all of us who are a part of her larger family, she will be missed. We are all better people for having known Mary Morris.
>
> — Terry Falk
> Milwaukee Board of School Directors,
> District #8

> Mary was my mentor, adopted mother, and confidant. Mary is the reason I have remained with the PTA. Mary taught me about the importance of making a difference in the lives of our children and being an advocate for the parents of MPS. We spent countless hours discussing what needed to be done in MPS, ways to approach School Board members and Administration, and what we could do as a PTA. I miss Mary every day, but I know her spirit remains with me today, as I continue my PTA journey.
>
> — Roxanne Starks
> President,
> Milwaukee City Council PTA

> Mary Morris was my mentor. She was very knowledgeable about the policies and procedures of MPS. She always promoted parent involvement in the schools.
>
> — Penny Manke
> Friend and Colleague

> Mary Morris was a steady advocate for meaningful parental involvement at the school and district levels. She not only talked the talk, she walked the walk by actively representing parents on numerous district committees. Her vigilance ensured that parents' concerns and views were at the table.
>
> — Dr Aquine Jackson
> Chief,
> Office of School & Community Support

Mary Morris worked tirelessly for the greater good of the entire Bay View High School community. She will be greatly missed by everyone and her memory will live on as we continue to carry out her good work.

— Barbara Goss
Principal, Bay View High School

I had the pleasure of working with Mary Morris for the past 12 years on the Beulah Brinton Advisory Council. She was the chairperson of the council and made sure that the community had a voice in recreation programs and that the voice was heard.

— Bob Gavronski
Recreation Supervisor

The Milwaukee Board of School Directors and the entire school community recognize and honor Mary Jo Morris for a lifetime of outstanding leadership and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Proclamation in Honor of Mary Jo Morris

Submitted by Directors Falk and Hardin

WHEREAS, Mary Jo Morris was an active parent leader and volunteer in the Milwaukee Public School for more than 45 years; and

WHEREAS, Mary Jo Morris promoted the importance of parental involvement and empowerment throughout the school district by recruiting parents to volunteer in schools; and

WHEREAS, Mary Jo Morris took a leading role in the development of the school district's parental empowerment plan; and

WHEREAS, Mary Jo Morris was one of six parents who worked during the summer of 1997 to develop a proposed model for MPS school governance councils; and

WHEREAS, Mary Jo Morris organized the PTSAs at both Fritsche Middle School and Bay View High School and assisted other schools throughout the city in establishing parent/teacher organizations; and

WHEREAS, Mary Jo Morris held numerous leadership positions on the Milwaukee City Council PTA's, PTSA, Inc., including president and often served as the lead spokesperson for the Council at school board meetings and elsewhere; and

WHEREAS, Mary Jo Morris was also active in PTA at the regional and state levels, serving as president of the Fourth District and state treasurer; and

WHEREAS, Mary Jo Morris, through her participation on numerous MPS taskforces and committees, helped to develop school district policies and procedures and continually monitored their implementation and effectiveness; and

WHEREAS, Mary Jo Morris was selected as a member of the Governor's Commission on the Quality of Education in Milwaukee in 1984; and

WHEREAS, Mary Jo Morris, in all her unflagging efforts, served as a shining example to the parents of Milwaukee of the importance of being involved in their children’s education; and

WHEREAS, The Milwaukee Public Schools, and the children and parents which we serve, lost an invaluable ally in education with Mary Jo Morris’s passing on June 20, 2007; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend to the family and friends of Mary Jo Morris its deepest sympathy for their loss and its sincerest appreciation for all that the Milwaukee Public Schools community gained from Mary Jo Morris's dedication and hard work; 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 the family of Mary Jo Morris.

Adopted by consensus.

◊ ◊ ◊ ◊ ◊ ◊

Other Awards and Recommendations

SCHOOLS

The Fritsche Middle School Falcon Marching Band earned a First Place in the Youth Group class and Fourth Place overall in the 2007 Wisconsin State Fair Marching Band Competition. The middle-school band scored higher than several high-school bands. The band also won for "Best Musical Unit" in the South Shore Water Frolics Parade earlier this summer.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of July 16, 26, and August 30, 2007, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Consideration of Employment Data of a Public Employee over Whom the Board Has Jurisdiction or Exercises Responsibility

Pursuant to section 19.85(c), the Board may retire to executive session to consider employment data of a public employee over whom the Board has jurisdiction or exercises responsibility. The Board will reconvene in open session to continue with the balance of the agenda.

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(c), to consider employment data of a public employee over whom the Board has jurisdiction or exercises responsibility.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

The Board retired to executive session at 7:25 PM.

The Board reconvened in open session at 7:47 PM.

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Possible Action on Suspension of Board Rule 1.02(1) and Rescheduling of the Regular October 2007 Board Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the regular October 2007 Board meeting would take place on October 25, which coincides with the first day of the annual convention of the Wisconsin Education Association Council (WEAC). This year, the convention is taking place in Milwaukee.

In light of this, the Board may wish to suspend Board Rule 1.02(1) and change the date of the regular October 2007 meeting to a date of the Board's choosing.

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

The Board suspended Board Rule 1.02(1) by consensus.

Director Bonds moved to hold the regular October Board meeting on Tuesday, October 30, 2007.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item B) Notice of, and Possible Action on, a Vacancy in the Appointment of the Board's Delegate to the Library Board

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Section 43.54(1)(am) of the Wisconsin Statutes dictates that each public library established in a 1st-class city shall be administered by a library board consisting of, among others, the president of the board of school directors or his or her designee.

Board Rule 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 Board's regular meeting on May 31, 2007, in accordance with Wisconsin Statute 43.54(1)(am) and Board Rule 1.17(6), President Blewett nominated, and the Board unanimously elected, Director Michael Bonds to serve as the Board's representative on the Library Board.

On September 21, 2007, Director Bonds notified the Board President and the Office of Board Governance that he was tendering his resignation from that assignment, effective immediately. The position, therefore, is now vacant.

Section 43.54(1)(b), Wis. Stats., states, "Vacancies [on the Library Board] shall be filled for unexpired terms in the same manner as regular appointments are made."

President Blewett nominated Director Hardin to serve on the Library Board.

The nomination was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

In accordance with notice previously given, Director Hardin moved to suspend Board Rule 1.10(1): Communications, Petitions, Resolutions, New Business; and Board Rule 1.11: Amendments to the Rules, as it applies to referral to the Committee on Legislation, Rules and Policies; and to take immediate action on Resolution 0708R-054.

The motion was adopted by consensus.

Resolution 0708R-054

by Director Hardin

WHEREAS, In accordance with Section 119.25 of the Wisconsin Statutes, the Milwaukee Board of School Directors annually adopts a resolution authorizing the use of an Independent Hearing Panel appointed by the Board to hear and decide student expulsion cases; and

WHEREAS, The reports of expulsion orders from the Independent Hearing Panel are submitted to the Board for its approval at the Board's regular monthly meetings as part of the reports of special committees; and

WHEREAS, Board Rule 1.07, Order of Business, places the reports of special committees ninth on the monthly agenda; and

WHEREAS, Depending upon the number and nature of items that precede these reports on the agenda, the staff from the Division of Students Services who must attend the monthly meeting solely to present the reports of the Independent Hearing Panel may have to wait hours before they are called upon to make their presentation; and

WHEREAS, Historically, the Board has accepted the reports of the Independent Hearing Panel with little or no discussion; now, therefore, be it

RESOLVED, That, out of respect and consideration for the staff of the Division of Students Services, the Board hereby amend Board Rule 1.07 as follows:

The order of business at the Board's regular monthly meeting shall be as follows:

Call to order
Roll call
Awards and commendations
Correction and approval of minutes
Communications from city and county departments
Reports and communications from the Superintendent of Schools
Reports and communications from the Director of the Office of Board Governance
Reports of the Independent Hearing Panel of the Milwaukee Board of School Directors
Reports of standing committees
Reports of special committees
Regular items of business
Unfinished business
New business
Communications and petitions
Resolutions
Adjournment.

Director Spence moved to accept the resolution.

The motion was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

REPORTS OF THE INDEPENDENT HEARING PANEL OF THE BOARD OF SCHOOL DIRECTORS

The Director, Office of Board Governance/Board Clerk presented 11 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Spence moved to accept the reports of the Independent Hearing Panel of September 12,17, 18, 19, 21, 24, 25, and 26, 2007.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Report of the Innovation/School Reform Committee, Item 1, a charter school petition from Audubon Technology and Communication Center High School;

Report of the Finance/Personnel Committee, Item 5, approval of prevailing wage rates; and

Report of the Finance/Personnel Committee, Item 6, a report on Human Resource Research Reports: The Cost of Teacher Turnover in Five School Districts; Hiring, Assignment, and Transfer in Milwaukee Public Schools: Report from the New Teacher Project; Performance-Pay for Teachers: Designing a System That Students Deserve

On the motion of Director Spence, the balance of the reports was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Spence 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, 2007)

a. IEP Services: Total LEA (Local Education Agency)

	Population Served
8/07	17,286
9/07	17,279

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 60-day timeline. Open initial evaluations must be completed (receipt of parental consent for evaluation and determination of disability) within the 60-day timeline, or within an appropriate timeline extension that is agreed upon by the parent.

	8/07	9/07
Initial Evaluations (Completed 7/07-present)	223	369
Percentage Identified as Special Education	79	78
Active Initial Referrals	114	174
Re-evaluations (Completed 7/07 to present)	1	10
Percentage Continued in Special Education	100	80
Active Re-evaluations	7	52

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of September 1, 2007

- Continued to assist callers, processed Data Extract Forms, assisted the Summer IEP team staff, and worked on data-quality projects;
- received Phase I IDEA 2004 timeline and form changes to the MPS production server. Continued ongoing conference calls with Spectrum K12 School Solutions regarding the remaining IDEA 2004-Project updates and phases;
- received IDEA 2004 "Workaround Updates" updates (a project to alleviate many of the user concerns related to the IDEA 2004 copy and paste workarounds) to the MPS production server;
- prepared and initiated implementation of Fall 2007 staff trainings.

3. Significant Developmental Delay (SDD)

a. Wisconsin statutes require that a child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under s. 115.782, Stats., that the child has an impairment under s. PI 11.36 that adversely affects the child's educational performance, and that the child, as a result thereof, needs special education and related services. If a student is determined to meet eligibility criteria in one or more of the impairment areas, the IEP team must then consider whether the student needs special education.

b. Wisconsin statutes identify a total of 11 impairment areas:

- autism
- cognitive disabilities
- emotional behavioral disabilities
- hearing impairment

- other health impairment
- orthopedic impairment
- significant developmental delay
- specific learning disabilities
- speech/language impairments
- traumatic brain injury
- visual impairments.

c. Current developments in the laws pertaining to significant development delays will provide positive opportunities for service delivery to MPS students.

d. A significant development delay (SDD) is currently covered under Wisconsin administrative code as follows:

a.) Significant developmental delay means children ages 3, 4, and 5 years or below compulsory school attendance, who are experiencing significant delays in the area of physical, cognition, communication, social-emotional, or adaptive development.

b.) All other suspected impairments under this section shall be considered before identifying a child's primary impairment as significant developmental delay.

c.) A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the five major life activities:

1. Physical activity in gross motor skills, such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils, and other useful objects in the environment.

2. Cognitive activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing and problem-solving often observed in child's play.

3. Communication activity in expressive language, such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.

4. Emotional activity such as the ability to feel and express emotions, and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and other significant adults.

5. Adaptive activity such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

d.) Documentation of significant developmental delays under par. (c) and their detrimental effect on a child's life shall be based on qualitative and quantitative measures including the following:

1. A developmental and basic health history, including results from hearing and vision screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.

2. Observation of the child in his or her daily living environment, such as the child's home, with a parent or caregiver, or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternate setting is permissible.

3. Results from norm-referenced instruments shall be used to document significant delays of at least one and one-half standard deviations below the mean in two or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments, such as criterion referenced measures, shall be used to document the significant delays.

e. The Individuals with Disabilities Education Improvement Act (IDEA 2004) allows for the identification of students with SDD through the age of nine years, but leaves it up to individual states to determine the age range. The Wisconsin special education law under PI 11.36(11), relating to SDD, currently permits identification only through the age of six years. The State Superintendent of Public Instruction has submitted a proposal to amend special education rules relating to children with SSD which would effectively change the upper age limit of identification for SDD to nine years of age.

4. Historical Perspectives Regarding the Development and Implementation of the "Significant Developmental Delay" Category in Wisconsin

a. Over the last three decades since it was enacted, the 1975 Education of All Handicapped Children Act (P.L. 94-142) has proven to be landmark legislation in terms of protecting the civil rights of young children with disabilities. An essential feature of the law was to delineate which children were to be considered to have educationally significant impairments and to be eligible for services through the public school system — thus it was necessary to assign a child to one or more of the disability categories enumerated in the law in order for that child to receive special education services.

b. Initially, parents and professionals questioned the applicability of some of the disability categories to very young children. The primary and most critical reason for the change was concern about accurate identification of students and the consequences of possible misidentification. Some children presented cognitive, language, motor, and social-emotional delays associated with several disabilities. It was difficult to determine the primary disability, and a single disability determination did not accurately reflect the scope and nature of the child's delays. There was equal concern that parents might view their child's learning and behavioral needs as less significant than they were if only one disability, especially speech and language, was used for eligibility and identification. Observing the child's progress and learning over time would allow for more accurate identification of the primary disability.

c. In subsequent reauthorizations of P.L. 94-142, Congress incorporated several revisions addressing eligibility of preschoolers for early intervention and special education services. For example, in 1986, P.L. 99-457 relieved states of the requirement of reporting the numbers of children with disabilities, aged 3 through 5, by category. Thus states were allowed to determine which children would be served in early childhood special education programs, what criteria were to be used, and whether or not they would use a labeling or non-labeling approach.

d. On January 13, 1989, the Wisconsin Division of Early Childhood's (WDEC) Executive Board endorsed the adoption of the alternate category of Significant Developmental Delay — Early Childhood Level. This category was to be used to identify a child with a disability who could not be accurately categorized as having one of the existing categories specified in the law. The category of SDD was intended to supplement, not replace, the existing categories.

e. On October 7, 1991, an amendment to the Individuals with Disabilities Education Act (IDEA) (P.L. 102-119) allowed states to create an alternative category for the identification of preschoolers in need of special education. This amendment allowed states to establish a category of developmental delay for use in the identification of preschoolers with disabilities. The areas of development to be considered were physical, cognitive, communication, social or emotional, and adaptive. Pursuant to this change in the federal legislation, the Wisconsin Department of Public Instruction (WI DPI) solicited written comments on the issue of "significant developmental delay" for use with children ages 3 through 5 years in Wisconsin.

f. As of July 1, 1996, Wisconsin state law included "significant developmental delay" as an alternative category for the identification of children aged 3 through 5 when the diagnosis is not clear. Act 298 added SDD as a new disability category to Chapter 115.

g. The 1997 reauthorization of the Individuals with Disabilities Education Act-(IDEA-97) provided states with an option to extend the category of developmental delay from 3 through age 9, or any subset of that age range. As more and more states began using the "developmental delay" category, considerable interest was generated in exploring whether or how other states were using the developmental delay (DD) category or other eligibility categories specific to 3- through 9-year-olds.

h. The 2004 findings of the National Early Childhood Technical Assistance Center's (NECTAC) analysis indicated variations among state policies in terminology, age range assigned to the category, eligibility criteria, and restrictions on the use of the "developmental delay" (DD) category. Thirty-five states chose to use DD — or terms that are similar, such as "significant developmental delay" — as a disability category for eligible children ages 3 through 9, or a subset of that age range. Wisconsin chose to use the category of "significant developmental delay" and was one of the 35 states using an alternate terminology for "developmental delay" or a variant such as "Early Childhood Developmental Delay."

i. At the time, 20 states extended developmental delay beyond age 5 — one through age 6; five through age 7; eight through age 8; and six through age 9. One state uses developmental delay for ages 6 through 9. Two states permit local educational agencies to use a non-categorical approach for all ages. MPS currently has a waiver for a limited number of schools (no more than 50) to implement a non-categorical pilot identification system.

j. Wisconsin currently is one of 25 states that apply the eligibility category of developmental delay and other early childhood disability categories to children ages 3 though 5. Thirty-seven states, including Wisconsin, added developmental delay to the list of IDEA Part B disability categories. Wisconsin is one of 11 states that use developmental delay only after considering other suspected disability categories.

k. In August of 2001, the WI DPI formed a study group, including WI DPI consultants, early childhood special education (ECSE) program support teachers, and ECSE teacher trainers from the University of Wisconsin System, to address the feasibility of extending the age range for SDD in Wisconsin from age 5 to age 8 or 9. This supported further study of current practices and issues.

l. In June of 2002, two members of the WI DPI SDD Study Group met with members of the University of Wisconsin-Oshkosh's Special Education Research Team and launched a three-year study of the special education eligibility rules in Wisconsin. See Attachment #1 to the minutes of your Committee's minutes for additional information regarding the eligibility criteria and general information regarding SDD.

5. Results of WI SDD Feasibility Studies Conducted During the School Years 2003-2005

   a. There is a strong interest in the topic of extending the disability category of SDD to a higher age range in Wisconsin. The overwhelming majority of respondents indicated that they want to extend the SDD category beyond the age of 6 in Wisconsin. The majority of respondents wanting to extend the age level of the SDD Category was consistent across all professional disciplines, including early childhood special education teachers and program support teachers, school psychologists, special education directors, speech/language pathologists and occupational and physical therapists.

   b. The majority of respondents listed advantages of extending the SDD category beyond age 6, including continued difficulties with accurate assessment and labeling certain children beyond age 6 who are still in need of educational intervention. The majority of questionnaire respondents recalled examples from past practice of wanting to use SDD for children above the allowable age of 6.

   c. Seventy-five percent of the respondents who wanted to extend the SDD category recommended extending it to somewhere between the ages of 8 to 9, with age 8 receiving the highest percentage of responses, and age 9 the next highest percentage.

   d. On May 7, 2007 the State Superintendent proposed to amend the Wisconsin Rules for identification of significant Developmental delay as follows:

      (1) Significant developmental delay means children, ages 3 through 9 years, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional, or adaptive development.

      (2) All other suspected impairments under this section, except speech or language impairment, shall be considered before identifying a child's primary impairment as significant developmental delay.

   e. Changes in the State special education laws require public hearings. Public hearings relative to this matter are noticed to be held in late September and early October 2007. The Notice of Public Hearing and pertinent documents can be found as Attachment #2 to the minutes of your Committee's minutes. The Notice indicates that the hearings will address significant developmental delay as well as specific learning disability (SLD). The Administration will bring specific information relative to the SLD proposed changes to the October meeting of the Milwaukee Board of School Directors' Committee on Special Education.

   f. It is anticipated that the law will go into effect fall of 2008.

6. Effect of the Proposed Change in Law

   a. This change provides educators and parents/guardians with a larger window of time to assess whether the child has a specific disability. The IEP team may, however, still identify a specific categorical disability prior to the age of nine if the assessments point to such identification.

   b. The change also extends the ability to the staff to support a child in a non-label environment.

   c. The additional time will provide more clarity regarding the student's skills and response to educational interventions and supports.

   d. This change in the law will not result in an altering of the size of the population of children identified as having a disability. It will change the numbers of students identified in categorical labels from age 6 to age 9.

e. The District will analyze the necessary service-delivery implications and begin to provide staff training to support schools during the transition.

Parental Dispute Resolution System

1. The Special Education Oversight Action Plan (SOAP) calls for a parental dispute resolution system (PDRS) that affords parents and students access to information and strong school-based and district-level support to resolve issues and concerns in a timely manner. The District has committed to multiple complaint-resolution strategies, both informal and formal, for families. The following parent information documents are made available to parents to assist in their understanding of parent and student rights with respect to special education:

- Attachment #3 to the minutes of your Committee's minutes is a document titled "How to Resolve Special Education Complaints and Disagreements Between Parents and MPS." It is available at the Central Services Parent Information Center andon the MPS Website (Portal). Copies are also available at each MPS school.
- Attachment #4 to the minutes of your Committee's minutes is a copy of the language relative to parental dispute-resolution opportunities that is included in the *2007-08 Parent Student Handbook on Rights Responsibilities and Discipline*. This document, which is mailed to every MPS household, is available in the Department of Parent and Student Services.
- Attachment #5 to the minutes of your Committee's minutes is a copy of the Department of Public Instruction's publication entitled *An Introduction to Special Education (revised 2007).* The document provides a brief introduction to special education and is designed for parents/guardians who are initiating a referral for an IEP team evaluation. This document is also available at the Parent Information Center, on the MPS portal, and at the schools. The document can also be can be accessed though the DPI website.
- Attachment #6 to the minutes of your Committee's minutes, *Special Education in Plain Language; A User-Friendly Handbook on Special Education Laws, Policies and Practices in Wisconsin (revised 2007),* is designed to assist parents and professionals by providing information regarding the complex special education laws, policies, and practices in easy-to-understand language, including an explanation of what the law says, what the law means, what should be done, and what parents/guardians can and need to do regarding the various components of the special education law. This document is available at the Parent Information Center and on the MPS portal. The document can also be can be accessed via the Internet at:

  http://www.specialed.us/pl-07/SpEd_in_Plain_Language-07.pdf

2. Scenario

Each month the Department of Special Services presents a hypothetical situation or scenario that incorporates the topic (or related topics) that are featured as part of the monthly report to the Milwaukee Board of School Directors' Committee on Special Education. In addition, the scenarios are constructed to present to the Board and to the public illustrations of problem-resolution strategies that may be employed by the parent and the District. The following scenario provides a hypothetical situation involving a parent dispute regarding eligibility and significant developmental delays.

a. Background Information

(1) The parents of a student currently receiving special education services for eligibility under Significant Developmental Delay (SDD) were concerned about their child's pending re-evaluation. The child was approaching the age of six and was referred for determination of possible eligibility for services under Cognitive Disabilities and Autism. The original evaluation determined eligibility for

Significant Developmental Delay after determining that the child was not eligible for services under all other disability categories. This finding, nearly three years ago, was acceptable to the parents because, in part, it delayed the necessity to determine whether or not the child's developmental delays were manifestations of either cognitive disability or autism. Now, as the child approached the age of six, the parents refused to authorize any assessment necessary to determine whether the child was eligible for services under Cognitive Disabilities or Autism.

(2) Currently, a Significant Developmental Delay means children ages 3, 4 and 5 years of age or below compulsory school attendance age who are experiencing significant delays in the areas of physical, cognition, communication, and social-emotional or adaptive development. Eligibility for services under all other disability areas must be ruled out. The proposed rule change will extend eligibility for services to children through nine (9) years of age who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development. All other suspected impairments under this section, except speech or language impairment, shall be considered before identifying a child's primary impairment as significant developmental delay.

b. Intervention

(1) This scenario is particularly challenging for parents and for the district because the IEP team had determined that it was necessary to do additional testing in order to determine whether the child was a child with a disability under Cognitive Disabilities or Autism. Had the proposed rule change been implemented by the Wisconsin Department of Instruction, there may have been no dispute regarding the child's continuing eligibility for services until age 9; however, the district is bound by the current statute and regulations.

(2) Had the IEP team planning a re-evaluation determined that no additional testing was necessary in order to determine eligibility for services under the category of Autism, because observations of current functioning were sufficient to make such a determination, no parental authorization for testing would be required. Because the district already had received authorization for placement, an IEP placement for services related to Autism could be implemented.

(3) Because the team had determined that testing was necessary, parental refusal of authorization would very possibly have resulted in a determination that the child was not eligible for services under Cognitive Disabilities or Autism because there was insufficient information.

c. Resolution

(1) Districts have the authority to request a due-process hearing in order to secure an override of parent authorization to test. This option is rarely exercised by districts. In this particular case, had a judge agreed to override the parents' refusal, the district could have subsequently implemented a placement if the child was indeed found eligible for services. The parents had previously authorized placement in the program for Significant Developmental Delay. No subsequent placement authorization is ever required again during the child's enrollment in a public school in the City of Milwaukee or the State of Wisconsin.

(2) Instead of requesting a due-process hearing, however, the district proposed to the parents that mediation be attempted. The parents agreed and a third-party, neutral mediator was appointed by the Wisconsin Special Education Mediation System. With the assistance of a mediator, and considerable work by both the parents and

the district, an agreement was reached that provided the parents with the assurances that they needed in order to authorize testing. This development is consistent with data trends reported by the Wisconsin Special Education Mediation System that a high percentage of agreements are reached when mediation is attempted.

* * * * *

COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Charter School Petition from Audubon Technology and Communication Center High School

Background

On September 12, 2007, Audubon Technology and Communication Center High School submitted a petition to become an MPS instrumentality charter school for the 2008-2009 school year, to serve a maximum of 200 students in grades 9-12. On September 6, 2007, staff members, parents, and students demonstrated their passion, commitment, and support for the Audubon Technology and Communication Center High School's petition.

Analysis

1. The Audubon Technology and Communication Center High School proposes:

   a. a continuum of the technology and communication curriculum currently offered through Audubon Middle School;

   b. exposure to rigorous, project-based activities enhanced by a technology focus through use of an educational model with a small school size, small classes, real-world immersion, and performance-based assessments;

   c. a Personal Education Plan (PEP) developed with the collaboration of parents, students, and staff to address each student's specific educational needs and to ensure that students meet their maximum educational potential;

   d. the use of the MPS Learning Targets to guide attainment of specific skills and benchmarks in coursework; and

   e. the implementation of a school-wide advisory model which provides all students opportunities to connect with adults focused on their individual progress and the ability to connect each student with additional services as needed.

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 the MPS Strategic Plan.

Statute, Administrative Policy, or Board Rule 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 the Board's approval, the FY09 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 Audubon Technology and Communication Center High School's petition at this time; and
2. authorize 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 Audubon Technology and Communication Center High School in anticipation of the establishment of an MPS instrumentality charter school for the 2008-2009 school year.

The Board Clerk indicated that the item had been revised to reflect the correct name of the school: Audubon Technology and Communication Center High School.

Director Goldberg moved to approve the Committee's recommendation as revised.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 2) Action on a Request to Approve the Transition High School as a Small High School to Begin in January of the 2007-08 School Year

Background

1. In May 2007, the Milwaukee Board of School Directors approved a $1 million budget amendment to establish a new MPS transitional program for adjudicated youth and children returning from expulsion. The school is to serve a minimum of 125 students — but no more than 250 in the first year — students in the 6th through 12th grades, to be funded at the partnership rate in the second semester of 2008. The school program will ultimately have a maximum enrollment of 500 students at full capacity, retaining seats within the district and keeping our partners whole. At the time of adoption, the Administration reported that it would bring forward a school proposal for the Board's consideration.

Administration's Analysis

2. The Transition High School is proposed as a unique high-school model tapping the best practices to support the learning needs of students returning to school after a period of incarceration. In addition, this school will service students returning to school after a period of expulsion without services, and, when seats are available, students returning to school after a period of expulsion with services. Beginning in January 2008, the school will enroll up to 125 students in grades 9-12, expanding in coming

years to serve up to 500 students in grades 6-12. The school will have multiple sites, with the location and size of each site to be determined by student needs and the capacity of that site to meet those needs.

3. The Transition High School will be a school of record for some students — i.e., it will be the school from which they graduate — while it will serve as a transitional experience for other students. Some students will enroll, engage in learning to recover credits, and then transition to other high schools, joining their peers again on track to graduate.

4. The aim of The Transition High School is to re-engage youth in school and in the community. Using a distributed-school-site model and connections to youth-serving community-based organizations (CBOs), the school will provide unique and flexible learning opportunities that are supported and integrated into the larger Milwaukee community. The school will also facilitate opportunities for students to have mentors and for students to participate in employment services.

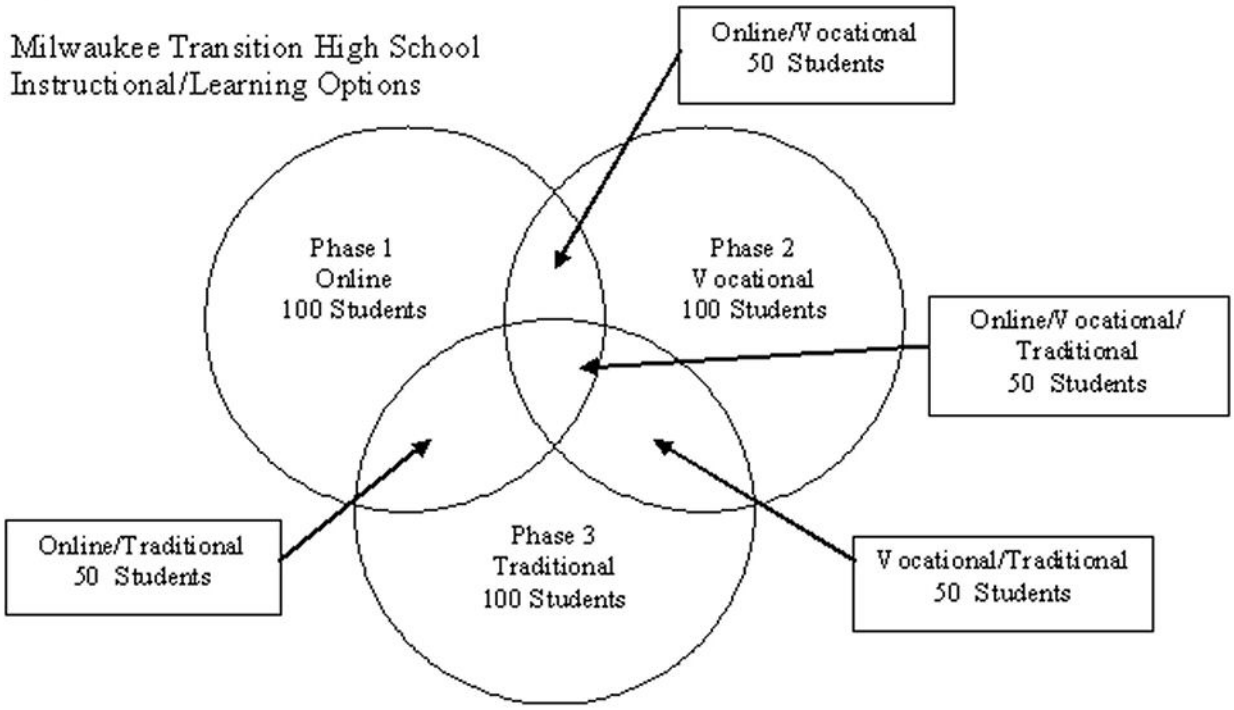
5. The Transition High School will have three instructional models to provide options to students returning from incarceration or expulsion:

- Phase 1 of the school will provide an online learning instructional model;
- Phase 2 will provide a vocational learning instructional model.;
- Phase 3 will provide a traditional high-school model.

6. The online learning model will be introduced first to provide a unique, new option for students. Many students returning from incarceration or from expulsion are also students who have not been successful in the other options the district currently offers. The online learning instructional model provides a new opportunity for students to become successful.

7. The Transition High School, when fully enrolled, will serve 500 students within the three instructional models. For some students, the blending of these models becomes yet another option. Figure 1 below describes how some students might be best served through a blending of online and vocational, or a blending of online and traditional, or vocational and traditional, or all three.

Figure 1



8. Phase 1 of the Transition High School will comprise between two and four locations distributed geographically in the city. These sites will include MPS locations and CBO locations. Through a grant from the U.S. Department of Labor, funds are available to contract with CBOs for learning and support services. An RFP is currently in development through which proposals will be received and reviewed to identify provider CBOs.

9. CBOs will be expected to provide computer labs and student supervision, take student attendance, provide opportunities for students and mentors to meet, and coordinate other MPS staff instructional and support services (art, guidance, special education services, etc.). CBOs will not serve as partnership schools, but will provide services to the Transition High School. Contracts for CBO services will follow MPS administrative policies and be presented for the Board's approval as appropriate.

10. The number of students located in CBO locations will be determined by the capacity of the MPS sites. It is envisioned that CBO sites will serve between 8 and 15 students. MPS's Department of Facilities and Maintenance is currently reviewing possible locations for the MPS locations for the Transition High School.

11. Phase 1 of the Transition High School will provide a unique blending of virtual learning and classroom-based learning. Math, science, language arts, and social studies courses will be provided online through Class.com, a nationally recognized vendor of online curriculum and learning technologies. Certified MPS teachers in each of these subject areas will provide instruction through the online environment. Online learning provides for maximum flexibility and differentiation of learning opportunities. Targeted students will vary in their learning needs and credit-attainment histories. Online learning is particularly useful and adaptable to this set of student needs.

12. Development of the online learning environment is consistent with the MPS Department of Technology's strategic plan. Ultimately, the school will develop proprietary curriculum for use online and no longer require contracted services for these products.

13. In addition to the four core-content areas, art will be provided as a classroom-based experience, with the certified art teacher traveling to the sites on a weekly basis. In addition, MPS staff will provide guidance, social work, and psychological services, while community partners will provide restorative justice services. These will be provided at each site on a rotating basis.

14. Students in Phase 1 of the Transition High School will participate in online and classroom-based learning, school and community support services, community service and community engagement through partner CBOs, and employment services through the Workforce Development Board. The Department of Labor's grant also provides resources to fund employment readiness, transition, placement, and support. The students in the new school will participate in these services at each MPS or CBO site (Note that these services are not limited to students in the Transition High School. They will also be available to students in other high schools who are returning to school after a period of incarceration or expulsion).

15. The Transition High School is committed to achieving the following outcomes:

- increased attendance;
- greater progress toward graduation, as measured by credits completed;
- higher graduation rate, compared with district averages;
- decreased recidivism within the juvenile justice system;
- decreased suspension and expulsion incidences, compared with individual history; and
- increased student and parental satisfaction as measured by pre- and post- student and parent satisfaction surveys.

16. Leadership for the school will be provided through a Program Coordinator who will serve as the school administrator. The Program Coordinator position will work under the supervision of MPS Diversified Community Schools. The Program Coordinator will be provided with administrative support as needed.

17. In addition to the unique leadership model, the Transition High School will also be provided with the services of a Transition Specialist funded through the U.S. Department of Labor grant. This individual will work closely with students, parents, probation/parole staff, and other MPS high schools. The goal is to ensure that each student placed in the new high school or transitioned from the new high school to another MPS school is supported in these transitions and is placed in a learning environment specifically ready to meet his or her learning needs.

18. The Administration is working with leadership from the MTEA to develop and implement the timeline for staffing the school. Discussions with the MTEA are collaboratively identifying the specific qualifications and experience preferences for staff in the school. The Administration anticipates posting new positions in early October and interviewing candidates in mid-October, with staff identified to begin in November. Instructional staff at the school will participate in full-time training during November, December, and January. Staff will also meet with incoming students to develop individual learning plans.

19. This item seeks the Board's approval to open the Transition High School as a small, autonomous MPS high school to be housed in two to four MPS or CBO sites, offering a blended online and classroom-based learning environment in Phase 1, a vocational learning environment in Phase 2, and a traditional learning environment in Phase 3, each with additional community-based and employment services. This item also seeks position authority for the Program Coordinator position for the school. Funding for ongoing implementation of the Transition High School will be included in the FY09 budget planning, development, and approval process.

Strategic Plan Compatibility Statement

20. The Administration's recommendation 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 3, that leaders and staff demonstrate continuous improvement through focused professional development; Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families; Goal 6, that the district be accountable for measurable results; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rule Implication Statement

21. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Implementation and Assessment

22. Upon approval by the Board, the Administration will guide the Transition High School in moving forward as a small high school beginning with the second semester of the 2007-08 school year.

Fiscal Impact Statement

23. This item authorizes expenditures up to the $1 million dollars, which was approved in May 2007 to plan and implement the Transition High School, to begin with Phase 1 during the 2007-08 school year. The budget includes the following:

- 4.0 FTE teachers (math, science, social studies, language arts)
- 0.50 FTE teacher in art
- 0.50 FTE in guidance
- 1.0 FTE program coordinator to provide administrative services
- 1.0 FTE 10-month secretary I
- 1.0 FTE Safety
- 2.0 FTE special education teachers

- 0.50 FTE school psychologist
- 0.25 FTE school social worker
- Other wages — $35,000; purchased services — $154,034; supplies and materials — $5,000; capital expenses — $25,000.

24. Additional funds supporting the first two years of the school are included in the recently awarded grant from the U.S. Department of Labor. These include $300,000 per year to support contracts for services provided through CBOs; $5,000 in year 1 to support Classroom Organization and Management Program (COMP) training for teachers; $75,000 per year, plus benefits, to support the Transition Specialist position.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the Transition High School as a small high school to begin no later than the 2007-08 school year;
2. approve the Program Coordinator position to provide administrative and program coordination services for the school;
3. approve the Transition Specialist position to provide transition services; and
4. direct the Administration to switch Phases 2 and 3 as follows:
   a. Phase 2 will provide a traditional high-school model;
   b. Phase 3 will provide a career and technical education learning model.

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

* * * * *

(Item 3) Follow-Up Action Relating to Resolution 0607R-021 by Directors Goldberg and Spence Regarding a District Needs Assessment Relative to the Charter School Petition and Proposal Process

Background

1. At its November 30, 2006 meeting, the Board referred Resolution 0607R-021 by Directors Goldberg and Spence to the Committee on Innovation/School Reform:

WHEREAS, On May 29, 2001, the Board revised Administrative Policy 9.12, Charter Schools, to include Section (6) Types of School Likely to be Supported by the Board; and

WHEREAS, The purpose of Administrative Policy 9.12 (6) is to allow the District to conduct a needs assessment and to publish the types of charter school programs desired; and

WHEREAS, This section of Administrative Policy 9.12 has not been revised since February 23, 2004; and

WHEREAS, The Board intends to seek charter school petitions and proposals which target desired student populations with effective programs aligned to objective accountability measures; and

WHEREAS, In order to assure that the District receives and implements charter school petitions and proposals which meet the District's needs, it is necessary to clearly articulate those needs and desires; and

WHEREAS, The most effective means of communicating the District's intentions regarding Charter Schools may require a revision of Administrative Policy 9.12, Charter Schools; now, therefore, be it

RESOLVED, That the Administration develop a plan to identify target student populations who are underserved by the current educational options within MPS; and be it

RESOLVED, That the Administration develop suggested revisions to Administrative Policy 9.12, Charter Schools, which may include requiring petitions and proposals to include:

a) identification of targeted student population

b) identification of research-based best practices and methodologies to be implemented in the proposed charter program

c) identification of program-specific objectives and accountability measures to which the Charter School agrees it will be held accountable; and be it

FURTHER RESOLVED, That the Administration's recommended policy revisions include provisions to align the petition/proposal review process and contract review processes to the new submission requirements; and be it

FURTHER RESOLVED, That the Administration bring its plan and suggested revisions to the Board for consideration prior to this year's timeframe for charter school petition/proposal submission.

2. In February 2007, the Administration responded to Resolution 0607R-021, which the Board adopted. The Board also took action to ensure that the district receives and implements charter school petitions and proposals that meet the district's program needs. The Board directed the Administration to develop a needs assessment in order to draft a plan to identify and publicize target student populations who may be better served by additional educational options within MPS. The Board also directed the Administration to bring its plan and suggested revisions to the Board for consideration prior to the January 2008 timeframe for charter school petition/proposal submission. In addition, the Administration was directed to revise Administrative Policy and Procedure 9.12, Charter Schools, to include provisions to align the petition/proposal review process and contract review processes to the new submission requirements.

Administration's Analysis

3. Providing parents/guardians with opportunities to decide which public school best meets the needs of their children is key to MPS's efforts to increase customer satisfaction and parental involvement, to provide different learning environments, and to encourage schools to be unique and academically successful. The Milwaukee Board of School Directors has encouraged schools to design and implement site-specific programs that better meet the needs of students.

4. Charter schools are public schools that are freed from most state rules and regulations in exchange for greater accountability for results. The Wisconsin charter school program was created in 1993 to provide educational alternatives. There are four authorizers in the city of Milwaukee: University of Wisconsin-Milwaukee, City of Milwaukee, Milwaukee Area Technical College, and Milwaukee Public Schools (MPS). The first (MPS) charter school contract was signed in 1996. The number of Milwaukee Public Charter Schools for the 2006-07 school year included 27 Instrumentality Charter School (all district employees) and 13 Non-Instrumentality Charter Schools (no district employees), totaling 40 MPS charters. For the 2007-2008 school year, there are 29 Instrumentality Charter Schools and 13 Non-Instrumentality Charter Schools, totaling 42 MPS charters.

5. In order to implement this process during the 2007-08 school year, it would be necessary to revise Administrative Policy and Procedure 9.12, Charter Schools, Section (5)(b), which currently reads:

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 year (January-December).

6. To generate a larger pool of petitions and proposals that directly address some of the district's identified program needs, the Administration plans to identify and publicize the target student populations who may be better served by additional educational options within MPS. Therefore, the Administration is recommending that the Board reserve the right to give priority to applications that directly address identified areas of need of the targeted student population(s) within the district and replicate currently successful schools by adding language to Administrative Policy and Procedure 9.12, Charter Schools.

7. Upon reviewing assessment data in June 2007 relative to student outcomes, principal surveys, a single-gender education study, and the district's Strategic Plan, the following are some of the identified needs of the Milwaukee Public Schools:

a. *Older high-school students*

A large percentage of high-school students are over-age (i.e., older than their peers) and have not acquired enough credits to move to the next grade level. For example, nearly 30% of the nearly 9,100 9th-grade students last school year (2006-07) were 17 years of age or older. And two-thirds of them were previously enrolled in 9th grade the previous year(s).

b. *Lower-performing students*

A significant number of MPS students are less than proficient on the annual WKCE. For example, between 10% to 15% of students across grades 3 to 8 scored at the Minimal range on the WKCE in Reading in 2006-07. Another 22% to 26% scored at the Basic level. At the grade 10 (high-school) level, 28% of students enrolled scored at the lowest, minimal level, while another 26% scored at the basic performance level.

c. *Mobile students*

A large number of students move from school to school, both within the year and from year to year. District-wide, nearly 20% of students move to other schools during the year, and over one of every three students changes school from year to year (excluding newly entering and promoted students). Although the district has not compiled recent statistics on the longitudinal nature of student movement, criteria might focus on students that transfer to 3 to 5 or more schools within the previous 2 to 3 years.

d. *Consistently low school attendance rates*

Students with attendance rates that are 10 to 15 percentage points or lower than their peers at specific grade levels might be another criteria for attention. At the elementary grade level (K to grade 5), the average attendance rate is about 92%. At the middle grades (grades 6 to 8), the overall attendance rate is about 88%, and at the high school level, the total student attendance rate was about 80%.

e. *Students who fail to advance to the next grade level*

An increasing percentage of students, across all grade levels, are not promoted to the next grade level, either by teacher decision (Kindergarten to grade 8) because of low performance, or by failing to pass enough courses at the high school to advance to the next grade level. Student retention rates range about 3% to 4% across grades Kindergarten to grade 8, but rise significantly at the high-school grades, where about 16% of all students (grades 9 to 12) fail promotion to the next grade. The highest retention rate is in grade 9, where 22% were retained last school year.

f. Students with behavioral problems

There is also an ever-larger percentage of students that are suspended at least once a year. Some students are suspended numerous times during the school year. For example, a total of 1,654 students (2%) were suspended 10 or more times last school year. Criteria used might target students suspended 5 to 10 or more times, two or more years in succession.

g. Students with disabilities

Students with disabilities represent an increasing share of the district's enrollment. They accounted for 17% of all students enrolled in 2006-07. Students with disabilities represent a larger share of high-school enrollment (19% in 2006-07) —nearly one of every five students. The achievement gap (as measured by percent proficient/above on the WKCE) between students with disabilities and students without disabilities is the widest among all groups of students. Students with disabilities score 25 percentage points lower than their peers across grades 3 to 8 in Math (21% vs. 47%) and 40 points lower in Reading (26% vs. 66%). The attendance rate for students with disabilities is 3 points lower at elementary grades, 4 points lower at middle grades, and 7 points lower at the high-school level (75% vs. 82%). Students with disabilities are suspended at a higher rate, compared with their peers across all grades (31% vs. 20%).

h. Students with academic challenges to educational/career pathways

That students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship is Goal 1 of the MPS Action plan. Strategies and objectives for Goal 1 include:

- high-school graduates be prepared for higher education, careers, and citizenship;
- high-school students complete rigorous coursework, including four years of English, three years of mathematics, three years of science, three years of social studies, two years of physical education/health, and one year of fine arts (art, music, theatre, dance, etc.);
- schools provide students access to Advanced Placement courses. Educators prepare and encourage students to participate in Advanced Placement examinations; and
- the district support high schools in providing career-exploration opportunities to prepare students for the academic challenges of educational/career pathways (college prep/basic skills, technical education, etc.).

8. Many targeted students probably fall into several of the categories noted above: a proportion are students with disabilities, who have low attendance, have been retained in their grades one or more times, are two or more years older than their peers, have been suspended numerous times over the years, have moved from school to school, and perform low on the WKCE in multiple years. The most serious student need appears to be at the high-school level; however, most of these students probably fell into the identified category well before they entered high school.

9. Per the Administration's response to Resolution 0607R-021, and in addition to the review of assessment data to determine needs, school leaders were asked to review the list of needs listed above and check all student groups they believed should be identified in order to directly address district needs. The Division of Diversified Community Schools received a total of 50 returned surveys, which included the list above and additional recommendations of potential district needs. There were 198 checks, tallied below according to the priority of some MPS school leaders:

a. 21% students with discipline problems;

b. 15% lower-performing students;

c. 12% students who have low attendance;

d. 11% students with disabilities;

e. 11% over-aged high-school students;

f. 8% mobile students;

g. 8% retained students;

h. 8% students interested in a rigorous high-school curriculum with options to earn college credit(s);

i. 1.5% over-aged eighth-grade students; and

j. other remaining priorities that made up 1% or less.

10. Another district need was identified, which is serving a single-gender population in a school or classroom configuration**.** The workgroup obtained community and staff input regarding the type, form, and location of single-gender schools or classrooms. Tabulations of a representative sample of surveys indicated that 35% were in favor of separate classes within a school; 29% were in favor of separate schools; and 36% were not in favor of single-gender education. Of the 36% not in favor, however, 14% were student responses, ages 13-18. Those surveyed made several comments that they would not send their children to a single-gender school or classroom configuration, however, they would like to see it as an option for other parents.

Strategic Plan Compatibility Statement

11. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 5, that school staffs be supportive and responsive to students and families; Goal 6, that the district be accountable for measurable results; Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rule Statement

12. The item is consistent with the administrative procedures and policies, as well as state statutes.

13. In an effort to facilitate the establishment of MPS charter schools based on the Board's own initiative, Section 118.40, Stats., Administrative Policy 9.12, and Administrative Procedure 9.12 provide that the Board may seek and consider proposals from parents, educators, community groups, nonprofit organizations, individuals, and combinations of such entities who would like to operate an MPS charter school.

14. Administrative Policy 2.16, District Accountability System, states:

(1) The primary purpose of the district Accountability System is to provide information to improve the capacity of schools to continually increase the academic performance of all students.

(2) In order to measure their success, schools and school districts need to assess the difference they make in student achievement. The MPS Accountability System shall measure specific indicators of school quality and shall result in informed consequences that will assist schools in meeting the goals required by the State under federal guidelines.

(3) The district Accountability System is a quality-assurance process that shall:

(a) Align with the State of Wisconsin's accountability measures and consequences, using the Wisconsin Student Assessment System (WSAS) and other federal guidelines;

(b) Report other indicators of school quality, including student growth, using an MPS value-added analysis, and school climate;

(c) Establish appropriate support and consequences to assist schools in achieving State target goals;

(d) Assist in identifying strong educational practices for replication of success;

(e) Report results to the public once a year;

(f) Require participation of all schools serving MPS students, including partnerships and charters; and

(g) Reflect performance of all students, including those with disabilities.

Fiscal Impact Statement

15. This item does not authorize expenditures. The Administration will inform the Board of any costs associated with implementation.

Implementation and Assessment Plan

16. The Administration will publicize the results of the analysis of district program needs obtained by assessment data in June 2007 relative to student outcomes, principal survey, and the district's Strategic Plan and study. Implementation is planned prior to the January 2008 submissions of charter school proposals and petitions. The Milwaukee Public School's program needs include:

- serving older high-school students,
- serving lower-performing students,
- serving mobile students,
- serving students with consistently low school attendance rates,
- serving students that have failed to advance to the next grade level,
- serving students with behavioral problems,
- serving students with disabilities,
- serving students for academic challenges of educational/career pathways and
- other programs serving students with innovative, research-based methods deemed necessary.

17. The district's program needs will be publicized utilizing the following methods of communication:

- the annually updated charter school booklet, which informs and educates potential and existing charters,
- the Milwaukee Public Schools' Internet Portal, specifically the Diversified Community Schools link,
- the monthly Principal Institute,
- charter school informational presentations,
- MPS Administrators' Bulletin,
- Milwaukee Public Schools' press releases,

- the district's Strategic Plan, and
- other suggested media venues, as deemed necessary.

Committee's Recommendation

Your Committee recommends that the Board:

1. direct the Administration to publicize the identified areas of need as targeted student population(s) within MPS;
2. direct the Administration to make the recommended revisions to administrative policy to include provisions to align the petition/proposal review process and contract review processes to the new submission requirements; and
3. approve the Administration's recommended revision to policy and procedure as follows:

Administrative Policy 9.12
CHARTER SCHOOLS

(3) PETITION BY MPS TEACHERS TO ESTABLISH AN MPS CHARTER SCHOOL

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(c) If the Board grants the petition, the provisions set forth in Section 8(c) below shall be followed. If the Board denies the petition, the person seeking to establish the MPS charter school may, within 30 days after the denial, appeal the denial to DPI. Within 30 days after receiving the appeal, DPI shall issue a decision that is final and not subject to Ch. 227 judicial review. 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 to replicate currently successful schools.

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(6) TYPES OF SCHOOLS LIKELY TO BE SUPPORTED BY THE BOARD

(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 school 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 proposals 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.

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Administrative Procedure 9.12
CHARTER SCHOOL PETITIONS AND PROPOSALS

(3) PROCEDURES FOR MPS CHARTER SCHOOL PETITIONS AND PROPOSALS

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(b) PETITIONS

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3. Any decision on the creation of an MPS charter school is reserved to the Board. The Board shall approve all contracts with MPS charter schools, shall notify the state superintendent of its intention to establish an MPS charter school, and shall make all decisions regarding whether a charter school shall be an instrumentality of the district. 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.

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

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(Item 4) Informational Report on the MPS Explorers — Science under Sail Project

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

Administration's Report

1. The MPS Explorers — Science under Sail Project is a collaborative effort of Discovery World at Pier Wisconsin, Milwaukee Public Schools, University of Wisconsin-Milwaukee's School of Continuing Education, and University of Wisconsin's Great Lakes Water Institute. The goal of the Project is to increase the subject-matter knowledge and teaching skills of science teachers and students at the high-school level. This ensures that the students are getting the necessary scientific knowledge to be successful in their future, careers of their choice, and their achievement in science. MPS Explorers joins high-school teachers and students to become learners together using the authentic learning environment of the Atlantic Ocean aboard a "floating classroom," the U.S. Coast Guard-certified Sailing School Vessel *Denis Sullivan.*

2. Teachers and students involved in the project explore experiential science enrichment in an innovative way, by using the vessel as a learning laboratory to field-test their newly learned techniques with students as preparation for bringing these techniques back to the classroom.

3. This program is designed to network teachers and students from different MPS high schools to examine coastal and marine ecosystems together; form a cadre of MPS teachers to take part in course work designed to implement field-based learning as a meaningful method to engage students in outdoor science experiences; and use scientific fieldwork aboard the Sailing Vessel (S/V) *Denis Sullivan* as a real-life context in which to make practical application of the MPS Learning targets and the Wisconsin Model Science Standards, coastal ecosystem content, and environmental issues to meet the needs highlighted by the Wisconsin Department of Public Instruction.

4. In early 2007, after months of preparation and training, three groups of MPS students and teachers set sail on Caribbean voyages aboard the *S/V Denis Sullivan*, which is based at Discovery World at

Pier Wisconsin in Milwaukee. The dates of the three voyages were January 21 to February 1 (students and teachers from Milwaukee Learning Laboratory and Institute, Rufus King, and Veritas); February 4 to February 15 (students and teachers from Bay View High School and Milwaukee School of Languages); and February 18 to March 1 (students and teachers from New School for Community Service, Washington High School of Expeditionary Learning, and Wisconsin Conservatory of Lifelong Learning).

5. A total of 108 students and 21 teachers from 17 schools participated in the educational voyages. In addition, 1,200 students and their teachers have participated in pre-voyage classroom activities and live videoconferences from the vessel since this program begin in 2004.

6. Students lived and worked aboard the *Sullivan* for the duration of each voyage. While on the vessel, students were able to study water usage, water-quality issues, oceanography, and meteorology. They served as junior crewmembers and developed environmental stewardship, global leadership, and teamwork skills as well as the basic principals of nautical science. In addition, students produced and delivered live interactive videoconferences with their fellow students in Milwaukee and wrote daily field reports that were uploaded to Pier Wisconsin's Virtual Voyage web site.

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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: Authorization to Make Purchases; Report on Administrative and School Fund Transfers; and Acceptance of Donations

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

RFP 501 Authorization To Enter into Multiple Contracts with Higher Dimensions in Learning, Inc., As a Direct Instruction Consultant

The Administration requests authorization to enter into multiple contracts with Higher Dimensions in Learning, Inc,. in FY08. The total amount of the contracts will depend upon the number of schools requesting services from High Dimensions in Learning. At a minimum, Higher Dimensions anticipates having contracts with the following MPS schools:

O.W. Holmes School
Rogers Street Academy
Wedgwood Park
Cass Elementary School

Contracts with the above schools are expected not to exceed $70,000.

Below is a list of services which Higher Dimensions in Learning performs for schools as a Direct Instruction consultant:

- organize inservices and trainings in Direct Instruction and behavior management;
- organize/reorganize instructional groups;
- monitor student, class and school monthly gains in lesson progress;
- observe in classrooms to improve student performance by providing demonstrations of lessons; conducting side-by-side coaching; modeling behavioral techniques; conducting assessments to monitor group performances;
- provide feedback or assignments to teachers after visits;
- provide assignments to in-school coaches to follow-up with teachers;
- hold grade-level meetings (as needed) to practice and discuss DI updates;
- provide the principal with a summary of visits and requests for follow-up as needed;
- meet with the principal and teachers who need assistance with DI programs to identify solutions and follow-up visits;
- identify solutions for teachers or groups that are struggling; and
- conduct phone conferences for coaches and principals as needed.

Higher Dimensions in Learning is on the district's pre-approved vendor list resulting from RFP (Request for Proposal) 501. The budget codes to be charged will be those of the schools requesting services from Higher Dimensions in Learning.

Higher Dimensions in Learning

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NO	NA	NA	NA	NA	NA

RFP 501 Authorization To Enter into a Contract for Instructional Coaches

The Administration requests authorization to enter into a contract with the Milwaukee Teacher Education Center (MTEC) to provide instructional coaches to be literacy facilitators. The literacy facilitators will offer professional development in K4-12 reading instruction at both the district and school-based levels. Facilitators will provide monthly feedback to the Administration. MTEC is on the District's pre-approved vendor list resulting from Request for Proposal 501.

These services are expected to:

- improve teachers' alignment of curriculum, instruction, and assessment with the District's K4-12 reading initiatives across all content areas and grade levels;
- improve students' mastery of cognitive demand in the areas of word comprehension, understanding, analyzing, and extending/evaluating text across the content areas; and
- align with the District's and reading office's instructional initiatives.

The term of the contract will cover the 2007-08 academic and summer school year. MTEC will be compensated for work performed at a rate of $40.00 per hour, not to exceed 15,600 hours over the contract period. Total compensation is not to exceed $624,000. The budget codes to be charged will be those of the schools requesting the service.

MTEC

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $624,000	NA	NA	NA	NO	NA	NA	NA	NA	NA

Rfp 464 Authorization To Enter into a Contract for the Evaluation of Supplemental Education Services

The Administration requests authorization to enter into a contact with the Wisconsin Center for Educational Research (WCER) to evaluate Supplemental Education Services (SES) Programs. WCER is on the District's pre-approved vendor list for program evaluators resulting from the (RFP 464.

The SES programs are currently in their fifth cycle in Milwaukee, servicing 12 schools identified for improvement (SIFI). Students choose SES tutoring services from the 20-30 active service providers in Milwaukee that have been approved by the Department of Public Instruction.

The contract with WCER would be in effect through June 30, 2008. The cost of the contract would not exceed $100,000. The budget code to be charged is OGAOA1P8RH-ECTS (Title I — Contracted Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NO	0%	0%	0	BA	BA

Purchasing Request Summary — September 2007

Total contract dollars to be awarded..... $794,000
Total dollars eligible for HUB participation..... $..... 0
Total HUB dollars ..... $..... 0
% of MBE participation..... 0
% of WBE participation 0
Total % HUB Participation 0

Report on Administrative and School Fund Transfers

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

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Cass Street	Plaza East	$250.00	Donation for students
Div. of Research and Assessment	Brady Corporation Foundation	$6,454.95	ProImage XL3000 Poster Printer System and Supplies
Fernwood Montessori	Roundy's We Care	$169.92	Donation for educational materials
Homeless Students Program	Jeri Kornfehl	Undetermined	School supplies for distribution to homeless students.
Homeless Students Program	Wells Fargo Home Mortgage	Undetermined	School supplies for distribution to homeless students.
Milwaukee Recreation	First Service Credit Union	$250.00	Merrill Park End-of-Summer Picnic
Riverside	Master Lock Company	$100.00	Student fee assistance for HBCU Tour
Vieau	Landmark Credit Union	$3,100.00	Consulate Teacher Sponsorship

Committee's Recommendation

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

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

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(Item 2) Action on Monthly Finance and Facilities Matters: Award of Sole-source Contracts

Committee's Recommendation

Your Committee recommends that the Board approve the following sole-source contracts:

RFP 563 Speech and Language Services

The Administration is requesting authorization to enter into a sole-source contract with Dr. Gary Cohen and Top Echelon Contracting to provide speech services to students with Individual Education Plans (IEPs) requiring speech and language services, including therapy, evaluation, IEP development, and all related reporting requirements.

The basis of the sole-source is that competitive vendors do not exist. In June 2007, the Board authorized the Administration to enter into contracts with five agencies to provide speech pathologists to MPS schools. These vendors were recommended through RFP (Request for Proposal) 563. These five agencies, however, are not able to meet the demand for the speech pathologists. Because MPS is required to deliver IEP services, it is necessary to contract with additional agencies.

Top Echelon Contracting responded to RFP-563 but was not among the top qualifiers. Dr. Gary Cohen has worked with the District in the past and, as a result, is familiar with MPS staffing needs, procedures, and IEP demands. Top Echelon has provided speech pathologists to the District in FY07 and, as a result, is familiar with MPS staffing needs, procedures, and IEP demands.

Budget Code: SSU0AIF8DW-ECTS (IDEA — Contracted Services)
(Dr. Cohen — $90,000; Top Echelon — $90,000) $180,000

HUB % set 30%

Certificated Staffing Services

The Administration is requesting authorization to enter into a sole-source contract with Robert Baxter to temporarily fill the position of manager of certified staffing.

The basis of the sole-source is that competitive vendors do not exist insofar as the position of manager of certified staffing is a key position that is currently vacant after a long-term incumbent vacated the position and the replacement departed after only two months in the job. Dr. Baxter is the sole person available under the circumstances who has sufficient familiarity with all necessary aspects of human resources and the interworkings of MPS.

Budget Code: OGA00STFHR-ECTS (Staffing — Contracted Services).....$93,805
HUB % set..... 0%
Total $ $273,805
Total HUB $.....$54,000

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

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(Item 3) 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	Kenneth Lillegard Fac. & Maintenance Services	Elevator Constructor $70,720.00/yr.	09/10/07
4	Nilsabel Rivera-Pagan Kagel	School Secretary I $20,683.56/yr.	08/23/07
		Promotions	
2	Elliott Anderson Wedgewood Park	Boiler Attendant Trainee $29,358.16/yr.	08/20/07
2	Kevin Brown Clarke	School Engineer II $47,122.66/yr.	08/27/07
2	Darrell Cannon Lee	School Engineer II $47,122.66/yr.	08/27/07
5	William Fender Grant	School Engineer II $42,249.22/yr.	08/27/07
2	Derrick Roundtree ALBA	Boiler Attendant Trainee $29,358.16/yr.	08/20/07

Reinstatements

Angela Chojnacki Grantosa	School Kitchen Manager II $26,020.21/yr.	08/27/07

Changes in Status

Jalonna Bartlett[1] Audubon	Handicapped Children's Assistant $15,352.46/yr.	08/30/07
Mary Kay Eul[2] Clarke	School Secretary I $20,683.56/yr.	08/23/07
Ena Wade[1] Emerson	Handicapped Children's Assistant $15,352.46/yr.	08/30/07

[1]From substitute to regular
[2]From a 10-month hourly position to a 10-month position

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
2,r	Larry N. Abube Grade 4	B	$37,026.00	3	08/30/2007
5,nr	Jennifer J. Ahmad Speech and Language	B	$34,008.00	1	08/30/2007
4,r,a	Diana I. Alfonzo Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Amy L. Amoroso ESL	D	$66,358.00	16	08/30/2007
5,r	Emily R. Aten Speech Pathology	B	$34,008.00	1	08/30/2007
5,r,a	Angelique C. Ayala Cross-categorical	B	$34,008.00	1	08/30/2007
4,r,a	Damaris Ayala Grade 1 Bilingual	B	$34,008.00	1	08/30/2007
5,r,a	Erica A. Babler Bilingual Education	B	$34,008.00	1	08/30/2007
5,r	Leah Bannier K4	B	$34,008.00	1	08/30/2007
5,r	Andrea M. Baron K5	B	$34,008.00	1	08/30/2007
5,r,a	Lauren D. Bast Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	William K. Baxter Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr	Brian T. Beaudet Social Studies	B	$34,008.00	1	08/30/2007
5,nr,a	Laura J. Bergum K5	B	$34,008.00	1	08/30/2007
5,r,a	Katherine A. Birdsall Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Elisabeth A. Bishop Grade 1-3 Montessori	B	$34,008.00	1	08/30/2007

5,nr,a	Melanie D. Bivens Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr	Katherine M. Block Speech Pathology	B	$34,008.00	1	08/30/2007
2,r,a	Yolanda A. Borders Cross-categorical	B	$34,008.00	1	08/30/2007
2,r	Karen D. Bridges K5	B	$44,565.00	8	08/06/2007
5,nr	Joan M. Butz Grade 6	B	$34,008.00	1	08/30/2007
3,r,a	Amanda F. Cabreza Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Cara E. Callan Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Laura E. Camilli French	B	$34,008.00	1	08/30/2007
3,r,a	Janardhanan Cheriyalanthot Mathematics	B	$34,008.00	1	08/30/2007
5,r,a	Stephannie K. Chiarelli Grade 3	B	$35,516.00	2	08/30/2007
4,r,a	Loli L. Chirafisi K5	B	$34,008.00	1	08/30/2007
5,r	Ann M. Christensen English	B	$34,008.00	1	08/30/2007
5,r	Monica J. Church Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Benjamin J. Clancy Art	B	$34,008.00	1	08/30/2007
2,r,a	Jerome Cockerham Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Karen C. Culver Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Sava S. Dashev Mathematics	B	$34,008.00	1	08/30/2007
2,r	Nochelle Y. Davis Grade 4	BB	$40,340.00	4	08/30/2007
5,r,a	Nicole M. DeMaster Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr	Maggie M. DeValk Vision Impaired	B	$35,516.00	2	08/20/2007
5,r,a	David M. Ditzman Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Scot P. Dragan Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Shayna R. Druck Grade 5	B	$34,008.00	1	08/30/2007
5,nr	Wendy T. Dueling Art	B	$34,008.00	1	08/30/2007
3,nr,a	Amy M. Dufek Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr,a	Carrie L. Dunn Cross-categorical	B	$34,008.00	1	08/30/2007

5,r	Daniel J. Eisenman Grade 7	B	$34,008.00	1	08/30/2007
5,r	David V. Eppelsheimer Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Elaine E. Everding Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Angie R. Ewoldt Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Ronald J. Fintak Jr. Cross-categorical	B	$34,008.00	1	08/30/2007
3,r,a	Lisa M. Fleming Science	B	$34,008.00	1	08/30/2007
5,r,a	Dawn Frauenfelder Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Valerie R. Fritche Foreign Language	B	$34,008.00	1	08/30/2007
5,r,a	Joseph K. Gaffke Grade 3	B	$34,008.00	1	08/30/2007
5,nr	Amanda A. Garcia Bilingual Education	B	$34,008.00	1	08/30/2007
4,r,a	Julian Garcia Bilingual Education	B	$34,008.00	1	08/30/2007
5,r	Kendra E. Gefke Speech Pathology	B	$34,008.00	1	08/30/2007
5,nr	Jodi A. Gillitzer Grade 1	BB	$45,092.00	7	08/30/2007
5,nr,a	Allison J. Gipp Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr	Melissa L. Glander Bilingual Education	B	$37,026.00	3	08/30/2007
5,r,a	Kerri A. Gleesing Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	David J. Goeb II SAGE	B	$35,516.00	2	08/30/2007
5,r	Alissa R. Gonyea EC:EEN Bilingual	B	$34,008.00	1	08/30/2007
5,r	Kathleen M. Groser K3	D	$48,608.00	6	08/09/2007
5,nr,a	Melissa K. Gruenwald Grade 1	B	$34,008.00	1	08/30/2007
2,r	Daryl A. Hale Science	B	$34,008.00	1	08/30/2007
5,r	Colleen V. Hallman Cross-categorical	BB	$45,092.00	7	08/30/2007
5,r	Jennifer M. Hans Mathematics	B	$34,008.00	1	08/30/2007
5,r,a	Erik C. Hansen Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Brian R. Hayes Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Michaelene E. Healy Cross-categorical	B	$34,008.00	1	08/30/2007

2,r,a	Crystal M. Hearvey EC:EEN	B	$34,008.00	1	08/30/2007
5,r	Patricia M. Hendricks Grade 7	B	$34,008.00	1	08/30/2007
5,r	Jaime L. Hoenisch Cross-categorical	BB	$46,677.00	8	08/30/2007
5,r,a	Christine Hoffman EC:EEN	B	$34,008.00	1	08/30/2007
3,r,a	Aruna Jha Cross-categorical	BB	$38,757.00	3	08/30/2007
5,r,a	Sandra M. Johansen Cross-categorical	B	$34,008.00	1	08/30/2007
4,r,a	Holly L. Keleher Mathematics	B	$34,008.00	1	08/30/2007
5,nr,a	Scott P. Kempen Mathematics/Computer Science	B	$34,008.00	1	08/30/2007
3,r,a	Sarah W. Kilgour Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr	Joellen F. Kipfer Science	B	$34,008.00	1	08/30/2007
5,r,a	Jennifer S. Kohut Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr,a	Candith M. Kolb Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr	David C. Kontz Trade and Technical Education	B	$34,008.00	1	08/30/2007
5,r,a	Piroska Krueger Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr	Ashlee G. Krull Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr	Michael E. Kubes Health and Physical Education	B	$34,008.00	1	08/30/2007
5,r	Tara R. Kuglitsch K-5	B	$34,008.00	1	08/30/2007
5,r,a	Tyson W. Kuhrmeier Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Marlee A. Kuluras Grades 1-8	B	$50,600.00	12	08/30/2007
4,r,a	Paul Lambert Social Studies	BB	$48,263.00	9	08/30/2007
5,r,a	Melissa S. Larson Bilingual Education	B	$34,008.00	1	08/30/2007
5,r	Michelle K. Laurich Grade 4	B	$34,008.00	1	08/30/2007
5,r	Michael R. Lawton Biology/Chemistry	B	$34,008.00	1	08/30/2007
5,nr	Andrew J. Lazzari Broad Field Social Studies	B	$34,008.00	1	08/30/2007
5,r	April E. Leberfing K4	B	$34,008.00	1	08/30/2007
5,nr,a	Jason A. Ledtke Science	B	$34,008.00	1	08/30/2007

5,r,a	Sara E. Liebert Bilingual Education	B	$34,008.00	1	08/30/2007
5,nr	Scott B. Lindner Mathematics	B	$34,008.00	1	08/30/2007
5,nr	Brian J. Linzmeier K5	B	$34,008.00	1	08/30/2007
5,nr	Sara J. Lookatch Cross-categorical	B	$34,008.00	1	08/30/2007
4,nr	Catherine E. Lopez English	B	$34,008.00	1	08/30/2007
5,r,a	Joanna B. Lorge Cross-categorical	B	$34,008.00	1	08/30/2007
4,r,a	Josie H. Lunar Bilingual Education	B	$34,008.00	1	08/30/2007
5,nr,a	Kelly J. Maas Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Greta M. Malmanger Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Daniel B. Marien Trade and Technical Education	B	$34,008.00	1	08/30/2007
5,nr,a	Alexandra S. Martell Grade 3	B	$34,008.00	1	08/30/2007
5,r	Cory J. McEwen Physical Education	B	$34,008.00	1	08/30/2007
5,r,a	Abeni McGlothian SAGE	B	$34,008.00	1	08/30/2007
5,r,a	Christine M. McKenzie Grade 3	B	$34,008.00	1	08/30/2007
4,r	Ramona L. Meyer Cross-categorical	D	$61,073.00	13	08/30/2007
5,r	Robyn L. Miceli Grade 1	B	$34,008.00	1	08/30/2007
5,nr,a	Holly Miller SAGE	B	$34,008.00	1	08/30/2007
1,nr	Serina K. Modugno Hearing Impaired	B	$34,008.00	1	08/30/2007
5,nr	Heather I. Muehlius ESL	B	$37,026.00	3	08/30/2007
4,nr	Maria C. Munoz Spanish	B	$34,008.00	1	08/30/2007
5,r	Emily J. Murn Grade 7	B	$34,008.00	1	08/30/2007
5,nr	Tatyana Musial Grades 1-8	B	$34,008.00	1	08/16/2007
5,r	Sandy L. Neumyer English	B	$35,516.00	2	08/30/2007
4,r,a	Alvaro J. Obando Mathematics	B	$34,008.00	1	08/30/2007
4,r,a	Rosaura M. Orozco Bilingual Education	B	$34,008.00	1	08/30/2007
5,r	Elaine L. Palmer Art	BB	$38,757.00	3	08/31/2007

5,nr	Joan Paul ESL	B	$34,008.00	1	08/30/2007
5,r,a	Ann M. Pax Mathematics	B	$34,008.00	1	08/30/2007
5,r	Jessica L. Phillips Grade 6	B	$34,008.00	1	08/30/2007
5,r,a	Tara R. Plank Grade 7	B	$35,516.00	2	08/30/2007
5,r,a	Lindsey M. Popp EC:EEN	B	$34,008.00	1	08/30/2007
5,r	Candace L. Queeney Cross-categorical	B	$34,008.00	1	08/30/2007
4,r	Antonio D. Ramirez Social Studies	B	$34,008.00	1	08/30/2007
5,r,a	Kelly E. Ranzen Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Desirée L. Reinstra Grade 2	B	$34,008.00	1	08/30/2007
5,r,a	Joshua E. Resnick Cross-categorical	B	$34,008.00	1	08/30/2007
4,r	Amy J. Rheams ESL	B	$34,008.00	1	08/30/2007
5,nr	Augustus D. Rich Theatre	B	$34,008.00	1	08/30/2007
4,r,a	Josephine M. Rivas Castillo Grade 4	B	$34,008.00	1	08/30/2007
2,r,a	Anita L. Robinson Grade 8	B	$34,008.00	1	08/30/2007
4,r,a	Carlos Rodriguez Bilingual Education	B	$34,008.00	1	08/30/2007
5,r	Andrea R. Roeder Grade 5	B	$34,008.00	1	08/30/2007
4,r	Adneris Roman K-3	B	$34,008.00	1	08/30/2007
4,r,a	Valarie A. Roman SAGE	B	$34,008.00	1	08/30/2007
4,nr	Davina M. Rosa EC:EEN	B	$34,008.00	1	08/30/2007
5,nr,a	Jenna M. Rosenfeldt Grade 4	B	$34,008.00	1	08/30/2007
3,r	Jennifer K. Ruel Foreign Language	B	$34,008.00	1	08/30/2007
4,nr	Maria G. Salgado-Ortiz Biology/Mathematics Bilingual	B	$34,008.00	1	08/30/2007
5,r	Andrew P. Sershon Biology	B	$34,008.00	1	08/30/2007
2,r,a	Diane Shaw Grade 5	B	$34,008.00	1	8/30/2007
5,r,a	Tamara T. Shultz Bilingual Education	B	$34,008.00	1	8/30/2007
2,r	Dawn M. Simmons Upper Elementary	D	$50,389.00	7	08/01/2007

2,r,a	Machella L. Smith Grades 1-8	B	$34,008.00	1	08/28/2007
5,r	Kristina M. Snapp Grade 1-3 Montessori	C	$59,499.00	13	08/30/2007
5,nr	William R. Sneeberger English	B	$34,008.00	1	08/30/2007
5,r	Patrice K. Sonnenberg Cross-categorical	C	$62,957.00	16	08/30/2007
5,r,a	Aaron C. Spiering Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Joanne R. Sprecher K-5	B	$34,008.00	1	08/30/2007
5,r	Elizabeth A. Stone Art	B	$40,040.00	5	08/30/2007
5,r,a	Bianca D. Stone Geide Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Adam Stonemeier Science	B	$44,565.00	8	08/22/2007
5,nr	Sade E. Stratton Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Colleen B. Sullivan Konyn Cross-categorical	BB	$43,511.00	6	08/30/2007
5,r,a	Jill A. Sweda Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Christopher R. Taylor SAGE	B	$34,008.00	1	08/30/2007
5,r,a	Steven E. Taylor Art	B	$35,516.00	2	08/30/2007
5,r,a	Amanda L. Terpeza Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Kimberly A. Theisen Cross-categorical	B	$37,026.00	3	08/30/2007
5,r	Jessica M. Thiede K4	B	$34,008.00	1	08/30/2007
2,r,a	Gary D. Thomas Cross-categorical	B	$34,008.00	1	08/30/2007
5,nr	John M. Troy Mathematics	B	$34,008.00	1	08/30/2007
4,r	Selene E. Valle Bilingual Education	B	$34,008.00	1	08/30/2007
4,r	Johanna Vega Bilingual Education	B	$35,516.00	2	08/30/2007
5,nr,a	Amanda D. Walker Cross-categorical	B	$34,008.00	1	08/30/2007
5,r	Jessica L. Wallace Science	B	$34,008.00	1	08/30/2007
5,r,a	Andrew F. Wallus Art	BB	$37,174.00	2	08/30/2007
2,r,a	Chareese D. Wilson Hearing Impaired	B	$34,008.00	1	08/30/2007
5,r,a	Nancy J. Wisniewski Cross-categorical	B	$35,516.00	2	08/30/2007

5,r	Mollie J. Wyler K5	B	$34,008.00	1	08/30/2007
5,r	Paul M. Zerovec Biology/Chemistry	B	$34,008.00	1	08/30/2007
5,r	Darcia L. Ziebert Grade 4-6 Montessori	B	$34,008.00	1	08/30/2007
5,nr,b	Elizabeth M. Zizzo K5	B	$34,008.00	1	08/30/2007

Certificated Appointments — School Nurse

2,r	Yvette Johnson-Towers School Nurse	2E	$46,921.00	7	08/23/2007
5,r	Patricia A. Lawton School Nurse	2E	$46,921.00	7	08/23/2007
5,r	Kimberly J. Polzin School Nurse	2E	$45,239.00	6	08/23/2007
5,nr	Julie G. Pompos School Nurse	2E	$46,921.00	7	08/23/2007

Certificated Appointments — School Psychologist

5,r	Angela L. Caskey School Psychologist	51C	$46,576.43	0	08/21/2007
5,r	Mary E. Houseman School Psychologist	51C	$46,576.43	0	08/21/2007
5,r	Shannon C. Wallace School Psychologist	51C	$46,576.43	0	08/21/2007

Certificated Appointments — School Social Worker

5,r	Megan L. Endress School Social Worker	2A	$46,291.00	0	08/23/2007
5,r	Christine N. Fiedler School Social Worker	2A	$46,291.00	0	08/23/2007
5,r	Heather L. Gautier School Social Worker	2A	$46,291.00	0	08/23/2007
5,r	Jessica L. Helminski School Social Worker	2A	$46,291.00	0	08/23/2007
5,r	Claire S. Johnson School Social Worker	2A	$46,291.00	0	08/24/2007
5,nr	Nell O. Mussoline School Social Worker	2A	$61,292.00	0	08/23/2007
5,r	Robin L. North School Social Worker	2A	$57,006.00	0	08/23/2007
5,r	Jennifer L. Price School Social Worker	2A	$46,291.00	0	08/23/2007
2,r	Dornicho S. Pulliam School Social Worker	2A	$46,291.00	0	08/23/2007
4,r	Olga Rodriguez School Social Worker	2A	$46,291.00	0	08/23/2007
5,nr	Renee L. Rott School Social Worker	2A	$46,291.00	0	08/23/2007
5,r	Deborah M. Scrima School Social Worker	2A	$54,863.00	0	08/23/2007
5,r	LaTonya R. Walls School Social Worker	2A	$61,292.00	0	08/23/2007

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, to January 25, 2008:		
Doris Green	Day-To-Day	August 30, 2007
Personal Leave, to June, 2008:		
Vincent Holly	Victory	August 30, 2007
Debra Resch	Clemens	August 30, 2007
Extension of Illness Leave, to June, 2008:		
Donald Dey	Leave	August 30, 2007
Extension of Maternity Leave, to January 25, 2008:		
Rebecca Anderson-Argyres	Leave	August 30, 2007
Amy Schultz	Leave	August 30, 2007
Extension of Maternity Leave, to June, 2008:		
Jennifer Conigliaro	Leave	August 30, 2007
Kristin Fenske	Leave	August 30, 2007
Erin McMahon-Tocco	Leave	August 30, 2007
Extension of Personal Leave, to June, 2008:		
Toni Clark	Leave	August 30, 2007
Matthew Mattioli	Leave	August 30, 2007
Donna Velez	Leave	August 30, 2007

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Date
Anita Adams	Teacher	7/08/07
Vandana Ahuja	Teacher	8/06/07
Philip Bostic	Teacher	8/30/07
Catherine Brlecic	Teacher	8/28/07
Amarilis Cornejo	Teacher	8/24/07
Jason Dropik	Teacher	6/15/07
Phillip Due	Teacher	8/28/07
Robert Eckford	Teacher	8/01/07
Julie Erdmann	Speech Path	8/29/07
Sereena Fayne	Teacher	9/28/07

Margaret Fischer	Teacher	8/27/07
Carolyn Fulton	Teacher	8/06/07
Phil Haddix	Soc Worker	7/01/07
Nancy Hake	Teacher	8/31/07
Shari Harrison	Generalist	8/22/07
Bret Harttert	Teacher	8/20/07
Ali Hatab	Teacher	8/10/07
Tamara Hines	Teacher	8/15/07
Daniel Irwin	Teacher	8/13/07
Yvonne M. Johnson	Teacher	8/09/07
Keri Kinney	Teacher	8/29/07
Laura Klein	Teacher	8/15/07
Jill Klotz	Teacher	8/13/07
Chad Kopenski	Teacher	8/15/07
Laura Kosmoski	Teacher	9/20/07
Martina Kunzler	Teacher	8/15/07
Tequila Kurth	Teacher	8/22/07
Jessica Lemberg	Teacher	8/01/07
David Linden	Teacher	8/31/07
Carrie Maxwell	Teacher	8/06/07
Bernard McCarthy, Jr.	Teacher	9/04/07
David Mlachnik	Teacher	8/24/07
Janet Murphy	Teacher	8/13/07
April Nagel	Teacher	8/23/07
Linda Nichols	Teacher	6/15/07
Theresa O'Bee	Principal	8/01/07
Titus Peck	Teacher	8/06/07
Paul Piering	Teacher	8/31/07
Tara Schnell	Teacher	8/20/07
Ashley Schroeder	Teacher	8/15/07
Brigid Sheeley	Teacher	9/04/07
Antoinette Stone	Teacher	8/20/07
Kristin Susedik	Teacher	8/07/07
Jill Sweda	Teacher	8/30/07
William Thorpe	Teacher	8/23/07
James Trost	Teacher	9/05/07
Mary Beth Wild	Teacher	8/30/07
Anna Winkfield	Teacher	7/01/07
Dona Yahola	Teacher	8/17/07

Classified Retirements

Name	Position	Effective Date
Barbara Cameron	Hand. Children's Asst.	08/29/07
Fred Fargo	Building Laborer	08/21/07
Willie Lovelace	Para Educational Asst.	08/11/07
Helen Massey	Para Educational Asst.	08/29/07
Robert A. Paterson	School Engineer III	08/18/07

Sharon Stefanski	Para Educational Asst.	08/10/07
Leslie Wallace	Building Laborer	08/07/07
Maxine Walls	School Nursing Associate	08/04/07
Gary Wolfgram	School Engineer I	08/25/07

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for August 2007 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 4) 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)	Margaret Barrett	Director Division of School/Community Recreation	Schedule IIIE, Range 16A $114,210.82
5(r)	Martin Lexmond	Director Department of School Innovation	Schedule IIIE, Range 14A $112,433.77
5(r)	Christina Flood	Social Studies Curriculum Specialist Division of Teaching and Learning	Schedule III, Range 11A $93,894.12

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 5) Approval of 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 below.

3. Paragraph (3) of Board Rule 1.14, Voting Methods, mandates that a "recorded affirmative vote of two-thirds of the Board membership shall be necessary to . . . . amend or repeal prevailing wage rates . . . ."

Committee's Recommendation

Your Committee recommends that the Board approve the prevailing wage rates as presented below:

Boilermakers

Please be advised that the Boilermakers and their Contractors have an agreement providing for the following rates of wages and fringe benefits, effective July 1,2007.

	7-1-07 Per-Hour
Boilermaker	$ 30.69
Boilermaker Assistant Foreman	$ 31.94
Boilermaker Foreman	$ 33.19
Boilermaker General Foreman	$ 35.19

Employer contributions paid into the various fringe benefit trust funds for Boilermakers are as follows, effective July 1, 2007.

	7-1-07 Per-Hour
Welfare Trust Fund (Based on hours paid)	$ 6.82
Boilermakers Great Lakes Area Apprenticeship Fund (Based on hours worked)	$ 0.30
MOST Program (Based on hours worked)	$ 0.24
Vacation Trust Fund (Based on hours worked)	$ 1.05
Pension Trust Fund (Based on hours paid)	$ 6.55
Boilermakers Annuity Trust (Based on hours paid)	$ 3.50
Training and Development (Based on hours paid)	$ 0.21
Health and Welfare Supplement	$ 0.50

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 Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 6) Informational Report on Human Resource Research Reports: The Cost of Teacher Turnover in Five School Districts; Hiring, Assignment, and Transfer in Milwaukee Public Schools: Report from the New Teacher Project; Performance-Pay for Teachers: Designing a System That Students Deserve

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

Administration's Report

1. In December 2006, the Administration brought an informational item to the Committee on Finance and Personnel regarding a number of human resources policy research projects. At that time, researchers from various organizations described their research plans to the Board. This item is a follow-up with findings from some of the HR policy research studies.

2. The Administration has invited the lead researchers of the following human-resource-based research reports to provide members of the Board with overviews of each. In addition, the authors are present to answer any questions that Board members might have regarding the reports.

3. The Cost of Teacher Turnover in Five School Districts: About two years ago, MPS joined four districts across the country in a pilot with the National Commission on Teaching for America's Future (NCTAF) to examine the costs of teacher turnover. Some of the key findings include the following:

- The costs of teacher turnover are substantial.
- District data systems are not designed to readily collect data about teacher turnover.
- Lower-performing and high-poverty schools have higher turnover rates.
- Turnover costs can be aggregated and analyzed.

The work with NCTAF resulted in the development of the Teacher Turnover Cost Calculator, which other districts can use to estimate the costs which they incur each year when teachers leave. In MPS, the cost of teacher turnover was estimated at about $15,325, while the cost in Chicago was estimated at $17,872.

4. Hiring, Assignment, and Transfer in Milwaukee Public Schools: Report from the New Teacher Project (TNTP): In the 2006-07 school year, the TNTP investigated the impact of MPS staffing rules and

processes through several avenues, including analyses of PeopleSoft data, surveys of principals and current teachers, surveys of teacher applicants, and interviews with principals and Central Services staff. Results of the surveys were shared with both MPS Administration and the MTEA. Some of the key findings include the following:

- School personnel believe that school interview teams are an effective mechanism for staffing schools.
- About 41% of MPS positions in 2006 were filled through Human Resources.
- Teachers placed via the school interview process are more satisfied with their placements than those assigned by Human Resources.
- Incompatibility transfers do not generally result in better or more enduring placements for teachers.
- MPS's competitor districts have earlier hiring time frames, costing the district high-quality candidates.
- High-poverty schools fill more vacancies through Human Resources placements than through the interview process because they receive far fewer applicants for their vacancies.

5. Performance-Pay for Teachers: Designing a System that Students Deserve: In early 2006, 18 of the nation's best teachers, working under the Center for Teaching Quality's Teacher Solutions initiative, with generous support from the Joyce Foundation, began an intensive year-long study of professional compensation as a means of improving student learning. The resulting report, *Performance-Pay for Teachers: Designing a System that Students Deserve*, offers a unique model for developing professional compensation frameworks with the end goals of better teaching and greater student achievement at the core. The teachers which the Teacher Solutions team comprised recommend that any performance-pay program include rewarding teachers when they:

- help students make academic gains;
- encourages relevant professional learning, including the development of knowledge and skills needed to meet the identified needs of the students they currently serve, and the sharing and documentation of that knowledge;
- encourages teachers who meet the unique needs of the local market including willingness to teach in high-need schools or in high-demand positions; and
- provide school and community leadership for student success.

In addition, they present key insights for avoiding common mistakes of compensation systems of the past and present, many of which have been plagued by critical oversights such as placing artificial caps on eligibility for incentive awards or basing incentives only on gains in student test scores. The views of these expert teachers can help to ensure that the performance-pay blueprints now on the tables of many school districts will translate into the high-achieving schools envisioned by their architects.

Director Goldberg moved to accept the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 7) Action on a Plan to Complete an Analysis of the District's Fringe Benefits

Background

1. At its meeting on July 26, 2007, the Board approved Resolution 0708R-007 by Director Bonds to direct the Administration to develop a plan to complete an analysis of the District's fringe-benefit package.

Administration's Analysis

2. The following plan has been developed for consideration:

a. The cost of the analysis is estimated to be in the $50,000 to $100,000 range to accomplish the stated objectives.

b.. The Administration is prepared to write a Request for Proposal (RFP) and include the objective to have a comprehensive analysis performed that will meet the stated objectives of the project within a firm timeline and in the range of $50,000 but not to $100,000.

c. The scope of this project will also require a detailed analysis of the components of each entity's fringe benefit rate including whether post employment benefit costs for retirees are reflected in the rate. Specifics could include the type of benefit, benefit eligibility, benefit levels, and employee/employer cost sharing features. This information could also be used for collective bargaining and strategic planning.

d. The estimated timelines for this project are:

(1) Release of the RFP by October 15, 2007.

(2) Deadline for RFP response will be November 15, 2007.

(3) Award of contract by the December 2007 Board cycle.

(4) Completion of written report within 90 days with final report presented to Board by the April, 2008 Board cycle.

Strategic Plan Compatibility Statement

3. The recommendations support MPS Strategic Plan, Goal 4, School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 7, The district's central services departments support student learning.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

5. This item authorizes expenditures of up to $100,000 to be paid from the Hospital and Surgical Insurance account DWC-0-0-EMB-DW-EMDI. The exact amount of the expenditure will be identified for Board approval at the time of the award of contract in December 2007.

Implementation and Assessment Plan

6. The Administration will write and issue the RFP and submit the final report to the Board in accordance with the timelines noted in Item 3 above.

Committee's Recommendation

Your Committee recommends that the Board adopt the Administration's plan to complete an analysis of the District's fringe-benefit package as outlined above.

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

* * * * *

(Item 8) Action on Resolution 0708R-028 by Director Bonds to Create the Position of Alumni Relations Coordinator

Background

At its meeting on July 26, 2007, the Board referred the following resolution by Director Bonds to the Committee on Finance and Personnel:

WHEREAS, It is becoming more and more apparent that the Milwaukee Public Schools can no longer rely on traditional sources of funding to continue to fund and expand its many programs; and

WHEREAS, The Milwaukee Public Schools is an integral part of the larger society; and

WHEREAS, The Milwaukee Public Schools receives much support from outside sources, such as donations and grants, but it is not enough to sustain the high standards which the community demands of us; and

WHEREAS, There are many graduates of MPS who have gone on to lead successful lives and who would be eager to acknowledge the positive impact that MPS has had on them and to ensure that others have the same opportunity; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop the position of Alumni Relations Coordinator, whose responsibility would be to solicit donations and funding from MPS alumni; and be it

FURTHER RESOLVED, That, although this position would necessarily be initially funded through the Superintendent's office, the goal would be for it to be successful enough to be funded through a portion of the revenue which it would generate for MPS.

Administration's Analysis

1. Current funding for MPS programming is inadequate. As a result, one approach to reduce this inadequacy is to find new funding sources to maintain or to improve the educational programs in MPS. Many schools and Central Office staff dedicate all or part of their time to generating new funding sources. It is critically important that these sources support predetermined strategies dictated by the adopted Strategic Plan. The addition of a staff position might be helpful in executing that strategy.

2. The approach outlined in this resolution, however, is somewhat limited in its scope, as the resolution implies that its work would be limited to alumni relations. Additional research would be necessary to determine whether or not this narrow activity base would be adequately effective in generating new, aligned revenue to aid in pursuing the district's mission.

3. The district currently manages and staffs the MPS Foundation, a small foundation that could be requested to take on alumni relations as an approach to fundraising. This strategy has been effective in other school districts across the country.

4. In order to meet the directive of this resolution in this or the next fiscal year, additional resources would need to be directed toward Central Office and conversely away from school-based allocations. At this time, the Administration is still committed to the Board's original direction to minimize Central Office overhead costs whenever possible and to allocate all available funds to be used at the discretion of the schools. This directive is memorialized again in the recently adopted Strategic Plan under Goal 1, "Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship" and Strategy 5, "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."

Strategic Plan Compatibility Statement

5. This item relates to Goal 1, "Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship" and Strategy 5, "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." Further research is needed to determine whether creation of the position would actually support the Goal. Its immediate impact would be to direct more resources to Central Office.

Statute. Administrative Policy or Board Rule Statement

6. No administrative policy or Board rule would require modification if the Board accepts the Administration's response.

Fiscal Impact Statement

7. This item does not authorize expenditures. If the Board approves a new staff position for FY09, expenditure authority will be sought during the FY09 budget process.

Committee's Recommendation

Your Committee recommends that the Board direct that:

1. the Administration perform additional research on the effectiveness of alumni relationships as a sustainable approach to increasing revenue and report back on any successful models; and

2.. if there is a model determined to be effective for MPS, a position or resources be allocated in the FY09 budget.

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

* * * * *

(Item 9) Action on Resolution 0708R-008 by Director Bonds Regarding Minority Participation Goals in Contracts Funded by Title I

Background

At its meeting on May 31, 2007, the Board referred Resolution 0708R-008 by Director Bonds to the Committee on Finance and Personnel:

WHEREAS, Milwaukee Public Schools receives millions of dollars each year in federal funds under the Title I Program to provide academic support services for its students; and

WHEREAS, In 2006-07, MPS received $27,000,000 in Title I dollars and is expected to receive $27,000,000 in the 2007-08 school year; and

WHEREAS, Title I dollars are awarded to MPS based on the needs and demographics of its students and local community; and

WHEREAS, Minorities represent over 80% of the MPS student population for which those funds are designed to serve; and

WHEREAS, While the student population of MPS is over 80% minority, non-minorities constitute 80% of the professional staff (teachers, social workers, administrators, etc.); and

WHEREAS, It is important that those students be served by people with similar backgrounds via academic and personal support services acquired through contract services; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors establish the following minority participation goals by categories for contracts funded through Title I:

Category	Annual Minority Participation Goals
Professional Services (counseling, social work, psychologists, etc.)	50%
Construction Contracts	35%
Commodities (books, furniture, etc.)	50%
Others services (advertisement, printing, etc.)	35%

and be it

FURTHER RESOLVED, That these goals be adopted beginning with the 2007-2008 academic year; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the MPS Administration to prepare a quarterly report to the Board on the progress of these goals, to include information on the total amount of Title I funds provided to MPS and the number and value (both individual and cumulative) of contracts awarded, broken out by category and by minority subgroup status (African Americans, Latinos, Asians, etc.).

Administration's Analysis

1. The district will receive $77 million from Title I in the 2007-08 school year. Of this amount, $55.3 million is budgeted for payroll, benefits, and indirect expenses, leaving $21.9 million available for other purposes that might fall under this proposal.

2. The Administration agrees that HUB participation in all eligible MPS contracts benefits the city and the district.

3. Administrative Policy 3.10(1)(b) states: "It is the declared policy of the Board and its administration to aid, assist, and protect, to the extent justified by the evidence, the interests of historically underutilized business (HUB) concerns in order to preserve free competitive enterprise and to ensure that a fair proportion of the total purchases and contracts or subcontracts for goods and services for MPS be placed with HUBs."

4. The district currently has a historically under-utilized business (HUB) overall participation goal of 35% for district contracts. In accordance with administrative policy, the district, on a case-by-case basis, reviews bid requests and requests for proposals prior to issuance for HUB participation based on "ready, willing, and available" HUB vendors in the contracted area. Once responses are received, no prime vendor is recognized as responsive to the bid or RFP who has not met the HUB requirement for the contract.

5. The district is in the process of developing a diversity-tracking system that will monitor each contract and the contractor's adherence to HUB, COIN, and student-engagement requirements throughout the course of the contract. Contractors who do not meet the requirements will be financially sanctioned per Administrative Policy 3.10 (6).

6. Since February 2004, the Division of Diversity and Community Engagement has tracked two Title I RFPs that resulted in contracts to four vendors, including one minority/woman-owned business and one woman-owned business.) The two RFPS included HUB participation requirements of 20% and 25%.

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS Strategic Plan, Goal 6, that the district be accountable for measurable results, and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rule Statement

8 The Administration's recommendation requires modification to Administrative Policy 3.10.

Fiscal Impact Statement

9. This item does not authorize expenditures.

Implementation and Assessment Plan

10. Upon adoption of the Administration's recommendation by the Board, the Administration will develop language to appropriately amend Administrative Policies 3.09, Purchasing and Bidding Requirements; 3.10, Historically Underutilized Business Program; and 3.13, Communities In Need Initiative. The proposed language will be presented to the Board for approval.

Committee's Recommendation

Your Committee recommends that the resolution be amended as follows:

~~RESOLVED, That the Milwaukee Board of School Directors establish the following minority participation goals by categories for contracts funded through Title I:~~

~~Category~~	~~Annual Minority Participation Goals~~
~~Professional Services (counseling, social work, psychologists, etc.)~~	~~50%~~
~~Construction Contracts~~	~~35%~~
~~Commodities (books, furniture, etc.)~~	~~50%~~
~~Others services (advertisement, printing, etc.)~~	~~35%~~

RESOLVED, That the Administration develop language amending Administrative Policies 3.09, Purchasing and Bidding Requirements; 3.10, Historically Underutilized Business Program; and 3.13, Communities In Need Initiative, to specifically include a requirement that Title I expenditures and all other district spending, regardless of source, be subject to the District's HUB requirements; and be it

FURTHER RESOLVED, That these goals be adopted beginning with the 2007-2008 academic year; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the MPS Administration to prepare a quarterly report to the Board on the progress of these goals, to include information on the total amount of Title I funds provided to MPS and the number and value (both individual and cumulative) of contracts awarded, broken out by category and by minority subgroup status (African Americans, Latinos, Asians, etc.).

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

* * * * *

(Item 10) 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 FY08, the Board approved the allocation of $1.1 million in funds from the Extension Fund to support arts-education activities for the 2007-08 school year and summer 2008. 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*. The primary goals are to:

- expand arts-related experiences for MPS children, youth, and adults accompanying 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, Saturdays, and summer programs. 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 that provide 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: http://www.mpsfoundation.net/Arts.html. In addition, an informational meeting was held on July 17, 2007, to inform MPS schools and arts community partners about this opportunity to apply for Extension Fund dollars.

5. This is the second year in which the MPS Partnership for the Arts program is being funded by the Milwaukee Board of School Directors. In 2006-07, a total of 58 proposals, totaling $1.7 million, were received during two application periods. After careful review of all the proposals by an administrative review team, 41 were approved for funding totaling $965,600. Approximately 19,000 students were provided services in 170 schools and in other locations citywide. The programs involved more than 35 community arts partners and dozens of individual artists.

Administration's Analysis

6. Applications for 2007-08 and the summer of 2008 were due on August 20, 2007. A total of 47 proposals, totaling $1,787,088, were received. An administrative team reviewed the proposals 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 the MPS Learning Targets; program evaluation; reasonableness of the project budget; and documentation of the matching resources.

7. Of the 47 proposals received, 33 are being recommended for approval, for a total of $1,121,995 in MPS funding.

8. A list of the recommended projects is included as an attachment. It is estimated that services will be provided to students in 147 schools, plus some citywide programs, and that over 20,000 students will be affected. Some of the recommended projects involve Milwaukee students who attend non-public schools.

9. Projects will be implemented during the 2007-08 school year and summer 2008 as follows:

- 17 projects will be implemented during the fall and spring semesters of the 2007-08 school year;
- three projects will be implemented during summer 2008; and
- 13 projects will be implemented during both the school year and summer 2008.

10. The recommended projects involve at least 40 community arts 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.

11. Projects will also provide a balance of services to schools that do not currently have an art or music specialist 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.

12. 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 schools to support implementation of the projects. They also included the value of in-kind services to be provided to support the projects. Applicants were required to submit documentation of the matching resources offered.

a. For 2007-08, 28 of the 33 recommended projects, or 84.8%, had documented cash matches totaling $883,866. This is up significantly from last year. In 2006-07, 22 of the 41 approved projects, or 54%, had documented cash matches totaling $535,522. The amount of cash match for this year represents 78% of the district's project funds.

b. The value of in-kind matching resources committed to support the projects totals $282,896. Examples of in-kind matching resources are the value of staff time, materials and supplies, transportation, and use of partner facility.

13. Project amounts for 2007-08 range from $3,500 to $220,000. Five of the projects recommended are for more than $50,000 in district funds and therefore require Board approval. The Administration is requesting the Board's approval to enter into contracts for these five projects with partner organizations to provide arts education services:

- Milwaukee Youth Arts Center, $220,000 — Approximately 550 students citywide will participate in arts programs, including the Milwaukee Youth Symphony Orchestra (MYSO), String Orchestra Central, Calypso Steel Drum Program, introductory MYSO Progressions program, Festival City Symphony, First Stage Children's Theater, Milwaukee Youth Arts Center Arts Camp, Danceworks, Milwaukee Children's Choir, Milwaukee Concert Central Choir, African American Children's Theatre, and the City Ballet Theatre.
- Danceworks, Inc., $132,300 — Approximately 3,500 students from 39 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.
- Arts @ Large, Inc., $116,348 — This arts equity project will provide services in a model designed to build an arts-rich environment in MPS schools without art specialists or that have only 0.1 FTE art specialist. Approximately 3,100 students in eight MPS schools will receive arts-education experiences through a variety of community arts partners that integrate performing, visual, and literary arts across the academic curriculum.
- Milwaukee Institute of Art & Design, $84,200 — Approximately 135 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, and supplies for students to study with professional artists and designers in a college setting.

- Wisconsin Conservatory of Music, $77,500 — Approximately 580 students citywide will be provided arts-education experiences through a Saturday music centers summer program, MPS middle-school band camp, and individual instruction scholarships. The program will be led by faculty from the Wisconsin Conservatory of Music.

Strategic Plan Compatibility Statement

14. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; 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; and Goal 8, that the district build partnerships to support student achievement.

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 May 2007, the Board authorized expenditures up to $1,101,745 out of the Extension Fund to support arts-education programs implemented outside the regular school day during 2007-08 and the summer of 2008.

a. The projected prior-year uncommitted funds from FY07 are estimated at $90,250; therefore, the total funds available for 2007-08 is $1,191,995. Funding will be allocated as follows: $1,121,995 will fund the 2007-08 projects, and $70,000 will be used to support a formal evaluation.

b. The funds are available in Budget Code CSV-0-0-ART-XX-ECTS CONTRACT SERVICES

c. This item authorizes the Administration to enter into contracts over $50,000 with community arts partners for arts-education services.

Implementation and Assessment Plan

17. Contracts will run from October 2007 to August 2008. 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 attainment of the MPS Learning Targets, 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.

19. An external evaluation of the MPS Partnership for the Arts is essential to assess the effectiveness of the funded projects and the impact on improving achievement. The evaluation will include program data from both 2006-07 and 2007-08.

Committee's Recommendation

Yours Committee recommends that the Milwaukee Board of School Directors authorize the following contracts for arts-education services totaling $630,348 in Extension Funds:

- Milwaukee Youth Arts Center, $220,000 — Approximately 550 students citywide will participate in arts programs, including the Milwaukee Youth Symphony Orchestra (MYSO), String Orchestra Central, Calypso Steel Drum Program, introductory MYSO Progressions program, Festival City Symphony, First Stage Children's Theater, Milwaukee Youth Arts Center Arts Camp, Danceworks, Milwaukee Children's Choir, Milwaukee Concert Central Choir, African American Children's Theatre, and the City Ballet Theatre.
- Danceworks, Inc., $132,300 — Approximately 3,500 students from 39 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.
- Arts @ Large, Inc., $116,348 — This arts equity project will provide services in a model designed to build an arts-rich environment in MPS schools without art specialists or that have only 0.1 FTE art specialist. Approximately 3,100 students in eight MPS schools will receive arts-education experiences through a variety of community arts partners that integrate performing, visual, and literary arts across the academic curriculum.
- Milwaukee Institute of Art & Design, $84,200 — Approximately 135 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, and supplies for students to study with professional artists and designers in a college setting.
- Wisconsin Conservatory of Music, $77,500 — Approximately 580 students citywide will be provided arts-education experiences through a Saturday music centers summer program, MPS middle-school band camp, and individual instruction scholarships. The program will be led by faculty from the Wisconsin Conservatory of Music.

Contracts will run from October 2007 to August 2008. 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 11) Action on a Resolution to Adopt an Amendment to the Plan Document for the Milwaukee Board of School Directors' Early Retirement Supplement and Benefit Improvement Plan

Administration's Analysis

1. The Administration recently completed a review of the Milwaukee Board of School Directors' Early Retirement Supplement and Benefit Improvement Plan (Administrators Plan) in concert with the Office of the City Attorney to identify any updates to the Administrators Plan that are required as a function of changes to the actuarial factors and assumptions used by the Wisconsin Retirement System (WRS).

2. A clarifying amendment to the Administrators Plan is needed so that the definition of "actuarial equivalent" includes the appropriate reference to the interest and mortality assumptions used in Section 5.2, Early Pension.

Strategic Plan Compatibility Statement

3. The recommendation supports MPS Strategic Plan, Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement and fiscal responsibility, and Goal 7, that the district's central services departments support student learning.

Statute, Administrative Policy or Board Rules Statement

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

5. The recommendation is consistent with ensuring that the Administrators Plan is accurately codified and maintains its qualified-plan status under applicable Internal Revenue Code.

Fiscal Impact Statement

6. This item does not authorize expenditures. There is no fiscal impact to report that pertains to the amendment of the Administrators Plan.

Implementation and Assessment Plan

7. The Administrators Plan document needs to be amended to include the clarification to the definition of "actuarial equivalent" as drafted by the Office of the City Attorney.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLUTION AMENDING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS' EARLY RETIREMENT SUPPLEMENT AND BENEFIT IMPROVEMENT PLAN

WHEREAS, the MBSD Early Retirement Supplement and Benefit Improvement Plan (Administrators Plan) is a qualified plan under Section 401(a) of the Internal Revenue Code; and

WHEREAS, it is essential for the Administrators Plan document to be accurately codified and to maintain its qualified plan status under applicable Internal Revenue Code; now, therefore, be it

RESOLVED, by the Milwaukee Board of School Directors, the Administrators Plan is hereby amended to include the following revision to the definition of Actuarial Equivalent in Section 2.1 of the Plan as follows:

Actuarial Equivalent: The form of a benefit which has the same value as the normal form of such benefit stated under the Plan. For purposes of establishing equivalence of a lump-sum distribution, an 8-1/2% investment return interest assumption shall be used, along with a mortality assumption based on the 1983 Group Annuity Male Mortality Table set back 3 years. For purposes of establishing equivalence of a distribution pursuant to section 5.2, an 8 ½ % investment return interest assumption shall be used, along with the mortality assumption as set forth in the actuarial valuation for the Administrators Plan. For purposes of establishing equivalence for any other form of distribution, the actuarial assumptions set forth in the Wisconsin Retirement System shall be used.

and be it

FURTHER RESOLVED, that the Superintendent and/or other appropriate employees of the district are hereby authorized and directed to implement this amendment to the Administrators Plan.

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

* * * * *

(Item 12) Action on a Resolution to Adopt an Amendment to the Plan Document for the Milwaukee Board of School Directors' Supplemental Early Retirement Plan for Teachers

Administration's Analysis

1. The Administration recently completed a review of the Milwaukee Board of School Directors' Supplemental Early Retirement Plan for Teachers (Teachers Plan) in concert with the Office of the City Attorney to identify any updates to the Teachers Plan that are required as a function of changes to the actuarial factors and assumptions used by the Wisconsin Retirement System (WRS).

2. A clarifying amendment to the Teachers Plan is needed so that the definition of "actuarial equivalent" includes the appropriate reference to the WRS mortality table used in the calculation of the lump-sum benefit provided under the Teachers Plan.

Strategic Plan Compatibility Statement

3. The recommendation supports MPS Strategic Plan, Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement and fiscal responsibility; and Goal 7, that the district's Central Services departments support student learning.

Statute, Administrative Policy or Board Rules Statement

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

5. The recommendation is consistent with ensuring that the Teachers Plan is accurately codified and maintains its qualified-plan status under applicable Internal Revenue Code.

Fiscal Impact Statement

6. This item does not authorize expenditures. There is no fiscal impact to report that pertains to the amendment of the Teachers Plan.

Implementation and Assessment Plan

7. The Teachers Plan document needs to be amended to include the clarification to the definition of "actuarial equivalent" as drafted by the Office of the City Attorney.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

RESOLUTION AMENDING THE MILWAUKEE BOARD OF SCHOOL DIRECTORS' SUPPLEMENTAL EARLY RETIREMENT PLAN FOR TEACHERS

WHEREAS, the MBSD Supplemental Early Retirement Plan for Teachers is a qualified plan under Section 401(a) of the Internal Revenue Code; and

WHEREAS, it is essential for the Teachers Plan document to be accurately codified and to maintain its qualified plan status under applicable Internal Revenue Code; now, therefore, be it

RESOLVED, by the Milwaukee Board of School Directors, the Teachers Plan is hereby amended to include the following revision to the definition of Actuarial Equivalent in Section 2.1(n) of the Plan as follows:

Actuarial Equivalent The form of a benefit which has the same value as the Normal Form of Payment as determined using the actuarial factors provided for purposes of the Wisconsin Retirement System, or with respect to lump sums payable under 6.2 such actuarial factors as described in Appendix A attached hereto and made a part hereof with respect to Interest Rate, and using the actuarial mortality table provided for by the Wisconsin Retirement System.

and be it

FURTHER RESOLVED, that the Superintendent and/or other appropriate employees of the district are hereby authorized and directed to implement this amendment to the Teachers Plan.

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

* * * * *

(Item 13) Report on School Financial and Performance Audits of A.E. Burdick School, South Division High School, Morgandale Elementary School, Townsend Street School, John Muir Middle School, Carleton Elementary School, Kilmer South High School, and New School for Community Service High School

Your Committee reports having received the following informational report from the Office of Board Governance.

Background

1. At its meeting on August 31, 2006, the Board adopted an annual audit plan that included 28 school performance and financial audits.

2. During May, June, and July 2007, the Office of Board Governance — Audit Services completed and issued 16 school audits. These audit reports are scheduled to be presented to the Committee on Finance/Personnel Committee at its September and October meetings.

3. The schedule for the September meting of the Committee on Finance/Personnel includes the following school performance and financial review audit reports:

Report #	Audit
2007–41	A. E. Burdick School
2007–43	South Division High School
2007–44	Morgandale Elementary School
2007–47	Townsend Street School
2007–52	John Muir Middle School
2007–54	Carleton Elementary School
2007–55	Kilmer South High School
2007–56	New School for Community Service High School

4. The reports, provided under separate cover, include the school administrator's response to each audit and the action plans that the school intends to implement to address the audit recommendations.

5. The Office of Board Governance's audit staff is available to present an overview of the audits and to answer questions about the audits. District administrators and the school principals are available to respond to questions about the principals' responses to the audit recommendations.

* * * * *

(Item 14) Action on a Recommended Annual Plan of Audits

Background

1. Annually, the Board of School Directors adopts an Annual Plan of Audits which identifies audit activities that the Office of Board Governance — Audit Services will conduct during the fiscal year.

2. The first step in developing the annual audit plan involves soliciting input on potential audit topics from the Board of School Directors, the Superintendent, and Central Services' department heads. The next step involves a review 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 FY08 Annual Plan of Audits has been completed and is being submitted for review and approval. The plan includes continuing and required audits and proposed audits. Included with the recommendation is a summary of available resources which identifies estimated resource requirements for each audit and shows how available resources will be used to support the audit plan.

Committee's Recommendation

Your Committee recommends that the Board approve the following FY08 Annual Plan of Audits.

Proposed FY08 Annual Audit Plan
Summary of Resource Allocation

		Est. Days	Totals
Total Resource Days Available		1,850	
	Audit Projects for FY08		
Continuing and Required Audits			
A)	Basic Financial Statements	329	
B)	Alternative/Early Childhood Partnership Schools (8 Programs)	99	
C)	Special Audits and Projects	163	
D)	Charter School Financial and Performance Audits (23 Schools)	435	
E)	Review of District Contracting and Consulting Services (Carryover)	60	
F)	Limited Cash and Internal Control Reviews (8 Schools)	40	
G)	Limited Cash and Internal Control Follow-Up Reviews (4 Schools)	20	
H)	School Performance and Financial Review Carryovers (3 Schools)	20	
I)	School Performance and Financial Review Follow-Up Reviews (20 Schools)	140	
Total Continuing and Required Audits			1,306
Resources Available for FY08 Proposed Audits			544
	Proposed Projects to be Completed with Available Resources		
J)	School Performance and Financial Reviews (22 Schools)	484	
K)	Review of MPS Substitute Dispatch Office	60	
Total FY08 Proposed Audit Requirement			544
Resource Days Available			0

Audit Project to be Completed
Should Additional Resources Become Available

L) Review of Central Services Operations TBD

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

* * * * *

(Item 15) Action on the Final Report from the Independent Monitor on the Neighborhood Schools Plan

Administration's report

1. An independent agency for monitoring certain components of the Neighborhood School Plan was required in the Final Report of the Neighborhood School Plan, August 2001. Prism Technical Management & Marketing Services received the Board's approval to serve as the independent agency in October 2001. As Independent Monitor, Prism was responsible for the coordination and monitoring of all provisions of the Neighborhood Schools Plan relative to resident preference provisions, historically underutilized business (HUB) participation, and educational partnership requirements on NSI contractors.

2. The Independent Monitor presented 43 monthly reports to the Board, highlighting the program and the status of the reporting areas.

3. The *2000-2006 Final Report of the Independent Monitor* (under separate cover) — which represents the concluding report from the Independent Monitor regarding the contracts, employment, and educational opportunities that the Neighborhood School Plan generated — contains detailed information regarding the following areas:

- resident-preference provisions/Communities in Need (COIN);
- historically underutilized business (HUB) and community development entity (CDE) participation;
- educational partnerships; and
- voluntary Milwaukee minority and women apprenticeship program.

Committee's Recommendation

Your Committee recommends that:

1. the success of the program be communicated to city, state, and federal officials in a letter from the President of the Milwaukee Board of School Directors, to be crafted jointly by the Office of Board Governance and the Superintendent's Office; and

2. the Board direct the Administration to prepare a written agreement reflecting the original NSI five-year apprenticeship agreements (creating an additional 25 apprenticeships — five apprenticeships in five trades per year for five years).

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

* * * * *

COMMITTEE ON COMMITTEE ON SAFETY AND CLIMATE

Director Hardin presented the following report for the Committee on Safety and Climate:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Safety and Climate presents the following report:

(Item 1) Authorization to Enter into an Intergovernmental Agreement with the City of Milwaukee to Provide Law Enforcement Services to Milwaukee Public Schools for the 2007-08 School Year

Background

1. The safety and security of our students and staff, in and around our schools, is essential to their respective abilities to learn and teach effectively. The Division of School Safety and Security personnel ("School Safety Assistants") augments a school's staff to support their efforts to provide and maintain a safe school environment. Furthermore, it is readily recognized that our 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 they are called upon to enforce the state laws and city ordinances.

2. The Division of School Safety and Security maintains a constant dialog with MPS school principals and the MPD regarding the issues that affect the safety and security of our schools, students, and staff. All parties mutually agree, in accordance 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 our 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 uniform police presence at the exterior of the eight high schools during dismissal time as a deterrent to these confrontations and disturbances.

4. To address this problem during 2005-06, the Administration collaborated with the Chief of Police to provide a police presence at the high schools between 3:00 and 4:30 p.m. Because this arrangement was successful, the Administration continued to employ it during the 2006-07 school year and has decided it would be in the best interests of safety for our students and staff to continue it for the 2007-08 school year.

5. The Chief has agreed to continue providing this additional service, provided MPS agrees to fund the cost for the first and second semesters of the 2007-08 school year.

6. MPD will begin providing this service on an as-needed basis during the 2007-2008 school year. It is currently anticipated that that service will run up to 12 weeks for both semesters. For each semester, the Director of School Safety for MPS and the Milwaukee Police Department will mutually determine the schools that would benefit from the patrols. The Administration will determine when to start service during each semester in order to be proactive relative to the safety of students and staff.

Administration's Analysis

7. The purpose of the agreement is to improve the safety of students, staff, and others associated with the identified high schools.

8. The terms of the intergovernmental agreement to provide the additional service at the selected high schools call for MPD 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.

9. Upon approval by the Board, the agreement will cover services as needed during the 2007-08 school year.

Strategic Plan Compatibility Statement

10. The recommendations support the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

11. This item is consistent with Administrative Policy and Procedure 4.03, Security.

Fiscal Impact Statement

12. This item authorizes expenditures up to $60,000. Funds for this expenditure are budgeted in account OGA-0-0-CRR-DW-ELPC (Contracted Services — Crisis Response Initiative).

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will execute the Intergovernmental Agreement with the City of Milwaukee.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the Intergovernmental Agreement with the City of Milwaukee, as attached to the minutes of your Committee's meeting, to receive law-enforcement services from the Milwaukee Police Department; and

2. authorize expenditures up to $60,000 from account OGA-0-0-CRR-DW-ELPC (Contracted Services — Crisis Response Initiative) to cover associated costs of the Milwaukee Police Department's provision of the requested law-enforcement services to Milwaukee Public Schools during the first and second semesters of the 2007-08 school year.

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 Blewett

Previous Month's Summary:

- The MPA Leadership Team conducted initial interviews of four candidates for the MPA Executive Director position. A recommendation on second interviews has been forwarded to the Search Committee Chair.
- The Private Industry Council (PIC) is now operating as the fiscal agent for the MPA. The complete transition of all MPA funds from MPS to the PIC is still in progress.

- The MPA provided a booth at the MPS School Year Kick-off for school administrators on August 23, 2007. Information about the MPA was provided, the tutoring database was showcased, and information was distributed regarding the Million Father March national movement for fathers to take their children to school on their first school day of the year.
- Work groups have been meeting this year since the retreat in August. Work plans were shared with the Implementation Team, and discussion took place on possible additional resources, ideas, and collaborations. The new Comprehensive Literacy Work Group has been established and continues to grow.
- The annual Math Teacher Leader Kick-off was held on August 27-28, 2007, at Bradley Tech High School. It included updates, workshops, and guest speaker Dr. Carol Malloy, a former teacher at Washington High School who is currently one of the nation's leading researchers regarding instructional strategies in mathematics at the University of North Carolina.
- The Milwaukee Mathematics Partnership (MMP) and the Department of Public Instruction (DPI) are jointly sponsoring a conference called "Mathematical Preparation for Middle School Teachers of Mathematics: A Wisconsin Concern" on October 5-6, 2007, at Wintergreen Resort in Wisconsin Dells. Presentations will be given by staff from DPI, San Diego State University, and several school districts, colleges, and universities from Wisconsin.
- A number of free math courses for credit at UWM will again be offered to MPS educators through the MMP. Fall course information is available on the MMP Web site at www.mmp.uwm.edu. For additional updates on the work of the MMP, please see the August 2007 issue of *The MMP Messenger* and the September 2007 issue of the *MMP Math Minutes*.
- The MPS Reading Office has a number of professional development sessions, café conversations, and reading information sessions scheduled for educators as well as information sessions for parents.
- Training of volunteer tutors will continue this year. The first tutor training session of the year will be conducted this fall.
- Information was presented to the Implementation Team by Vicki Turner from Partnerships for College Access and Success and COMPASS Guide regarding the Partnership for College Access and Success, its activities and capabilities, and the interest in aligning everything that is being done around college access. The Implementation Team discussed the possibility of an MPA pre-college or post-secondary work group to bring these efforts together and more. There is interest in pursuing this idea.
- The Implementation Team discussed parental involvement in the MPA. A small group will be scheduling a time for brainstorming on this issue.
- The NEA Foundation Grant continues to work to bring value to the learning of children. Some ways that is being done are shown in the following 2007-08 data:
    - sixty percent of the NEA Focus schools with middle grades showed improvement in the percent of students proficient in both reading and math;
    - eighty-two percent of the NEA Focus elementary schools showed an improvement in the percent of students proficient in math;
    - shining stars with improvements in reading and math in both attainment and value-added:

- — Bell
- — Bryant
- — Gaenslen
- — Hopkins
- — Metcalfe
- — MEC.

o Some other schools showed improvements:

- — LaFollette — improvements in both value-added and attainment improvements in reading;
- — Browning — improvements in attainment in both reading and math;
- — South — improvements in value-added in both reading and math.

The next MPA Partners Meeting is to be held on December 14, 2007.

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(Item 2) Report of the Board's Delegate to the Head Start Program

Delegate: Director Spence

Major Activities

- Program Coordinator conducted interviews for Family Partnership Associates.
- Management Staff and Health Team conducted a teacher orientation for all new and existing teachers and educational assistants.
- All Head Start Central Service Staff participated in a 3 day "Opening Days" Training.
- Program Coordinator, Health, Mental Health and Disabilities Manager and Health Coordinator conducted Nurse Associate Interviews.
- Program Coordinator, Health, Mental Health and Disabilities Manager and Family Partnership Associates attended the Embracing Diversity Conference.
- Head Start Teacher second Training on new curriculum Developmental Learning Materials: Early Childhood Express and Early Childhood Hands On Science.
- Program Coordinator attended Educational Plan Review Team Training.
- Management Staff attended Individual Hearing Panel Training.
- Program Coordinator, Management Staff and Health Coordinator conducted a parent orientation meeting for parents new to the Head Start program 2007-2008 school year.
- Curriculum Generalist facilitated a Parent Meeting & Goal Setting Training for the Family Partnership Associates.
- Curriculum Generalist conducted training for the new Family Partnership Associates on the "Opening Days" binder.
- Early Childhood Development Education Manager attended a curriculum training concerning Language Arts.
- Carmen Ray from Ray's Consulting Group conducted a Family Partnership Leadership Training on "Meeting Our Needs."

- Family Partnership Associates facilitated Parent Meeting at their school site.
- Early Childhood Development Education Manager and Curriculum Generalist facilitated a workshop for the Head Start Principals concerning the new curriculum Developmental Learning Materials: Early Childhood Express and Early Childhood Hands-on Science.
- Melissa Velez from CESA#5 conducted a Family Partnership Training on "Establishing Goals."
- Head Start Staff meetings.
- Management meetings.
- Policy Council Meeting held.
- Health Team conducted Health Screenings at Hayes, Keefe, Fletcher, Alba, Longfellow, Dover, Siefert, Lee, Lincoln, Forest Home, Kilbourn, and Twenty-First.

The next Policy Council Meeting will be held on Saturday, October 13, 2007 at 12 noon.

* * * * *

RESOLUTIONS

Resolution 0708R-049

by Director Falk

WHEREAS, Mary Morris was an active member of the Bay View community for more than 45 years; and

WHEREAS, Mary Morris served as an active Girl Scout leader for 20 years and as an active member of both local and statewide PTAs for more than 45 years; and

WHEREAS, Mary Morris was a member of the Bay View Community Center, the Bay View Historical Society, the Southside Scholarship Committee, the Beulah Brinton Advisory Committee, the Bay View Neighborhood Association, and the Humboldt Park 4th of July Association; and

WHEREAS, Mary Morris volunteered at the South Shore Farmers' Market and for the Bay View Bash and countless other community activities; and

WHEREAS, Mary Morris was a worthy recipient of the Mary Martinetto Community Service Award from Beulah Brinton Community Center in 2007; and

WHEREAS, Mary Morris passed away on June 20, 2007, leaving behind fond memories and the deep and abiding appreciation of those with whom, and for whom, she worked so tirelessly for more than four decades; and

WHEREAS, The Beulah Brinton Community Center has expressed its desire to name its recreation room the "Mary Morris Room" in recognition of Mary Morris's prominence in the Bay View community; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby designates the Beulah Brinton Community Center's recreation room the "Mary Morris Room"; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board, and that the Board's President present suitably engrossed copies to the family of Mary Morris and to the staff of the Beulah Brinton Community Center and its Advisory Council with the Board's deepest gratitude for, and appreciation of, the efforts which Mary Morris put forth for the children of Milwaukee and the Milwaukee Public Schools.

Referred to the Committee on Finance/Personnel.

Resolution 708R-050

by Director Falk

WHEREAS, Mary Morris devoted countless hours to the children of Milwaukee through state and local PTA organizations; and

WHEREAS, Mary Morris was actively involved in the betterment of Bay View High School while her children attended that school and continued her involvement long after their graduation from high school; and

WHEREAS, Mary Morris served faithfully on the Bay View High School Governance Council; and

WHEREAS, Mary Morris was actively involved in local and statewide education committees, including the Committee of 100 that took on the challenge of desegregating our schools in the 1970s; and

WHEREAS, Mary Morris served as a loving mother and role model for the education of her children, Christine, Julie, Pamela, Stephanie, and the late Lora, as well as 11 grandchildren; and

WHEREAS, The Milwaukee Board of School Directors recognized Mary Morris in November of 1995 with its Excellence in Education Award for her outstanding contributions to education and to the Milwaukee Public Schools; and

WHEREAS, Mary Morris passed away on June 20, 2007, leaving behind fond memories and the deep and abiding appreciation of those with whom, and for whom, she worked so tirelessly for more than four decades; and

WHEREAS, The Bay View High School Community, as represented by Principal Barbara Goss and the Bay View High School Governance Council, has expressed its desire to name Room 230 of Bay View High School the "Mary Morris Community Room" in recognition of Mary Morris's prominence in the Bay View community; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby designates Room 230 of Bay View High School as the "Mary Morris Community Room"; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board, and that the Board's President present suitably engrossed copies to the family of Mary Morris and to the Principal of Bay View High School with the Board's deepest gratitude for and appreciation of the efforts which Mary Morris put forth for the children of Milwaukee and the Milwaukee Public Schools.

Referred to the Committee on Finance/Personnel.

Resolution 0708R-051

by Directors Bonds and Blewett

WHEREAS, The Milwaukee Public Schools (MPS) operates within a decentralized budget system through which schools determine which support services are to be funded through the per-pupil budget allocation for their individual schools; and

WHEREAS, Due to budget deficits and other budgetary issues, several high schools have cut alternative educational offerings and personnel, including guidance counselors; and

WHEREAS, School counselors at all levels help students to understand and deal with social, behavioral, and personal problems; and

WHEREAS, At the high-school level, guidance counselors provide the proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school and chart their course after graduation; and

WHEREAS, Guidance counselors play a critical role in ensuring that students have taken the course work necessary to meet graduation requirements; and

WHEREAS, In high schools, guidance counselors also are the information center for students looking for colleges, scholarships, employment, or assistance in the next step after graduation; and

WHEREAS, To ensure student success in small high schools, charter, traditional, and all MPS high schools, there must be a strong curriculum offering with support services such as guidance; and

WHEREAS, Students attending all MPS schools must be afforded an opportunity for success, and there must be a plan in place for continued funding and support for the programs' continued growth; and

WHEREAS, Be it a small high school, a charter, or traditional high school, each school should be receiving the same level of support services; now, therefore, be it

RESOLVED, That Milwaukee Board of School Directors direct the Administration to ensure that every high school is staffed with a full-time guidance counselor; and be it

FURTHER RESOLVED, That the Board direct the Administration to allocate funding from debt service prepayment for a 0.5 guidance counselor for all MPS high schools, with a provision to require schools to fund the other 0.5 guidance counselor for the equivalent of a full-time (1.0) guidance counselor position at every MPS high school; and be it

FURTHER RESOLVED, That the Board direct the Administration to implement these criteria for the 2008-2009 school year or FY09 budget year.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-052

by Directors Bonds and Blewett

WHEREAS, The Milwaukee Board of School Directors has the legal responsibility for the conduct of the public schools; and

WHEREAS, The Milwaukee Board of School Directors serves as trustees for the people of the City of Milwaukee in determining and demanding appropriate organizational performance; and

WHEREAS, Although the Milwaukee Board of School Directors employs chief administrative officers to whom it assigns the authority and responsibility to execute the Board's policies and to administer the schools, the Board, in order to fulfill its legal and moral responsibilities to the people of the City of Milwaukee, must have an independent means of assuring that those policies are properly executed and that the administration of the schools is done in accordance with all applicable federal, state, and local statutes, rules, laws, etc.; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to establish a centralized Civil Rights Compliance function to oversee the Milwaukee Public Schools' compliance with federal statutes, regulations, laws, rules, etc. that apply to Title I, Title IX, language, and other Civil Rights issues; and be it

FURTHER RESOLVED, That the Board direct the Administration to create a plan for the creation and implementation of a centralized District-wide Civil Rights Compliance Division to be effective with academic year 2008-2009; and be it

FURTHER RESOLVED, That the Administration's plan include the appropriate staffing levels, which may include existing and new staffing levels, and resources needed for this division; and be it

FURTHER RESOLVED, That all policies and procedures related to Civil Rights compliance be updated to adhere to state, federal, and local laws and any other applicable regulations by the 2008-09 school year; and be it

FURTHER RESOLVED, That the Civil Rights Compliance function's physical location be transferred to a neutral site, to be determined by the Administration, in order to maintain a reasonable level of anonymity and confidentiality; and be it

FURTHER RESOLVED, That the Administration provide semi-annual reports to the Board regarding Civil Rights compliance, including number, nature, and resolution of complaints; and be it

FURTHER RESOLVED, That the Administration report back to the Committee on Finance/Personnel and the full board in the fall of 2007 with a plan to include the proposed centralized district-wide Civil Rights Compliance Division in the 2008-2009 Budget.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0708R-053

by Director Blewett

WHEREAS, The Milwaukee Partnership Academy (MPA) was established to enhance the quality of teaching and learning in the Milwaukee Public Schools; and

WHEREAS, The Milwaukee Board of School Directors took action in June 2003 to fund an executive director and a secretary to staff an office for the MPA, with a net cost to MPS of $38,268 for 20% of the two positions; and

WHEREAS, In July 2006, Dr. Christine Anderson, the then Executive Director of MPA, announced that she had accepted a new position as Principal Investigator for the NEA Foundation grant to close the achievement gaps and agreed to help with the transition of the new Director of Education for the MPA; and

WHEREAS, In November 2006, the MPA Leadership Team — composed of two members from MPS, two members from the MTEA, two members from UWM, one member from the private colleges and universities, and two members appointed by the Department of Public Instruction — was appointed to oversee the work of the Implementation Team and its work groups, review the grant commitments of the MPA and assign responsibilities for grant support, and serve as a liaison group to the Executive Partners while the MPA conducts a search for a Director; and

WHEREAS, In December 2006, a Search Committee for a new MPA Executive Director was formed and began work on a national search plan and an updated position description with input from the Executive Partners, the Leadership Team, and others; and

WHEREAS, Although, since the departure of Dr. Anderson as Executive Director over a year ago, that position has remained vacant, the MPS funding for the position has continued and has been expended; and

WHEREAS, Although MPS's funding of that position is included in the MPS budget, it does not have its own individual budget line, and, therefore, the expenditure of that funding is not as transparent as it should be; now, therefore, be it

RESOLVED, That, beginning with the FY09 MPS budget, the funding provided by MPS to the MPA to support the position of Executive Director be assigned its own budget line.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0708R-054

by Director Hardin

Acted upon earlier in the meeting *(see pages 410-411)*.

* * * * *

Resolution 0708R-055

by Director Blewett

WHEREAS, Members of the Milwaukee Board of School Directors, as well as MPS district administrative personnel, have overwhelmingly expressed a strong desire to support arts education throughout the community and particularly to identify means to strengthen and sustain specialized arts education; and

WHEREAS, Instruction in art is valuable because:

- it encourages student's composition skills,
- it encourages the development of keen observation skills,
- it requires students to use critical thinking and problem-solving skills,
- it often requires students to work cooperatively together,
- it allows student to develop manual dexterity,
- it teaches students about basic design principles,
- it teaches students important lessons about physics, chemistry, and other physical sciences, and
- it increases student's self confidence as students produce works that they have created; and

WHEREAS, The Milwaukee community and Milwaukee Public Schools, as partners, are uniquely situated to provide avenues to the highest-quality arts education possible; and

WHEREAS, Schools with arts-based educational instruction continue to have waiting lists each year; and

WHEREAS, The enthusiastic response has proven that there is a great need among our students, and equally great support in the community, for arts education in our schools; and

WHEREAS, The Board must uphold its commitment to creating equal access to quality arts education for every child in the district; now, therefore be it

RESOLVED, That the Board of Directors directs the Administration to open the 38th Street School building as a creative arts option within the district to be modeled after Elm Creative Arts Elementary; 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 2008, for opening the Elementary Creative Arts School program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall advertise and recruit potential new students who wish to enroll in the program for the 2009-2010 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-056

by Director Bonds

WHEREAS, It is the policy of the Board to endorse and support the involvement of parents, staff, students, and community in the educational process; and

WHEREAS, Parental involvement is vital to the successful education of children; and

WHEREAS, Comprehensive and meaningful partnerships meet the needs of the families, schools, and communities involved; and

WHEREAS, Parents (or other responsible family members) and schools should communicate regularly and clearly about information important to student success; and

WHEREAS, Schools can form partnerships with community- and faith-based organizations to engage families from low-income and diverse cultural backgrounds who often do not feel comfortable in school settings; and

WHEREAS, Schools support families and students by forming collaborative relationships with many public and private agencies that provide family support services; and

WHEREAS, These relationships may include partnerships with public health and human-service agencies, local businesses, institutions of higher education, youth-serving organizations, and religious, civic, and other community-based organizations; and

WHEREAS, Linking families to services and community organizations can strengthen home environments and student learning; and

WHEREAS, These partnerships create shared responsibility for the wellbeing of children, families, and schools by all members of the community; and

WHEREAS, The Community Organized for Parental Engagement (COPE) program would create an avenue for schools to increase parental support without the district's incurring costs related to an increase in fringe benefits; and

WHEREAS, Involving community-based organizations can increase parental involvement, help parents regain faith in MPS, and strengthen ties with community partners; now, therefore be it

RESOLVED, That the Board direct the Administration to implement the Community Organized for Parental Engagement (COPE) program to increase parental involvement in our schools through contracting with local community-based organizations and religious groups in each Board district; and be it

FURTHER RESOLVED, That the individuals work with clusters of schools to develop activities and to assist existing staff in the schools in getting parents involved with our schools during the school year; and be it

FURTHER RESOLVED, That an RPF process be used to determine individuals suitable to provide services to the schools; and be it

FURTHER RESOLVED, That contracts for these services should not exceed $45,000 per organization; and be it

FURTHER RESOLVED, That the Administration explore expansion of the Americorps contract as one avenue to generate funds for things such as community projects, etc.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-057

by Directors Blewett and Bond

WHEREAS, A growing group of parents active in the City of Milwaukee is requesting that MPS begin a college-preparatory elementary school; and

WHEREAS, Other district elementary schools that offer specialty programming, 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 program at Wedgewood that serves grades 6-8, in addition, there are several high schools that have the IB program offering; and

WHEREAS, Many parents in this city are seeking the IB option at the elementary level, and because MPS does not offer an IB educational offering until the middle-school level, parents are seeking private and suburban elementary school alternatives; and

WHEREAS, Parents within the city of Milwaukee would like MPS to open an elementary school that will seek International Baccalaureate accreditation and allow more students to utilize MPS; and

WHEREAS, As this parent group includes parents of current MPS students and non-MPS students, creating an IB elementary school would be beneficial to the district as more children would attend MPS schools; 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; now, therefore, be it

RESOLVED, That the Administration develop a plan to use the Phillip Emanuel School Building to create an IB Elementary School program option within Milwaukee Public Schools, establishing a K-12 continuum of the IB Program offering; 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 2008, for opening the IB Elementary School program; and be it

FURTHER RESOLVED, That the Administration, parents, and teachers shall advertise and recruit potential new students who wish to enroll in the program for the 2009-2010 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-058

by Director Spence

WHEREAS, Like other urban areas throughout the United States, the City of Milwaukee and the Milwaukee Public Schools (MPS) have experienced increased violence within our community and our schools; and

WHEREAS, The Milwaukee Police Department (MPD) and the MPS are committed to working together to remain proactive in crime prevention; and

WHEREAS, The MPD and the MPS School Safety Division have both had to expend increased resources in addressing public safety issues; and

WHEREAS, This past summer, as in summers in past years, the City of Milwaukee as a whole experienced a spike in crime rates and a shortage in law enforcement staff members; and

WHEREAS, During the summer months, the trained MPS security personnel are either off work or taking on other employment not related to the areas of safety and security in which they are trained; and

WHEREAS, The use of MPS security staff, who are already civil service employees, as an additional resource to the MPD during summer months would aid the police department in reducing its manpower crunch during the city's highest crime period and could help the MPD in its public relations and youth crime-prevention efforts; and

WHEREAS, The MPS School Safety staff, who are already trained in safety and security, and who are receiving pay and benefits from MPS as 10-month employees, would be available to work during the summer for city or county law enforcement at little cost to the agency or for in-kind services to the MPS district; and

WHEREAS, MPS School Safety staff, who are familiar with youth throughout the city, could be utilized in target areas highly populated by students, such as parks, shopping malls, etc., as part the MPD's initiative to reduce the normal spike in crime during the summer months; and

WHEREAS, The Milwaukee Police Department and MPS School Safety Division staff members would benefit from the assistance provided through a collaboration to make Milwaukee's streets safe during summer months; now, therefore be it

RESOLVED, That the Board direct the Administration to pursue a Memorandum of Understanding with the Milwaukee Police Department to utilize the Milwaukee Public Schools' Safety and Security staff members during summer months; and be it

FURTHER RESOLVED, That the Administration also offer this agreement to Milwaukee County and other entities that might be in need of our well trained safety and security staff members, who are usually off during summer months; and be it

FURTHER RESOLVED, That the agreement be brought before the Board for final approval before June 2008.

Referred to the Committee on Safety and Climate.

The Board adjourned at 8:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 16, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 6:40 PM.

Present—Directors Bonds, Falk (6:47 PM), Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett — 9.

Absent—None.

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

October 12, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Tuesday, October 16, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purpose:

1. Informational Report on an Implementation Plan for Monitoring and Technical Assistance from the Department of Public Instruction Regarding the District's DIFI Status

2. Reports of the Independent Hearing Panel of the Milwaukee Board of School Directors

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Informational Report on an Implementation Plan for Monitoring and Technical Assistance from the Department of Public Instruction Regarding the District's DIFI Status

Administration's Report

1. The State Superintendent of Public Instruction and staff will present a general overview of what it means to be a District Identified for Improvement (DIFI), including a discussion of "Sanctions for Title I Districts Not Making Adequate Yearly Progress" (see attachment 2, on file). District personnel have been working closely with DPI personnel to put systems in place to implement the district's DIFI plan.

2. In a letter to the MPS Superintendent dated September 27, 2007, (attachment 1, on file) the Wisconsin State Superintendent of Public Instruction indicated that the district continues to be eligible for a Title I Supplemental Grant of $3,700,000 for the 2007-08 school year. These grant funds are provided to districts with Title I schools that have been designated as schools identified for improvement (SIFI). The letter indicates that, because of the district's DIFI status, the following high-leverage strategies must be implemented:

- summer school in all SIFI schools, starting in summer 2008, with a focus on mathematics and reading;

- individually tailored, differentiated SIFI Principal Leadership;
- extended reading and mathematics opportunities in all SIFI schools, starting with the 2008-09 school year: grades K-3, 90-minute reading block and 60-minute mathematics block; grades 4-8, 60-minute reading block and 60-minute mathematics block; high school, reading intervention courses;
- a plan for extended calendars in 2008-09 for one or two SIFI schools. Funds for extended calendars will be determined after a review of the district's plans by the Department of Public Instruction; and
- implementation of the MPS District and School Improvement Model under NCLB to provide oversight of high-leverage strategies.

Director Bonds moved that the Board direct the Administration and the Office of Board Governance to work collaboratively with the Wisconsin Department of Public Instruction to implement this plan during the 2007-2008 school year, while the district is at the DIFI, Level 2 status, and report back to the Board in one month regarding the implementation of this plan.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett — 9.

Noes—None.

* * * * *

(Item 2) Reports of the Independent Hearing Panel of the Milwaukee Board of School Directors

Because more than 30 days will have passed between the September and October regular Board meetings, and the Board must take action on the reports of the Independent Hearing Panel that become due in the interim, the 10 reports of the Independent Hearing Panel of the Board of School Directors for the following dates and times are attached for the Board's consideration and determination at this time:

September 27, 2007, at 9:30 a.m.
September 27, 2007, at 11:30 a.m.
September 28, 2007, at 11:30 a.m.
September 28, 2007, at 2:00 p.m.
October 1, 2007, at 9:30 a.m.
October 1, 2007, at 11:30 a.m.
October 4, 2007, at 2:00 p.m.
October 5, 2007, at 9:30 a.m.
October 5, 2007, at 2:00 p.m.
October 8, 2007, at 11:30 a.m.

These reports will be included in the expulsions summaries to be presented at the regular October 2007 Board meeting.

Director Spence moved that the Board approve the Reports of the Independent Hearing Panel.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson, and President Blewett — 7.

Noes—None.

Temporarily absent—Directors Goldberg and Morales—2.

The Board recessed from 8:32 to 8:47 PM.

The Board adjourned at 8:56 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
OCTOBER 30, 2007

Regular meeting of the Board of School Directors called to order by President Blewett at 6:40 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—9.

Absent—None.

Student Representative present—Mina Mirhoseini.

Before commencing the meeting, President Blewett asked for a moment of silence in memory of Justin Hodges, an 8th-grade student at Kosciuszko Middle School who had been shot and killed on October 6, 2007, and Iaman Moore, a 9th-grade student at Bay View High School who was accidentally shot and killed on October 13, 2007.

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:

JANET L. MAYS,
SCHOOL COUNSELOR
O.W. HOLMES

Janet L. Mays, who has been a dedicated employee of Milwaukee Public Schools for 21 years, started her MPS career as a secretary at Marshall. After receiving her teaching degree from UW-Milwaukee, she taught at Fratney. After she was granted a master's degree, she became a school guidance counselor, in which capacity she has served for the last 10 years at O.W. Holmes. Janet is an integral member of the school and district community and exemplifies the MPS core beliefs that children come first and that the classroom is the most important place in the district.

Ms. Mays is a proud MPS graduate, having attended 24th Street School, Keefe Avenue, Burroughs, and Madison High School. She is known throughout the district as an educator who always puts children first and does whatever it takes to ensure academic and personal success for each child. Some examples of this are giving her own time and expertise to chaperone weekend educational fieldtrips sponsored by the Scooter Foundation, assisting former students in completing college research papers, and going out of her way to provide families in need with basic necessities.

Throughout her career, Ms. Mays has been recognized for her many professional accomplishments, including being named a Kohl Fellowship Regional Finalist, MMABSE Teacher of the Year, and Who's Who among American Teachers. One of the most touching and meaningful awards was presented to her by the fifth-grade class at O.W. Holmes, who recognized her for her consistent efforts to support all students. Ms. Mays credits her successful career in the field of education to working with the finest people in Milwaukee Public Schools — staff, students, families, and members of the community.

One of the most significant accomplishments that Ms. Mays has achieved during her career is knowing that she is making a difference in her students' lives. Students regularly come back after they have graduated to tell her how much she has helped them. She does whatever it takes to help students succeed and takes an active role in breaking the cycle of poverty to give MPS children hope. Ms. Mays, who believes that everyone can be part of this important endeavor, regularly invites and embraces others as they take part in collaborative strategies to accomplish this goal.

The Milwaukee Board of School Directors and the entire school community recognize Janet L. Mays for her dedication and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

Other Awards and Recommendations

Riverside University High School Marching Band Honored at WMSA Field Show

On Saturday, October 20, the Riverside University High School was one of 30 bands that participated in the 23rd Annual Wisconsin School Music Association (WSMA) State Marching Band Championships at Forrest Perkins Stadium on the UW-Whitewater campus.

The WSMA State Marching Band Championships are divided into four entry classes determined by total school enrollment. Each band performed for 15 minutes. A panel of eight judges evaluated the bands in five areas: music performance, visual performance, general effect, percussion, and color guard. All bands received a written critique and tape-recorded comments from each judge based on their performance.

Riverside's marching band participated in the competitive "Festival Class" and was awarded a Second Division Award. The Riverside University High School marching band viewed the experience positively and as more than just competition, but as an educational lesson in teamwork, goal setting, achieving excellence, receiving constructive criticism, and hard work.

Congratulations to the students and staff at Riverside University High School for this great accomplishment!

OfficeMax Honors Samuel Clemens Elementary School Teacher

Representatives from OfficeMax visited Samuel Clemens Elementary School on October 2, 2007, to present Mrs. Amy Kallman, a fifth-grade teacher at Samuel Clemens Elementary School, with over $1,400 in classroom resources and supplies in honor of its"A Day Made Better," a company-wide community initiative. The name *A Day Made Better* is derived from the thought that, with this special event, OfficeMax can make at least one day better for educators by providing more than 1,000 teachers across the country with essential supplies. It seeks to educate and excite the general public to take action and partner with educators and schools in their community.

After the event, OfficeMax also donated additional funds to teachers at the school through the "Adopt-A-Classroom" program. Teachers are able to use the funds to purchase materials for their classrooms.

STUDENTS

Elijah Power, a seventh-grade student at Starms Discovery Learning Center, was selected to participate in the Junior National Young Leaders Conference (JrNYLC) in Washington, D.C. He will study the

tradition of leadership and gain a better understanding of what it takes to become an effective leader. The conference is designed to educate, inspire, and motivate students by giving them the confidence and leadership skills that will take them through high school and beyond.

Paola Felix-Encarnacion, a 2007 South Division High School graduate, was recently named Youth of the Year by the United Migrant Opportunity Service (UMOS). She was honored with a plaque at the 27th Annual UMOS Hispanic Awards Banquet at the Italian Community Center. This award recognizes outstanding Hispanics who have distinguished themselves through their professional accomplishments and/or community involvement throughout Wisconsin.

SCHOOLS

The Lynde and Harry Bradley Technology and Trade School was recognized as a nationally certified Project Lead the Way high school in September. Project Lead the Way is a national engineering curriculum that has been implemented in more than 1,000 schools in the country. Bradley Tech went through the certification process last spring. The process examines the school's curriculum, equipment, staff and student work and includes personal interviews with students and staff. Students who successfully complete these courses are eligible to receive college credit while they are in high school.

Golda Meir Elementary School was named a 2007 No Child Left Behind Blue Ribbon School by U.S. Secretary of Education Margaret Spellings. Golda Meir is one of 287 schools named a 2007 No Child Left Behind Blue Ribbon School. This award distinguishes and honors schools for helping students achieve at very high levels and for making significant progress in closing the achievement gap.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of September 20, and 27, 2007, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

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

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

Negotiations have been completed between the Milwaukee Board of School Directors and the following bargaining unit:

MTEA (Teachers) —
Two-year contract (July 1, 2007, through June 30, 2009)

Highlights:

1. Two-year contract (July 1, 2007, through June 30, 2009).
2. Modification of school interview process to reflect earlier commencement of interview process and inclusion of new hires in first round.
3. Re-establishment of citywide mentors for new teachers.
4. Restrictions on incompatibility transfers for first- and second-year teachers.
5. Created a different standard for the non-renewal for non-tenured teachers.
6. Agreed to numerous provisions or modifications of existing provisions relating to safety and student discipline procedures.
7. Establishment of two labor-management committees to continue discussions around safety and other specified complex issues.
8. Salaries: 7/01/07.....2.5%
   7/01/08.....2.5%

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

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Spence moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—9.

Noes—None.

Director Morales moved to waive Board Rule 1.09(2) in order to give public hearing on Items B, C and D in the communications from the Superintendent

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—9.

Noes—None.

Director Morales moved to combine the public hearing on Items B, C and D in the communications from the Superintendent

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—9.

Noes—None.

The Board gave public hearing on Items B, C and D in the communications from the Superintendent.

* * * * *

(Item B) Informational Report Regarding the District's Year-End Financial Position

Office of the
Superintendent of Schools

TO THE BOARD OF DIRECTORS:

Chart 1 in the attachments to this item (available under separate cover) shows the year-end position of the District's major funds at June 30, 2007. Charts 2 and 3 in the attachments (available under separate cover) show the remaining year-end budget balances of the schools and departments, respectively.

The Operations Fund ended FY07 with a deficit of $5,162,657, lowering fund balance to $73,638,053 from $78,800,710. Approximately half of the deficit — $2,587,448 — is attributable to a budgeted use of fund balance called an "applied surplus."

a. Deficits in the Operations Fund are common, given that schools have the ability to carryover prior-year surpluses and encumbrances. Funds carried over increase fund balance in the year in which they are carried over, but decrease fund balance in the year in which they are spent. At the end of FY06, schools carried over $31,454,606. Accordingly, schools had budgetary authority to draw down fund balance by $31,454,606 in FY07. Schools, however, did not use all their budgetary authority: this is evidenced by the fund balance's having drawn down by only $5,162,657, while an additional $17,313,258 was reserved for year-end encumbrances.

b. Areas in which the district exceeded its FY07 expenditure budget included:

(1) salaries and wages..... $1.2 million

(2) benefits..... $13.7 million

(3) purchased services ..... $1.1 million

(4) supplies/equipment ..... $4.3 million.

c. Total Operations revenues were $2.0 million more than the amount budgeted for FY07. This budget surplus is attributable to an additional $2.0 million received from the City of Milwaukee in the form of tax incremental financing, an additional $2.0 million in interest earned on bank balances, and an additional $1.0 million in handicapped aid from the state. These increases were offset by the $2.6 million applied surplus, a non-cash budgetary revenue.

d. The district ended FY07 with $17,313,258 of encumbrances. In addition, schools are requesting to carryover surpluses of $12,560,188. As a result, $29,873,446 of expenditure authority is expected to be carried over and added to the final adopted FY08 budget.

e. Note: The FY07 Operations beginning fund balance is $5,273,388 lower than the FY06 ending fund balance due to an adjustment to reflect interest costs on Neighborhood School Initiative (NSI) debt outstanding. This amount was erroneously charged to the Capital Projects fund in FY06. Accordingly, the beginning fund balance of the Capital Projects Fund is $5,273,388 higher than the FY06 ending fund balance following the adjustment.

The Capital Projects Fund is used to record the revenues and expenditures of one-time projects such as NSI, E-rate, TEACH, QZAB, etc. For external reporting purposes, the Capital Projects Fund rolls up into the larger Construction Fund. During FY07, the Capital Projects Fund received $32,074,838 in borrowed funds and incurred $40,740,942 in expenditures. The year-end fund balance deficit of $8,088,798 represents expenditures associated with projects funded by the larger Construction Fund. In FY08, these expenditures will be transferred to the Construction Fund to match them with their funding sources.

The Construction Fund ended FY07 with an $11,751,719 deficit. Although fund balance decreased by the same amount, it remains positive at $30,406,054, reflecting that financing typically occurs prior to the start of construction to ensure funds are in place when needed. It is also noted that, of the $30,406,054 fund balance, 96% (or $29,102,413) is reserved for encumbrances. Unlike the Capital Projects Fund, which finances specific projects, the Construction Fund finances routine maintenance projects. Because maintenance is ongoing, the fund balance is not expected to ever be zero.

The Extension Fund ended FY07 with a surplus of $951,769, lifting its fund balance to $2,573,331. The Extension Fund surplus resulted from savings of $627,154 in wages and benefits and of $1,001,705 in purchased services. At year-end, the Extension Fund also had encumbrances of $645,461. As a result, while total fund balance increased $951,769, unreserved fund balance increased only $306,308.

The School Nutrition Fund finished the year with a surplus of $530,156. This was the first surplus for the School Nutrition Fund since FY2000. As a result of the surplus, School Nutrition's negative fund balance improved to ($7,309,947) from ($7,840,104). The surplus is attributable to higher-than-budgeted federal aids resulting from increased participation in the school breakfast program, plus a $1.0 million start-up award authorized by the Board to offset the loss of student revenue attributable to the introduction of the Universal Free Breakfast program.

At the end of FY07, Categorical Programs had a surplus of $1,716,851. Revenues and expenditures were $30,726,359 and $32,451,289 under budget, respectively. Categorical Programs have a 90-day "clean-up" period following the fiscal year-end. During this clean-up period, expenditures continue to be claimed and reimbursements continue to be received. This lag is the reason revenues and expenditures for Categorical Programs typically are both under budget at June 30. Once all expenditures have been claimed, and all reimbursements have been received, it is expected that total revenues will equal total expenditures, resulting in neither a surplus nor a deficit. In the interim, Categorical Programs carries a fund balance of ($7,349,426).

A cautionary note: the results displayed in Chart 1 in the attachments 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.

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. Nor are these results comparable to results published in the district's Comprehensive Annual Financial Report (CAFR), which uses yet another basis of accounting and yet another approach to grouping Funds.

The Operations Fund ended the year with a $5,162,657 deficit, reflecting the fact that schools carried over funds from FY07 that were spent in FY07.

The Capital Projects Fund ended the year with an $8,088,798 negative fund balance, which will be transferred to the Construction Fund in FY08.

The Construction Fund's deficit is the result of a timing difference between when funds are borrowed and when the funds are expended. Borrowing for some FY07 projects occurred in FY07.

The Extension Fund's surplus is the result of expenditures coming in below budget in the areas of wages and benefits and purchased services.

The School Nutrition Fund realized its first surplus in seven years, lowering its negative fund balance by $530,156.

Categorical Programs at year-end showed a surplus of $1,716,851; however, when all claims have been filed and reimbursements received, Categorical Programs fund balance is expected to be zero.

Chart 2 in the attachments shows the remaining year-end balances of all MPS schools and also identifies which schools contributed to, or borrowed from, the district's PLAN account. Also attached is Chart 3, which displays the remaining balances for Central Services departments.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

* * * * *

(Item C) Action on a Request to Carry Over FY07 School and Departmental Surpluses to FY08

Office of the
Superintendent of Schools

TO THE BOARD OF DIRECTORS:

Administrative policy 3.05 provides for the automatic carryover of school and department deficits in full; 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%. Greater carryovers for schools may be executed only with the Board's approval. Also, any carryover of department surpluses, regardless of size, must have the Board's approval. Since the carryover draws from fund balance, a two-thirds majority vote is required for the Board's approval.

The City Attorney has issued an opinion stating an automatic carryover policy does not comply with state statutes. Should the Board wish to allow the carryover of unexpended balances at year-end, it may do so by approving the expenditure of those funds in the subsequent year's budget.

The chart below summarizes the surplus/deficit positions of traditional and instrumentality charter schools. It references the year-end positions on a cumulative basis (i.e., includes the beginning-of-the-year fiscal condition).

	FY06	FY07
Number of Schools in Deficit Position	38	50
Average Deficit	($159,668)	($88,793)
Number of Schools in Surplus Position	132	116
Average Surplus	$129,929	$111,911

Of the 38 schools that were in deficit positions at the end of FY06, 27 decreased their deficits in FY07.

Surpluses in 48 schools exceeded the automatic carryover levels, and all have requested that the excess, totaling $3,616,770, be carried over to FY08.

In accordance with the City Attorney's opinion that the district's automatic carryover provision does not comply with state law, the Administration is requesting that the Board authorize the carryover of FY07 school surpluses equal to or less than 3% of the relevant schools' budgets ($4,925,240). The Administration also is requesting that the Board authorize carryover of the school surpluses that are more than 3% of relevant schools' budgets ($3,616,770).

Administrative Policy 3.05 will need to be revised based on the City Attorney's opinion. The Administration will bring the necessary revisions to the Board at a future time.

Policy indicates that the carryover may not be used for position salaries. 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 policy is being met. The requests also align with the schools' educational plans.

The attached chart (under separate cover) displays the amount of "excess" carryover requested by schools and the purpose 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 2.05(4)(b).

The Administration also requests carryover of the amounts below to continue activities into FY08:

School Operations Fund

Amount	Purpose
$7,310,860	PLAN
$90,039	Funding for potential outstanding receivables for schools that have closed.
$995,000	Textbooks
$8,395,899	TOTAL — SPECIAL PROJECT CARRYOVER

Extension Fund

Amount	Purpose
$418,018	Partnership for the Arts

Administrative Policy 3.05(4)(b) requires the Board's approval of the carryover of any departmental surpluses. This policy also prohibits the use of carryovers for position salaries.

Administrative Policy 3.03(2) mandates that use of unreserved fund balance shall require a two-thirds majority vote of the Board.

The City Attorney's opinion stated that carryover of unexpended balances at year-end should be authorized by the Board of School Directors by approving the expenditure of those funds in the subsequent year's budget.

Approval of these carryovers would use $16,873,279 of the FY07 School Operations Fund — fund balance of $78,718,622.

Funds will be carried forward to FY08 budgets upon the Board's approval.

The Administration recommends that the Board approve the carryovers of school and department FY07 surpluses to FY08 as follows:

School/Special Projects	Automatic Carryovers	Excess Carryovers
Bay View	$479,220	$60,615
Bradley Tech	(168,290)	0
New School for Community Service	36,567	60,666
Custer	47,037	0
Expeditionary Learning	(9,472)	0
Foster and Williams	(50,323)	0
Hamilton	139,761	0
Information Technology	90,045	85,342
Kilmer	137,174	98,994
Rufus King	(381,560)	0
Law, Education, Public Service	95,911	186,162
Madison	(236,008)	0
Marshall	(377,293)	0
Marshall Montessori	16,271	14,734
High School of the Arts	17,999	0
Metropolitan	(14,530)	0
Pulaski	340,878	95,674
Reagan	(100,098)	0
Riverside	(147,282)	0
South Division	(56,414)	0
Vincent	193,062	0
Bell	(146,858)	0
Burroughs	(20,224)	0
Edison (6-12)	(189,108)	0
Grand Avenue	(49,179)	0
Languages (6-12)	(98,704)	0
Lincoln Center	84,565	0
Milwaukee Education Center	201,146	0
Morse	113,212	0
Muir	(35,299)	0
Roosevelt	(198,398)	0
Scott	(40,872)	0
African-American Immersion	(10,243)	0
ALAS	65,527	46,426
Alliance	(34,247)	0
Community	(35,676)	0
DIAL	(9,439)	0
Dubois	11,117	0
Entrepreneurship	49,862	136,872
Genesis	123,935	5,789
Learning Lab	27,414	7,114
MAAST	(203,168)	0

School/Special Projects	Automatic Carryovers	Excess Carryovers
Professional Learning Institute	45,863	109,149
Truth Institute	(58,082)	0
Audubon	47,095	0
Fritsche	(43,799)	0
Kosciuszko	(135,381)	0
Northern Star	9,907	28,128
Walker	13,991	0
ALBA	46,028	165,497
Fairview	56,089	0
Honey Creek	69,389	0
Humboldt Park	10,632	0
IDEAL	(17,120)	0
Siefert	(15,915)	0
Westside Academy	179,052	34,905
Whittier	2,485	0
Auer Avenue	154,688	10,200
Bethune	116,353	136,364
Burbank	129,111	0
Burdick	(14,872)	0
Carson Academy	127,999	220,066
Carver	43,238	0
Cass Street	58,923	0
Clarke Street	(61,365)	0
Congress	91,814	0
Cooper	86,998	0
Craig	71,721	0
Doerfler	116,014	0
81st Street	105,877	7,917
Fernwood	80,879	0
Ben Franklin	117,375	138,139
Gaenslen	(117,734)	0
Grant	94,122	0
Grantosa	(98,454)	0
Greenfield	20,761	0
Hartford Avenue	113,388	0
Hi-Mount	3,640	0
Holmes	41,319	0
Hopkins Street	3,220	0
Keefe Avenue	109,442	0
King, M. L. Jr.	130,304	170,429
LaFollette	(5,122)	0
Lancaster	139,044	0
Lee	99,486	48,877
Longfellow	205,870	64,344
MacDowell	(9,381)	0
Manitoba	13,059	0
Maryland Avenue	(13,005)	0
McNair	48,687	0
Golda Meir	25,989	0

School/Special Projects	Automatic Carryovers	Excess Carryovers
Metcalfe Park	(92,478)	0
Mitchell	171,628	162,901
River Trail	34,608	0
Sherman	68,371	0
Sign Language	16,603	0
65th Street	76,055	0
Starms D.L.C.	122,270	46,079
Story	126,530	0
35th Street	61,094	27,836
Thoreau	87,079	41,849
Thurston Woods	91,310	0
Tippecanoe	2,115	0
Townsend Street	(107,485)	0
Trowbridge Street	(51,939)	0
Urban Waldorf	20,172	0
Victory	(73,077)	0
Vieau	163,195	57,429
WCLL (K-12)	84,540	0
Accelerated Learning	157,462	0
Alcott	78,145	10,861
Allen-Field	175,733	66,373
Barton	73,194	0
Brown Street	(76,876)	0
Browning	(18,134)	0
Bruce	47,365	45,357
Bryant	83,443	0
Carleton	(113,955)	0
Clemens	93,329	84,345
Clement Avenue	22,305	0
Curtin	2,006	0
Dover Street	36,321	0
Elm	73,352	0
Emerson	45,366	0
Engleburg	131,948	8,938
53rd Street	98,942	47,268
Fletcher	36,852	0
Forest Home Avenue	26,911	0
Fratney	28,563	0

School/Special Projects	Automatic Carryovers	Excess Carryovers
French Immersion	50,119	0
Garden Homes	48,255	0
Garland	47,459	8,337
German Immersion	50,855	0
Goodrich	42,668	0
Green Bay Avenue	109,185	185,366
Hampton	60,027	0
Hawley Road	88,217	39,843
Hawthorne	58,960	0
Hayes Bilingual	(78,753)	0
Kagel	98,176	27,715
Kilbourn	39,657	38,746
Kluge	11,890	0
Lincoln Avenue	172,190	140,882
Lloyd Street	(48,596)	0
Lowell	(31,799)	0
Maple Tree	45,313	116,116
Morgandale	34,658	0
Neeskara	131,124	22,651
95th Street	(27,679)	0
Parkview	(68,420)	0
Pierce	104,419	0
Riley	147,988	0
Irving Seher	16,470	0
Silver Spring	68,577	1,281
68th Street	65,061	25,518
Spanish Immersion	141,015	8,065
Starms E.C. Center	107,312	101,399
Stuart	86,496	0
21st Street	(7,633)	0
Wheatley	43,681	0
Whitman	5,380	0
Wisconsin Avenue	(40,953)	0
Zablocki	(99,443)	0
School to Work		$15,000
Project STAY		42,443
TOTAL	$5,172,379	$3,305,001

School Operations Fund

Amount	Purpose
$7,310,860	PLAN
$90,039	Funding for potential outstanding receivables for schools that have closed.
$995,000	Textbooks
$8,395,899	TOTAL — SPECIAL PROJECT CARRYOVER

Extension Fund

Amount	Purpose
$418,018	Partnership for the Arts

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Thompson moved to approve the carryovers.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence, Thompson, and President Blewett—8.

Noes—None.

Temporarily absent—Director Morales—1.

* * * * *

(Item D) Action on a Recommendation To Amend the Approved Fiscal Year 2008 Budget for the School Operations, Construction, and Extension Funds

Office of the
Superintendent of Schools

TO THE BOARD OF DIRECTORS:

Since the institution of revenue limits, it has been routine to amend the annual budget at this point in the fiscal year. This is done 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.

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.

Revenue Limit

a. The main factors affecting the revenue limit are on target with the May budget. Enrollment declined by 3,537 from September 2006 to September 2007 and is down 228 from projections that were used to build the FY08 budget adopted in May.

b. The per-pupil revenue limit increase remains at $264.12, as projected in the FY08 budget adopted in May.

c. The district's overall FY08 revenue limit increased $781,637, based on the state budget's allowing an exemption for 100% declining enrollment. The revenue limit is slightly above the May estimate.

Revenue Limits			
FY07	May FY08	October FY08	Difference May to October
$856,079,545	$870,740,000	$871,521,637	$781,637

State Equalization and Integration Aid for MPS was certified in October at $605.2 million for FY08, a $39.8 million decrease from the $645 million budgeted in May; however, the state budget includes a new aid under the revenue limit for poverty. This new aid is $7,437,493 for Milwaukee and, netted against the decrease of other aid, yields a net decrease of $32.3 million in aid under the revenue limit.

FY07	FY08 May	FY08 October		Difference May to October	
Equalization and Integration Aid	Budgeted Equalization and Integration Aid	Certified Equalization and Integration Aid	Poverty Aid	Equalization and Integration Aid	Poverty Aid
$631,845,111	$644,988,395	$605,239,961	$7,437,493	($39,748,434)	$7,437,493
$631,845,111	$644,988,395	$612,677,454		($32,310,941)	

The decrease in state aid — and the higher property tax levy — resulted in part from the 19.1% increase in Milwaukee's equalized value per pupil exceeding the 9.4% state-wide average increase. The jump in Milwaukee's per-pupil value resulted from the district's continued enrollment decline, combined with an equalized property value increase of 15.6%.

A second factor in the district's state aid totals is the $4.4 million increase in the aid deduction for the Milwaukee Parental Choice Program (MPCP) from FY07 to October FY08 revised estimate. The state deducts 45% of MPCP costs from MPS aid. In developing the spring FY08 budget, the district assumed adoption of the Governor's proposal to increase the state share of voucher financing to 100% for enrollment in excess of 15,000. This proposal, however, which would have increased state aid to MPS by about $10.2 million, was not adopted. The new poverty aid was adopted instead, and the Legislature directed that Milwaukee Public Schools use its share to offset the MPCP property tax levy. The May FY08 budget also assumed an increase in the district's per-pupil Choice cost, which also did not occur.

For FY08, the MPCP deduction grew a total of 8.8%, due to increasing the enrollment of students from 17,000 students in FY07 to about 18,500 students in FY08. Overall, the FY08 MPCP aid deduction will be $54.1 million; the FY07 deduction was $49.7 million.

MPCP Deduction			
FY07	FY08 May	FY08 October	Difference May to October
($49,732,650)	($49,732,650)	($54,120,825)	$4,388,175

The district's May budget was developed without the benefit of April state aid estimates, which the state traditionally has provided, but no longer does. The tax levy information in the following table reflects the full use of the legal revenue limit.

All Fund Tax Levy			
FY07	FY08 May	FY08 October	Difference May to October
$230,345,991	$235,491,856	$268,203,947	$32,712,091

Categorical grant funding increased by $26.6 million from the May budget. Major changes included a $17 million increase in Title I funds, a new $2.2 million Safe Schools/Healthy Schools grant, and a new $2.4 million award from the Department of Labor and Workforce Development for gang and violence prevention.

Enrollment Variance

From the 3rd-Friday count of FY07, enrollment is down 3,537, or 3.6%. The budget as adopted in May anticipated a decrease of 3,309.

Enrollment Category	Original 3rd-Friday Projection	Official 3rd-Friday	Change from Projection
MPS Elementary/K8/Middle/High	81,672	81,381	-291
Alternative/Partnerships/Other Contracted Sites	3,004	2,889	-115
Non-Instrumentality Charters	3,097	3,090	-7
Chapter 220 in Suburbs	2,664	2,719	55
Open Enrollment in Suburbs	3,763	3,893	130
TOTALS	94,200	93,972	-228

MPS based its May budget on the Governor's proposed budget, which was the best information available at the time. Revenue changes since the May budget include a decrease of $295,000 in bilingual aid and a decrease of $400,000 in at-risk children aid, but an increase of $2,700,000 in handicapped aids. State funding for 53 math positions and for additional classroom support for mathematics will begin in FY09, not in FY08, per the state budget; however, the proposed amendments recommend the use of School Operations Fund to fund this initiative in FY08.

The Administration has identified the following needed changes to the FY08 budget as adopted in May 2007:

AMENDMENTS

School Operations Fund

Expenditure Amendments		**Amount**
a.	MPS Traditional and Instrumentality Charter Schools *Enrollment was based on the projected September enrollment of 81,672 students. The revised count based on actual fall enrollments is 81,381, a decrease of 291 students.*	($1,471,093)
b.	Special Education "Site Allocations" to Schools *Need for special education classroom staff was higher than anticipated, increasing this cost.*	$184,522
c.	Transportation "Site Allocations" to Schools *Changes for $21,824 increased special education transportation costs and elimination of $479,156 transportation allocation for Madison High School- traditional school as it is merged in Madison Academic Campus- instrumentality charter school.*	($457,332)
d.	Non-instrumentality Charters *Enrollment was based on the projected September enrollment of 3,097 students. The revised count, based on actual fall enrollment, is 3,090 students, a decrease of seven students. The budget was based on a projected average of the September and January full-time-equivalent (FTE) count for students of 2,962.8 FTE. The revised average is 2,994.2 FTEs, an increase of 31.4 FTEs., thereby increasing this cost.* *The per-pupil amount for MPS non-instrumentality charters is the same amount which the state uses to pay non-MPS charters in Milwaukee. This amount is reduced $207 from May estimates of $7,876 per pupil to $7,669 per pupil per the state budget.*	$247,306 ($619,799)
e.	Contracted K-8s	($55,062)

School Operations Fund

Expenditure Amendments		**Amount**
	The per-pupil amount for MPS contracted K-8 programs is the same amount the state uses to pay Choice schools in Milwaukee. This amount is reduced $207 from May estimates of $6,708 per pupil to $6,501 per pupil, per the state budget.	
f.	Summer School for Year-round Schools *Provide intercession funding for students attending year-round schools to offer courses similar to summer school offerings.*	$1,000,000
g.	Ninth-Grade Basketball and Equitable Funding for Schools *Increase operations funding to provide for ninth-grade basketball and equitable funding for schools without a ninth-grade basketball program.*	$300,000
h.	Open Enrollment *Enrollment was based on the projected September 3,763 students; the actual count for September is 3,893, an increase of 174 students (519 FTE as fall FTE reductions anticipated in spring did not occur). The per-pupil rate was estimated in spring by DPI as $6,089 and has been adjusted to $6,043 this fall, a decrease of $46 per pupil. The net result of these variables is an increased cost.*	$2,987,691
i.	Leases *Adjustments to various school site allocations to reflect changes associated with termination or approval of leases not anticipated in the May adopted budget. The net cost of leased space by schools is reduced by $977 and the net income from leased space in schools increased by $11,794.* *Lease Income Changes* / *Lease Expenditure Changes* *Milwaukee French Immersion ..... -$9,126* / *Bay View High School .....* *Thurston Woods ..... -$1,080* / *Riley School .....* *Vincent High School ..... +$22,000* / *Starms EC .....* *Adjustments to school operations central services due to lease of vacant buildings Adjustments* *Facilities and Maintenance — costs associated with 76th Street*	$10,817 $6,069
j.	School Special Funds ***Reduce*** *by $2,090,253 unallotted school expenses that are not identified by type or location until fall. Fall enrollments did not require the use of these funds for fall school adjustments.* ***Add*** *$30,766 for a 0.75 FTE hearing impaired interpreter position for ADA compliance for a staff member.* ***Reduce*** *reserve for bilingual and special education classroom staff adjustments by $308,442 based on fall enrollments. A reserve will be maintained for possible mid-year adjustments of $86,080 for bilingual classrooms and $239,313 for special education classrooms.*	($2,367,929)
k.	High School Allocation *Directed allocation on a per-pupil basis to high schools for the following activities:* *Class-size reduction* *Music and art programs* *Foreign language* *Sports*	$7,921,662
l.	Drivers Education *Funds to expand program.*	$100,000
m.	Extracurricular *Funds distributed on a per-pupil allocation basis to expand extracurricular options for 6th-, 7th- and 8th-grade students.*	$300,000
n.	Central Service Income from Schools/Central Expenditures *Enrollments in traditional and charter schools have generated $368,552 less in chargeback/buyback income to fund central accounts.*	$0
o.	Transportation	$300,000

School Operations Fund

Expenditure Amendments		**Amount**
	Fuel adjustment reflecting current cost.	
p.	Utilities *Reduction in anticipated cost of natural gas due to pre-purchase at lower rates than anticipated.* *Utilities at 76th Street (leased site) to be billed to MPS instead of building tenant.* *Sanitary sewer charge increases in January 1 (½-year increase).* *Snow and ice fee increases 75% in Mayor's proposed budget ((½-year increase).*	 ($1,342,679) $76,000 $28,125 $141,600
q.	School Resource Officers *Add funds for MPS's share of costs for school resource officers proposed in the City of Milwaukee's budget to begin in January 2008. This amount would provide coverage at an additional four schools — Hamilton, Pulaski, Madison and Vincent. Total cost is $217,800, but use of $96,000 in grant funds leaves a balance of $121,800 to come from school operations funding.*	 $121,800
r.	Benefits *Medical decreased by $8,414,648, due largely to 321 fewer healthcare plan enrollments — an increase of $2.2 million in Medicare D subsidy and an increase in retiree revenue of $1.5 million. Dental increased by $277,407, due to an increase in claim activity and increased dental premiums.*	 ($8,137,241)
s.	Unallotted Salaries *Unallotted salaries transferred to Facilities and Maintenance to reflect contract settlement with trades groups.* *From unallotted salaries* *To Facilities and Maintenance — Maintenance and Repair Services*	 ($397,967) $397,967
t.	Insurance *Reduction in anticipated insurance renewals based on actual renewal amounts.* *Liability insurance ..... ($112,998)* *Fire and storm..... (361,240)* *Fleet insurance..... (56,901)* *Auto Vandalism..... (16,529)*	 ($547,668)
u.	Student Services *Add 1.0 student service coordinator position, 1.0 guidance counselor position and part-time funds to improve the disposition, placements and expulsions that occur as part of the central service disciplinary conferences.*	 $240,000
v.	Records Management Project *Add 2.0 teacher positions — 1.0 each in Research and Assessment and in Student Services — to improve records management in MPS.*	 $86,080
w.	Translation Services *Additional funds for Hmong translation services.*	 $21,620
x.	School Program Funds *Funds for professional development and materials for Advanced Placement and International Baccalaureate staff and students.*	 $175,000
y.	ACT Pilot A pilot program for administration of ACT tests to about 1,700 high school students in spring of 2008.	 $75,650
z.	Math Initiative *Partial-year funding for 53 math positions and for additional classroom support for mathematics, as state funding for this initiative will begin in FY09, not in FY08, per the state budget.*	 $5,000,000
aa.	Debt Service *Reduce debt service for a portion of costs paid in FY07, but budgeted in FY08.*	 ($7,863,171)
SUB-TOTAL — SCHOOL OPERATIONS OTHER EXPENDITURE AMENDMENTS		**($3,538,032)**

School Operations Fund

Revenue Amendments		**Amount**
a.	Revenue Limit *The district's overall FY08 revenue limit increased $781,637, based on the state budget's allowing an exemption for 100% declining enrollment exemption. The revenue limit is slightly more than the May estimate.* *The revenue limit comprises the following:* *State Equalization and Integration Aids* *These general aids are based on district spending, enrollment and property value. The amount decreased from the May estimate of $644,988,395 to $605,239,961. This decrease in aid is mainly due to the decline in district enrollment combined with a per-pupil property valuation increase greater than the statewide average. The aid decrease is partially offset by the new poverty aid provided in the state budget.* *Poverty Aid* *A new aid to offset the equalization aid reduction attributable to the Milwaukee Parental Choice Program.* *Property Tax Levy* *The School Operations tax levy increased $32,712,091 from May, but is reduced by $490,081 in order to transfer levy authority under revenue limit to Construction Fund to maintain Construction Fund levy at .6 million.* *Computer Aid* *This aid is based on the value of tax exempt computers in Milwaukee (declining) as a portion of the property tax (increasing) and has increased from May level of $3,126,149 to $3,506,636.*	($39,748,434) $7,437,493 $32,222,010 $380,487
b.	Miscellaneous Revenue *Reduced need for applied surplus due to re-estimate of employee benefit costs.* *Increased open enrollment revenue resulting from change in number of non-resident students attending MPS from spring estimate of 332 students to 409 students (an increase of 62 FTEs).* *Net changes to lease revenue occurring after adoption of the May budget.* *Changes in revenue estimates from May due to revised state budget information* *Bilingual aid* *At-risk children aid* *Handicapped aid*	($6,300,000) $374,666 $90,746 ($295,000) ($400,000) $2,700,000
SUB-TOTAL — SCHOOL OPERATIONS OTHER REVENUE AMENDMENTS		**($3,538,032)**

Construction Fund

Expenditure Amendments		**Amount**
a.	Construction Projects *Reflects state award of QZAB borrowing authority for high-school remodeling projects.*	$3,432,000
b.	Deferred Maintenance *The City of Milwaukee has proposed elimination of a $4,000,000 contribution toward district major maintenance projects.* *Increases in property tax levy and lease income will fund some project shortfall.* *Buyout of vacant leased site.* *Cover costs already incurred in anticipation of City borrowing.*	($4,000,000) $50,360 $746,220
SUB-TOTAL — CONSTRUCTION FUND EXPENDITURE AMENDMENTS		**$228,580**

Construction Fund

Revenue Amendments	**Amount**
Net revenue impact to reflect leases of vacant buildings approved after the May budget was adopted. (Net proceeds after expenditures are deposited in the Construction Fund by Board Policy 5.01(2)(b)(4)).	$306,499
Increase in the property tax levy for the Construction Fund as a result of the September 2007 property valuation by the City of Milwaukee. Under State law, the district may levy .6 mil for construction purposes.	$490,081
QZAB borrowing	$3,432,000
City borrowing	($4,000,000)
SUB-TOTAL — CONSTRUCTION FUND REVENUE AMENDMENTS	**$228,580**

RECAPITULATION OF NET AMENDMENT AMOUNTS

	Operations	Construction	Extension	Total
Total	($3,538,032)	$228,580	($0)	($3,309,452)

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 — School Special Funds			
Interpreter for Hearing Impaired			
Provide aid for staff member for Americans with Disabilities Act compliance.	0.75	$30,766	
Office of Board Governance			
Audit Services			
Auditor I	(1.00)	($64,262)	
Performance Auditor II	1.00	$64,262	
Reclassification of duties; partial-year funding.			
Office of the Superintendent			
Director of District Identified for Improvement (DIFI)			
Title I, Supplemental Grant partial-year funding.	1.00		$138,446
Supervisor, District Identified for Improvement			
Title I, School Improvement Grant partial-year funding.	9.00		$1,131,834
School Secretary II			
To support DIFI activities.	1.00		$30,590
Title I Supplemental Grant partial-year funding.			
Reading Teachers	42.5		$1,829,200
24.5 high-school reading teachers			
18.0 middle/K-8 reading teachers			
Title I Supplemental Grant partial-year funding.			
Office of Finance and Operations			
Facilities and Maintenance Services			
Office Equipment Repairman	(1.00)	($58,786)	
Transfer position authority and funding for vacant position to Technology Services.			
Finance			
Finance Director	1.00	$85,781	
To be funded through vacancy savings, funding for partial year.			
Grants			
Teachers	2.00	$80,086	

	Positions	Board Funds	Categorical Funds
To support grant writing and the Integrated Resource Information System project. Positions to be funded through vacancy and other department savings. Partial-year funding provided.			
Technology			
Network Coordinator	1.00	$58,786	
Office equipment repair position transferred from Facilities and re-titled.			
Office of Human Resources			
Director Human Resources			
Compensation Analyst	(1.00)	($93,670)	
As a result of compensation study, vacant position downgraded.			
Human Resources Data Analyst	1.00	$76,627	
Funded through position reclassification and vacancy savings.			
Teacher Quality Manager (Human Resources Specialist)	1.00		$80,971
To implement provisions of MTEA contract. Partial-year funding, Title II.			
Teacher Mentors	15.00		$763,039
To implement provisions of the MTEA contract. Partial-year funding, Title II.			
Benefits and Insurance			
Human Resources Assistant	1.00	$79,093	
Funded through savings from elimination of compensation analyst position and other department reductions.			
Office of Instructional and Leadership Support			
Office of Instructional Support			
Teacher	1.00		$43,040
For professional development support. Title II, partial-year funding.			
Early Childhood			
Gifted and Talented Coordinator	1.00		$43,040
Partial-year funding, Title I.			
Research and Assessment			
Teacher	1.00	$43,040	
Records-management project. Partial-year funding.			
Teaching and Learning			
Curriculum Specialist, Health and Physical Education	(1.00)	($140,056)	
Transfer position to School and Community Services			
Budget Analyst	1.00	$121,125	
Accountant Specialist	(1.00)	($121,125)	
Correct the classification for position.			
Science Specialist	2.00		$86,080
Provide professional development to teachers on science curriculum. Partial-year funding, Title II.			
Library Media Specialist	1.00		$43,040
To staff the media resource center at MEC. Partial-year funding, Title II.			
Math Specialists	(3.00)		($300,000)
Math Instructional Coaches	(50.00)		($4,304,000)
Non-position Accounts			($396,000)

	Positions	Board Funds	Categorical Funds
Math Specialists	3.00	$300,000	
Math Instructional Coaches	50.00	$4,304,000	
Non-position Accounts		$396,000	
State funding of math initiative to start in FY09, not FY08, per state budget — School Operations funds to be used in FY08, partial-year funding.			
Office of School and Community Services			
Office			
Curriculum Specialist — Health and Physical Education	1.00	$140,056	
Transfer position from Instructional and Leadership Support.			
Teacher	0.50		$43,040
Carol M. White Physical Education grant; partial-year funding.			
Innovative Schools			
School Social Workers	3.00		$210,596
Guidance Counselors	2.00		$172,160
Futures First Initiative			
Student Services Specialist	1.00		$121,125
Futures First Initiative			
Project Director	1.00		$185,725
Safe Schools/Healthy Schools Program			
Project Coordinator	1.00		$80,838
Safe Schools/Healthy Schools Program, partial-year funding.			
School Safety Aide	2.00		$39,792
Safe Schools/Healthy Schools Program, partial-year funding.			
School Secretary II	1.00		$45,300
Safe Schools/Healthy Schools Program, partial-year funding.			
Early Childhood Facilitator	0.50		$50,873
Safe Schools/Healthy Schools Program, partial-year funding.			
Student Services			
Student Services Coordinator	1.00	$129,200	
Guidance Counselor	1.00	$80,750	
Teacher — Records Management	1.00	$43,040	
Partial-year funding.			
Provide increased support for the central service student disciplinary conference process and for assisting in school assignments.			
Parent Involvement Coordinator	1.00		$76,188
Increase parent outreach. Partial-year funding, Title I.			
Community Relations Specialist	1.00		$55,956
Partial-year funding, Title I.			
Other Accounts			
Milwaukee Partnership Academy	0.50		$0
Secretary III position funded as a reimbursable expenditure of $38,758.			
TOTALS	**97.75**	**$5,554,713**	**$270,873**

POSITIONS SUMMARY	
Board Funds	58.75
Categorical Funds	39.00

The proposed amendments are aligned with the district's Strategic Plan. This Board item supports the Strategic Plan, Goal 1 — that students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship; Goal 5 — that chool staff are supportive and responsive to students and families; and Goal 7 — that the district's central services departments support student learning.

The recommendations which have been developed are consistent with Board Administrative Policy 3.0, Fiscal Management.

Approval of these proposed amendments will result in a total budget, including estimated categorical grants, of $1,022,113,584, based upon current law and revenue limit calculations. Excluding categorical grants, the three statutory funds will total $995,513,584. This compares to the FY07 total of $969,543,870, an increase of $25,969,714 for the three statutory funds.

	FY08 May Adopted Budget	Adjustments	FY08 Adopted Amended Budget
Operations Fund	$959,940,747	($3,538,032)	$956,402,715
Construction Fund	$22,726,883	$228,580	$22,955,463
Extension Fund	$16,155,406	$0	$16,155,406
TOTALS	$998,823,036	($3,309,452)	$995,513,584

The allowable property tax levy under the revenue limit is now $268,203,947, and the amendments make full use of this authority. Based upon September 2007 assessed valuation information, the estimated tax rate will increase from $8.14 in FY07 to $9.48 in FY08, an increase of $1.34, or 16.5%. The tax-rate increase of $1.34 generates a tax increase of $178.15 over FY07 for the owner of a city home worth $132,950, the city-wide average.

Property Tax Levy	FY08 May Adopted Budget	Adjustments	FY08 Adopted Amended Budget
Operations			
MPS	$ 156,407,514	$ 27,833,835	$ 184,241,349
Private School (Choice)	$ 49,732,650	$ 4,388,175	$ 54,120,825
Total Operations	$ 206,140,164	$ 32,222,010	$ 238,362,174
Construction	$ 16,485,292	$ 490,081	$ 16,975,373
Extension	$ 12,866,400	$ 0	$ 12,866,400
TOTALS	$ 235,491,856	$ 32,712,091	$ 268,203,947

The following table shows a comparison of the revised property tax levy with the prior year's property tax levy.

Property Tax Levy	**FY07**	**FY08**	**$Change**	**%Change**
Operations				
MPS	$ 156,705,347	$ 184,241,349	$ 27,536,002	17.6%
Private School (Choice)	$ 49,732,650	$ 54,120,825	$ 4,388,175	8.8%
Total Operations	$ 206,437,997	$ 238,362,174	$ 31,924,177	15.5%
Construction	$ 14,580,539	$ 16,975,373	$ 2,394,834	16.4%
Extension	$ 9,327,455	$ 12,866,400	$ 3,538,945	37.9%
TOTALS	$ 230,345,991	$ 268,203,947	$ 37,857,956	16.4%

In the attachments to this item are sample analyses of various scenarios under which the district would not tax to its legal limit. The scenarios also show impacts on future years' budgets.

Failing to use district's full taxing authority would also negatively affect the school levy tax credit in future years. The credit is used to reduce property tax bills. According to the Legislative Fiscal Bureau, "The school levy tax credit is distributed based on each municipality's share of statewide levies for school purposes during the three preceding years."

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.

The resolutions adopted by the Board will be transmitted to the Common Council of the City of Milwaukee for adoption as prescribed by State Statutes 119.46, 119.47 and 119.48 prior to the adoption of the City Budget scheduled for November 8, 2007.

The Administration recommends that the Board amend the FY08 Budget to reflect the full use of the legal revenue limit. The recommendation would adjust the School Operations Fund and Construction Fund for the changes described above. The Extension Fund budget is unchanged. 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 ~~$959,940,747~~ $956,402,715 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 ~~$206,140,164~~ $238,362,174 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 2008, 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 ~~$22,726,883~~ $22,955,463 will be required for the 2008 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, ~~$16,485,292~~ $16,975,373 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2008, said amount to be in addition to the money received from other miscellaneous sources.

EXTENSION FUND (unchanged)

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 $16,155,406 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2008 Fiscal Year, and that $12,866,400 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 2008, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

The Board recessed from 8:03 to 8:06 PM.

Director Spence moved to direct the President to schedule at least one public hearing and action on the proposed FY08 budget.

The Board recessed from 8:53 to 9:16 PM.

Without objection and at Director Bonds' suggestion, the motion was modified as follows:

Director Spence moved to direct the President to schedule a public hearing and action on the proposed FY08 budget on Thursday, November 1, 2007, at 6:30 PM.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Hardin, Morales, Petersons and Spence—5.

Noes—Directors Goldberg and Thompson—2.

Voting "present"—Director Bonds and President Blewett—2.

* * * * * *

(Item E) Communication Regarding Milwaukee Public Schools' District Improvement Plan

Office of the
Superintendent of Schools

TO THE BOARD OF DIRECTORS:

Prior to the Board's regular October 2007 meeting, the Administration will forward to the Board copies of the Milwaukee Public Schools' District Improvement Plan that was referenced in an item approved by the Milwaukee Board of School Directors at a special Board meeting on October 16 regarding the district's DIFI status.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Report from the Board's Legal Counsel Regarding the Reporting of Students' Immigration Status

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

The Office of Board Governance is forwarding for the Board's information the following opinion from Jacqueline Gharapour, of the law firm of Hogan & Hartson, regarding the Reporting of Student Immigrant Status:

Summary of Findings:

- The No Child Left Behind Act ("NCLB") requires states to report number of students with immigrant status in order to receive certain Title III funds.
- It does not appear that schools must disaggregate assessment results for immigrant students under NCLB.
- The Homeland Security Act ("HSA") does not require reporting of immigrant status for immigrant students in public schools.
- School districts and local schools who inquire as to immigration status of students may face legal challenges under Plyler vId. Doe, 457 U.S. 202 (1982), and the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232(g).

Required Reporting of Immigration Status for NCLB Funding: According to the Wisconsin Department of Public Instruction ("DPI"), Wisconsin districts must report birth date, birth place, and years in U.S. schools in order to determine a student's immigrant status "as required by the U.S. Department of Education" ("ED") under NCLB. See Wisconsin DPI, Individual Student Enrollment System (lSES) Calculated Fields and Codes, Immigrant Status, at:

http://dpi.state.wi.us/lbstat/isescalc.html#immigrant.

This information must be delivered to ED, according to DPI, because federal funding is "based in part on counts of students with immigrant status." Id. Under Title III of NCLB, states may receive Title III funds in two situations: for having Limited English Proficient ("LEP") and immigrant students in the state, or for having an increase in the number of immigrant students in a local educational agency ("LEA"). 20 U.S.C. § 6821 (2002). With respect to the latter situation, which arises under the Emergency Immigrant Education Program ("EIEP"), NCLB provides that states are required to report immigrant status of students to receive funding. Id.

The EIEP provides funds to LEAs who have experienced an increase in their numbers of "immigrant children and youth." 20 U.S.C. § 6961 (2002). Title III of NCLB defines "immigrant children and youth" to include individuals who are aged 3 to 21; who were not born in any state of the United States; and who have not been attending school in the United States for more than 3 academic years. Id. § 7011 (2002). Determinations of the number of children and youth in an LEA are made "on the basis of data or estimates provided to the Secretary by each State educational agency." Id. § 6964 (2002). Thus, the statute requires states to report information about the immigrant status of students to receive EIEP funds. However, there is no requirement under this provision that the schools inquire as to whether students are present in the United States legally, or to demand any documentation of legal presence such as a social security number or parent's state-issued identification card.

Funds provided under Title III's "English Language Acquisition, Language Enhancement, and Academic Achievement Act" are provided to school districts based on their LEP-student and immigrant-student attendance levels, relative to attendance of such students in other states. 20 U.S.C. § 6821 (2002). For the two years following the enactment of NCLB these Title III funds were allocated based on data "available from the Bureau of Census or submitted by the States to the Secretary." Id. Currently, however, these funds are allocated based on "the more accurate of (1) the data available from the American Community Survey available from the Department of Commerce; or (II) the number of children being assessed for English proficiency in a State as required under section 1111(b)(7)." Id. Thus, it is no longer necessary for states to provide information to ED on the number of immigrant children in attendance in their schools for allocation of these Title III funds.

Required Reporting of Immigration Status for NCLB Accountability: The Wisconsin DPI requires school districts to report immigrant status of students in part because they maintain that "[i]mmigrant status is ... required for some disaggregated federal reporting" under NCLB. See Wisconsin DPI, Individual Student Enrollment System (ISES) Calculated Fields and Codes, Immigrant Status, at:

http://dpi.state.wi.us/lbstat/isescalc.html#immigrant

However, neither Title I of the NCLB, 20 U.S.C. § 6311 (2002), nor the federal regulations implementing that Title, 34 C.F.R. § 200.6 (2007), which provide requirements for Annual Yearly Progress ("AYP") reporting under NCLB, requires disaggregating data for immigrants or children of immigrants. Schools must disaggregate results on examinations only for race, ethnicity, gender, disability status, migrant status, English proficiency (LEP status), and status as economically disadvantaged. Id. I found no requirement in Title I of the statute that schools disaggregate scores based on immigration status.

Title I of NCLB and the implementing regulations do provide some exemptions for AYP reporting based on how long a tested student has attended school in the United States. For instance, under Title I, a school may test a student in a language other than English for up to two years if it determines, through a case-by-case analysis, that testing the student in a language other than English will yield more accurate and reliable information on what the student knows and can do. 20 U.S.C. § 6311(b)(3)(c)(x) (2002). Additionally, the regulations allow states to exempt a recently arrived LEP student from one administration of the State's reading/language arts assessment. 34 C.F.R. § 200.6(b)(4)(i)(A) (2007). The State and its LEAs must report on State and district report cards the number of recently arrived limited English proficient students who are not assessed under this exemption. ld. § 200.6(b)(4)(i)(C) (2007). For purposes of this exemption, a recently arrived LEP student is one with limited English proficiency, as defined under 34 C.F.R. § 200.2 (2007), and who has attended schools in the United States (excluding Puerto Rico) for less than twelve months. 34 C.F.R. § 200.6(b)(4)(iv). Finally, 34 C.F.R. § 200.20(f) (2007) allows a State, when determining AYP for a school or LEA, to choose not to include the scores of recently arrived LEP students on the mathematics assessment, the reading/language arts assessment (if administered to these students), or both, even if the students have been enrolled in the same school or LEA for a full academic year as defined by the State. Id. § 200.20(f)(I)(ii) (2007).

Thus, there is some data collection with respect to number of years in U.S. schools that must be collected by the State in order to take advantage of AYP-reporting exceptions under NCLB. In the Analysis of Comments to the proposals of these exemptions, ED recognized that "in order to implement the flexibility related to recently arrived [LEP] students, a state must be able to identify such students," and as such must be able to "ascertain the number of months of attendance in United States Schools for recently arrived [LEP] students ...." 71 Fed. Reg. 54,189 (Sept. 13, 2006). However, neither the statute, the regulations, nor the Federal Register discussion of these exemptions requires that a school, LEA, or State ascertain whether a student or his or her parent is legally present in the United States.

Required Reporting of Immigration Status under the Homeland Security Act: The Homeland Security Act, through reference to the Aliens and Nationality Act, 8 U.S.C. § 1372 (2007), requires that educational institutions collect and report data on nonimmigrant foreign students studying in the U.S. on certain student visas. 6 U.S.C. § 252 (2007). Under the Student and Exchange Visit Program ("SEVP"), a school must report, through the web-based Student and Exchange Visitor Information System (SEVIS) information about students and exchange visitors and their dependents. See 8 U.S.C. § 1372 (2007). Under this program, students must report to the school upon arrival under an F-l visa, M-l visa, or approved exchange program, within a specified period of time after arrival (the specific time period is based on the type of visa the student has, or whether they are an exchange student). See 22 C.F.R. § 62.70 (2007). The school must also update changes to the system based on changes in the student's status, or if the student transfers into or out of the institution. See id. §§ 62.70, 62.76 (2007). In these cases, too, it is the student's responsibility to report changes and transfer status to the school.

Thus, a school is not required to seek out students to determine their status for reporting purposes. The only time the school is responsible for reporting to SEVIS without student action is where the school has

already been made aware of the student's status by the student or ED (e.g., where a student fails to report to a school that is expecting the student, or where a student for whom the school has been reporting graduates or has some change in personal information, including but not limited to disciplinary action by the school resulting from a criminal conviction, change of address, change of the student's or dependant's name, or early graduation). See U.S. Immigrations and Customs Enforcement, Fact Sheet: SEVIS Reporting Requirements for Designated School Officials, at:

http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm.

Because SEVP only applies to nonimmigrant students studying in the United States on a student visa (F-1 or M-1), or attending an exchange program, SEVP does not require reporting of immigrant-status data for immigrant students attending schools as residents of the school district in the U.S.

Potential Effects of Reporting Student Immigrant Status: In Plyler v. Doe, the United States Supreme Court ruled that States may not deny enrollment to public schools to children not "legally admitted" in the country. 457 U.S. 202 (1982). This case has been interpreted by some to mean that school districts may not make inquiries of students or parents about their immigration status. School districts that do make such inquiries may face legal action as plaintiffs push for a court-holding in favor of this reading of Plyler. One school district has already received a complaint letter from the Mexican American Legal Defense and Education Fund (MALDEF), for allegedly requiring a parent to show proof of legal presence status to enroll her student in school. See Letter from Ricardo Meza, Regional Counsel, MALDEF, to Dr. Sandra Ellis, Superintendent, North Chicago Community Unit Schools, available at:

http://www.maldef.org/publications/pdf/North%20Chicago%20School%20District.pdf.

MALDEF maintains that pursuant to Plyler v. Doe, public schools "may not: 1) deny admission to a student during initial enrollment or at any other time on the basis of undocumented status; 2) subject Latino students to different residency verifications standards than non-Latino students; 3) engage in any practices that 'chill' or hinder the right of access to school; or 4) make inquiries of students or parents that may expose their undocumented status." Id. MALDEF also suggested in its letter that the school districts actions might be a violation of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g (2002), which protects the privacy of student education records. According to MALDEF, under FERPA "educators are not allowed to 'expose' children to 'immigration' officials." Id. Thus, if a Wisconsin public school or school district demands from students the immigration-status information that DPI suggests it must, the district or school might face potential legal challenges under Plyler and FERPA.

* * * * *

(Item B) Action on Suspension of Board Rule 1.02(1) and Rescheduling of the Regular December 2007 Board Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular monthly meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the December 2007 Board meeting would be held on December 27, during the Winter Break; therefore, the Board may wish to reschedule the regular December 2007 Board meeting from December 27 to December 20 or to another date of its choosing.

If the Board does choose to change the date of the December 2007 regular Board meeting, it will have to vote to suspend Board Rule 1.02(1) and to change the date of the meeting to a date of its choosing.

A copy of the *tentative* Board calendar for December 2007 has been provided to the Board for reference.

Respectfully,

LYNNE A. SOBCZAK
Board Clerk/Director

Director Hardin moved to suspend Board Rule 1.02(1).

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

Director Hardin moved to change the December Board meeting from December 27 to December 20, 2007.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

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

(Item A) Reports of Student Expulsions

The 18 reports of the Independent Hearing Panel 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:

October 9, 2007, at 11:30 a.m.
October 9, 2007, at 2:00 p.m.
October 10, 2007, at 9:30 a.m.
October 10, 2007, at 2:00 p.m.
October 11, 2007, at 9:30 a.m.
October 11, 2007, at 2:00 p.m.
October 12, 2007, at 11:30 a.m.
October 15, 2007, at 9:30 a.m.
October 16, 2007, at 9:30 a.m.
October 17, 2007, at 9:30 a.m.
October 17, 2007, at 11:30 a.m.
October 17, 2007, at 2:00 p.m.
October 18, 2007, at 2:00 p.m.
October 22, 2007, at 9:30 a.m.
October 22, 2007, at 2:00 p.m.
October 23, 2007, at 9:30 a.m.
October 23, 2007, at 2:00 p.m.
October 24, 2007, at 9:30 a.m.

The monthly expulsion summaries have also been forwarded to the Board.

Director Spence moved to approve the reports.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Director Spence moved to suspend Board Rule 1.08(2)(b), to allow consideration of Report #2 of the Finance/Personnel Committee.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 6, a resolution regarding licensure requirements for teachers at MPS Instrumentality Charter Schools;

Finance/Personnel Committee, Report #2, Item 1, recommended administrative appointments and promotions;

Strategic Planning and Budget Committee, Report #3, Item 1, a resolution to create an advisory committee for the purpose of developing a district-wide "Green" initiative; and

Strategic Planning and Budget Committee, Report #3, Item 2, a resolution to create an advisory committee on Arts Education.

On the motion of Director Goldberg, the balance of the reports was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Spence 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, 2007)

   a. IEP Services: Total LEA (Local Education Agency)

	9/07	10/07
Population Served	17,279	16,628

   b. IEP Evaluations

   Open re-evaluations must be completed (from referral to placement offer) within the 60-day timeline. Open initial evaluations must be completed (receipt of parental consent for evaluation and determination of disability) within the 60-day timeline or within an appropriate timeline extension that is agreed upon by the parent.

	9/07	10/07
Initial Evaluations (Completed 7/07-present)	180	221
Percentage Identified Special Education	78%	71%
Active Initial Referrals	174	780
Re-evaluations (Completed 7/07 to present)	10	51
Percentage Continued in Special Education	80%	61%
Active Re-evaluations	52	630

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of October 1, 2007

   a. The SSIMS HELP Desk continued to assist callers, processed Data Extract Forms, and worked on data-quality projects.

   b. Daytime training sessions were offered for the following:

      - SSIMS/Encore training for all new special education and support staff
      - SSIMS/Encore training for special services administrators
      - Voluntary drop-in HELP sessions for all staff

   c. Voluntary *after-school* drop-in HELP sessions and sessions by appointment continued to be available to all special services staff and administrators for Encore, Crystal, and special education process and procedures.

   d. *School-based* training sessions for special education teachers and Special Services Administrators (SSAs) on IDEA Interim Procedures were conducted at the request of principal/supervisor and contingent on trainer availability.

e. Ongoing conference calls were held with Spectrum regarding IDEA 2004-Project Phase One timeline and form specifications.

f. Implementation of the district's web-based software for Continuous Improvement Focused Monitoring (CIFM) continued.

g. Special services supervisors were trained in using the CIFM software.

h. The SSIMS training team assisted special services supervisors in using the CIFM software program via on-going HELP desk phone support *and* drop-in HELP sessions.

3. Revision of Specific Learning Disabilities (SLD) Criteria

a. Wisconsin State Statutes require that a child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under s. 115.782, Stats., that the child has an impairment under s. PI 11.36 that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. Wisconsin Statutes identify a total of 11 impairment areas:

- autism;
- cognitive disabilities;
- emotional behavioral disabilities;
- hearing impairment;
- other health impairment;
- orthopedic impairment;
- significant developmental delay;
- specific learning disabilities;
- speech/language impairments;
- traumatic brain injury; and
- visual impairments.

If a student is determined to meet eligibility criteria in one or more of the impairment areas, the IEP team must then consider whether the student needs special education.

b. Current developments in the laws pertaining to ***specific learning disabilities*** (SLD) will provide positive opportunities for service delivery to MPS students.

c. The definition of specific learning disabilities is as follows:

A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

(1) The definition includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(2) The definition does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

d. General exclusionary factors in considering the identification of SLD include lack of scientifically based instruction in reading, lack of instruction in mathematics, or limited English proficiency.

e. Specific exclusionary factors include achievement delays that are primarily due to environment, cultural or economic disadvantage, and insufficient instruction in reading and mathematics.

f. Identification of SLD requires the consideration of four general components:

(1) classroom achievement (oral expression,, listening comprehension, written language, basic reading skill, reading comprehension, mathematics calculation, mathematical reasoning and mathematics problem solving);

(2) significant discrepancy (refers to a discrepancy between academic achievement in any of the seven achievement areas assessed and intellectual ability as documents by the child's component score);

(3) information processing (linked to classroom achievement, including acquisition, storage, organization**,** retrieval, manipulation or expression of information); and

(4) exclusionary factors.

g. In 2002, the Presidents' Commission on Special Education identified some key findings that have influenced the reauthorization of IDEA-2004 and the process involved in the identification of students with specific learning disabilities. The Commission noted that the special education was too focused on process and not enough on outcomes, the system of identification of students with disabilities followed a "wait for them to fail" model, and the law and its policies and procedures promoted a general culture of compliance. The Commission pointed to the need to promote rigorous research and evidence-based practices with a strong focus on achievement by embracing models of prevention. In this context, *all* special education students are considered general education students first!

h. The Individuals with Disabilities Education Improvement Act (IDEA-2004) modified the evaluation procedures for identification of children with SLD. As specified in IDEA-2004, the evaluation procedures relating to the identification of SLDs provide that:

(1) states may not require the use of significant discrepancy as a part of the determination for SLD;

(2) states must permit the use of a process based on a child's responses to scientifically based intervention (RTI) as a part of its determination of SLD; and

(3) states may permit the use of other alternative research-based procedures to determine whether a child has SLD.

i. Professionals across the nation have expressed concerns with the discrepancy formula for some time. The primary problems with the discrepancy approach are:

- the need to wait for failure to deliver specially designed instruction (special education);
- lack of a link to the use of interventions; and
- effects of false positive and false negative findings.

j. A revision in the law relative to the use of a ***response-to-intervention*** model rather than the discrepancy formula is widely accepted as a positive change. Response to intervention (RTI) is defined as the practice of providing high-quality instruction matched to student needs and using learning rate over time and level of performance — important features to make important educational decisions. Response to intervention (RTI) includes the use of:

- high-quality classroom instruction
- research-based instruction
- classroom performance measures
- universal screening
- continuous progress monitoring
- research-based interventions
- progress monitoring during interventions
- fidelity measures
- differentiated instruction
- multiple tiers of increasingly intense student intervention
- instruction delivered by varied staff at varied levels
- varied duration, frequency, and time of interventions.

k. Goals of the RTI model are:

- early intervention and prevention that enhance outcomes for students with disabilities and students at risk of being identified as having disabilities. (Access to increasing intensity of support eliminates the wait-and-fail model, links instruction to assessment.)
- accurate and defensible decisions about services and eligibility. (Use of reliable and valid decision-making procedures, more certain that identification is not due to inadequate instruction.)

l. IDEA also added reading fluency skills as an achievement area for identification for SLD.

m. Currently hearings are being conducted across the state as part of the process to change the state statutes with respect to the changes in SLD, in order to make the state law consistent with IDEA. The intention of the authors of the state revision is that the statute will be changed this school year and go into effect in Fall 2008. The revised statute acknowledges the enormous philosophical shift and statewide and district-wide support systems that are needed to fully adopt the response to intervention model in place of the discrepancy model. For this reason, the proposed change in statute allows for a four-year period to fully implement the changes in the law. The exact language of the proposed revisions can be found in Attachment #1.

n. MPS has participated at various levels of statewide activities designed to prepare for the full rollout of the new criteria and the response to intervention model. MPS has been a leader statewide in the use of RTI within the district.

o. The Department of Special Services adopted the Optimizing Success through Problem Solving (OSPS) program during the 1999-2000 school year. The approach uses the response to intervention (RTI) in the context of the problem-solving model. Currently there are over 70 schools that use the model throughout the school. The response to intervention principles of data collection, progress monitoring, tiered interventions, and differentiated instruction are important components of the best practices for high-performing urban classroom activities.

p. The department has provided training to Central Services special education support staff and supportive services staff. The department is developing a district-wide rollout plan for implementation of the RTI model, which includes all regular and special education teachers and not only has an impact on the identification phase of SLD, but has a dramatic effect on the teaching and learning strategies that are practiced daily in classrooms. The goal is to use response to intervention across the district. The timeline of the plan will ensure a smooth, complete, and timely implementation of the revised criteria.

q. Areas of guidance to be developed to address implementation challenges include:

- guidelines for screening;
- multi-tier intervention options that are effective evidence-based prevention and intervention;
- establishment of multi-tier system of screening and progress monitoring linked to instructional planning;
- instruction, interventions, and assessment strategies that are culturally responsive;
- strategies to ensure fidelity of interventions;
- technical assistance to identify "inappropriate" instruction;
- guidelines and illustrations of the use of funds and other staff supports and resources for RTI activities;
- use of RTI data in assessment and eligibility considerations;
- school-based training protocol; and
- guidelines to ensure consistency across the district

r. DPI does not foresee that the impact of the change in requirements is likely to have a significant impact on the overall number of students identified as having a specific learning disability. The impact of the change will be closely monitored by the Department of Special Services to ensure that all students receive quality services geared to high levels of achievement.

s. Additional information regarding specific learning disabilities is found in the following attachments to this item:

Attachment #2	Programs for Students with Specific Learning Disabilities
Attachment #3	Eligibility Checklist — SLD
Attachment #4	Continuing Impairment Documentation Checklist
Attachment #5	Response to Intervention (RTI)
Attachment #6	Dyslexia and Specific Learning Disabilities
Attachment #7:	Learning Disabilities Resources on the Web

4. Nursing Services Report to the Milwaukee Board of School Directors

Wis. Stat 121.02(1) (g) and Wis. Admin. Code PI8.01, commonly referred to as Standard G, requires each school district to provide emergency nursing service and to report that service for school board's review and evaluation annually.

a. In 1992, two Nurse Supervisors and five School Nurse Associates (LPN) began the Milwaukee Public School District's School Nursing Program under the umbrella of Special Education. These nurses provided care for students needing skilled nursing care as mandated by their IEPs, with the majority of these students attending Gaenslen and Manitoba Schools.

b. In 2001, the MPS Nursing Program expanded to offer general school nursing as a buy-back service to schools, and 9 schools added school nurses or school nurse associates.

c. In 2006, there were three supervisors, 16 School Nurses (RN), and 33 School Nurse Associates (LPN) providing skilled nursing care to Special Education students and the general school population. The MPS Nursing Program was providing service in 56 schools.

d. During the 2006-2007 school year, the Milwaukee Student Health Initiative expanded school nursing in the district, with five supervisors, 28 School Nurses (RN), and 34 School Nurse Associates (LPN) present in 75 schools.

e. For 2007-2008, there are 11 more School Nurse positions to be filled, and another 12 schools to receive MPS Nursing Service. The nursing shortage has made recruitment increasingly difficult, and it is possible that some positions may go unfilled in the 2007-08 school year.

f. School nursing services in MPS continue to be based on partnerships. Among the partners are:

- Aurora Health Care (AHC)
- Children's Hospital and Health System (CHHS)
- Columbia-St. Mary's Madre Angela Dental Clinic
- Froedtert Memorial Lutheran Hospital (FMLH)
- Medical College of Wisconsin (MCW)
- Milwaukee Health Department (MHD)
- Prevent Blindness Wisconsin (PBW)
- UWM College of Nursing (UWM-CON) and
- the Aurora Visiting Nurse Association (AVNA).

g. In addition to these entities that provide direct service to MPS students, there are also a number of colleges, universities, and community-based organizations that support the health of our students through health education, advocacy, and referral. Nursing and Health Services Coordination continues to work with our partners to standardize services, evaluate service process and outcomes, build capacity for health services, and align our service with MPS's mission, vision, core beliefs, and Strategic Plan to reduce health-related barriers to learning.

h. The MPS School Nursing Program has set the bar quite high. Our school nurses offer IEP and 504 consultations, skilled nursing care such as gastrostomy tube feedings and catheterizations. We provide daily care for diabetic students, complete vision screening, first aid, and sudden illness care. We champion the Automated External Defibrillator (AED) effort, offer blood-borne pathogen training for staff, assist with immunization efforts — including cooperative clinics with the Milwaukee Health Department — and conduct in-services for staff on seizures first aid, Epi-pen use, and classroom health lessons.

i. Our AED Program now includes placement of 109 AEDs and trained teams from 97 schools, with a goal for next year to complete AED placement and training in all remaining MPS sites. AEDs have been installed at Central Office, Pulaski, South and Custer Stadiums, Potter's Forest and the Oasis Center. Over 1,300 MPS employees have been trained in Adult/Child CPR and AED this school year. Now that the international CPR/AED standards have changed, we have been retrofitting our AEDs and in-servicing our teams so that we will be compliant with the new guidelines by December 2008.

j. There were 4 cardiac events this year in MPS — 3 staff and 1 student. The student and 2 staff survived.

Nursing Services/Interventions 2006-07

	01-02	02-03	03-04	04-05	05-06	06-07 MPS Nurses	06-07 Partners	
Number of ill/injured students seen	12,986	22,719	23,348	27,928	27,928	43,453	63,690	11,409
Number of students with daily medication	124	132	124	167	234	237	N/A	
Number of doses administered by nurses	18,107	15,109	15,270	18,751	21,558	26479	N/A	
Number of Emergency Care Plans completed	588	1229	1327	1685	2240	3821	1801	
Number of supervised blood sugar tests	3897	5382	5867	5482	6363	9229	2280	
Number of sup/given* insulin injections	1545	4189	4494	5260	5773	8286*	2280	
Number of G-tube feedings	14,014	11,922	13,980	12,017	11,268	8993	N/A	
Number of J-tube feedings			1659	1536	2542	2262	N/A	
Number of catheterizations completed	3958	3220	3215	4317	3125	1967	N/A	
Number of nebulizer treatments completed	918	740	1303	1387	1092	809	N/A	
Number of metered dose inhaler uses	1544	1715	2172	1302	730	2194	N/A	
Number of classrooms screened for head lice	62	31	46	54	178	113	N/A	
Number of students screened for vision	1809	2402	2031	1999	1587	3975	1896	
Number of students referred for vision care	581	668	651	632	480	997	374	
Number of Blood-borne Pathogen In-services	5	16	18	16	19	20	N/A	
Number of school staff CPR certified	80	77	105	237	837	1302	N/A	
Number of IEP completed by all RN's	419	405	488	540	581	580	N/A	
Number of Parent-Teacher-Nurse conferences	40	59	39	20	64	100	N/A	
Number of 504 eval/consultations			219	323	394	647	N/A	
Number of health classes/faculty in-services			25	128	139	590	407	

Summary of MPS Schools Receiving Nursing Services 2006-07

School	Nursing Service	Amount	Funding Source
Bradley Tech	1 RN	8 hrs.	MPS Buy-Back
Morse M.S.	1 LPN	6 hrs.	MPS Buy-Back
Wisconsin Avenue	1 LPN	6 hrs.	MPS Buy-Back
Grand Avenue M.S.	1 LPN	6 hrs	MPS Buy-Back
Greenfield School	1 LPN	6 hrs.	MPS Buy-Back
Longfellow School	1 LPN	3 hrs.	MPS Buy-Back
Neeskara School	1 LPN	3 hrs.	MPS Buy-Back
Victory School	1 LPN	3 hrs.	MPS Buy-Back
Humboldt Park	1 LPN	3 hrs.	MPS Buy-Back
Carver School	1 LPN	3 hrs.	MPS Buy-Back
Honey Creek	1 LPN	3 hrs.	MPS Buy-Back
Audubon M.S.	1 LPN	3 hrs.	MPS Buy-Back
Washington H.S.	1 RN	8 hrs.	MPS Buy-Back
Zablocki School	1 LPN	3 hrs.	MPS Buy-Back
Lady Pitts	1 RN	8 hrs.	MPS Buy-Back
Bay View H.S.	1 RN	8 hrs.	AHEC Grant
Pulaski H.S.	1 RN	8 hrs.	AHEC Grant
38th St. School	1 RN	4 hrs.	Title I
68th St. School	1 RN	4 hrs.	Title I
Bryant School	1 RN	4 hrs.	Title I
Burroughs	1 RN	8 hrs.	Title I
Carson School	1 RN	4 hrs.	Title I
Cass School	1 RN	4 hrs.	Title I
Clemens School	1 RN	4 hrs.	Title I
Edison School	1 RN	8 hrs.	Title I
Fletcher School	1 RN	4 hrs.	Title I
Garden Homes	1 RN	4 hrs.	Title I
Hampton School	1 RN	4 hrs.	Title I
Holmes School	1 RN	8 hrs.	Title I
Kagel School	1 LPN	3 hrs.	Title I
Kilbourn School	1 RN	4 hrs.	Title I
Kosciuszko M.S.	1 LPN	3 hrs.	Title I
Lancaster School	1 RN	4 hrs.	Title I
Maple Tree School	1 RN	4 hrs.	Title I
Maryland Ave.	1 RN	4 hrs.	Title I
McNair School	1 RN	4 hrs.	Title I
MEC	1 LPN	6 hrs.	Title I
Metcalfe School	1 RN	4 hrs.	Title I
Riley School	1 RN	8 hrs.	Title I
Rivertrail School	1 RN	4 hrs.	Title I
Story School	1 RN	4 hrs.	Title I
Trowbridge School	1 RN	4 hrs.	Title I
Vieau School	1 RN	4 hrs.	Title I
Vincent H.S.	1 RN	8 hrs.	Title I
AAL	1 LPN	6 hrs.	Buy-Back & IEP
Wedgewood M.S.	1 LPN	5 hrs.	Buy-Back & IEP
Northwestern M.S.	1 LPN	5 hrs.	Buy-Back & IEP
Alcott			IEP/504
Allen-Field			IEP/504
Brown St. Academy			IEP/504
School of Languages			IEP/504

School	Nursing Service	Amount	Funding Source
Clement Avenue			IEP/504
Curtin			IEP/504
Emerson			IEP/504
Fairview			IEP/504
Fifty-third St.			IEP/504
Forest Home Ave.			IEP/504
Fritsche			IEP/504
Gaenslen			IEP/504
Grantosa			IEP/504
Hamilton			IEP/504
Hayes			IEP/504
Kluge			IEP/504
Lowell			IEP/504
Keefe			IEP/504
Manitoba			IEP/504
Marshall			IEP/504
MSIS			IEP/504
Milw. Sign Language			IEP/504
Morgandale			IEP/504
Ninety-fifth St.			IEP/504
South Division H.S.			IEP/504
Thoreau			IEP/504
35th			IEP/504
Riverside			IEP/504

Health Partner Service Schools

Aurora Health Care (AHC): Alliance, Allen-Field, Forest Home Ave., Fritsche, Lincoln Elementary, Mitchell, Sherman, Siefert, 35th St., Walker, North Division Complex.

Children's Hospital and Health System CHHS: Auer, Franklin, Carleton, Clarke, Green Bay Ave., Hopkins, Keefe, MLK Jr., Lafollette, Lee, Lloyd, MacDowell, Bethune, Starms Discovery, Starms Early Childhood, Starms Monumental, Townsend, 21st St., Urban Waldorf, Wheatley.

Froedert Memorial Lutheran Hospital FMLH: Westside Academy I and II

Medical College of Wisconsin (MCW): South Division, Custer

University of Wisconsin- College of Nursing (UWM-CON): Browning

Aurora Visiting Nurse Association (AVNA): Craig, MGIS, Victory, Lancaster, Sherman, Zablocki, Dover, 81st St., Hampton, Hopkins, Barton, Story, MFIS, Morgandale, Manitoba, Mitchell, Cooper, Edison, Tippecanoe, Grantosa, Carleton. (7 students in 6 schools were able to be discharged from VNA service when an MPS school nurse was assigned to the building.)

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Morales 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 Close Sarah Scott Middle School for the Health Sciences Program

Background

1. This item seeks authorization to close the Sarah Scott Middle School for the Health Sciences program, located in the Sarah Scott multi-plex facility at 1017 North 12th Street, at the close of the 2007-08 school year due to low enrollment and the fiscal inability to sustain a high-quality middle-school-design educational program.

2. Enrollment data for Sarah Scott Middle School affirm that the enrollment at Sarah Scott has declined from a high of 765 students in September 2000 to an enrollment of 302 students in September 2007. This represents a 61% reduction within a span of seven years. The significant decline in enrollment is illustrated in the following chart:

Year	Enrollment
2000	765
2001	745
2002	744
2003	750
2004	725
2005	545
2006	463
2007	302

3. Following the January 2007 three-choice school-selection process, only 16 sixth-grade students were enrolled for the 2007-08 school year. During the FY08 school budget-development process in February-March 2007, the Sarah Scott school community found that there were insufficient projected FY08 per-pupil funds to staff a high-quality sixth-grade program for the 2007-08 school year. Consequently, the Department of Parent and Student Services worked with the parents of the 16 sixth-grade students enrolled at that time for the 2007-08 school year to reassign the students to other sixth-grade programs within Milwaukee Public Schools.

4. The Neighborhood Schools Plan approved in 2000 significantly increased the number of schools offering K-8 programs. The Board also approved additional K-8 schools by separate Board action. The expansion of K-8 schools correlates with the decline in the Sarah Scott enrollment. Milwaukee Public Schools currently has 58 K-8 schools and six additional schools in transition to K-8 status.

5. In December 2006, the MPS Middle School Principals Collaborative presented a middle-school reform plan to the Milwaukee Board of School Directors. The reform plan vision was “An MPS middle school system with classroom instruction modeled on the MPS Characteristics of the High Performing Urban Classroom that provides high attainment, high value-added education in reading, writing and mathematics, and eliminates the achievement gap; and that provides the experiences, relationships and support that help middle level students develop independence and a sense of responsibility as they grow to be young adults.”

Administration's Analysis

6. The Sarah Scott enrollment on September 21, 2007, was 302, which included 129 seventh-graders and 173 eighth-graders. Eighty-three percent of the students participate in free or reduced lunch. Seventy-four of the students (24.5%) receive special education services. African-American students represent 97.7% of the student population. As Sarah Scott offers a city-wide middle-school program, currently 261 students (86%) receive transportation services on 14 yellow buses at an estimated 2007-08 cost of $356,423.

7. Sarah Scott had an FY07 deficit of $40,872 (0.83% of the FY07 budget). The September 2007 enrollment fell 18 students below the projection. This shortfall increased the strain on Sarah Scott's fiscal viability and program quality. The situation is likely to worsen in future years, as enrollment is projected to continue to decline.

8. The Sarah Scott facility currently houses two other schools that will continue at that facility: Community High School, an instrumentality charter school, had a September 2007 enrollment of 177 students in grades 9 through 12. The charter contract is limited to 175 students. WORK Institute, an instrumentality charter school, had a September 2007 enrollment of 112 students in grade 9. The school will add one grade each year for a total of 400 students in grades 9 through 12 in 2010-11.

9. On Wednesday, September 26, 2007, the Superintendent met with the administrator of Sarah Scott and the staff to inform them of the Administration's recommendation to close the Sarah Scott Middle School program at the close of the 2007-08 school year.

10. A parent information session was held on Tuesday, October 2, 2007, at Sarah Scott Middle School for the Health Sciences to inform parents of the recommendation to close the school program in June 2008. Representatives of the Department of Parent and Student Services were present to provide information to parents/guardians relative to registration procedures and timelines for the 2008-09 school year.

Strategic Plan Compatibility Statement

11. The recommendation supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship, and Goal 6, that the district be accountable for measurable results.

Statute, Administrative Policy, or Board Rules Statement

12. The recommendation is consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

13. This item does not authorize new expenditures. The closing of the Sarah Scott Middle School program at the close of the 2007-08 school year will have a positive fiscal effect on the 2008-09 per-pupil funding based on the projected enrollment for the remaining middle schools.

Implementation and Assessment Plan

14. Implementation is scheduled for June 2008. Throughout the 2007-08 school year, parents/guardians will be provided with information relative to registration procedures and timelines for the 2008-09 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's recommendation to close the Sarah Scott Middle School for the Health Sciences program, located in the Sarah Scott multiplex facility at 1017 North 12th Street, at the close of the 2007-08 school year due to low enrollment and the fiscal inability to sustain a high-quality middle-school design educational program.

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

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(Item 2) Action on a Request to Approve 2008-09 Implementation of a 180-Day Year-Round School Calendar at Lloyd Street Global Education School

Background

1. Lloyd Street Global Education School is a city-wide specialty school with students in four-year-old kindergarten through grade five, located at 1228 West Lloyd Street. Lloyd Street has an emphasis on global education, which involves learning about the perspectives, political, economic, technological, and ecological issues pertaining to local, national, and global cultures. The school offers Japanese language for all students. Students at Lloyd receive comprehensive, balanced literacy instruction that integrates other disciplines, subjects, and technology. Students in five-year-old kindergarten through grade three participate in the reduced-class-size S.A.G.E. (Student Achievement Guarantee in Education) program.

2. The recently-opened Joseph J. Zilber Boys' and Girls' Club, as well as a Community Learning Center at Lloyd, offers opportunities for students to benefit from extended-school-hours programming. Marquette University, the Student Historical Art Resource Program, the Urban Ecology Center, and Guardian Credit Union provide community resources for Lloyd Street School. Mortgage Gratuity Insurance Corporation (MGIC) is the school's business partner.

3. The September 2007 enrollment count for Lloyd Street School was 491 students in four-year-old kindergarten through grade five. The school has four special education classes, with a September 2007 enrollment of 39 students (7.9%). Ninety-six percent of the students are African American. Transportation is currently provided to 356 students (93% — 332 regular education and 24 special education).

Administration's Analysis

4. Beginning with the 2008-09 school year, Lloyd Street School proposes to implement a 180-day year-round school calendar and program. The School Governance Council, staff, and parents have been involved in the development of this proposal. The staff, learning team, and School Governance Council have explored the conversion to the year-round calendar for the last two years. The year-round calendar, in concert with the Boys' and Girls' Club partnership, will enable the school to provide additional support to students during the intercessions, predictably resulting in improved student achievement.

5. In March 2007, 78% of the staff voted in favor of the year-round calendar. In June 2007, 83% of the parents voted in favor of the year-round calendar. On September 21, 2007, the attached letter was sent to the Superintendent by the principal of Lloyd Street Global Education School. The letter, as well as an attached timeline, provides details regarding events that have occurred.

6. Year-round education is a reorganization of the school calendar into several instructional blocks, interspersed with shorter and more frequent vacation breaks than are found in the traditional calendar. Advocates of year-round education believe it fosters continuous learning and is a desirable option for many families. Some of the perceived advantages of year-round education are increased motivation among teachers and students after returning refreshed from more frequent breaks and increased availability of remediation and enrichment opportunities during intersessions. Research relative to the effect of year-round education on student achievement is uneven and influenced by the inclusion of multi-track year-round programs, an option not offered in Milwaukee Public Schools.

7. The Milwaukee Board of School Directors has previously approved 180-day year-round status for 16 schools: Sixty-eighth St. and Starms/Monumental Early Childhood Centers; Hawthorne, Silver Spring and Wheatley Elementary Schools; Congress, Metcalfe, River Trail, Urban Waldorf, and Starms Discovery K-8 Schools; Milwaukee Education Center; Alliance, DIAL, and WORK Institute High Schools; Northern Star Secondary School; and Wisconsin Conservatory of Lifelong Learning K-12 School. In addition, two non-instrumentality charter schools — Carter School of Excellence and Wings Academy — offer year-round programs.

8. The calendar for Lloyd Street School will coincide with the schedule of all schools on the 180-day year-round calendar. The number and the length of the school days will be consistent with those of

schools using the traditional calendar; however, the 180 days will be more evenly distributed throughout the year. Three intersessions may be scheduled, during which extended-year remedial and enrichment programs can be offered.

9. The school is putting together a transition team which includes teachers, parents, and students to address questions and concerns relating to the transition to the district's year-round calendar. Lloyd Street School staff will continue to provide information for the entire school community throughout the 2007-08 school year to ensure a smooth and successful transition for the current students as well as for new students applying to Lloyd Street School during the three-choice school-enrollment period.

10. The attached WKCE-CRT grades 3-5 assessment history shows the percentages of students scoring at and above the Proficient level in reading and mathematics for the past two years and in language arts, science, and social studies in grade 4 for the past four years, compared with district percentages. The Lloyd Street School's proficiency percentages have been generally below district averages in the last two years. The value added analysis of the November 2006 assessment data resulted in Lloyd Street School being designated as a high value added, low attainment school in reading and mathematics. The year-round calendar offers the opportunity to improve student achievement to State of Wisconsin proficiency percentages due to less time spent on review and additional remediation and enrichment opportunities during intersessions.

11. A proposed 2008-09 year-round school calendar will be agreed upon by all the schools on the 180-day year-round calendar. The calendar will be coordinated with the approved traditional school calendar. Necessary agreements will be secured with the Milwaukee Teachers' Education Association and, where required, with other bargaining units. The school will have the option of participating in the district's banking time program. Summer vacation will span from late June to early August.

12. No supplemental operating funds will be provided. No capital improvements are necessary. (Although the Lloyd Street School facility is not air-conditioned, the Lloyd Street School community believes this is not an impediment to implementation of the year-round calendar.) Funding to support the instructional program will be provided through the Lloyd Street School's operating budget. Planning meetings will be held with district representatives regarding database record keeping, transportation, school nutrition service, facilities, finance, human resources, labor relations, and special services.

Strategic Plan Compatibility Statement

13. The recommendation 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 2, that school communities work together for improvement in academic achievement; and Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rule Implication Statement

14. The recommendation is consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

15. Adoption of this item does not authorize expenditures at this time. Any additional costs associated with implementation of the 180-day year-round calendar will be included in the proposed FY09 budget. The school will work with Transportation Services to ensure that transportation costs associated with implementation of the year-round calendar do not exceed current costs. Lloyd Street School will use local school funding to support any costs associated with intersessions.

Implementation and Assessment Plan

16. Implementation is scheduled for August 2008. The district's assessment program, including the school climate survey, will be used to monitor the effectiveness of the year-round calendar and program.

Committee's Recommendation

Your Committee recommends that the Board approve the implementation of a 180-day year-round school calendar and program at Lloyd Street School, to begin in August 2008.

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

* * * * *

(Item 3) Informational Report on the Extension of the Current Educational Program at Trowbridge School

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

Administration's Report

1. In September 2007, the principal of Trowbridge School sent a letter to the Superintendent that included information relative to the extensive efforts undertaken by the school community to ensure Trowbridge's place as a viable educational choice in the community. The results of numerous meetings during summer 2007 and September 2007 with parents, teachers, and community members indicated that, in order to accomplish this, an extension of the current educational focus is needed to create a necessary and driving force that will allow the school to grow academically and ultimately increase enrollment. The letter to the Superintendent included a request to share with the Milwaukee Board of School Directors information regarding the extension of the school's technology and discovery curriculum to a Great Lakes Studies curriculum.

2. The program that has been in effect at Trowbridge School focuses on discovery and technology for students in kindergarten through eighth grade. The extension of this curriculum to Great Lakes Studies continues to be linked to Wisconsin State Academic Standards and MPS Learning Targets.

3. Components of the discovery and technology focus have included an outdoor science classroom and indoor science lab; the Reading First Grant, which allows students to engage in a discovery approach to education through literature; the Accelerated Reading program; a mathematics curriculum taught with emphasis on acquiring the necessary skills and concepts through discovery and technology; the Accelerated Math program delivered via individualized Internet instruction; use of the Harcourt Brace Social Studies series adopted by the Milwaukee Board of School Directors; use of Trowbridge's Library Media Center to lead students through the world of research and technology; an enriched arts curriculum that includes partnerships with local arts-based organizations; and a physical education experience in grades K5 through grade eight that develops an awareness of the importance of physical activity.

4. The Trowbridge school community has worked together to add to and enhance the existing curricular focus to one of Great Lakes Studies. In order to continue preparing students to successfully function and adapt to a continuously changing world, the enhanced program builds on the existing discovery and technology emphasis in that it, too, is designed to develop literacy skills, critical thinking skills, and life-long learning skills. The Great Lakes Studies focus, which will build on such existing learning opportunities at the school as the rain and butterfly gardens, will be centered on environmental studies, specifically freshwater studies and the Great Lakes.

5. The school is situated just 2.5 blocks from Lake Michigan — the closest MPS school to this precious educational and environmental resource. Current concerns about the Great Lakes include falling lake levels, reducing corporate pollution, stopping invasive species, and recognizing the positive impact which freshwater resources can provide to the community. In order to add to this curricular focus, the school community has invited representatives from the Coast Guard, the University of Wisconsin's Marine and Freshwater Biomedical Sciences Center, the Milwaukee Metropolitan Sewerage District, Discovery World at Pier Wisconsin, and United Water to assist with curriculum planning.

6. The school is in the process of rallying the local arts community to extend Trowbridge School's enriched art curriculum by exposing students to various art forms. Additional partnerships with community arts organizations such as SHARP Literacy, Inc., Artists Working in Education, First Stage, the Wisconsin Conservatory of Music, and the Milwaukee Children's Choir are underway to supplement the arts instruction currently in place.

7. The school community is confident that the cross-curricular planning with an emphasis on the environment through Great Lakes Studies will result in increases in standardized test results and enrollment. Educational research indicates that, when students are thoroughly engaged in their surroundings, the concepts being taught become tangibly reinforced. In addition, all program components will continue to be linked to the Wisconsin State Standards and MPS Learning Targets.

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(Item 4) Action on Resolution 0708R-009 by Director Bonds Regarding Evaluation of, and a Moratorium and Cap, on Small Schools

Background

At its meeting on May 31, 2007, the Board referred Resolution 0708R-009 by Director Bonds to 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 each of its small schools, to include academic performance, class size, 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

RESOLVED, That the Milwaukee Public Schools' Administration develop a request for proposal (RFP) not to exceed $50,000 for the evaluation of its small schools, with the Administration to report back to the Board with its final report and its findings resulting from this study not later than the end of the first semester of the 2007-08 school year; and be it

FURTHER RESOLVED, That the Milwaukee Public Schools shall not develop anymore new, or expand any existing, small schools for at least five years (until 2012-2013), during which time the Administration shall monitor, and periodically report back to the Board, on the climate, graduation rate, academic achievement, and cost-effectiveness of small schools as compared with more traditional, larger schools in the District; and be it

FURTHERED RESOLVED, That the Milwaukee Public Schools will not solicit or accept any proposals for small schools from any non-MPS agencies during this 5-year moratorium on new small schools.

Administration's Analysis

1. At its November 2003 meeting, the Milwaukee Board of School Directors authorized the Administration to implement the Milwaukee High School Redesign Initiative. This initiative, launched with $17.25 million dollars of grant funds provided to the Milwaukee community from the Bill & Melinda Gates foundation, aimed to open 40 new, small high schools within MPS over a five-year period.

2. The Milwaukee High School Redesign Initiative is currently in its fifth and final year, during which new school-development teams are engaged in planning to open schools. There are four new, small high schools currently in the planning process for a fall 2008 opening. The addition of these four schools will bring the number of new, small high schools formally opened as part of the initiative to 28.

3. Two additional small high schools — CITIES Project High School and Milwaukee African American Immersion High School — opened within the initiative's timeframe as well, but are not formally part of the Milwaukee High School Redesign Initiative. The total number of new, small high schools that opened during the current timeframe of the initiative, from Fall 2003 to Fall 2007, is 25. Of these, four have closed as a result of low student enrollment, staff capacity, or district-wide facility-closing processes.

4. Milwaukee Public Schools has had many small high-school options prior to the launch of the redesign initiative. There were 29 small high schools at the close of 2006-2007 that were not part of the High School Redesign Initiative, 27 of which existed before the initiative began.

5. The Milwaukee High School Redesign Initiative originally committed to the development and launching of 40 new, small high schools. Planning grants to achieve this goal were distributed; however, some school teams which started planning did not complete the process due to team capacity or inadequate development of the school concept. Fewer schools have opened than were originally planned, as a result of the Administration's focus on quality, instead of quantity, of options.

6. The Milwaukee High School Redesign Initiative is not limited to the development of new, small high schools, but is committed to developing and improving a portfolio of high-school options that includes alternative schools, unique small high schools, large high schools organized into small learning communities, comprehensive high schools, and selective high schools. Through this portfolio of high-school options, the goal is to create and sustain diverse high-school options through which each young person in Milwaukee will find a high school that meets his or her needs.

7. Research which supports the ongoing implementation of small high-school options is ongoing. Recent analysis of high-school redesign work provides lessons learned and recommendations for continued efforts. A recently published book by Valerie E. Lee and Douglas D. Reedy is one example of these insights. *Schools within Schools — Possibilities and Pitfalls of High School Reform* concludes that "Carefully done and closely monitored — with attention to what is taught, to whom it is taught, and how it is taught — we believe that the schools-within-schools high school reform can accomplish wonderful things" (2007, p. 164).

8. Large and small districts across the country are pursuing the small high-school strategy to create more personalized learning environments and more success for students who are not served well in traditional comprehensive high-school models. Often these students are economically disadvantaged. Support exists for the conclusion that, while smaller schools benefit most students, they may benefit low-income and minority youth most (Howley, Strange, & Bikel, 2000).

9. There is a body of research literature on the effect of school size on student achievement. The majority of research studies supports the idea that students perform better in smaller elementary and middle schools, while the results for high schools are mixed (Howley 2002; Hicks, Rusalkina & Viktoriya 2004; McMillen 2004; Stevenson 2006). An overview of the research on school size prepared by the Education Commission of the States (ECS n.d) in the U.S. concludes that, despite these uncertainties, researchers have reached broad consensus on several key issues:

- Under the right conditions, as schools get smaller, they produce stronger student performance as measured by attendance rates, test scores, extracurricular activity participation, and graduation rates.
- Smaller schools appear to promote greater levels of parent participation and satisfaction and increase communication between parents and teachers.
- Teachers in small schools generally feel they are in a better position to make a genuine difference in student learning than do teachers in larger schools.
- There appears to be a particularly strong correlation between smaller school size and improved performance among poor students in urban school districts. These findings provide evidence that smaller schools can also help narrow the achievement gap between white/middle-class/affluent students and ethnic minority and poor students.
- Smaller schools provide safer learning environments for students.

Similar conclusions from a review of studies on school size were made by Caldwell (2005).

10. Small high schools are funded at the same per-pupil rate as are larger high schools. All schools receive the same funding based on the number of students enrolled. No resources are distributed from larger schools to smaller schools.

11. Small high schools which are teacher-led tend to be more efficient in providing administrative services for the school. An analysis of per-pupil administrative costs indicated that large high schools allocate an average of $447.02 in administrative cost per pupil; small principal-led high schools allocate an average of $540.56 in administrative cost per pupil; and small teacher-led high schools allocate an average of $352.42 in administrative costs per pupil. These calculations include the costs associated with providing administrative oversight of each school and account for principals and assistant principals in large schools and any teacher position or portion of a position in teacher-led schools. The calculations include average position salary and benefits.

12. The Administration provided the Board with analysis of each of the new, small high schools in November 2005 and again in February 2007. Each school is also held accountable through the district's school report card process; state and district assessments; and, where appropriate, rigorous annual charter financial and programmatic reviews. Additionally, the more recent small high schools that opened through the High School Redesign Initiative are required to participate in a two-year analysis of school performance through the Children's Research Center. This process provides school-based data to the school team from which they can pursue data-driven improvement efforts. A copy of one of these reports for the Milwaukee Learning Laboratory and Institute is attached to the minutes of your Committee's meeting as an example of the depth and breadth of information, the quality of the process, and the opportunity this process presents for supporting school improvement efforts.

13. Within the above context of the ongoing work to create new high-school options in Milwaukee Public Schools, Resolution 0708R-009 directs the Administration to:

a. perform a comprehensive evaluation of the effectiveness of each of its small schools, to include academic performance, class size, transportation costs, quality of curriculum, issues of cost sharing, issues of school spirit, students' enrollment and attendance, student and parental satisfaction, parental involvement, etc.;

b. develop a request for proposal (RFP) not to exceed $50,000 for the evaluation of its small schools, with the Administration to report back to the Board with its final report and its findings resulting from this study not later than the end of the first semester of the 2007-08 school year;

c. not develop any more new, or expand any existing, small schools for at least five years (until 2012-2013), during which time the Administration shall monitor, and periodically report back to the Board, on the climate, graduation rate, academic achievement, and cost-effectiveness of small schools as compared with more traditional, larger schools in the district; and

d. not solicit or accept any proposals for small schools from any non-MPS agencies during this five-year moratorium on new small schools.

14. The appropriate window of opportunity in which to evaluate the effectiveness of each of the new, small high schools is in the near future. Organizational change in general, and school change in particular, require 3-5 years of implementation before the outcomes of such change can be reliably measured. An evaluation of effectiveness at this point will more likely measure "new," as compared to established, schools and not clearly identify the likely effectiveness of each of the new, small high schools.

15. An evaluation of the effectiveness of all high schools that takes place beginning in fall 2008 will provide a more accurate picture of the performance of all high schools and, in particular, new, small high schools. An evaluation of the effectiveness of all high schools will provide the Board and the Administration with information that will be required in the future when determining which high-school models best serve the needs of our students.

16. Placing a moratorium on the planning and development of new, small high schools is not based in research suggestive of the appropriate number of small high schools for the size of the district or the needs of its students. Implementation of this moratorium will likely communicate to students, parents, teachers, and the broader community that small high schools are not viable educational options. This will undermine the significant success which some of our new, small high schools are demonstrating and will undermine the proven success which many of our small high schools have been achieving for many years.

17. Limiting the opportunities to expand new, small high-school options ties the hands of the Board and the district in attracting and retaining individuals with passion and motivation to create new options for young people. The creation of new small high schools provides the district with the opportunity to mobilize parents, teachers, students, and community partners around a school mission and vision for results. Our new, small high schools tend to be deeply connected to community partners and parents in their development and implementation.

18. Following are references to the sources used in formulating this item:

Caldwell, B. (2005). Research on school size. Briefing Paper. Educational Transformations, Melbourne. Available at: http://www.educationaltransformations.com.au/publications.php.

Education Commission of the States n.d. School size. Available at: http://www.ecs.org/ecsmain.asp?page=/html/issuesK12.asp.

Hicks, Michael J. and Rusalkina, Viktoriya (2004). School consolidation and educational performance: an economic analysis of West Virginia high schools. Center for Business and Economic Research, Marshall University, May. Available at: http://www.marshall.edu/cber/research/index.htm.

Howley, C. (2002). Small schools. In Alex Molnar (ed.) *School Reform Proposals: The Research Evidence*. Education Policy Studies Laboratory, College of Education, Arizona State University.

Howley, C., Strange, M., & Bickel, R. (2000) *Research about school size and school performance in impoverished communities*. ERIC Digest. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

Lee, V., & Ready, d. (2007) *Schools within schools, Possibilities and pitfalls of high school reform*. New York, NY. Teachers College Press.

McMillen, B. (2004). School size, achievement and achievement gaps. *Education Policy Analysis Archives*, 12 (58). Available at: http://epaa.asu.edu/epaa/v12n58/.

Stevenson, K. (2006). School size and its relationship to student outcomes and school climate. National Clearinghouse for Educational Facilities, Washington DC, April. Available at: http://www.edfacilities.org/pubs/index.cfm.

Strategic Plan Compatibility Statement

19. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families; Goal 6, that the district be accountable for measurable results; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rule Implication Statement

20. The Administration's recommendation is consistent with the five-year Milwaukee High School Redesign Initiative which the Board approved in November 2003.

Fiscal Impact Statement

21. This item does not authorize expenditures.

Implementation and Assessment Plan

22. The Administration will continue to work with teachers, parents, community partners, and students to implement new high-school options and to support school communities to continually improve student outcomes within these options.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution as amended below:

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 ~~each 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 ~~develop a request for proposal (RFP) not to exceed $50,000 for the~~ conduct a third-party evaluation of its small high schools~~, with the Administration to report back to the Board with its final report and its findings resulting from this study not later than the end of the first semester of the 2007-08 school year~~; and be it

~~FURTHER RESOLVED, That the Milwaukee Public Schools shall not develop anymore new, or expand any existing, small schools for at least five years (until 2012-2013), during which time the Administration shall monitor, and periodically report back to the Board, on the climate, graduation rate, academic achievement, and cost-effectiveness of small schools as compared with more traditional, larger schools in the District; and be it~~

~~FURTHERED RESOLVED, That the Milwaukee Public Schools will not solicit or accept any proposals for small schools from any non-MPS agencies during this 5-year moratorium on new small schools.~~

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.

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

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(Item 5) Action on Resolution 0708R-005 by Director Bonds Regarding Evaluation of, and a Moratorium and Cap on, Charter Schools

Background

At its meeting on May 31, 2007, the Board referred Resolution 0708R-005 by Director Bonds to the Committee on Innovation and School Reform:

WHEREAS, Charter schools are designed to provide for innovative ways of offering educational services to students; and

WHEREAS, The number of charter schools under the Milwaukee Public Schools umbrella continues to grow without a plan for continuum or determination of district capacity; and

WHEREAS, Currently there are 39 charter schools within Milwaukee Public Schools, and there has been no evaluation of the effects of charter schools upon the District; and

WHERAS, MPS currently does not have a cap on the number of schools which it may charter; and

WHEREAS, The public should know how effective these schools are in educating our students and how charters have helped or hurt the District; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools system perform a comprehensive evaluation of the effectiveness of each 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.; and be it

RESOLVED, That the Milwaukee Public Schools established a "cap" of 40 on the total number of charter schools it will charter at any one time, including new charters, conversion of traditional schools, and small schools, effective with the 2007-2008 school year; and be it

FURTHER RESOLVED, That the Milwaukee Public Schools will not charter any new charter schools for at least five years (until 2012-2013); and be it

FURTHER RESOLVED, That the Milwaukee Public Schools will not accept charter schools with entities or individuals currently chartered by other chartering agencies during this 5-year moratorium on charter schools.

Administration's Analysis

1. Charter schools are public schools that are freed from most state rules and regulations in exchange for greater accountability for results. The Wisconsin charter school program was created in 1993 to provide educational alternatives. There are four authorizers in the city of Milwaukee: University of Wisconsin-Milwaukee, City of Milwaukee, Milwaukee Area Technical College, and Milwaukee Public Schools (MPS). The first (MPS) charter school contract was signed in 1996. The number of MPS charter schools for the 2006-07 school year totaled 40 — 27 Instrumentality charter schools (i.e., all district employees), and 13 non-instrumentality charter schools (no district employees). For the 2007-2008 school year, there are 29 instrumentality charter schools and 13 non-instrumentality charter schools, totaling 42 MPS charters.

2. There is currently a negotiated cap on enrollment in non-instrumentality charter schools. In 1999, the Milwaukee Teachers' Education Association and the Milwaukee Board of School Directors established a Memorandum of Understanding which regulates MPS student enrollment in non-MPS contracted schools. This memorandum states that "contracting for educational services of any kind, including those services which have previously been specifically authorized by Wisconsin Statues (such as programs for at-risk children and early childhood education) shall not involve services for more than 8% of the total MPS student enrollment."

3. Charter schools are contracted entities with the contract identifying the expected student outcomes as well as the method and frequency of evaluation of the school under the contract. The district developed and implements a rigorous charter school review process. This review process includes yearly programmatic reviews and financial audits in years 1, 3, and 5 of the contract that are over and above the yearly district financial reviews in which all MPS schools participate. MPS charter schools are required to participate in yearly financial and programmatic audits and contract reviews as described by MPS Administrative Procedure 9.12, Charter School Petitions and Proposals. Section (4)(c) and (4)(h) of this policy are presented below:

(c) Program Accountability and Performance Measures

1. MPS charter school proposals and petitions shall include detail of expected school and student learning goals, along with related specific measures and methods for assessing student progress and achievement.

2. These learning goals and performance/assessment measures should correlate directly to the state assessments and the Milwaukee Public Schools' accountability plan and be detailed in the charter school contract. Yearly reviews shall be conducted to explain the outcomes of the educational program.

3. MPS charter schools shall be held accountable to proficiencies and standards at least as rigorous as those of the Milwaukee Public Schools and the Wisconsin Model Academic Standards.

4. An MPS charter school's assessment plan, if it deviates from the district's, shall use the state's assessment measures.

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(h) Performance and Financial Auditing of MPS Charter Schools

1. Annual audits will be carried out on all MPS charter schools in accordance with generally accepted auditing standards and government auditing standards and will express an opinion on the fairness of the financial statements (Generally Accepted Accounting Principles [GAAP] basis) of the MPS charter schools.

2. MPS charter schools designated as instrumentalities of the district shall be subject to the same fiscal rules and oversight as the other Milwaukee Public Schools. All financial records shall be retained in compliance with state and federal law.

3. MPS charter schools not designated as instrumentalities of the district shall operate within GAAP and shall file annual audited financial statements with the district.

4. Performance and compliance audits shall be conducted annually for all MPS charter schools to determine compliance with performance, operational, and fiscal contract provisions.

5. Additional audits may be conducted as required by federal and state financial assistance requirements and as identified in the charter school contract .

6. MPS charter schools shall be responsible for the conducting and cost of these audits. Charter schools are encouraged to explore possible cost-saving options for all service functions, including audit services.

4. Within the above context of charter schools in MPS, this resolution directs the Administration to:

a. perform a comprehensive evaluation of the effectiveness of each of its charter schools;

b. perform an evaluation which includes, but is not to 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.;

c. establish a "cap" of 40 on the total number of charter schools it will charter at any one time, including new charters, conversion of traditional schools, and small schools, effective with the 2007-2008 school year;

d. not charter any new charter schools for at least five years (until 2012-2013); and,

e. not accept charter schools with entities or individuals currently chartered by other chartering agencies during this five-year moratorium on charter schools.

5. Charter schools currently participate in rigorous, comprehensive annual evaluations which include all of the information noted in number 4b above. Each charter school is currently well evaluated; however, a study of the effectiveness of creating charter schools as an improvement strategy is advisable.

6. The annual evaluation of each charter school is included in Administrative policy and procedures and adequately provides for rigorous evaluation of charter school petitions and proposals as well as review of charter school performance. Since 2000, 101 charter school petitions or proposals have been received. Of these, 50 were recommended and opened as charter schools, 26 were not recommended, 11 were withdrawn before the Review Panel's consideration, 11 were recommended but not opened, and three were recommended and have contracts pending. Of the schools that were recommended and opened, 11 of these have been closed, and one has reverted to traditional status.

7. 40 as a "cap" on charter schools is an arbitrary number, not based in research suggestive of the appropriate number of charter schools for the size of the district or the needs of it students. Implementation of this cap will require the district to close existing charter schools, all of which have contracts with the district. In addition, a cap limits the necessary work of innovation. Many organizations, both public and private, schooling, develop and invest in innovative practices, products, and ideas. Breakthroughs, radical departures from the present, come with deliberate efforts to innovate. With innovation comes some risk. A cap on charter schools limits the district's area of innovation to attract, implement, and support breakthrough strategies that have the potential to improve student outcomes.

8. Limiting the opportunities to expand new charter school options ties the hands of the Board and the district in attracting and retaining individuals with passion and motivation to create new options for young people. Charter schools provide the district with the opportunity to newly mobilize parents, teachers, students, and community partners around a school mission and vision for results. Charter schools tend to be deeply connected to community partners and parents in their development and implementation. Should MPS cap the number of charter schools and place a moratorium on the development of new charter schools, community partners and parents will likely pursue charter status through other authorizers in the city. Students enrolled in schools authorized outside of MPS will reduce resources in the district.

Strategic Plan Compatibility Statement

9. The Administration's recommendation 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 2, School communities work together for improvement in academic achievement; Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families; Goal 6, that the is district be accountable for measurable results; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rule Statement

10. The Administration's recommendation is consistent with Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Implementation and Assessment Plan

12. The MPS Administration will continue to work with the Board and community partners to evaluate charter petitions and proposals and to review charter schools according to existing policy and procedures.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt the resolution as amended below:

   RESOLVED, That the Milwaukee Public Schools system perform a comprehensive evaluation of the effectiveness of ~~each 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.~~; and be it~~

   ~~FURTHER RESOLVED, That the Milwaukee Public Schools established a "cap" of 40 on the total number of charter schools it will charter at any one time, including new charters, conversion of traditional schools, and small schools, effective with the 2007-2008 school year; and be it~~

   ~~FURTHER RESOLVED, That the Milwaukee Public Schools will not charter any new charter schools for at least five years (until 2012-2013); and be it~~

   ~~FURTHER RESOLVED, That the Milwaukee Public Schools will not accept charter schools with entities or individuals currently chartered by other chartering agencies during this 5-year moratorium on charter schools.~~

2. continue to support the development and creation of innovative school options in Milwaukee Public Schools through the authorization of charter schools;

3. 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

4. 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.

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

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(Item 6) Action on Resolution 0708R-036 by Director Falk Regarding Licensure Requirements for Teachers at MPS Instrumentality Charter Schools

Background

At its meeting on July 26, 2007, the Board referred Resolution 0708R-036 by Director Falk to the Committee on Innovation and School Reform:

WHEREAS, The Milwaukee Public Schools receives state and federal funding to provide educational opportunities for all students and to help them reach their highest potential; and

WHEREAS, The Milwaukee Board of School Directors recognizes high-quality teachers for all students as a critical factor in student achievement; and

WHEREAS, The Reauthorization Elementary and Secondary Education Act (ESEA) No Child Left Behind Act, requires that all teachers be or become "highly qualified" by the end of the 2005-2006 school year by meeting standards that show knowledge and teaching skills in grade appropriate academic subject matter; and

WHEREAS, The district has been diligently working to maintain compliance with the requirements of the ESEA, No Child Left Behind (NCLB) Act of 2001; and

WHEREAS, The Wisconsin Department of Public Instruction (DPI) requires public school teachers to be licensed at the levels and in the subjects of their teaching assignments to ensure that every classroom is instructed with a highly qualified teacher (WIS. ADMIN. Code § 3.03(10); and

WHEREAS, It has been district practice to seek charter licenses for teachers licensed in a specific area and level to allow flexibility and allow those same teachers to teach classes that they are not formally trained to teach and do not hold a license for; and

WHEREAS, Teachers in MPS instrumentality charter schools are employees of the MPS school district and as such should also be required to meet the standards of a "highly qualified" teacher as outlined in DPI standard, in addition to holding a license issued by DPI, just as are teachers instructing in traditional MPS schools; and

WHEREAS, In accordance with the NCLB, the district must develop an improvement plan to meet annual achievement objectives; now, therefore, be it

RESOLVED, That teachers in MPS instrumentality charter schools who are district employees be required to meet the standards of a "highly qualified" teachers, as outlined by DPI standards and be it

FURTHER RESOLVED, That teachers in all MPS instrumentality charter schools be certified or enrolled in an accredited certification program in addition to meeting the standards of a "highly qualified" teacher; and be it

FURTHER RESOLVED, That within the initial two years of operation, every instrumentality charter high school will have at least one teacher on staff licensed to teach each of the core areas (language arts, math, science, and history); and be it

FURTHER RESOLVED, That at least one licensed teacher meeting the DPI standards of "highly qualified" in each of these core subject areas be offered to all MPS instrumentality charter high schools; and be it

FURTHER RESOLVED, That Administrative Policy 9.12, Charter Schools, be revised to reflect licensure requirements for teachers at MPS instrumentality charter schools; and be it

FURTHER RESOLVED, To continue to afford the flexibility the charter school license was designed to offer, that individuals teaching outside of their licensed area be required to show how their knowledge and teaching skills qualify them to teach other content areas.

Administration's Analysis

1. Charter schools are public schools that are freed from most state rules and regulations in exchange for greater accountability for results. The Wisconsin charter school program was created in 1993 to provide educational alternatives. There are four authorizers in the city of Milwaukee: University of Wisconsin-Milwaukee, City of Milwaukee, Milwaukee Area Technical College, and Milwaukee Public Schools (MPS). The first (MPS) charter school contract was signed in 1996. The number of MPS charter schools for the 2006-07 school year totaled 40 — 27 Instrumentality charter schools (i.e., all district employees), and 13 non-instrumentality charter schools (no district employees). For the 2007-2008 school year, there are 29 instrumentality charter schools and 13 non-instrumentality charter schools, totaling 42 MPS charters.

2. Charter schools provide school districts and communities with opportunities to develop and implement innovative educational options for students underserved in existing schools. Charter schools are afforded flexibility under state statutes to best support the development of innovative educational approaches to better meet student needs.

3. In accordance with Wisconsin State Statute 118.40, charter schools are provided with flexibility in a number of areas. Among these are the use of time, the consideration of curricular options, the implementation of district-required instructional practices, and staffing. Flexible use of staff is of particular importance at the high-school level, given that many charter schools are small and require teachers to teach more than one subject. Traditional high-school teaching licensure, however, typically finds teachers focused in one content area. The traditional and the innovative come into conflict when teachers make the effort to forge new charter school models to better meet student needs.

4. The conflict between content-dominated high-school licensure and the need to use staff flexibly is addressed in the Wisconsin Department of Public Instruction's regulations, Chapter PI34.34. This provision creates an opportunity for teachers in charter schools to hold charter school instructional staff licenses, which allows a teacher to provide instruction in subjects other than his or her current subject-area certification:

> (1) CHARTER SCHOOL INSTRUCTIONAL STAFF LICENSE. (a) A charter school instructional staff license may be issued to an individual who holds a valid license issued by the department and shall have the same renewal interval and renewal requirements as the existing license. A license issued under this subsection authorizes the holder to perform any instructional duty in a charter school established under s. 118.40, Stats. (b) The district administrator or a designated official of the employing school district or charter schools under s. 118.40(2r), Stats., may request that a license be issued under this subsection on behalf of the individual receiving the license.

5. The Milwaukee Public Schools' Department of Human Resources receives and reviews requests for charter school instructional staff licensure from teachers and schools to determine if the teacher who will receive the charter school instructional staff license has experience in the subject area in which he or she will teach if issued the additional license; however, the application of consistent standards when these requests are received and reviewed has been somewhat unpredictable. There are currently 349 teachers in MPS instrumentality charter schools. Of these, 47 hold charter school instructional staff licenses and may be teaching subjects or grade levels which extend beyond their initial teacher licenses.

6. The Wisconsin Department of Public Instruction provides additional guidance when interpreting highly qualified teacher status and the issuance of a charter school instructional staff license. In a document dated March 24, 2003, and titled "Highly Qualified Teachers in Wisconsin — The Reauthorized Elementary and Secondary Education Act — 'No Child Left Behind' Act of 2001," the following definition of "highly qualified" is included:

> Charter school teachers. The regulations in ESEA state that "Highly Qualified…when used with respect to any teacher teaching in a public charter school…means that the teacher meets the requirements set forth in the State's public charter school law." Wisconsin has a charter school license under PI 34 that is authorized in statute. The charter school license may be added to a teacher's existing license for the purpose of teaching in a public charter school. Teachers who teach core academic subjects in charter schools and who hold the license in that subject area or who hold the charter school license are highly qualified.

7. The Wisconsin Department of Public Instruction is currently reviewing its charter school licensure process and procedures related to requirements under ESEA, No Child Left Behind. Should this review necessitate changes at DPI, MPS will align its charter school instructional license procedures accordingly.

8. Within the above context of the ongoing work to create new charter school options in Milwaukee Public Schools, this resolution directs the Administration to:

a. ensure that teachers in MPS instrumentality charter schools who are district employees be required to meet the standards of "highly qualified" teachers, as outlined by DPI standards;

b. ensure that teachers in all MPS instrumentality charter schools be certified or enrolled in an accredited certification program in addition to meeting the standards of a "highly qualified" teacher;

c. ensure that, within the initial two years of operation, every instrumentality charter high school will have at least one teacher on staff licensed to teach each of the core areas (language arts, math, science, and history);

d. ensure that at least one licensed teacher meeting the DPI standards of "highly qualified" in each of these core subject areas be offered to all MPS instrumentality charter high schools;

e. revise Administrative Policy 9.12, Charter Schools, to reflect licensure requirements for teachers at MPS instrumentality charter schools; and

f. require that, in order to continue to afford the flexibility which the charter school license was designed to offer, individuals teaching outside of their licensed area be required to show how their knowledge and teaching skills qualify them to teach other content areas.

9. Teachers in MPS instrumentality charter schools are currently required to meet the standards of "highly qualified" and do so through DPI licensure; through enrollment in approved certification programs, if not currently licensed; or through DPI-issued charter instructional staff licenses.

10. Charter schools — particularly charter high schools — tend to be smaller schools. Research indicates that smaller high schools are better equipped to meet the needs of lower socio-economic students; however, small high schools must be afforded the opportunity to use staff flexibly to meet the needs of students in attaining core content-area experience, knowledge, and credits towards graduation. Requiring that instrumentality charter schools have at least one teacher on staff licensed to teach each of the core areas (language arts, math, science, and history) will undermine flexibility or force small high schools to enroll more students, negating the benefits which small high schools present for students whose lives and educational experiences are compromised by poverty.

11. Every effort will be made to promote quality and ensure appropriate flexibility in staffing in MPS instrumentality charter schools. The MPS Department of Human Resources will continue to work closely with charter schools to ensure that, when instrumentality charter schools post positions for teachers in the core content areas, they are presented with teacher applicants who are certified in the subject areas that match the postings. Teachers who are certified in the subject areas and who, through interviews at the school site, are identified as good matches for the school's mission and vision will be assigned to the instrumentality charter school in accordance with the teacher contract.

12. Should teachers in the core subject areas who match the instrumentality charter high school's mission not be identified through the interview process, the MPS Department of Human Resources will work closely with the school to identify a teacher who is supportive of the school mission and holds a minor in the subject area of the position or has significant life and professional experience in that subject area and will support a request to grant a charter school instructional staff license from DPI. This process will create a consistent and reliable application of a standard through which the requests for charter school instructional staff licensure will be supported.

13. Once granted, the use of the charter school instructional staff license will be monitored through the charter contract compliance checklist, the charter school contract compliance audit, and the charter contract review processes. The MPS Division of Diversified Community Schools will include in its annual

charter contract compliance checklist an analysis of subject areas in which teachers are teaching through the charter school instructional staff license. Should teachers be teaching subjects for which the licenses were not initially requested, this fact will be reported as a non-compliant finding in the analysis which the charter school must address immediately. In addition, the Charter School Contract Review Team will be provided this information for consideration of the charter school contract for schools scheduled for the current review cycle.

Strategic Plan Compatibility Statement

14. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; 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; and Goal 7, that the district's central services departments support student learning.

Statute, Administrative Policy or Board Rule Statement

15. The Administration's recommendation is consistent with federal and state statues which define "highly qualified" under ESEA and PI34 and is consistent with Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

16. This item does not authorize expenditures.

Implementation and Assessment Plan

17. Upon the Board's approval of the Administration's recommendation, the Administration will work closely with the Department of Human Resources and the Division of Diversified Community Schools to implement standards for supporting requests for charter school instructional licenses and the monitoring of their use in instrumentality charter schools.

Committee's Recommendation

Your Committee recommends that, in lieu of adoption of this resolution, the Board direct the Administration to:

1. continue to provide opportunities for charter high schools to meet student needs through supporting flexible use of staff;

2. ensure that all teachers in charter schools meet "highly qualified" status as currently defined under Wisconsin Department of Public Instruction's PI34.34, with appropriate changes to be made pursuant to changes to the DPI's requirements under NCLB;

3. give priority to filling core content vacancies in instrumentality charter high schools with teachers who have subject-area certification and are considered, through current school-based interview processes, to be good matches for the schools;

4. have the MPS Division of Diversified Community Schools include in its annual charter contract compliance checklist an analysis of subject areas in which teachers are teaching through the charter school instructional staff license.; and

5. revise Administrative Policy 9.12, Charter Schools, to include the following language as underlined, with implementation of the policy change to begin prospectively with the second semester of the 2007-2008 school year:

(9) SIGNIFICANCE OF INSTRUMENTALITY STATUS

Section 118.40(7)(am), Stats., provides that a private school that is converted to an MPS charter school shall not be an instrumentality of MPS. In all

other cases, the Board shall determine whether or not an MPS charter school shall be an instrumentality of MPS. The major differences between an MPS charter school that is an instrumentality of MPS and an MPS charter school that is not an instrumentality of MPS are as follows:

(a) EMPLOYEES

1. If the Board determines that an MPS charter school is an instrumentality of MPS, the Board shall employ all personnel for the charter school. Every teacher who teaches at an MPS instrumentality charter school under a Charter School Instructional Staff License issued by DPI, shall possess (a) at least a minor in the subject area and participate in ongoing professional development in the subject that the teacher is teaching, or (b) significant life and/or professional experience which, in the judgment of the MPS Department of Human Resources, qualifies the teacher to teach the subject that the teacher is assigned to teach.

2. If an MPS charter school is not an instrumentality of MPS, the Board may not employ any personnel for the charter school.

Director Falk moved to approve the Committee's recommendation, with the addition of the following sentence at the end of paragraph #3:

> The administration shall treat all schools, charter or otherwise, equitably in providing for interview teachers or prospective teachers licensed in subject areas for vacancies in charter schools and shall not direct or request that charter schools fill those vacancies though the charter teacher licensing provisions.

Director Morales moved a substitute, to adopt the motion and to strike out to words "in the judgment of the MPS Department of Human Resources" in the underlined section of the proposed policy (9) (a) (1).

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

Ayes—Directors Goldberg, Morales, Thompson and President Blewett—4.

Noes—Directors Bonds, Falk, Hardin, Petersons and Spence—5.

The question being on the original motion by Director Falk, it was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—Director Thompson—1.

Director Morales requested reconsideration of the question.

There being no objection, the question was reconsidered.

After discussion and by consensus, the motion was amended as follows:

Your Committee recommends that, in lieu of adoption of this resolution, the Board direct the Administration to:

1. continue to provide opportunities for charter high schools to meet student needs through supporting flexible use of staff;

2. ensure that all teachers in charter schools meet "highly qualified" status as currently defined under Wisconsin Department of Public Instruction's PI34.34, with appropriate changes to be made pursuant to changes to the DPI's requirements under NCLB;

3. give priority to filling core content vacancies in instrumentality charter high schools with teachers who have subject-area certification and are considered, through current school-based interview processes, to be good matches for the schools. The administration shall treat all schools, charter or otherwise, equitably in providing for interview teachers or prospective teachers licensed in subject areas for vacancies in charter schools and shall not direct or request that charter schools fill those vacancies though the charter teacher licensing provisions.

4. have the MPS Division of Diversified Community Schools include in its annual charter contract compliance checklist an analysis of subject areas in which teachers are teaching through the charter school instructional staff license.; and

5. revise Administrative Policy 9.12, Charter Schools, to include the following language as underlined, with implementation of the policy change to begin prospectively with the second semester of the 2007-2008 school year:

   (9) SIGNIFICANCE OF INSTRUMENTALITY STATUS

   Section 118.40(7)(am), Stats., provides that a private school that is converted to an MPS charter school shall not be an instrumentality of MPS. In all other cases, the Board shall determine whether or not an MPS charter school shall be an instrumentality of MPS. The major differences between an MPS charter school that is an instrumentality of MPS and an MPS charter school that is not an instrumentality of MPS are as follows:

   (a) EMPLOYEES

   1. If the Board determines that an MPS charter school is an instrumentality of MPS, the Board shall employ all personnel for the charter school. Every teacher who teaches at an MPS instrumentality charter school under a Charter School Instructional Staff License issued by DPI, shall possess (a) at least a minor in the subject area and participate in ongoing professional development in the subject that the teacher is teaching, or (b) significant life and/or professional experience which~~, in the judgment of the MPS Department of Human Resources,~~ qualifies the teacher to teach ~~the subject that the teacher is assigned to teach~~ in an area in an MPS charter school.

   2. If an MPS charter school is not an instrumentality of MPS, the Board may not employ any personnel for the charter school.

6. consult with charter school staff regarding possible methods of evaluating life and/or professional experience for qualification to teach a particular area in an MPS charter school.

The motion as amended was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Spence, Thompson and President Blewett—8.

Noes—Director Petersons—1.

* * * * *

(Item 7) Follow up to Resolution 0708R-001 by Director Falk Regarding Administering the ACT Assessment to MPS 11th-Grade Students

Background

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. The Resolved portions of the resolution called for the Administration to investigate district-wide ACT testing and report back to the Board of School Directors no later than the October 2007 cycle. In August, the Administration responded to Resolution 0708R001 by briefly describing the current elements of the district's standardized assessments and by noting other states in which large-scale administration of the test is currently taken place.

2. At its August 2007 meeting, the Committee on Innovation/School Reform (ISR) of the Milwaukee Board of School Directors approved the resolution with a slight modification of the original Resolved statements to ensure that the Administration would present the Board with options from which to choose. The full Board concurred with the Committee's recommendation to adopt the Resolution. Below is the approved Resolved and Further Resolved portions of the item:

> RESOLVED, That Milwaukee Board of School Directors direct the Administration to investigate and develop a plan to institute district-wide ACT testing during the 11th-grade year for all MPS students; and be it
>
> FURTHER RESOLVED, That the Board authorize the Administration to develop a timeline for implementation to begin with a pilot program during the Spring of 2008 — with full implementation in Spring of 2009 — for students graduating high school as of May 2010; and be it
>
> FURTHER RESOLVED, That the Administration present these findings and recommendations and options for consideration no later than the October 2007 Board cycle.

Administration's Analysis

3. During the month of September, the Administration met with high-school department chairs in mathematics, English, science, and social studies, as well as with guidance staff and principals. Feedback from the high-school personnel regarding the possibility of district-wide adoption of the ACT was generally positive. Staff expressed interest in increased rigor at the high-school level and in district support for ACT administration; however, they also expressed reservations about the number of students who are currently unde-rprepared to be successful in rigorous high-school courses when they arrive as freshman. Staff also expressed interest in ensuring that students have opportunities to enroll in ACT test-preparation classes like those currently offered by the Milwaukee Area Workforce Investment Board.

4. The Administration also met with representatives from ACT, who revealed that, although there was a possibility that their company may approve an MPS pilot in the spring of 2008, it was highly unlikely that the company would approve large-scale, during-the-week administration of the ACT in the spring of 2009. Their primary rationale relates to the need to maintain test security for this high-stakes test. Further, any pilot that might be approved would be limited to only two high schools.

5. The Administration presents the following four options for the Board's consideration:

   a. Option 1 — ACT Pilot in Spring 2008

      1) Seek approval from ACT to administer the ACT in two MPS high schools to an approximate total of 700 juniors in the spring of 2008. The ACT pilot would involve a weekday administration rather than an established Saturday session.

      2) The cost per student for the basic test is $30. The cost of the ACT Plus Writing is $44.50. Testing approximately 700 students in these two schools with the basic test will cost approximately $21,000, while the costs of the ACT Plus Writing will cost $31,150. Additional costs to train proctors (three per school) is expected to be less than $2000.

   b. Option 2 — ACT Pilot of Serialized Vouchers in Spring 2008, Leading to District-Wide Administration of Serialized Vouchers in Spring 2009.

      1) Develop a plan for selected MPS high schools to pilot serialized vouchers for the ACT. This would involve a district-level purchase of vouchers for MPS students ($30/student for ACT, or $44.50/student for the ACT Plus Writing), who would then be encouraged by school staff and the community to take the test on a regularly scheduled Saturday session in the spring of 2008. Students would be strongly encouraged to take the test in the spring of their junior year, but the voucher would be valid through their senior year, should they choose to delay taking the test.

      2) Accommodations are available on the ACT for some students with disabilities. Written documentation about the nature of the disability and the accommodations a student ordinarily receives in his/her classroom must be provided in advance. ACT officials then decide whether to grant approval of the requested accommodation.

      3) A pilot administration involving 1,000 MPS juniors enrolled in both large and small high schools would cost $30,000 in the spring of 2008 if the basic ACT is purchased. Assuming a 2% price increase for 2009, the cost for purchasing 5,000 vouchers for the ACT in the spring of 2009 would be $153,000. If the ACT Plus Writing was used instead, the FY08 pilot would cost $44,500.

      4) Since part of the intent of administering the ACT district-wide is to improve the rigor of high-school coursework, additional funds would need to be set aside to purchase reports and to support professional development for high-school teachers and guidance counselors on use of the data to improve instruction.

      5) This option would not involve special training for proctors since nationally approved testing sites would be used. The district could not ensure that every student who was issued a voucher would actually take the test, even though $30/student (or $44.50/student for the ACT Plus Writing) would be spent. Results are returned to the district and schools in 3-7 weeks.

   c. Option 3 — Administer EXPLORE and PLAN instead of the ACT.

      1) ACT has developed a series of college- and workforce-readiness assessments, collectively known as the Educational Planning and Assessment System (EPAS). EPAS involves EXPLORE (administered in grade 8 or 9) and PLAN (administered in grade 10) as well as the ACT (administered in grades 11 and 12).

      2) According to ACT, the EXPLORE and PLAN assessments measure mastery of state standards and progress toward work and college readiness, help students

build rigorous high-school course plans, and identify areas of academic need to facilitate timely intervention. They also predict performance on the ACT. Further, results can be used to evaluate and improve the curriculum.

3) This option would allow high-school faculty and students to gain relevant information necessary to improve teaching and learning early enough in students' high-school careers to make a difference. Given that the ACT is administered three-quarter's of the way through a student's high-school career, fewer options are available to staff and students to improve outcomes.

4) The 2007-08 cost of the EXPLORE is $7.10 per student, while the PLAN is $9.20. These assessments are typically administered during the week in the fall of the year, with results returned to districts and schools within two weeks. Assuming a 2% cost increase for 2008-09, the costs per student would be approximately $7.24 for the EXPLORE and $9.38 for the PLAN. Further assuming approximately 6,000 test-takers in grade 8 and 6000 in grade 10, costs might reach $43,440 for the EXPLORE and $56,280 for the PLAN. Given the higher enrollment in grade 9 (over 8,500), costs could be $61,540 if the district administered the EXPLORE in grade 9 instead of 8.

5) Fall administration presents logistics issues for school staff who are already burdened by planning for large-scale administration of the WKCE-CRT in October and November for 8th- and 10th-graders. Administering the EXPLORE in grade 9 eliminates the concern for the middle grades, but high-school staff would need to make arrangements for additional 10th-grade testing in the fall if the PLAN were adopted.

d. Option 4 — Develop Additional Capacity with Existing MPS Benchmark Assessments at Grade 9

1) The district currently administers quarterly benchmark assessments in Reading and Mathematics for students enrolled in most schools in grades 3-9.

2) Preliminary discussions with members of the Technical Advisory Committee for the MPS benchmarks indicate that it is possible to create ACT predictions from the Grade 9 benchmark assessment. This necessarily involves a technical design that would require students who participate in a district pilot ACT administration (see Option 1 above) to also take the district benchmark assessment.

3) As is currently the case, the data from the grade 9 benchmarks would be used to inform teaching and learning. Additional emphasis could also be placed on appropriate course selections, with direction and coaching from high-school guidance staff.

4) This option would not require the purchase of additional assessments beyond the existing grade 9 benchmarks (quarterly assessments in reading and math at approximately $11/student), except for the initial two-school pilot. Some additional fees may be required to include the additional ACT prediction reporting in the benchmark reports. These costs are currently unknown.

e. Option 5 — Pilot Combination

1) This would allow the Administration to pilot three options and explore the benefits and limitations of each.

a) The Administration would seek approval of pilot weekday administration of the ACT for two MPS high schools (approximately 700 students) for the Spring of 2008.

b) The Administration would seek approval to pilot serialized vouchers for Saturday administration of the ACT for two large and two small MPS high schools (approximately 1,000 students) for the Spring of 2008.

c) The Administration would budget funds in FY09 to purchase the Explore for approximately one half of the MPS high schools to administer in grade 9. No FY08 expenditures will be necessary, as this test is administered early in the Fall semester. The Administration would budget for this expenditure in the FY09 budget.

2) The total FY08 cost of the three components would be $51,000 for the basic ACT and $75,650 for the ACT Plus Writing. The Administration would work with community agencies serving MPS high-school students to promote college and workforce readiness and the ACT. Further, the Administration would work with staff in high schools to facilitate use of the data to improve instruction and guidance for students.

3) The Administration believes that this option offers the greatest promise for both students and faculty. It offers the opportunity to investigate each of the options on a smaller scale to better understand the professional development needs of educators, the information needs of students and their families, and the community supports necessary to facilitate success.

6. Data derived from any of these EPAS assessments could be used by MPS staff, students, and families in many ways: School personnel could use the data to support instructional planning, professional development planning, student advising, and course evaluation. Students and their families would use the data in course selection and in monitoring their progress toward their personal achievement goals. Central Services staff would use these data for strategic planning, curricular evaluation, professional development planning, and program evaluation.

Strategic Plan Compatibility Statement

7. This item is consistent with the Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

9. This item authorizes expenditures that vary depending upon the option exercised.

a. Costs for Option 1 — ACT Pilot in Spring 2008 — This option costs $21,000 for the basic ACT for approximately 700 juniors in the Spring of 2008. If the ACT Plus Writing is adopted, this option would cost $31,150. Funding of this item will be contained in an FY08 budget amendment and is contingent upon the Board's approval of that amendment. If approved, funding will be available in the budget of the Division of Research and Assessment (Budget code SYS-0-S-ASM-RH-ECNS).

b. Costs for Option 2 — ACT Pilot of Serialized Vouchers in Spring 2008 Leading to District-Wide Administration of Serialized Vouchers in Spring 2009 — This option costs $30,000 for the ACT for approximately 1,000 juniors in the Spring of 2008. If the ACT Plus Writing is adopted, this option would cost $44,500. Funding of this item will be contained in an FY08 budget amendment and is contingent upon the Board's approval of that amendment. If approved, funding will be available in the budget of the Division of Research and Assessment (Budget code SYS-0-S-ASM-RH-ECNS).

c. Costs for Option 3 — Administer EXPLORE and PLAN instead of the ACT — This option does not involve any FY08 expenditures.

d. Costs for Option 4 — Develop Additional Capacity with MPS Benchmarks — Because this option requires testing of at least 500 juniors with both the ACT and the existing grade 9 benchmark, it costs $20,000. Funding of this item will be contained in an FY08 budget amendment and is contingent upon the Board's approval of that amendment. If approved, funding will be available in the budget of the Division of Research and Assessment (Budget code SYS-0-S-ASM-RH-ECNS).

e. Costs for Option 5 — Pilot Combination — This option contains three components, two of which require FY08 funding for a total of $51,000 for the basic ACT. If the ACT Plus Writing is adopted, this option would cost $75,650. Funding of this item will be contained in an FY08 budget amendment and is contingent upon the Board's approval of that amendment. If approved, funding will be available in the budget of the Division of Research and Assessment (Budget code SYS-0-S-ASM-RH-ECNS).

Implementation and Assessment Plan

10. The Administration will report back to the Board in March its progress on implementing the Board's selected option regarding administration of the ACT district-wide.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to implement Option 5, Pilot Combination, as follows:

1) This would allow the Administration to pilot three options and explore the benefits and limitations of each.

   a) The Administration would seek approval of pilot weekday administration of the ACT for two MPS high schools (approximately 700 students) for the Spring of 2008.

   b) The Administration would seek approval to pilot serialized vouchers for Saturday administration of the ACT for two large and two small MPS high schools (approximately 1,000 students) for the Spring of 2008.

   c) The Administration would budget funds in FY09 to purchase the Explore for approximately one half of the MPS high schools to administer in grade 9. No FY08 expenditures will be necessary, as this test is administered early in the Fall semester. The Administration would budget for this expenditure in the FY09 budget.

2) The total FY08 cost of the three components would be $51,000 for the basic ACT and $75,650 for the ACT Plus Writing. The Administration would work with community agencies serving MPS high-school students to promote college and workforce readiness and the ACT. Further, the Administration would work with staff in high schools to facilitate use of the data to improve instruction and guidance for students.

3) The Administration believes that this option offers the greatest promise for both students and faculty. It offers the opportunity to investigate each of the options on a smaller scale to better understand the professional development needs of educators, the information needs of students and their families, and the community supports necessary to facilitate success.

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

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(Item 8) Action on Resolution 0708R-023 by Director Bonds to Restore 9th-Grade Basketball and other Sports in Charter and Small Schools

Background

At its meeting on June 28, 2007, the Board referred Resolution 0708R-023 by Director Bonds to the Committee on Innovation/School Reform:

WHEREAS, The goals of the Milwaukee Public Schools are to improve:

- Student achievement
- Student success in further education and employment
- Family satisfaction, as measured by their choices in the education marketplace ; and

WHEREAS, One of the primary tools to attract and retain students within the District has always been the opportunity to participate on school sports teams; and

WHEREAS, Sports teams historically have been and continue to be the students' connection to the schools they attend, generating ownership and school spirit; and

WHEREAS, Offering Wisconsin Interscholastic Athletic Association (WIAA)-recognized sports teams within the District helps to maintain and reiterate the importance of getting good grades and achieving high standards in education; and

WHEREAS, Students understand that, to play any WIAA-recognized sports, they are required to be academically eligible during the entire time they are on the team, adhere to a strict code of conduct, and display good sportsmanship; and

WHEREAS, These requirements are not the same for sports leagues operating outside of the WIAA organization, including those offered through recreation divisions; and

WHEREAS, Many inner-city students choose which high schools they would like to attend based on the sports offered; and

WHEREAS, Besides creating ownership and enhancing student responsibility, sports teams are additional means to keep students engaged in education; and

WHEREAS, The majority of surrounding school districts offer sports options for all grade levels, creating the opportunity for everyone who wants to participate; and

WHEREAS, Currently, MPS first-year high-school students do not have the option to participate unless they have had previous experience or are skilled enough to make the junior varsity-level team; and

WHEREAS, Today when students are losing ownership and displaying little appreciation for anything of value, it is important that the opportunity to be a part of something positive, such as school sports teams, be made available , now, therefore, be it

RESOLVED, That the Administration be directed to restore freshman-level, WIAA-recognized sports teams previously eliminated at all traditional, multiplex, small, and charter high schools; and be it

FURTHER RESOLVED, The Board instruct the Administration to develop and report to the Board a plan to include steps to offer schools who did not previously have WIAA sports teams the opportunity; and be it

FURTHER RESOLVED, That the Administration's plan include provisions for implementation of these modifications in the 2007-2008 school year.

Administration's Analysis

1. The Administration agrees that athletics is an important aspect of Milwaukee Public Schools, and athletic participation encourages physical fitness, character building, the importance of academics, and school unity.

2. The Administration is bringing a budget amendment forward at the October 2007 meeting of the Board's Committee on Finance/Personnel to reinstate freshman basketball.

3. In addition, the Administration will research the fiscal impact and feasibility of offering schools that do not currently have WIAA sports teams the opportunity. This information will be shared with the Board prior to the development of the FY09 budget.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS strategic Plan, Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rule Implication 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, in lieu of adopting the resolution, the Board direct the Administration to:

1. research the impact and feasibility of offering schools that do not have WIAA sports teams the opportunity and to share this information with the Board prior to development of the FY09 budget; and

2. submit an amendment to the FY08 budget to reinstate freshman basketball.

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

* * * * *

(Item 9) Action on Resolution 0708R-041 by Director Blewett Regarding the Wisconsin Covenant for Eighth-Grade Students

Background

At its meeting on July 26, 2007, the Board referred Resolution 0708R-041 by Director Blewett to the Committee on Innovation and School Reform:

WHEREAS, The State of Wisconsin has the duty to create educational opportunities for all children in this state, which in the end can create a more diverse and educated workforce; and

WHEREAS, When the youth of today realize the opportunities that are afforded them through higher education, drop-outs and habitual truancy will decrease; and

WHEREAS, As an educational entity, Milwaukee Public Schools must take every opportunity to support initiatives and create partnerships that promote access to and success in affordable higher education; and

WHEREAS, In September 2006, Governor Jim Doyle meet with educational leaders of the University of Wisconsin System, the Wisconsin Technical College System, the state Department of Public Instruction, and the Wisconsin Association of Independent Colleges and Universities to sign an agreement to implement the Wisconsin Covenant; and

WHEREAS, Through this covenant, beginning in the 8th grade, Wisconsin students are given hope and promise of placement within one of the higher-education institutions and a financial package that would make college affordable in return for their hard work and diligence in securing their future; and

WHEREAS, In addition to the guarantee made to students who become Covenant Scholars, Governor Doyle has worked to increase access to higher education by doubling funding for financial aid over four years and has signed legislation to increase the maximum Wisconsin Higher Education Grant for UW system schools from $2,500 to $3,000; and

WHEREAS, Milwaukee Public Schools needs to take action to support the Wisconsin Covenant to ensure that every eighth-grade student in the district is aware of this opportunity and has a chance to become a Covenant Scholar; now therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to ensure that every 8th-grade student is given a signed copy of the Wisconsin Covenant Memorandum of Understanding, and the Wisconsin Covenant Pledge, which outlines the goals for students, the supports offered to students during high schools, and the benefits for Wisconsin Covenant Scholars; and be it

FURTHER RESOLVED, That the information be disseminated to all 8th-grade students, beginning with the start of the 2007-2008 school year; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to communicate the opportunity afforded by the Wisconsin Covenant to the parents and guardians of all 8th-grade students.

Administration's Analysis

1. The Wisconsin Covenant is a promise to all eighth-grade students that, if they work hard in high school and make the grade, they will be assured they have a place in higher education, and a financial aid package based on a family's financial need. More information on the Wisconsin Covenant can be found at www.wisconsincovenant.wi.gov.

2. In spring 2007, the Administration worked with the Governor's local office to promote the Wisconsin Covenant to eighth-grade students entering ninth grade in fall 2007. At that time, the Wisconsin Covenant was forwarded to principals of schools with eighth-grade students.

3. Also at this time, the Administration worked with the Governor's staff to ensure MPS student representation at a rally held on the UWM campus to promote the Wisconsin Covenant. In addition, a representative from the Governor's staff presented detailed information about the initiative at the April 2007 principals' meeting.

4. Beginning on Tuesday, September 4, 2007, Governor Jim Doyle, First Lady Jessica Doyle, Lt. Governor Barbara Lawton, and members of the Cabinet toured Wisconsin schools to welcome students back to school and to talk to students entering ninth grade about the Wisconsin Covenant and encourage them to sign the pledge. One of the first stops on the tour was Vincent High School.

5. The Administration has forwarded all information associated with the Wisconsin Covenant to principals of schools with students in grade eight and has encouraged principals to share this information with students and families. In addition, the information has been placed on the MPS Portal for easy access by school communities and families. The Administration will continue to promote the Wisconsin Covenant to current grade-eight students for the 2007-08 school year.

Strategic Plan Compatibility Statement

6. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; and Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy or Board Rule Statement

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

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

9. Upon adoption of this resolution, the Administration will continue its efforts to promote the Wisconsin Covenant to current grade-eight students. Specifically, the Administration will direct principals to share Wisconsin Covenant information with students and families and continue to place program information on the MPS portal for easy access by school communities and families.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0708R-041 by President Blewett.

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

* * * * *

(Item 10) Action on Resolution 0708R-002 by Director Bonds Regarding a Study of the Chapter 220 Program

Background

At its meeting on May 31, 2007, the Board referred Resolution 0708R-002 by Director Bonds to the Committee on Innovation and School Reform:

WHEREAS, Since the implementation of the Chapter 220 Program in 1976, the Milwaukee Public Schools has participated in this school-integration program; and

WHEREAS, This program provides opportunities for students in MPS to attend public schools in surrounding suburbs in Milwaukee County and for suburban students to attend MPS schools; and

WHEREAS, The number of MPS students participating in the Chapter 220 Program continues to decline — for example, from 5,000 MPS participants in 2000 to 2,664 in 2007; and

WHEREAS, MPS has developed internal procedures and policies for students to be allowed to participate in the Chapter 220 Program; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to conduct a study of the Chapter 220 Program to determine if any of the existing MPS policies or procedures are contributing to the decline of MPS students' participation in the Chapter 220 Program; and be it

FURTHER RESOLVED, That the report address annual MPS enrollment trends in the Chapter 220 Program and provide financial data on the program (cost to MPS, loss of revenue, etc.); and be it

FURTHER RESOLVED, That the Administration report its findings to the Milwaukee Board of School Directors through its appropriate committee no later than the October 2007 Board cycle.

Administration's Analysis

1. The integration aid program was enacted by Chapter 220, Laws of 1975, and first went into effect in the 1976-77 school year. The stated purpose of Chapter 220 is "to facilitate the transfer of students between schools and school districts to promote cultural and racial integration in education where students and their parents desire such transfer and where schools and school districts determine such transfers serve educational interests." (Legislative Fiscal Bureau — Informational Paper 28)

2. When the program was first put in place, a receiving district received a tuition payment for the full average cost of educating a child in that district. Any suburban district that attracted Inter-district Chapter 220 students equal to or at least 5% of its total membership aid was allowed to receive a 20% bonus. The sending districts were permitted to continue to count each student participating in the program in their state-aid membership count.

3. As a result of the passage of 1999 Act 9, state aid was reduced for the sending district (sender-aid) from 1.0 FTE to .75 FTE. Consequently, .25 FTE disappeared from the Wisconsin total state aid calculation. The receiving district is credited with a tuition payment equal to the district's average cost of educating a student. The payment can only be credited to property tax relief for the taxpayers and not spent by the district as part of its budget.

4. There is nothing to suggest that MPS policies and procedures have had a negative impact on the number of seats offered by the suburban districts. MPS routinely receives more applications to the program than there are seats available and informs participating districts of the continued interest in Chapter 220.

5. There are indications, however, that other programs, such as the state's Open Enrollment program, have had an impact on Chapter 220 enrollment numbers. Suburban districts make their decision relative to level of participation in the Chapter 220 program on a yearly basis. Since the advent of Open Enrollment, suburban districts have had the ability to designate the number of non-resident seats available for Open Enrollment students as well as for those participating in the Chapter 220 program. Unlike Chapter 220 payments, Open Enrollment payments can be used as direct aid to support a district's budget. During a time of increasing fiscal pressure, the different payment structures may have become more relevant to suburban districts. In addition, the Chapter 220 program has been routinely threatened with elimination by members of the state legislature. Since the immediate elimination of the Chapter 220 program would have a significant negative impact on suburban districts, it appears that districts are taking legislative threats into consideration when it comes to participation in the program. A number of suburban districts are engaging in advocacy to sustain the program against potentially harmful legislative action.

6. A copy of the enrollment history/trends of the Chapter 220 program is attached to the minutes of your Committee's meeting as is Legislative Fiscal Bureau, Informational Paper 28, which details the financial components of the Chapter 220 program. Costs to MPS are primarily transportation-related. For 2007-08, the Milwaukee Board of School Directors approved $8,085,934 for Chapter 220 related transportation costs. $8,530,538 in Chapter 220 related transportation costs were approved in FY07.

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 2, School communities work together for improvement in academic achievement; 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 Rule Statement

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

Fiscal Impact Statement

9. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and accept this report in fulfillment of the third resolved clause.

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:

REPORT #1

(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 of Contracts Awarded Between $25,000 and $50,000; Quarterly Report of Sole-Source Contracts Awarded between $25,000 and $50,000; and Acceptance of Donations

Award of Contracts

Below is the contract recommended for award in October 2007. Adequate funding is available in the accounts as noted below.

NEW TOILET ROOMS

Walker Multiplex Campus

Prime Contractor
Titan Building Co., Inc.
3445A S. 179th Street
New Berlin, WI 53146

Low Bidder, Base Bid of.....$159,000.00

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	35	8	1	10%	15%	23,800.00	10%	50	10

Funds are budgeted for the Walker Multiplex Campus's new toilet rooms project from FY08 Major Remodeling Construction Fund, contracted services for miscellaneous, account code FAR00MRPWK ECNCMIS8 (W.O. #2-753645). Project, which is to begin on October 29, 2007, is scheduled for completion on December 31, 2007.

Construction Contracts

Total construction contract dollars awarded.....$159,000.00
Total dollars HUB participation $23,800.00
% of HUB participation.....14.97
% Minority employees within company.....22.90
% Women employees within company 2.9

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 5450 Authorization To Award a Truck Bid to the Second-lowest Bidder, Hiller Ford

In April 2007, the Board authorized the award of Bid 5450, for three trucks in the amount of $112,446, to Ewald's Hartford Ford. Although Ewald was the low bidder, Ewald is unable to provide the trucks within the agreed-upon timeframe or within an otherwise acceptable timeframe. As a result, the Administration has canceled the purchase order let to Ewald and requests authorization to issue a new purchase order to the second-lowest bidder, Hiller Ford, whose bid for all three trucks was $600 higher than Ewald's bid.

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

RFP 474 Authorization To Enter into a Contract with Marsh Mercer Consulting for Emergency Preparedness

The Administration requests authorization to enter into a contract with Marsh Mercer Consulting to assist MPS with school emergency preparedness, security planning, training, and emergency response exercises, in accordance with the requirements specified in the Readiness Emergency Management for Schools (REMS) grant. Marsh was recommended through Request for Proposal (RFP 474).

The scope of services comprises nine phases to run concurrently throughout the engagement:

Phase I..... Develop and deliver a district Emergency Operations Plan.

Phase II..... Develop and deliver Emergency Procedures Guide flipcharts.

Phase III ..... Conduct security-and-vulnerability-assessment train-the-trainer sessions for building engineers, custodians, principals, school security officers, and crisis-response teams.

Phase IV ..... Provide Incident Command and National Incident Management System training to MPS staff.

Phase V ..... Conduct a tabletop exercise for MPS staff using a hypothetical school-based scenario.

Phase VI ..... Develop and deliver, with the assistance of MPS curriculum staff, a school emergency preparedness and security training session for students to be used by individual school administrators at their buildings.

Phase VII ..... Develop and deliver a parent/guardian handbook communicating school emergency-management and security policies.

Phase VIII ..... Design and develop an online training module to be used by parents, community members, and community partners that will cover best practices in school emergency management and security via the Web portal.

Phase IX ..... Develop and deliver an online training module to be used by MPS teachers and staff covering security, vulnerability, and emergency preparedness and recovery in a school setting.

The contract period is through February 28, 2009. The cost not to exceed is $251,200. The budget code to be charged is OGA0ARR8SA-ECNS (REMS Grant — Consulting Contracts).

Marsh

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$171,200	NA	NA	NA	NO	10%	10% WBE	$17,020	Professional Service	Professional Services

Purchasing Request Summary — October 2007

Total contract dollars to be awarded..... $363,646
Total dollars eligible for HUB participation..... $363,646
Total HUB dollars $25,120
% of MBE participation..... 0
% of WBE participation 6.9
%Total HUB Participation 6.9

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 June 30, 2007, 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	$ 906,416,807	$ 36,487,837	$ 942,904,644	$ 306,009,289	$ 940,677,627	2,227,017	100%
Categorically Aided	180,118,973	34,251,552	214,370,525	29,701,871	169,506,537	44,863,988	79%
School Nutrition	29,742,978	24,312	29,767,290	10,232,382	33,992,729	-4,225,439	114%
Construction	20,767,624	39,620,180	60,387,804	2,922,395	18,647,619	41,740,185	31%
Extension	12,616,461	394,955	13,011,416	955,402	11,807,463	1,203,953	91%
Total All Funds	$ 1,149,662,843	$ 110,778,836	$ 1,260,441,679	$ 349,821,339	$ 1,174,631,975	85,809,704	93%

Below is a summary of expenditures as of June 30, 2007, 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 Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 906,416,807	$ 36,487,837	$ 942,904,644	$ 214,447,048	$ 971,819,863	$ 28,915,219	103%
Categorically Aided	180,118,973	34,251,552	214,370,525	13,021,785	179,477,986	34,892,539	84%
School Nutrition	29,742,978	24,312	29,767,290	5,346,173	33,488,295	-3,721,005	113%
Construction	20,767,624	39,620,180	60,387,804	2,380,560	59,501,758	886,046	99%
Extension	12,616,461	394,955	13,011,416	1,031,388	11,501,163	1,510,253	88%
Total All Funds	$ 1,149,662,843	$ 110,778,836	$ 1,260,441,679	$ 236,226,954	$ 1,255,789,065	$ 4,652,614	100%

[1]Represents Board-approved transfers during fiscal year 2007 and appropriations for purchases encumbered in fiscal year 2006.

Respectfully submitted,

Michelle J. Nate
Chief Finance and Operations Officer

Monthly Report on Expenditures

The following report is submitted for the Board's information, pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2006, through June 30, 2007.

School Operations Fund

Expenditures and encumbrances through June totaled $971,819,863, or 103% of the revised budget.

District Contingent Fund

The balance at June 30, 2007, was $0. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2006	$ 1,000,000
Approved Transfers:	
GFOA (Oct.)	(183,000)
Desktop Computers (May)	(579,138)
E-Rate Equipment Reimbursements (May)	(187,862)
Franklin School Fire Insurance Deductible (May)	(50,000)
Balance — June 30, 2007	$ 0

Construction Fund

Expenditures and encumbrances through June totaled $59,501,758, or 99% of the revised budget.

Extension Fund

Expenditures and encumbrances through June totaled $11,501,163, or 88% of the revised budget.

District Contingent Fund
1-10-4-876-600-981-510000-0000
SCF-0-0-CTG-DW-ECTG0000

REVENUES AND EXPENDITURES
CURRENT-YEAR VERSUS THREE-YEAR AVERAGE
As of June 30, 2007

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	100%	100%	103%	105%
Categorically Aided	79%	88%	84%	94%
School Nutrition	114%	98%	113%	106%
Construction	31%	45%	99%	96%
Extension	91%	87%	88%	95%

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.

Report of Contracts Awarded Between $25,000 and $50,000

Pursuant to Board Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the 2004 quarterly reports of contracts between $25,000 and $50,000. This report, which includes information for July, August, and September 2007, is for informational purposes and does not require action.

School	Project	Contractor	HUB Participation	Amount
July 2007				
Grand Avenue	Remodeling	Rupel Construction, Inc.	0%	$30,500.00
Milwaukee Academy of Chinese Language	Remodeling	Rupel Construction, Inc.	0%	$30,500.00
Scott School for the Health Sciences	Electrical Work	Wil-Surge Electric, Inc.	0%	$29,701.00
Walker Multiplex	Electrical Work	Wil-Surge Electric, Inc.	0%	$42,903.00
Madison University High School	Audo/Video Surveillance System	Associated Technical Services	0%	$28,329.00
August 2007				
Cass Street	Roof Replacement	Roberts Roofing & Siding, Inc.	0%	$28,599.00
F&M Grounds	Rock Salt	North American Salt	0%	$32,643.00
Ben Franklin	Audio Visual	CDW-G	0%	$32,593.00

School	Project	Contractor	HUB Participation	Amount
September 2007				
Story School	Audo/Video Surveillance System	Cablecom, LLC	0%	$25,151.00
Total				$25,151.00

Quarterly Report of Sole-Source Contracts Awarded between $25,000 and $50,000

The Administration has prepared the following quarterly report of sole-source contracts between $25,000 and $50,000. This report, which includes information for July-September 2007, is for informational purposes and does not require action.

School/Dept	Description	Contractor or Vendor	HUB%	Amt
July 2007				
Project Lead the Way	Computer-aided drafting software	Auto-Desk	0%	$37,465
Technology	Engineering Svcs for WYMS	Associated Technical Services	0%	$45,000
Human Resources	Investigation services	Eye One Ltd.	0%	$45,000
September 2007				
I.D.E.A.L.	I.D.E.A.L. Community Partner	Southtown YMCA	0%	$46,296
Special Services	Implement violence-prevention program	Discipline Associates LLC	0%	$48,000

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
ALBA	Brew City Bruisers LLC.	$150	School Supplies
Audubon	Target Incentives Program	$138.61	Student Incentives
Audubon	Jackson Park Association	$100	Band Incentives
Barton	COMPASS Community Providers of Adolescent Services, Inc.	$2,500	Summer School Reading Program
Bradley Tech	Michael & Rose Stiffler	$950	Radial Arm Saw and Lathe
Bradley Tech	Nancy Backes	$500	TV, DVD, Air Compressor, Grinder, and Weed Trimmer
Bradley Tech	Loraine Jacobs	$400	Hand Tools
Cass Street	Richard Beiler and Ming Yuahn Lee	$85	Student Incentives
Cass Street	Plaza East	$250	Student Incentives
Dover Street	Managed Domestic Service LLC	$100	Supplies for Science & Art Class
Dover Street	Managed Domestic Service LLC	$100	Reading Incentives
Fernwood Montessori	T. Garcia Thomas Bartlett	$700	Classroom/Educational Use
Fernwood Montessori	Target	$320.09	Educational Materials
Garland	Mr. and Mrs. Steven Svensson	$20	Educational Materials
Grand Avenue	Office Max	$1,175.52	School Supplies
Keefe Avenue	Jacob Gelfand and Nina Mikhanozksy-Gelfand	$30	Memoriam — Martha Bloom
Keefe Avenue	Philip & Jan Richards	$25	Memoriam — Martha Bloom
Keefe Avenue	Jason Steigman	$50	Memoriam — Martha Bloom

School	Donor	Amount	Gift or Purpose
Keefe Avenue	Elizabeth Banaszynski	$250	Memoriam — Martha Bloom
Keefe Avenue	Target	$26.61	Educational Materials
Longfellow	MINACS	$200	School Supplies
Maple Tree	Target	$101.37	Student Incentives
Meir	Anonymous	$2,000	Class Trip
Milwaukee German Immersion	5th-Grade Class	$376.88	"My Access" Program
Milwaukee German Immersion	German Immersion Foundation	$33,527.88	33 Dell Computers
Milwaukee German Immersion	Hon. Ted Wedemeyer	$200	Educational Materials
Milwaukee High School of the Arts	John Fuller & Jill Sebastian	$500	Educational Materials
Milwaukee Public Schools	AT&T Telecom Pioneers	$14,142	414 Backpacks with School Supplies
Milwaukee Public Schools	U.S. Coast Guard	$40,000	Computers, Servers, and Related Equipment
Milwaukee Public Schools	Dana Bohm & Matthew Tollefson	$700	School Supplies
Morgandale	Tom Ozburn	$100	Classroom Supplies
Pulaski HS	Eugene X. Wozny Trust	$792.61	Scholarships
Riley	Roundy's	$93.30	Educational Materials
Riley	Target	$217.53	Educational Materials
Rogers Street	John Larson	$1,000	Student Uniforms
WHS School of Expeditionary Learning	Robert & Patricia Kern	$34,000	Computer Software
WHS School of Law, Education & Public Service	Quarles & Brady LLP	$300	Student Field Trips
WHS School of Law, Education & Public Service	Robert W. Baird & Co.	$500	Recruitment for New Students
WHS School of Law, Education & Public Service	National Academy Foundation	$5,000	Major Improvement/Advisory Council
Vincent HS	Target	$231.87	Student Incentives
Vincent HS	Brady Corp.	$2,000	Art Supplies
Whittier	Accurate Lending	$250	Character Education Program
Wisconsin Conservatory	Sherry Bozeman	$75	Art T-shirts

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; Quarterly Report of the Compensation Review Committee; and Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		APPOINTMENTS	
2	Shiloh Gardner School Safety	School Safety Assistant $20,465.28/yr.	10-22-07
2	Malcolm Liston School Safety	School Safety Assistant $20,465.28/yr.	10-22-07
4	Blanca Orozco Head Start	School Nurse Associate $22,215.06/yr.	10-01-07
2	Gary Spates School Safety	School Safety Assistant $20,465.28/yr.	10-22-07
5	Marie Truman Technology	Programmer $40,839.27/yr.	09-24-07
		PROMOTIONS	
5	Deborah Cook Div. of Early Childhood Ed	School Secretary II $34,790.86/yr.	09-24-07
5	Diane Dolkiewicz Certificated Staffing	Secretary 3 $39,885.12/yr.	10-15-07
5	James Koney Fac. & Maintenance Services	Roofer Crewleader $56,700.00/yr.	09-10-07
5	Janice Lesniewski Sarah Scott	Central Kitchen Manager I $28,441.80/yr.	08-27-07
3	Fan Xiong Long Technology	Programmer/Analyst $44,860.18/yr.	09-10-07
3	Rina Medda Technology	Programmer/Analyst $44,860.18/yr.	09-10-07
5	Theresa Struck School & Comm. Support/Recreation	School Secretary II $34,790.86/yr.	09-26-07
		CHANGES IN STATUS	
	Valerie Colbert[1] School Safety	School Safety Assistant $20,465.28/yr.	10-22-07
	Henrietta Robinson-Avant[2] Auer	School Secretary I $26,856.03/yr.	09-17-07
	Della Moss[3] South Division	Handicapped Children's Assistant $15,352.46/yr.	09-19-07
	Catherine Prud'Homme[4] Elm	School Kitchen Manager II $27,395.33/yr.	08-27-07
	Jennifer Price[3] Lowell	Handicapped Children's Assistant $15,352.46/yr.	10-02-07

John Rouleau [5]	Boiler Attendant	09-10-07
Recreation Services	$38,474.80/yr.	
Ruth Zadel[6]	School Secretary II	10-08-07
Wedgewood Park International	$31,450.80/yr.	

[1]From a Paraprofessional Educational position
[2]From a 12-month to a 10-month position
[3]From substitute to regular
[4]Reinstatement of Food Service Mgrs. per Local 150 Food Service contract
[5]Voluntary demotion from School Engineer II
[6]Voluntary demotion from School Secretary III

Approval of Certificated Appointments

Eth Code	Teachers	Yrs. Exp. Division	Salary	Credit	Start Date
3,r,a	Thiphachanh Aitch Grade 2	B	$34,008.00	1	08/30/2007
2,r	Rashele A. Bell Chemistry	B	$34,008.00	1	09/10/2007
5,r	Emily W. Benson Cross-categorical	B	$34,008.00	1	09/13/2007
5,r	Brad J. Blatnik Cross-categorical	B	$34,008.00	1	09/04/2007
2,r,a	Nina J. Bruce Special Education — MRP	B	$34,008.00	1	08/30/2007
5,r	Frank A. Calarco III Science	B	$34,008.00	1	09/21/2007
5,nr	Maureen A. Carrigan Grade 5	B	$34,008.00	1	09/05/2007
5,r	Paul A. Corrao Music	B	$34,008.00	1	09/10/2007
5,nr	Benjamin Coultas Cross-categorical	B	$34,008.00	1	09/17/2007
5,nr	Cindy A. Crebbin English	B	$34,008.00	1	09/10/2007
5,r	Paul A. Daining Mathematics/Science	B	$34,008.00	1	09/19/2007
1,r	Sommer D. Drake Grade 4	B	$34,008.00	1	09/04/2007
5,nr	Karra L. Esenberg English	B	$34,008.00	1	09/24/2007
5,r	Lizbeth C. Getman Music	B	$41,547.00	6	09/10/2007
5,r,a	Emily M. Heck Grade 1	B	$34,008.00	1	09/10/2007
5,r	Lisa L. Hintzelman K4	B	$34,008.00	1	09/20/2007
5,nr	Jenna R. Howen Hearing Impaired	B	$34,008.00	1	10/03/2007
5,nr	Sara M. Johnson Music	B	$34,008.00	1	09/10/2007

5,nr	Ross E. Kapp Mathematics	B	$34,008.00	1	09/05/2007
5,r	Patricia A. Karpfinger Mathematics	D	$53,948.00	9	09/10/2007
5,r	Eric C. Lundgren Art	B	$34,008.00	1	09/24/2007
5,r	Misty L. Newland K4	B	$34,008.00	1	09/07/2007
5,nr	Erinn K. O'Brien Speech Pathology	B	$34,008.00	1	09/17/2007
5,r	Regina J. Prahl Broadfield Science	B	$34,008.00	1	09/10/2007
2,r,a	Tyrone R. Rhone Special Education — MRP	B	$34,008.00	1	08/30/2007
5,r	Christine M. Scharer Special Education — MRP	B	$34,008.00	1	09/25/2007
5,r	Ashley D. Schettl English	B	$34,008.00	1	09/17/2007
5,r	Anthony V. Sexton Music	B	$34,008.00	1	09/05/2007
5,r	Ian E. Smith Special Education — MRP	B	$34,008.00	1	09/17/2007
5,r,a	Carolyn J. Stollenwerk Cross-categorical	B	$34,008.00	1	08/30/2007
5,r,a	Andrea E. Stolp K5	B	$34,008.00	1	09/10/2007
5,nr	Lauren Tobin English	B	$34,008.00	1	09/05/2007
5,r	Charles Wyskochil III Grades 6-8	B	$34,008.00	1	09/11/2007
3,r	Kathy M. Xiong Grade 3	B	$34,008.00	1	08/31/2007

Approval of Certificated Appointments — School Nurses

1,nr	Kris A. Hurlebaus Nurse	2E	$35,147.00	1	09/24/2007
5,r	Chris M. Walker Nurse	2E	$35,147.00	1	09/24/2007

Approval of Certificated Appointments — School Social Workers

5,r	Micah J. Roschke School Social Worker	2A	$46,291.00	0	09/17/2007

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, to June 2008:		
Elba Marrero	Bilingual Multicultural	October 4, 2007
Alberta Smiley	Carson Academy	October 16, 2007
Child Rearing Leave, to June 2008:		
Bridget Bingenheimer	Rufus King	October 16, 2007
Andra Burton Piering	DSSC	November 15, 2007
Lisa Hanel	MSLS	September 24, 2007
Mandy Mickelson	DSSC	November 1, 2007
Extension of Child Rearing Leave, to June 2008:		
Kari Collyard	Leave	August 30, 2007
Luann McKinney	Leave	August 30, 2007
Military Leave, to June 2008:		
Jesse Anderson	Wheatley	October 3, 2007 (thru 12/15/08)
Robert Hill	Bradley Tech	August 30, 2007
Study Leaves, to June 2008		
Teresa Carter	Day-To-Day	August 30, 2007

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Nasreen Azam	Teacher	08/31/07
Keelar Byrdsong	Teacher	09/17/07
Derick Cornelius	Teacher	08/30/07
John Cunnningham	Teacher	09/11/07
Kathryn Emler	Teacher	09/13/07
Dianne Freeman	Teacher	09/21/07
Jordan Gallitz	Psychologist	09/14/07
Christopher Green	Teacher	09/10/07
Stephanie Hartl	Teacher	09/10/07
Heather Heins	Teacher	10/14/07
Alicia Kaul	Nurse	10/05/07
Kristine McGinnis	Teacher	10/05/07
Gloria Palmer	Teacher	09/11/07
Arlene Pitts	Teacher	08/31/07
Davina Rosa	Teacher	09/28/07
Maria Salgado-Ortiz	Teacher	09/17/07
Virginia Sandquist	Teacher	10/05/07
Barbara Seitz	Teacher	10/18/07
Scott Thompson	Teacher	09/01/07
Randall Welniak	Psychologist	10/31/07

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
Linda Devitt	Para Educational Asst.	09-05-07
Dorothy Laurence	Gen. Educational Asst.	09-05-07
Bruce Meyer	Bricklayer Sub Foreman	09-01-07
Peter Mouradian II	Office Equip. Tech.	09-08-07
Gwendolyn Williams	Lunch Application Clerk	09-22-07

Quarterly Report of the Compensation Review Committee

Since October 2006, the Compensation Review Committee has completed work on reclassification review of the following administrative positions. This is an informational report, and no action is required.

Position Title	Current Evaluation	Proposed Evaluation
Director, Instructional Leadership and Support	15A	16A
Summer School Coordinator	11A	12A

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for September 2007 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 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) Communication 0708C-006 from Family Bridges, Inc., Requesting a Hearing Regarding the F.A.S.T. Contracted Program

At its meeting on August 30, 2007, the Board referred to the Committee on Innovation/School Reform Communication 0708C-006 from Family Bridges, Inc., requesting a hearing regarding a dispute over Family Bridges' 2006-07 contracts for provision of the FAST (Families and Schools Together) program.

Committee's Report

Your Committee reports having given hearing to representatives from Family Bridges, Inc., and other interested parties.

* * * * *

(Item 4) Report on Financial and Performance Audits of Albert Story School, Curtin Leadership Academy, John Burroughs Middle School, Dr. Benjamin Carson Academy of Science, Henry David Thoreau School, and MacDowell Montessori School

Your Committee reports having received the following informational report from the Office of Board Governance-Audit Services.

Background

1. At its meeting on August 31, 2006, the Board adopted an annual audit plan that included 28 school performance and financial audits.

2. During May, June, and July 2007, the Office of Board Governance — Audit Services completed and issued 16 school audits. Eight of these audits were presented to the Committee on Finance/Personnel at its September 2007 meeting. The following six of the remaining eight reports are scheduled for presentation at the October Meeting of the Committee on Finance/Personnel:

Report #	Audit
2007–48	Albert Story School
2007–49	Curtin Leadership Academy
2007–53	John Burroughs Middle School
2007–57	Dr. Benjamin Carson Academy of Science
2007–58	Henry David Thoreau School
2007–59	MacDowell Montessori School

3. The reports, provided under separate cover, include the school administrator's response to the audit and the action plans that the school intends to implement to address the audit's recommendations.

4. The Office of Board Governance's audit staff is available to present an overview of the audits and to answer questions about the audits. District administrators and the school principals are available to respond to questions about the principals' responses to the audits' recommendations.

* * * * *

(Item 5) Action on a Recommended Information and Technology Strategic Plan for 2008-2011

Administration's Analysis

1. Milwaukee Public Schools is required by the Wisconsin Department of Public Instruction (DPI) to submit a three-year Strategic Information and Technology Plan for 2008-2011 to meet federal and state policies. The Plan must align strategies for both information (library media) and technology with the district's vision and reform priorities and focus on improving student achievement.

2. The district is required to submit this Plan in order to be eligible for millions of dollars in Elementary and Secondary Education Act (ESEA) Title Program funds under the No Child Left Behind Act and to apply for approximately $7 million in E-rate funds and other federal and state grants. It is also a requirement of Wisconsin Statutes and Administrative Rules focusing on implementing Wisconsin Academic Standards related to school library media programs/services and technology literacy.

3. The district's current Strategic Technology Plan expires on June 30, 2008; however, in order to apply for E-rate funds in December 2007, the district must submit the revised plan to the state in November 2007. A copy of the Plan for 2008-2011 is being provided to the Board under separate cover.

4. A core district planning team was assigned the responsibility of developing the Plan with broad input. The core team includes principals and representatives from Instructional Leadership and Support, Teaching and Learning, Library/Media, Division of Technology, Learning Technologies, Career and Technical Education, Research and Assessment, Special Education Services, Recreation and Community Service, ESEA compliance, and the Grant Development office. In addition, input was received from a community planning team that included representatives from the city, county, higher education, public library, and parent, business, and community-based organizations.

5. The Plan includes four broad goals:

Goal 1: *Educator Proficiency* — Administrators, teachers, and staff will continually develop information technology proficiency to enhance their effectiveness, increase student achievement, and close achievement gaps.

Goal 2: *Student Proficiency* — Students will continually develop their academic proficiency and master 21st-century technological skills, preparing them to live, work, and communicate in a global society.

Goal 3: *Access to Information Resources and Learning Tools* — Students, staff, parents, and community will have equitable access to information resources and technology learning tools to construct knowledge as self-directed, continuous learners.

Goal 4: *Support Systems and Leadership* — Technology systems will support visionary leadership and educator proficiency to improve student achievement and close achievement gaps.

6. The Plan includes an implementation action plan that outlines objectives and activities under each of the four goals. A summary of the goals and objectives is attached.

7. The Strategic Information and Technology Plan is aligned with the district's five-year *Action Plan to Improve Milwaukee Public Schools — Working Together Achieving More.* Section A of the Plan, Introduction, provides an overview with examples of how the Plan's strategies are aligned with the district's strategic plan and its three strategic areas: 1) Student success through academic achievement; 2) High-performing schools and classrooms; and 3) District and community support.

8. DPI will review the Plan to ensure compliance with state and federal guidelines and will issue a letter to the district indicating that the Plan was approved. If DPI requires the district to submit significant changes to the Plan, the Administration will inform the Board of those changes.

Strategic Plan Compatibility Statement

9. The Plan supports the MPS Strategic Plan Goals:

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 3: Leaders and staff demonstrate continuous improvement through focused professional development.

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

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

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

10. As a part of the planning process, a thorough review of the district's policies and procedures was conducted to ensure that the district is in full compliance with all state and federal statutes related to information (library media) and technology requirements. Seven policies are required by DPI.

11. This item is consistent with the following administrative policies adopted by the Board:

- 6.34, Staff Acceptable Use Policy (includes policy on use of copyright material);
- 8.47, Children's Internet Protection Act (CIPA) Internet Safety Policy;
- 8.48, Student Acceptable Use Policy; and
- 9.10, Public Complaints About the Curriculum or Instructional Materials (includes policy information about materials selection and reconsideration).

12. The district, as administrative practice, complies with the required policies and procedures pertaining to Technology Concerns — Students with Special Needs, Inter-Library Loan or Resource Sharing; however, the Board has not adopted the policies. The policies are being drafted and will be reviewed by the City Attorney's Office. They will be submitted to the Board for adoption as administrative policies at a later date.

Fiscal Impact Statement

13. Approval of this item does not authorize expenditures. The Plan includes estimated budgetary impact and indicates the source of funding to support the Plan's initiatives; however, specific recommendations related to any budget expenditures and contracts will be submitted to the Board, in accordance with Administrative Policy 3.09, for separate consideration in the future.

Implementation and Assessment Plan

14. The Strategic Information and Technology Plan is a three-year plan that will be continually implemented, monitored, and updated. The Office of Instructional Leadership and Support, including Teaching and Learning, and the Division of Technology are primarily responsible for implementation and evaluation of the Plan's objectives and activities. A report format was developed to facilitate this process. It is detailed in Section G of the Plan — Monitoring, Evaluating, and Revising the Plan.

Committee's Recommendation

Your Committee recommends that the Board approve the Milwaukee Public Schools' Information and Technology Strategic Plan for 2008-2011 and direct the Administration to submit the Plan to the Wisconsin Department of Public Instruction, with the understanding that specific recommendations related to any budget expenditures and contracts will be submitted to the Board, in accordance with Administrative Policy 3.09, for separate approval at later times.

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

* * * * *

(Item 6) Action on a Request to Grant a Temporary Construction Easement to the Milwaukee Metropolitan Sewerage District at the Lynde and Harry Bradley Technology and Trade School for the Canal Street Wet Weather Relief Sewer Project

Background

1. On Feb. 28, 2007, the Administration received from the Milwaukee Metropolitan Sewerage District (MMSD) a written offer and a draft of a proposed easement associated with the construction and installation of a relief sewer adjacent to the Lynde and Harry Bradley Technology and Trade School. The sewer would be part of the Canal Street Wet Weather Relief Sewer project. The Canal Street Wet Weather relief sewer project consists of over two and one-half miles of 84-inch relief sewer construction.

2. In order to perform the work around the Lynde and Harry Bradley Technology and Trade School, the MMSD has requested a temporary easement for a period of up to three years for one half of the school's parking lot located on the corner of South 4th Street and West Virginia Street for construction staging activities. In addition, the MMSD will also acquire three privately owned parcels of land on the corner of South 4th and West Pierce Streets for additional construction staging activities.

3. The appraised value for the use of one half of the school's parking lot for up to three years is $50,250. The appraised value of the three vacant parcels of property that will be acquired is $43,000 for the two lots south of West Pierce and $48,000 for the larger lot north of West Pierce after the buildings are removed.

4. Instead of paying the appraised value for the use of the parking lot, and finding temporary replacement parking, the MMSD has proposed to provide replacement parking by constructing a new parking lot, in accordance with MPS specifications, on the north side of Bradley Tech between the school and the proposed athletic fields. This new parking lot was part of the master site-development plan for the complex. Once the temporary easement expires, the one half of the existing parking lot will be restored to its current condition and returned to the district. The additional three parcels of land that MMSD will own at South 4th and West Pierce would then be paved or landscaped and deeded to MPS for school use. The estimated cost for the construction of the new parking lot is $150,000.

Administration's Analysis

5. The Division of Facilities and Maintenance Services has reviewed the proposed easement and incorporated language to minimize the impact of the project and to maximize both the long- and short-term benefits for the Lynde and Harry Bradley Technology and Trade School. The value of the new parking lot and the three proposed vacant land sites will exceed the appraised value for use of the existing parking lot.

6. The construction work around the school property is scheduled to begin around March-April 2008. While the entire sewer project will take approximately three years to construct, it is anticipated that the work immediately around the school should be complete by the end of 2009. At the completion of the project, all areas affected by construction will be restored by MMSD to their original conditions.

7. All costs associated with the construction and restoration of MPS property, the construction of the new parking lot, and the acquisition and paving or landscaping of the three properties will be borne by MMSD.

8. The school principal and the Bradley Tech Commission have reviewed the proposal and are in agreement with the granting of the temporary construction easement and the construction of a new parking lot and the acquisition of the three parcels of land.

Strategic Plan Compatibility Statement

9. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about allocation of resources for district programs, functions, and operations and supports the MPS Strategic Plan, Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families; Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

10. The Board's approval is required to execute third-party easement requests.

11. Under Administrative Policy 5.01(2)(e)(2), Easements, revenue generated by the granting of an easement at a school site that exceeds district expenses shall be allocated to the local school. In this case, the school will benefit from the construction of a new parking lot and the acquisition of three additional parcels of land for school use.

Fiscal Impact Statement

12. This item does not authorize expenditures. The district will not receive any revenue in exchange for the granting of this temporary easement. The MPS will receive a new parking lot constructed to district standards and three additional parcels of land for school use. The value of these items is approximately $241,000, which exceeds the appraised value of the temporary use of one half of the existing parking lot.

Implementation and Assessment Plan

13. Upon the Board's granting of these easements, the City Attorney will proceed to finalize the easement documents. Approval by the Common Council will follow Board action.

Committee's Recommendation

Your Committee recommends that the Board:

1. grant the temporary construction easement to the Milwaukee Metropolitan Sewerage District for work at the Lynde and Harry Bradley Technology and Trade School; and

2. authorize the City Attorney and other appropriate officials to execute the easement documents as attached to the minutes of your Committee's meeting; and

3. authorize the acquisition of the three parcels of property from the MMSD at the conclusion of the project to be used for school purposes at a cost of $1.00 per property.

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

* * * * *

(Item 7) Action on Resolution 0708R-049 by Director Falk to Name the Beulah Brinton Community Center's Recreation Room in Honor of the Late Mary Jo Morris

Background

At its meeting on September 27, 2007, the Board referred Resolution 0708R-049 by Director Falk to the Committee on Finance and Personnel:

WHEREAS, Mary Morris was an active member of the Bay View community for more than 45 years; and

WHEREAS, Mary Morris served as an active Girl Scout leader for 20 years and as an active member of both local and statewide PTAs for more than 45 years; and

WHEREAS, Mary Morris was a member of the Bay View Community Center, the Bay View Historical Society, the Southside Scholarship Committee, the Beulah Brinton Advisory Committee, the Bay View Neighborhood Association, and the Humboldt Park 4th of July Association; and

WHEREAS, Mary Morris volunteered at the South Shore Farmers' Market and for the Bay View Bash and countless other community activities; and

WHEREAS, Mary Morris was a worthy recipient of the Mary Martinetto Community Service Award from Beulah Brinton Community Center in 2007; and

WHEREAS, Mary Morris passed away on June 20, 2007, leaving behind fond memories and the deep and abiding appreciation of those with whom, and for whom, she worked so tirelessly for more than four decades; and

WHEREAS, The Beulah Brinton Community Center has expressed its desire to name its recreation room the "Mary Morris Room" in recognition of Mary Morris's prominence in the Bay View community; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby designates the Beulah Brinton Community Center's recreation room the "Mary Morris Room"; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board, and that the Board's President present suitably engrossed copies to the family of Mary Morris and to the staff of the Beulah Brinton Community Center and its Advisory Council with the Board's deepest gratitude for, and appreciation of, the efforts which Mary Morris put forth for the children of Milwaukee and the Milwaukee Public Schools.

Administration's Analysis

1. In November 1995, the Milwaukee Board of School Directors honored Mary Jo Morris by presenting her with the Excellence in Education Award. This great honor was in recognition of the many contributions which she had made on behalf of the students of Milwaukee Public Schools and the citizens of Milwaukee.

2. In September 2007, the Milwaukee Board of School Directors paid posthumous tribute to Mary Morris and memorialized her successful and selfless life and the countless contributions which she had made to advance Milwaukee Public Schools in a career of public service that spanned nearly four decades.

3. In addition to her work in educational advocacy and policy at the district, state, and national levels, Mary Morris was a respected leader in the Bay View community, especially through her work at the Beulah Brinton Community Center.

4. Mary Morris was the Beulah Brinton Community Center Advisory Council's Chairperson from 1996-2007. In this role, she always made sure that the community had a voice in recreation programs and that the voice was heard.

5. A Bay View resident, Mary loved her community and was involved in many organizations. She spent countless hours representing community concerns at Beulah Brinton. This past year, Mary was awarded the Mary Martinetto Community Service Award for all of her tireless efforts. She was also a member of the original Brinton Task Force in 1981 and a committee member for Brinton's Halloween Party.

6. Mary Jo Morris was always a strong advocate for public education and recreational programs. Those who worked closely with Mary Jo Morris throughout the Bay View community and at the Beulah Brinton Community Center concur with the intent of this resolution to name the Beulah Brinton Community Center's recreation room the "Mary Morris Room."

Strategic Plan Compatibility Statement

7. The Administration's recommendation 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 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

8. This item is consistent with Administrative Policy 5.01, Facilities.

Fiscal Impact Statement

9. This item does not authorize expenditures. Any costs associated with new signage will be addressed through the Beulah Brinton Community Center's budget.

Implementation and Assessment Plan

10 Upon adoption of this resolution by the Board, the Beulah Brinton community will plan a ceremony to name the Beulah Brinton Community Center's recreation room after Mary Jo Morris.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0708R-049 by Director Falk.

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

* * * * *

(Item 8) Action on Resolution 0708R-050 by Director Falk to Name Room 230 of Bay View High School in Honor of the Late Mary Jo Morris

Background

At its meeting on September 27, 2007, the Board referred Resolution 0708R-050 by Director Falk to the Committee on Finance and Personnel:

WHEREAS, Mary Morris devoted countless hours to the children of Milwaukee through state and local PTA organizations; and

WHEREAS, Mary Morris was actively involved in the betterment of Bay View High School while her children attended that school and continued her involvement long after their graduation from high school; and

WHEREAS, Mary Morris served faithfully on the Bay View High School Governance Council; and

WHEREAS, Mary Morris was actively involved in local and statewide education committees, including the Committee of 100 that took on the challenge of desegregating our schools in the 1970s; and

WHEREAS, Mary Morris served as a loving mother and role model for the education of her children, Christine, Julie, Pamela, Stephanie, and the late Lora, as well as 11 grandchildren; and

WHEREAS, The Milwaukee Board of School Directors recognized Mary Morris in November of 1995 with its Excellence in Education Award for her outstanding contributions to education and to the Milwaukee Public Schools; and

WHEREAS, Mary Morris passed away on June 20, 2007, leaving behind fond memories and the deep and abiding appreciation of those with whom, and for whom, she worked so tirelessly for more than four decades; and

WHEREAS, The Bay View High School Community, as represented by Principal Barbara Goss and the Bay View High School Governance Council, has expressed its desire to name Room 230 of Bay View High School the "Mary Morris Community Room" in recognition of Mary Morris's prominence in the Bay View community; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby designates Room 230 of Bay View High School as the "Mary Morris Community Room"; and be it

FURTHER RESOLVED, That this Resolution be spread upon the permanent Record of this Board, and that the Board's President present suitably engrossed copies to the family of Mary Morris and to the Principal of Bay View High School with the Board's deepest gratitude for and appreciation of the efforts which Mary Morris put forth for the children of Milwaukee and the Milwaukee Public Schools.

Administration's Analysis

1. In November 1995, the Milwaukee Board of School Directors honored Mary Jo Morris by presenting her with the Excellence in Education Award. This great honor was in recognition of the many contributions which she had made on behalf of the students of Milwaukee Public Schools and the citizens of Milwaukee.

2. In September 2007, the Milwaukee Board of School Directors paid posthumous tribute to Mary Morris in memory of her successful and selfless life and the countless contributions which she had made to advance Milwaukee Public Schools in a career of public services that had spanned nearly four decades.

3. In addition to her work in educational advocacy and policy at the district, state, and national levels, Mary Morris was a respected leader in the Bay View community, notably through her work at Bay View High School.

4. Some of Mary Morris's many contributions to Bay View High School include serving on and advising the School Governance Council, involvement with and leadership of Bay View alumni groups, and participation on school fundraising committees. Through her fine work at Bay View High School, Mary backed and led numerous community-based projects; championed social action and innovation; and invested in building capacity for success in voluntary and community organizations. Mary's many contributions helped form a school culture in which all stakeholders are included and play a part in the many successes which the Bay View High School community has experienced.

5. Mary Morris worked tirelessly for the greater good of the entire Bay View High School community. Naming room 230 of Bay View High School after Mary Jo Morris will allow her memory to live on as her good work continues to be carried out on a daily basis. In addition, this honor will serve to acknowledge the commitment which Mary made every day to her community — particularly to the Bay View High School community.

Strategic Plan Compatibility Statement

6. The Administration's recommendation 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 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

7. This item is consistent with Administrative Policy 5.01, Facilities.

Fiscal Impact Statement

8. This item does not authorize expenditures. Any costs associated with new signage will be addressed through the Bay View High School's budget.

Implementation and Assessment Plan

9. Upon adoption of this resolution by the Board, the Bay View High School community will plan a ceremony to name room 230 of Bay View High School after Mary Jo Morris.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0708R-050 by Director Falk.

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

* * * * *

(Item 9) Action on a Request To Approve a Contract between Milwaukee Public Schools and Community Neighborhood Enterprise to provide a Violence-Free Zone Safe School Program at Madison Academic Campus

Background

1. The Center for Neighborhood Enterprise (CNE), located in Washington, D.C,. was founded by Robert L. Woodson, Jr., in 1981 to use young adults from local community-based organizations as youth advisors. CNE provides the training and has a contractual relationship with these community-based

organizations. One of the organization's programs is the Violence-Free Zone Safe School (VFZSS) initiative. The VFZSS initiative is unique in that it makes us of the experiences and talents of young adults from the same backgrounds as the students.

2. In May 2007, the Board approved a contract with CNE to implement Violence-Free Zone Safe Schools (VFZSS) programs at five MPS high schools: South Division, Bay View, Custer, North Division Complex, and Washington Complex. The original CNE contract approved by the Board was for $900,000.

3. The district has recently received additional grant money from the Department of Labor (Safe Schools, Healthy Students) to be used for school safety. In August 2007, the Board approved the expansion of the VFZSS program to include Marshall High School.

Administration's Analysis

4. The Administration now requests authorization to add the VFZSS program to Madison Academic Campus. Extending the contract to include Madison Academic Campus will cost $313,815.50. The contract period will be from November 1, 2007, through November 1, 2008. The contract amount will be charged to budget code GEN0SHL8IVECTS (Department of Education, Safe Schools Healthy Students Grant).

5. The specific goals of the program are to reduce negative student indicators such as suspensions, student truancy, and violence in the schools. The principal of the expanded high school is in support of the implementation of the VFZSS program.

Strategic Plan Compatibility Statement

6. The recommendations support MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship; Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

7. The sole-source contract complies with Administrative Policy 3.09, Purchasing and Bidding Requirements, in that it allows for the purchase of specialized skills and talents and continues a proven ongoing service.

Fiscal Impact Statement

8. This item authorizes expenditures in the amount of $313,815.50 for FY07 in account GEN-0-S-HL8-IV-ECTS (Department of Education, Safe Schools, Healthy Students).

Implementation and Assessment Plan

9. Upon approval by the Board, the Administration will negotiate a one-year contract with CNE to implement the VFZSS program at Madison Academic Campus beginning November 2007.

Committee's Recommendation

Your Committee recommends that the Board enter into a one-year sole-source contract agreement, as reflected in the attachments to this item, to run between November 1, 2007, and November 1, 2008, with Community Neighborhood Enterprise to provide a Violence-Free Zone Safe School program at Madison Academic Campus.

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

* * * * *

REPORT #2

(Item 1) Action on Recommended Administrative Appointments and Promotions

This item initiated by the Superintendent

In order to receive and to act upon this report, the Board will have to vote to suspend Board Rule 1.08(2)(b), which states, "Reports of committees shall not be acted upon by the Board unless the meeting of such committees at which the said reports were formulated shall have been held at least 48 hours previous to the Board meeting at which such reports are presented, and unless a copy thereof shall have been sent to each Board member at least 24 hours before the Board meeting."

Recommendation

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

5(nr)	Catherine Thome	Director* District and School Improvement	Schedule IIIE, Range 14A $114,276.00
5(r)	Mary Ruzga	Staffing Specialist Office of Certificated Staffing	Schedule III, Range 10A $91,838.00
2(r)	Leah Gilliam	Alternative School Program Officer Diversified Community Schools	Schedule III, Range 9A $70,928.00
2(r)	Adrienne Woods	Alternative School Program Officer Diversified Community Schools	Schedule III, Range 9A $89,949.00

* Budget authority for this position will be presented in another item to the Board at its regular October 2007 meeting.

2. The Superintendent recommends that the following individual be promoted or appointed to the classification indicated, effective upon the position's becoming vacant, following approval by the Board.

3(r)	Vincent R. Flores	Director Division of School Safety & Security	Schedule IIIE, Range 13A $102,300.00

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

Codes:

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

Director Goldberg moved to approve the appointments and promotions.

The motion prevailed, the vote being as follows:

Ayes — Directors Bonds, Falk, Goldberg, Morales, Petersons, Spence, Thompson, and President Blewett — 8.

Noes — None.

Voting "present"—Director Hardin—1.

* * * * *

COMMITTEE ON COMMITTEE ON SAFETY AND CLIMATE

Director Hardin presented the following reports for the Committee on Safety and Climate:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Safety and Climate presents the following reports:

REPORT #1

Your Committee reports that, at the request of the authors of the communications, your Committee gave combined hearing on the following two communications:

Item 1 Communication 0708C-001 from Patricia LaCocque Requesting a Hearing Regarding a Restorative Justice Program

At its meeting on May 31, 2007, the Board referred the following communication from Ms. Patricia LaCocque to the Committee on Safety and Climate.

> May 24, 2007
>
> To: Lynne Sobczak, Office of Board Governance
> Re: Requesting Hearing
> From: Patricia Lacocque
>
> Dear Mrs. Sobczak:
>
> I am a School Social Worker at Greenfield School. I have been doing citywide work with Restorative Justice for the past 2 years. I am writing to request a hearing so that we may present our program on Restorative Justice. We would like a hearing for the committee called Safety and Climate (this is a new committee which Jennifer Morales told me about). It is our hope that we will be able to secure a hearing date which will take place prior to the end of this school year.
>
> If you have any questions, please contact me at [redacted].
>
> Sincerely,
>
> Patricia LaCocque, MSW
> School Social Worker

* * * * *

Item 2 Communication 0708C-003 from David Lerman of the Milwaukee County District Attorney's Office Requesting a Hearing Regarding Restorative Justice

At its meeting on May 31, 2007, the Board referred the following communication from Mr. David Lerman to the Committee on Safety and Climate.

> Date: May 30,2007
>
> To: Lynne Sobczak,
> Office of Board Governance MPS
>
> From: David Lerman
> Restorative Justice Coordinator
> Milwaukee County District Attorney's Office
>
> Re: Request for Hearing

I am the Restorative Justice Coordinator for the Milwaukee County District Attorney's Office. Over the past number of years this Office has been engaged in various efforts related to Restorative Justice practices within MPS. During the past year I have co-facilitated 3 trainings for MPS staff with MPS Social Worker, Pat Lacocque.

On behalf of the Milwaukee County District Attorney's Office, I am requesting the opportunity to testify, or present, at a hearing of the newly formed Safety and Climate Committee. I would like to present on the same date as Pat Lacocque, whom I know has also submitted a request. The topic of our presentation is broadly Restorative Justice, and more specifically, avenues of collaboration between MPS and the District Attorney's Office, especially relying upon Restorative Justice practices.

If you have any questions, please contact me at [redacted] or by email at: [redacted]

Sincerely,

David Lerman
Assistant District Attorney
Restorative Justice Coordinator

* * * * *

REPORT #2

(Item 1) Report on School Bus Accidents

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

Administration's Analysis

1. The table below details the school bus accidents for August 2007 and September, 2007. An accident is reported if a student is on board the bus. An accident is considered "Reportable" if the total damage incurred equals $1,000 or more.

Date	Time	School	Injuries	Reportable	Contractor
9/4/07	3:22	Underwood	No	No	Dairyland
9/4/07	7:40	Lloyd	No	No	Bee Bus
9/4/07	7:40	Metcalfe	No	No	Laidlaw
9/4/07	3:45	Bradley Tech	No	No	Laidlaw
9/5/07	7:40	Clarke St	No	No	Laidlaw
9/5/07	2:35	Vieau	No	Yes	Lamers
9/7/07	6:55	Lowell	No	No	Lamers
9/10/07	2:21	Browning	No	No	Dairyland
9/10/07	2:33	Hampton	No	No	Lakeside
9/10/07	2:58	Pilgrim Park	No	No	Lamers-N
9/11/07	2:44	Brown St	No	No	Lakeside
9/11/07	2:46	Lloyd	No	No	Bee Bus
9/12/07	8:00	Shorewood Int	No	No	Dairyland
9/13/07	8:10	Lincoln Center	No	Yes	Lamers
9/13/07	4:00	Milw Schl Lang	No	No	Laidlaw
9/14/07	8:15	King H.S.	No	Yes	Atlas
9/14/07	3:17	McNair	No	No	Bee Bus
9/19/07	7:50	Gaenslen	No	No	Dairyland
9/19/07	4:00	Wedgewood	No	No	Laidlaw-W
9/20/07	7:35	Meir	No	No	Laidlaw-N
9/20/07	3:58	Richards/Cumb	No	No	Bee Bus
9/20/07	4:08	Muir M.S.	No	No	Lakeside
9/24/07	2:56	Milw Sign Lang	No	No	Lakeside
9/25/07	3:50	Pulaski H.S.	No	No	Laidlaw-N

9/25/07	7:23	MacDowell	No	Yes	Lakeside
9/26/07	8:18	Burroughs M.S.	No	No	Lakeside
9/27/07	7:37	Carver Acad	No	No	Laidlaw

The number of accidents reported to date for FY08 is 27. The total number of accidents reported in FY07 was 239.

Strategic Plan Compatibility Statement

2. Pupil transportation supports the MPS Strategic Plan, Goal 7, that the district's central services departments support student learning.

Statute, Administrative Policy, or Board Rules Statement

3. The recommendation is consistent with Administrative Policy 4.04, Student Transportation Services, and Administrative Policy 10.1, Student Admissions.

Fiscal Impact Statement

4. This item does not authorize expenditures.

Implementation and Assessment Plan

5. Pupil Transportation Services will monitor school bus crashes throughout the current and future school years.

* * * * * *

(Item 2) Action on Communication 0708C-005 from Wendell J. Harris Requesting a Hearing Regarding the Ambassador for Peace Violence-prevention Program

At its meeting on July 26, 2007, the Board referred to the Committee on Safety and Climate Communication 0708C-005 Mr. Wendell J. Harris, who requested a hearing to give a presentation describing the Ambassador for Peace violence-prevention program's curriculum and instructional strategies and to explain the findings of its comprehensive program evaluation.

Committee's Recommendation

Your Committee, having given hearing to Mr. Harris and other interested parties, recommends that the Board accept the report and forward it to the Task Force on Youth Safety and Anti-Violence.

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

* * * * *

(Item 3) Action on Communication 0708C-004 from Lawrence M. Hoffman, Requesting a Hearing Regarding the Peace Learning Center of Milwaukee (PLC)

At its meeting on June 28, 2007, the Board referred the following communication from Mr. Lawrence M. Hoffman to the Committee on Safety and Climate:

DATE: June 1, 2007

TO: Lynne Sobczak, Office of Board Governance
Director Charlene Hardin, Chair, Safety and Climate Committee
Director Peter Blewett, Board President
Director Jennifer Morales

FROM: Lawrence M. Hoffman, Ph.D., Board Member,
Peace Learning Center of Milwaukee

RE: Request for Hearing

Having briefly introduced the Peace Learning Center of Milwaukee (PLC) and its 4th grade nonviolent conflict management program to the Board of School Directors at the Budget Hearing of May 17, I am requesting a hearing before the Safety and Climate Committee at the committee's earliest opportunity.

The presentation would describe the PLC's curriculum and instructional strategies and explain the findings of its comprehensive program evaluation. This information should help the committee and the Board determine what relationship MPS might wish to have with the PLC in the 2007-08 school year.

Our presentation would be made by Evelyn Ang, who is our Executive Director; and/or a workshop facilitator on our staff; and myself and/or another member of our Board. Please contact me at [redacted], [redacted] (H), or [redacted] (O). Ms. Ang may be reached at [redacted] or [redacted] (C).

Committee's Recommendation

Your Committee, having given hearing to Mr. Hoffman and other interested parties, recommends that the Board accept the report and forward the information to the Task Force on Youth Safety and Anti-Violence.

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

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Blewett 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:

REPORT #1

(Item 1) Public Hearing on a Proposal for the Implementation, Monitoring, and Maintenance of the *Working Together, Achieving More — Action Plan To Improve Milwaukee Public Schools, 2007-2012*

Your Committee reports having given public hearing on the following item.

Background

1. The development of the "Working Together, Achieving More — Action Plan to Improve Milwaukee Public Schools, 2007-2012" relied on a process that included community collaboration, use of research-proven best practices, and staff expertise. The plan was unanimously approved by the Milwaukee Board of School Directors in July 2007.

Administration's Analysis

2. In September 2007, the Superintendent submitted to the Milwaukee Board of School Directors for its consideration "A Proposal for Implementation, Monitoring and Maintenance of a District-wide Strategic Plan." The proposed plan focuses on three areas to achieve the goals and strategies set forth in the *Action Plan to Improve Milwaukee Public Schools*: implementation, monitoring, and maintenance.

a. Implementation: This plan proposes a series of functional plans to serve as the base documentation for activities that will be undertaken to accomplish the goals identified and approved in the *Working Together, Achieving More — Action Plan to Improve Milwaukee Public Schools — 2007-2012.* At this time, 18 key areas have been identified to draft functional plans. A draft template for the functional plans is attached (under separate cover). Some of the components included in the template are:

- Executive Summary: Overview of Key Measures & Alignment to the District's Strategic Plan;
- Background Information: Analysis of Relevant Research and Best Practices;
- Community Collaboration Plan; Needs Assessment;
- Overview of Goals and Measurable Objectives;
- Implementation Action Plan; and
- Budget.

b. Monitoring: The overall monitoring process will be guided by a group of district employees identified through collaboration between the Administration and the MTEA. This group will meet monthly to oversee the process for plan development and to provide content guidance to the groups drafting the various plans. In addition to the district's implementation team, an independent effort by members of the community is underway to develop a support and accountability group, to include 15-20 individuals who represent the community. This group will not include district staff.

c. Maintenance: The *Action Plan to Improve Milwaukee Public Schools, 2007-2012* covers a five-year time frame, but should be considered a "living document" that is to be routinely reviewed and updated. Progress reports on strategies and methods for updating the Plan must become part of the district's operations. MPS can adapt some of its existing practices and add new processes and events to achieve this integration.

Strategic Plan Compatibility Statement

3. The proposed plan 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 2, that school communities work together for improvement in academic achievement; Goal 3, that leaders and staff demonstrate continuous improvement through focused professional development; Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families; Goal 6, that the district be accountable for measurable results; Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rule Statement

4. This item is consistent with Board Governance Policy 1.01, Vision and Mission; Board Governance Policy 1.02, School District Goals; Administrative Policy 1.01, Vision and Mission; and Administrative Policy 1.02, School District Goals.

Fiscal Impact Statement

5. This item does not authorize expenditures.

Implementation and Assessment Plan

6. The Administration will begin the steps outlined in the "Proposal for Implementation, Monitoring and Maintenance of the *Working Together, Achieving More — Action Plan to Improve Milwaukee Public Schools — 2007-2012*."

* * * * *

(Item 2) Action on Communication 0708C-007 from Mr. Patrick Davis, Requesting a Hearing Regarding Going Green: Giving Back to the Community Consortium

On August 28, 2007, the Office of Board Governance received the following communication from Mr. Patrick Davis, requesting a hearing before the Board regarding the Going Green: Giving Back to the Community Consortium.

> Dear Ms. Sobczak:
>
> On behalf of Mr. Brauhn and myself, I would like to formally request a public hearing for the Going Green: Giving Back to the Community Consortium.
>
> At that time we would like to present our proposal and address any questions that either the Committee or Board may have.
>
> I appreciated the opportunity of meeting you this afternoon and thank you for your assistance in this matter.
>
> Sincerely
>
> Mr. Patrick Davis — Project Coordinator

Committee's Report

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

* * * * *

REPORT #2

(Item 1) Consideration of and Action on the Proposal for Implementation, Monitoring, and Maintenance of a District-Wide Strategic Plan

Background

1. The development of the "Working Together, Achieving More — Action Plan to Improve Milwaukee Public Schools, 2007-2012" relied on a process that included community collaboration, use of research-proven best practices, and staff expertise. The plan was unanimously approved by the Milwaukee Board of School Directors in July 2007.

Administration's Analysis

2. In September 2007, the Superintendent submitted to the Milwaukee Board of School Directors for its consideration "A Proposal for Implementation, Monitoring and Maintenance of a District-wide Strategic Plan." The proposed plan focuses on three areas to achieve the goals and strategies set forth in the *Action Plan to Improve Milwaukee Public Schools*: implementation, monitoring, and maintenance.

a. Implementation: This plan proposes a series of functional plans to serve as the base documentation for activities that will be undertaken to accomplish the goals identified and approved in the *Working Together, Achieving More — Action Plan to Improve Milwaukee Public Schools — 2007-2012.* At this time, 18 key areas have been identified to draft functional plans. A draft template for the functional plans is attached (under separate cover). Some of the components included in the template are:

- Executive Summary: Overview of Key Measures & Alignment to the District's Strategic Plan;
- Background Information: Analysis of Relevant Research and Best Practices;
- Community Collaboration Plan; Needs Assessment;
- Overview of Goals and Measurable Objectives;

- Implementation Action Plan; and
- Budget.

b. Monitoring: The overall monitoring process will be guided by a group of district employees identified through collaboration between the Administration and the MTEA. This group will meet monthly to oversee the process for plan development and to provide content guidance to the groups drafting the various plans. In addition to the district's implementation team, an independent effort by members of the community is underway to develop a support and accountability group, to include 15-20 individuals who represent the community. This group will not include district staff.

c. Maintenance: The *Action Plan to Improve Milwaukee Public Schools, 2007-2012* covers a five-year time frame, but should be considered a "living document" that is to be routinely reviewed and updated. Progress reports on strategies and methods for updating the Plan must become part of the district's operations. MPS can adapt some of its existing practices and add new processes and events to achieve this integration.

Strategic Plan Compatibility Statement

3. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 3, that leaders and staff demonstrate continuous improvement through focused professional development; Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families; Goal 6, that the district be accountable for measurable results; Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rule Statement

4. This item is consistent with Board Governance Policy 1.01, Vision and Mission; Board Governance Policy 1.02, School District Goals; Administrative Policy 1.01, Vision and Mission; and Administrative Policy 1.02, School District Goals.

Fiscal Impact Statement

5. This item does not authorize expenditures.

Implementation and Assessment Plan

6. Upon approval of the Board, the Administration will begin the steps outlined in the "Proposal for Implementation, Monitoring and Maintenance of the *Working Together, Achieving More — Action Plan to Improve Milwaukee Public Schools — 2007-2012*."

Committee's Recommendation

Your Committee recommends that the Board approve the amended proposal for implementation of the *Working Together, Achieving More — Action Plan to Improve Milwaukee Public Schools, 2007-2012*, as attached, and direct that:

1. at least 3-4 members of the African-American Education Council be allowed to be included in the monitoring process group as the district's implementation team; and

2. the Administration report back to the Board in November regarding the implementation.

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

* * * * *

REPORT #3

(Item 1) Action on Resolution 0708R-035 by Director Blewett To Create an Advisory Committee for the Purpose of Developing a District-Wide "Green" Initiative

Background

At its meeting on July 26, 2007, the Board referred Resolution 0708R-035 by Director Blewett to the Committee on Strategic Planning and Budget:

WHEREAS, The Milwaukee Board of School Directors believes that education includes the development of students into good, responsible citizens; and

WHEREAS, Among the elements of good citizenship are the responsible stewardship of natural resources; and

WHEREAS, Increased demand on traditional, non-renewable sources of energy has caused the cost of energy to escalate; and

WHEREAS, In order to cover the rising cost of energy, precious and increasingly tight financial resources must be diverted from educational purposes; and

WHEREAS, Rising energy costs may be contained by implementing more efficient practices that conserve energy; and

WHEREAS, The savings realized through more energy-efficient operations may be returned to educational programs, thereby reducing the need for increases in taxes or fees; and

WHEREAS, Beyond the financial costs of our consumption of non-renewable resources, any responsible agency, such as the Milwaukee Board of School Directors, must also take seriously its stewardship over the environment and must help to reduce the demand on our dwindling natural resources; and

WHEREAS, Other governmental entities have implemented energy-efficient practices and conservational efforts that have resulted in reduced costs and greater efficiency; now, therefore, be it

RESOLVED, That, in accordance with Board Rule 2.11, Advisory Committees, the Milwaukee Board of School Directors constitute an advisory committee, the members of which are to be appointed by the Board President, for the purpose of developing a district-wide "green" initiative which would include the following areas:

1. Performance Contracting/Construction
2. Resource Management
3. Alternative Energy
4. Staff Development/Education
5. Procurement; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for the development of "green" curricula; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for the development of "green" professional learning communities; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for developing school and district "green" partnerships with other agencies, both governmental and non-governmental; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for increasing funding sources for "green" initiatives; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to formulate and submit to the Board its recommendations no later than January 2008, to allow time for any approved recommendations to be taken into consideration in the development of the 2008-09 MPS budget, if necessary.

Administration's Analysis

1. Rising costs related to energy continue to be a major concern for the district. MPS has undertaken efforts to mitigate cost increases where possible by spearheading energy-conversation efforts and purchasing energy resources when market conditions are optimal. Even with these efforts, the district has felt the strain of rising energy costs.

2. In addition, MPS has arguably led its local governmental agency peers in increasing energy efficiency. For example, since 2000 alone, 43 MPS buildings have received the Environmental Protection Agency's "Energy Star" award. According to the EPA:

> Energy Star awards are given to buildings that measurably cost less to operate and improve the quality of our environment. These are not demonstration buildings, but rather real world buildings resulting from prudent energy management strategies and proven technologies.

3. MPS energy conservation projects extend back to before 1983 and have resulted in tens of millions of dollars in savings to the district since that time. Under the federal Institutional Conservation Program (ICP), which was funded through the reclamation of oil price overcharges and provided a 50% funding match, MPS completed over 424 energy conservation projects through the late 1990s at a cost of $2.3 million. Annual savings from those projects have exceeded $1 million. The ICP program was discontinued in 1994.

4. The district's re-lamping and relighting initiative is another major example of the district's commitment to energy efficiency and environment-friendly initiatives. MPS initiated its first district-wide lighting upgrade in the late 1980s with the assistance of rebates offered by WEPCO. A second upgrade was completed in the mid 1990s resulting in an annual energy savings to MPS of over $1.5 million. The district also maintains a cyclic maintenance program with the goal of maintaining and increasing energy efficiency. The cyclic boiler replacement program is a key component of the district's overall energy efficiency focus. Energy savings from other projects have been incorporated into offsetting the costs of making needed upgrades to district heating and cooling systems.

5. District environmental efforts continue to go beyond the key component of increased energy efficiency and have extended to real-world projects at school sites that are being incorporated into the curriculum. The retention pond projects at Lloyd St. School and Thoreau, as well as the photovoltaic installation at Cooper, are a few of the examples of school-site installations that are moving the district toward greater environmental stewardship. Asphalt-removal projects to increase green space, the exploration of geothermal heating and cooling systems, along with analysis of improved consumption and recycling practices in the area of nutrition services, will continue to contribute to the district's overall effort toward increased environmental responsibility and energy efficiency.

Strategic Plan Compatibility Statement

6. The Administration's recommendation 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 3, that leaders and staff demonstrate continuous improvement through focused professional development; Goal 4, that school staffs are 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; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

9. An MPS "green" initiative task force will be created to address the interests and concerns of the resolution by January of 2008.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to capitalize on the experience and expertise within the district to create an internal "green" initiative task force for the purposes of addressing the interests of the resolution. The recommendations of the task force will be provided by January of 2008.

The Board recessed from 11:03 to 11:12 PM.

The Assistant Board Clerk provided the following corrected version of the Committee's recommendation.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to capitalize on the experience and expertise within the ~~district~~ community to create a~~n internal~~ "green" initiative task force for the purposes of addressing the interests of the resolution. The recommendations of the task force will be provided by January of 2008.

Director Bonds moved to approve the corrected recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

(Item 2) Action on Resolution 0708R-043 by Director Blewett to Create an Advisory Committee on Arts Education

Background

At its meeting on July 26, 2007, the Board referred Resolution 0708R-043 by Director Blewett to the Committee on Strategic Planning and Budget:

WHEREAS, The Milwaukee Board of School Directors believes that education includes the development of students into well-rounded, responsible citizens; and

WHEREAS, Appreciation for the arts brings great educational, cultural, and economic benefits not only to the students of MPS but to the greater community of Milwaukee; and

WHEREAS, The Milwaukee Board of School Directors has demonstrated its commitment to arts education programs through its support of the Arts Initiative, which has allowed Milwaukee Public Schools to collaborate with several different local arts partners to provide arts programming opportunities to students throughout Milwaukee; and

WHEREAS, Budgetary constraints have forced Milwaukee Public Schools to reduce the number of certified arts educators; and

WHEREAS, The Milwaukee Board of School Directors values its partnerships with arts agencies and wishes to build upon those relationships to provide greater opportunities for arts education programming; and

WHEREAS, The Milwaukee Board of School Directors recognizes the value that intra-district collaboration provides, both in providing opportunities for Milwaukee students to interact with students from other school districts; and

WHEREAS, The Milwaukee Board of School Directors welcomes opportunities to work collaboratively with other local school districts and with organizations such as CESA 1 to provide arts education programming; now, therefore, be it

RESOLVED, That in accordance with Board Rule 2.11, Advisory Committees, the Milwaukee Board of School Directors constitute an advisory committee, the members of which are to be appointed by the Board President, for the purpose of developing a comprehensive strategic plan for strengthening and enhancing arts education programming in Milwaukee and southeastern Wisconsin; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for developing school and district partnerships relating to the arts and art education with other agencies, both governmental and nongovernmental; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for developing greater arts programming opportunities for students and professional development opportunities for arts educators; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to include recommendations for increasing funding sources for arts education; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the advisory committee to formulate and submit to the Board its recommendations no later than February 2008, to allow time for any approved recommendations

Administration's Analysis

1. Through the MPS Partnership for the Arts funding, the school district has expanded its partnerships with community arts organizations. In FY07 and FY08, the Board allocated $1 million and $1.1 million, respectively, to support arts-related services for Milwaukee's children and youth. The following table provides some data on the projects approved in the last two years.

Year	Number of Approved Projects	Number of Students Served	Number of Partners	Cash Match	Amount Approved
2006-2007	41	19,000	35	$535,522 — 54%	$965,600
2007-2008	33	20,000	40	$883,866 — 84.8%	$1,121,995

2. The approved MPS Partnership for the Arts projects provide a wide variety of art experiences for children, including instrumental music, visual art, children's theater, dance, multicultural arts, ballet, children's choir, poetry, stained glass, pre-college art classes, summer arts camps, and more. The participating community arts partners are highly qualified and experienced and include large, well-established and well-known arts organizations as well as individual artists. In 2007-08, approximately 20,000 students will be served in more than 147 schools and citywide projects.

3. MPS Partnership for the Arts applicants provided documentation of the required dollar-for-dollar matching resources. The amount of cash-matching resources increased significantly, from 54% of approved projects in the first year to 84.8% in the second year. The amount of private resources provided to support the approved projects provides an indication of the level of community commitment and support for arts education in Milwaukee.

4. While the MPS Partnership for the Arts program has resulted in expanded partnerships with community arts organizations and funding organizations, establishing an arts advisory committee could help to better inform the community of the district's needs to strengthen and expand arts education in MPS. It would provide a vehicle to update key community leaders on the status of current arts-education programs in MPS and allow for dialogue and active participation among the partners.

5. The scope of work of and the specific charge to an arts advisory committee should be clearly defined and could include the following items.

a. identification of specific needs and challenges that exist to provide equitable arts education services in Milwaukee Public Schools;

b. research of successful arts-education partnership models that currently exist in other communities across the country and development of recommendations for Milwaukee;

c. recommendation of strategies to expand partnerships and collaborative relationships with arts organizations, higher-education, funding organizations, and other community-based organizations. The focus of the strategies could include the expansion and coordination of arts-education services to students and families, as well as professional development opportunities for MPS teachers.

6. The Strategic Plan adopted by the Board in July 2007 includes the following 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 . . . . The district provides learning opportunities comparable to those provided to students in other districts in metropolitan Milwaukee. Examples of equitable learning opportunities include: fine arts (art, music, theater, dance, etc.) . . . .

An arts advisory committee composed of Milwaukee leaders may be an effective approach to garnering additional community support in this area; therefore, consideration should be given to narrowing the advisory committee's initial focus on the needs and strategies of MPS. Consideration could be made to explore expanding the scope of work beyond MPS's needs some time in the future.

7. MPS art and music curriculum specialists currently have strong collaborative relationships with arts organizations locally, regionally, and nationally. They are knowledgeable about programs and services available and the professionals within these organizations. The art and music curriculum specialists also serve on various boards of arts organizations, such as the Milwaukee Art Museum, Milwaukee Youth Symphony Orchestra, Milwaukee Arts Board, and Danceworks. These staff members would be able to provide recommendations to the Board President on the membership of the arts advisory committee.

8. The district currently does not have the staff needed to support the work of an advisory committee. Currently, there is one full-time art curriculum specialist and one acting music curriculum

specialist, who is still transitioning into the position from a school-level position. Because no position currently supports theater and dance programs, these areas are also overseen by the two curriculum specialists. If the Board establishes an advisory committee, it likely will need also to add district staff to support the committee. That could reduce funding available to schools.

Strategic Plan Compatibility Statement

9. This item relates to MPS Strategic Plan Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; Goal 2, that school communities work together for improvement in academic achievement; 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; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

10. No administrative policy or Board rule would require modification if the Board accepts the Administration's response.

Fiscal Impact Statement

11. This item does not authorize expenditures. The Administration does not have the staff resources to support the committee. If the Board appoints a committee, it likely will need to add staff to support the committee. The fiscal impact of adding staff will not be known until the position is defined and the job classification established.

Implementation and Assessment Plan

12. Upon adoption of the resolution, the Board will implement the advisory committee as the Board sees fit.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and direct the Board's president to approach the philanthropic community to provide staff support for this advisory committee if needed.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons and President Blewett—7.

Noes—Directors Spence and Thompson—2.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Major Activities

- Ray's Consulting Group conducted a Family Partnership Associate Leadership Training on "Let's Get Organized" for FPA staff.

- Health, Mental Health Disabilities Manager, Health Coordinator, Health Team, and Family Partnership Associates facilitated Dental Day at Marquette University. 261 Head Start students attended.
- Curriculum Generalist and the Early Childhood Development Education Manager facilitated the final training on new curriculum Developmental Learning Materials: Early Childhood Express and Early Childhood Hands-on Science for Head Start Teachers.
- Family Partnership Associates conducted home visits during Family Partnership Building Week, October 8-12.
- Early Childhood Development Education Manager and Curriculum Generalist conducted the first formal Head Start classroom monitoring site visits for all 22 Head Start schools.
- Health, Mental Health and Disabilities Manager conducted mental health school site visits.
- Program Coordinator and Management Staff participated in educational plan review team meetings at school sites.
- Curriculum Generalist conducted training for the new Family Partnership Associate on the "Opening Days" binder.
- Curriculum Generalist and the Family Partnership Associates conducted parent meetings at school sites.
- Program Coordinator and Health, Mental Health and Disabilities Manager attended the DIFI planning at Cardinal Stritch University.
- Family Partnership Associates attended social work meeting.
- Program Coordinator, Early Childhood Development Education Manager and Health, Mental Health and Disabilities Manager attended the National Black Child Development Conference.
- Program Coordinator and Early Childhood Development Education Manager attended the Head Start Region V Financial Management Institute.
- Health, Mental Health and Disabilities Manager and two Family Partnership Associates attended the Region V Head Start Association Training Institute Charting a Course.
- Early Childhood Development Education Manager participated in an Independent Hearing Panel.
- Head Start Program Coordinator and Social Work Coordinator met regarding services in Head Start.
- Health, Mental Health and Disabilities Manager attended the Professional Development Steering Committee's meeting.
- Head Start staff meetings
- Management meetings
- Policy Council meeting held on October 13, 2007.
- Health Team conducted student health screenings at Green Bay, Rogers, Thurston Woods, Kagel, Westside, Thirty-Fifth, Mitchell, and Auer.

The next Policy Council Meeting will be held on Wednesday, November 14, 2007, at 5:00 PM at the Milwaukee Center for Independence.

* * * * *

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

Submitted by: President Blewett

Previous Month's Summary:

- The MPA Executive Director candidate selection is still in process.
- Work groups are in the process of finalizing their work plans for the year. Work Group Co-chairs shared information about their work plans at the September 2007 MPA Partners Meeting. The Implementation Team met and discussed them. The work plans will be distributed when finalized. Many work-plan activities have already begun.
- Two tutor-training sessions for service learners were conducted — one in mid-September, and the other in early October. The tutor-training curriculum is in the process of being revised to provide strategies and specific learning activities for tutoring high-school students. The draft plan should be completed in October.
- The tutoring database now has approximately 59 agencies listed which provide tutoring and/or family literacy services to students and parents. It is accessible on the MPA's Web site.
- Another meeting with area pastors has been scheduled for November 8. The Adopt-A-School Program is progressing and will likely begin with a pilot program in a small number of schools. The MPA Family Literacy & Tutoring Coordinator, Betty Smith, attended a training session on the national Adopt-A-School Program model. Training on the program will be provided to churches. Additional training opportunities are also being sought for churches that want to work with schools.
- A column in the *Sharpener* for new teachers and a new teacher section on the MTEA's Web site have been created. The MPS portal is being tweaked to better support new teachers.
- Much discussion has been held around differentiating the goals of the proposed district-based mentors, the school-based mentoring services, mentors for new teachers, and more. A subgroup of the Teacher & Principal Quality Work Group is working on role clarification and alignment.
- A map has been started of student teacher placements from all area institutions of higher education.
- Revisions are being discussed and new documents are being developed to make the induction handbook more user-friendly for new teachers and for leadership.
- The notion of using data is being built upon by having principals look at their own data on teacher turnover along with student data.
- MPS is planning a city-wide science fair for April 24 at the Zoofari building. It is intended to make this event a very rich, robust, and meaningful experience for schools and students with the inclusion of content-area components. Help is being elicited from the MPA and others to assist in this effort.
- Deb Lindsey from MPS shared information at the September 21 MPA Partners Meeting on work in the areas of research and evaluation:
    - A draft of the findings from Year 2 of the literacy evaluation on implementation of literacy coaches in the district and the effect that it is having on student achievement should be available soon and will be brought to the MPA for review. Work will be taking place to define the final scope of Year 3 of the literacy evaluation, which will be brought to the MPA Implementation Team before finalization.

- Research projects are going on concerning the impact of supplemental services, teacher distribution, teacher turnover, and other issues integral to the notion of teacher quality.
- The Council of Great City Schools announced that MPS will be one of three districts receiving grant funding to support an embedded researcher which will facilitate the ongoing partnership which MPS already has with the Wisconsin Center for Education Research. We will be joining Boston Public Schools, Harvard University, Stanford University, and San Francisco Unified School District for the purpose of senior urban education research fellowship. There will be 18-24 months of dedicated education research focusing on secondary-school outcomes.

The MPS Division of Research and Assessment is sponsoring a series of six Research Briefs during the 2007-08 school year. An overview of methods and findings from selected studies will be presented at each session. The attached research brief flyer lists the topics, dates, times, and locations.

- The newest value-added data, measuring growth from November 2005 to November 2006, is now posted to the MPS portal. In addition to school-level value-added summary information, the interactive Excel file also provides grade-level value-added data. The 'graphs and charts' Excel file is interactive and allows comparison of data between schools. The 'quadrants only' Excel file contains five years of value-added and attainment quadrant information. To get to the value-added files, go to http://www.milwaukee.k12.wi.us and follow this path: Departments→Research and Assessment→District/School Data. The value-added reports are located on the right-hand side of the screen.
- The MPS Department of Special Services and MPS Wellness and Prevention Office are jointly sponsoring several 2-day training sessions on Ruby Payne's "A Framework for Understanding Poverty" for interested MPS employees. This is an excellent support to the development of the Characteristics of a High Performing Urban Classroom in all schools.
- The MPS Wellness and Prevention Office is sponsoring a one-day workshop on Innovative and Creative Strategies to Engage Students as Individuals, in Groups, and in the Classroom for up to 50 district employees. Facilitators will provide elementary- and secondary-level participants with practical hands-on experiences to give them the resources and skills needed for immediate implementation.
- Literacy professional development and conversation cafés out of the MPS Reading Office have begun.
- The Implementation Team held some discussion on teacher licensing issues and problems related to math literacy and content knowledge. Discussion was also held on the development, efforts, resources, and needs in math and literacy.
- Guests will be present at the November 12 Implementation Team meeting to report the data on what has been accomplished with the NSF grant. The technical assistance group for the Carnegie/TNE grant, American Academy of Educational Development, will also be present at this meeting and at the Teacher & Principal Quality Work Group meeting to learn more of what the MPA is about.
- The October 5 and 6 conference focused on preparation for middle-school math teachers was excellent and it nicely unwrapped issues around preparing teachers of mathematics. This conference was co-sponsored by DPI and the MMP. Attendees included school of education and math department staff members from around the state, DPI, and school district staff. License issues and teacher preparation were included in collaborative discussions. There was also discussion about PI34 and support of teachers. It was very productive, and there are possibilities of continuing dialogue.

- The MMP will be assisting the State with writing a proposal to capture some resources allocated through the federal government, and it is hoped that some money will be received for Milwaukee. Also, Kevin McLeod from UWM and the MMP is writing another grant similar to the one that funded the math fellows which provided free tuition and opportunities for a middle-school math minor.
- Several Math Teacher Leader meetings have been held. Eighth- and ninth-grade teachers are being brought together regularly to work on making more of an impact at the high-school level. For additional updates on the work of the MMP, please see the October 2007 issue of the *MMP Math Minutes*.
- The district's annual school climate survey began October 1 and will be open through December 21. The survey, which is for all school staff, students, and parents, is accessible online, with paper surveys also available for parents. Data will be available in time for schools to use in their Educational Plan Needs Assessment.
- District benchmark assessments will be conducted during four different time windows throughout the school year. Benchmarks are aligned with the Wisconsin Assessment Frameworks in math and reading, and the online results are reported by math and reading objective and subskill at each grade level. This is a formative assessment designed to provide timely feedback on the performance of students. Class and individual student reports are provided. Results are available immediately for the online version, and within seven days for the paper version. The benchmarks are available for all students. All ninth-grade students will be required to participate. Math benchmarks are now available in Spanish for ELL Spanish-speakers.
- NEA Foundation grant update:
    - Professional development was conducted on September 8, 2007. The session was well received. On a scale of 1-4, with 4 being the highest, participants rated the format of the sessions with an average of 3.45, and the overall effectiveness with an average of 3.37. A few of the participant comments are as follows:

        "The most interesting piece of new information is that we as teachers need to value and understand what we do."

        "The most interesting piece of new information received today is how we all really appreciate the hard work of staff in the NEA schools."

        "The most interesting piece of new information received today is that teachers should be given the opportunity to be in a 'formative' stage just like the formative 'Descriptive feedback' stage students go through in the process of learning."

        "I most valued the collaboration! Talking with colleagues about experiences, ideas, needs, resources. We don't do this enough."

        "I enjoyed the café conversations."

        "A next step for my team is to get staff focused on student engagement, making sure the work is aligned to the state standard and that the work is rigorous!"
    - Tony Kubicki continues to work with relationship building at Northwest and will be expanding his work to include parents and students.
    - The Action Research Fellows met again on September 8.

- NEA Foundation representatives made a site visit to Milwaukee on September 17-19, 2007. Representatives included Harriet Sanford, President/CEO; Bill Miles, Director of Programs; and Carol Edwards, Consultant/Former Director of Programs. The visit included meetings with representatives of the MTEA, WEAC, MPS, and the Milwaukee Board of School Directors; attendance at meetings of the NEA Steering Team and Technical Assistance Team and SEWAC training; and school visits at South Division and Metcalfe.
- A site visit will be made to Chattanooga, Tennessee, to join them and the other NEA Foundation grant recipient — Seattle, Washington — on November 7-8, 2007. All grant recipients will be sharing with each other during this visit.
- NEA Schools (Browning and Metcalfe) will be participating in Sam's Hope, a literacy program, in conjunction with the Milwaukee Bucks.
- Pulaski's math department received a $1,000 stipend from the NEA Foundation grant to buy supplies.
- Site visits to NEA Focus Schools continue.

The next MPA Partners Meeting is to be held on December 14, 2007.

* * * * *

RESOLUTIONS

Resolution 0708R-059

by Director Bonds

WHEREAS, The functions of the Milwaukee Public Schools Central Office are essential to student success; and

WHEREAS, It is this Board's fiduciary responsibility to the public to ensure that funds allocated for central administrative duties are used in the most efficient and effective manner; and

WHEREAS, Although the district's current organizational structure lists many new positions and there have been changes to the staffing requirements, recruitment needs, fiscal resources, and allocation methods of the district, there has been little actual change in the Central Office; and

WHEREAS, District policies, procedures, and practices need to be aligned to reflect organizational changes 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 staff morale, internal and external communication, and possible duplication of services; and

WHEREAS, Within the MPS Central Administration, there are both 10-month and 12-month positions which can be a focus for the assessment of staffing needs; and

WHEREAS, The Milwaukee Public Schools continues to operate under various fiscal constraints which place restrictions on the district's ability to raise funds to meet its education objectives and other requirements; now, therefore, be it

RESOLVED, That the Board direct the Administration to contract with a Board-approved independent consultant to conduct a climate study of Central Office and a staffing-needs assessment; and be it

FURTHER RESOLVED, That the study include rationales for all 12-month positions within Central services and suggested positions that can be 10-month positions rather than 12-month positions and the cost savings to the district, along with the effect on the schools if changes were to be made; and be it

FURTHER RESOLVED, That the Administration bring a recommendation for contracting back to the Board by September 1, 2008; and be it

FURTHER RESOLVED, That the consultant report the findings of the analysis to the Board.

Referred to the Committee on Finance/Personnel.

Resolution 0708R-060

by Directors Spence and Thompson

WHEREAS, According to Board Governance Policy 2.04(3), "An individual Board member has no legal right or power to act for the Board on his/her own, except when performing duties previously, expressly, and specifically authorized by the Board"; and

WHEREAS, Board Governance Policy 2.11(2) states that proposals for new policies or changes to existing policies may be submitted by any Board member and that all such proposals shall be presented at a regular Board meeting and shall be referred by the Board president to the appropriate committee(s) for study and recommendation; and

WHEREAS, Board Governance Policy 2.11(3) further directs that it is at the committee stage that the superintendent and/or the director of the Office of Board Governance shall submit their recommendations on the policy proposal and that, after consideration of the recommendations of the superintendent or the director of the Office of Board Governance, the committee shall submit its recommendations to the Board for approval; and

WHEREAS, The amendment and repeal of Board policies shall be done in the same manner as the proposals for new policies; and

WHEREAS, Board Rule 1.10(3) states that any action item submitted by a Board member shall be presented to the Board in the form of a resolution for consideration by the Board; and

WHEREAS, Board Rule 1.08 (1)(b) dictates that, unless the author(s) request otherwise, all resolutions by Board members will be scheduled for consideration at the next committee meeting following their introduction; and

WHEREAS, The Milwaukee Board of School Directors uses a budget resolution process for individual Board members to submit proposed budget amendment ideas for development and analysis by staff; and

WHEREAS, Board Governance Policy 3.03(5)(b) states that only decisions of the Board acting as a body are binding upon the superintendent and that, in the case of Board members or committees requesting information or assistance without Board authorizations, the superintendent can refuse such requests that, in the superintendent's judgment, require a material amount of staff time or funds or are disruptive; and

WHEREAS, The analysis of proposed resolutions and budget amendments submitted by individual Board members and the development of responsive items may require a material amount of staff time and can be disruptive to the day-to-day operations of the district; now, therefore, be it

RESOLVED, That the Board review and revise the resolution and budget amendment processes to ensure that significant staff time is not required to analyze or respond to these items until after the full Board has decided to pursue the concept of the resolution or budget amendment and has directed staff to respond; and be it

FURTHER RESOLVED, That review of the resolution and budget amendment processes and consideration of other options be scheduled for consideration by the Committee on Strategic Planning and Budget prior to the distribution of the FY09 proposed budget.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 11:32 PM.

EUGENE JONES
Assistant Board Clerk/Assistant
Director, Office of Board Governance

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 1, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 6:50 PM.

Present—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—8.

Absent and excused—Director Goldberg—1.

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

October 30, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, November 1, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing and taking action on a recommendation to amend the approved fiscal year 2008 budget for the School Operations, Construction, and Extension Funds.

EUGENE JONES
Asst. Board Clerk

(Item 1) Public Hearing and Action on a Recommendation To Amend the Approved Fiscal Year 2008 Budget for the School Operations, Construction, and Extension Funds

Office of the
Superintendent of Schools

TO THE BOARD OF DIRECTORS:

Since the institution of revenue limits, it has been routine to amend the annual budget at this point in the fiscal year. This is done 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.

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.

Revenue Limit

a. The main factors affecting the revenue limit are on target with the May budget. Enrollment declined by 3,537 from September 2006 to September 2007 and is down 228 from projections that were used to build the FY08 budget adopted in May.

b. The per-pupil revenue limit increase remains at $264.12, as projected in the FY08 budget adopted in May.

c. The district's overall FY08 revenue limit increased $781,637, based on the state budget's allowing an exemption for 100% declining enrollment. The revenue limit is slightly above the May estimate.

Revenue Limits			
FY07	May FY08	October FY08	Difference May to October
$856,079,545	$870,740,000	$871,521,637	$781,637

State Equalization and Integration Aid for MPS was certified in October at $605.2 million for FY08, a $39.8 million decrease from the $645 million budgeted in May; however, the state budget includes a new aid under the revenue limit for poverty. This new aid is $7,437,493 for Milwaukee and, netted against the decrease of other aid, yields a net decrease of $32.3 million in aid under the revenue limit.

FY07	FY08 May	FY08 October		Difference May to October	
Equalization and Integration Aid	Budgeted Equalization and Integration Aid	Certified Equalization and Integration Aid	Poverty Aid	Equalization and Integration Aid	Poverty Aid
$631,845,111	$644,988,395	$605,239,961	$7,437,493	($39,748,434)	$7,437,493
$631,845,111	$644,988,395	$612,677,454		($32,310,941)	

The decrease in state aid — and the higher property tax levy — resulted in part from the 19.1% increase in Milwaukee's equalized value per pupil exceeding the 9.4% state-wide average increase. The jump in Milwaukee's per-pupil value resulted from the district's continued enrollment decline, combined with an equalized property value increase of 15.6%.

A second factor in the district's state aid totals is the $4.4 million increase in the aid deduction for the Milwaukee Parental Choice Program (MPCP) from FY07 to October FY08 revised estimate. The state deducts 45% of MPCP costs from MPS aid. In developing the spring FY08 budget, the district assumed adoption of the Governor's proposal to increase the state share of voucher financing to 100% for enrollment in excess of 15,000. This proposal, however, which would have increased state aid to MPS by about $10.2 million, was not adopted. The new poverty aid was adopted instead, and the Legislature directed that Milwaukee Public Schools use its share to offset the MPCP property tax levy. The May FY08 budget also assumed an increase in the district's per-pupil Choice cost, which also did not occur.

For FY08, the MPCP deduction grew a total of 8.8%, due to increasing the enrollment of students from 17,000 students in FY07 to about 18,500 students in FY08. Overall, the FY08 MPCP aid deduction will be $54.1 million; the FY07 deduction was $49.7 million.

MPCP Deduction			
FY07	FY08 May	FY08 October	Difference May to October
($49,732,650)	($49,732,650)	($54,120,825)	$4,388,175

The district's May budget was developed without the benefit of April state aid estimates, which the state traditionally has provided, but no longer does. The tax levy information in the following table reflects the full use of the legal revenue limit.

All Fund Tax Levy			
FY07	FY08 May	FY08 October	Difference May to October
$230,345,991	$235,491,856	$268,203,947	$32,712,091

Categorical grant funding increased by $26.6 million from the May budget. Major changes included a $17 million increase in Title I funds, a new $2.2 million Safe Schools/Healthy Schools grant, and a new $2.4 million award from the Department of Labor and Workforce Development for gang and violence prevention.

Enrollment Variance

From the 3rd-Friday count of FY07, enrollment is down 3,537, or 3.6%. The budget as adopted in May anticipated a decrease of 3,309.

Enrollment Category	Original 3rd-Friday Projection	Official 3rd-Friday	Change from Projection
MPS Elementary/K8/Middle/High	81,672	81,381	-291
Alternative/Partnerships/Other Contracted Sites	3,004	2,889	-115
Non-Instrumentality Charters	3,097	3,090	-7
Chapter 220 in Suburbs	2,664	2,719	55
Open Enrollment in Suburbs	3,763	3,893	130
TOTALS	94,200	93,972	-228

MPS based its May budget on the Governor's proposed budget, which was the best information available at the time. Revenue changes since the May budget include a decrease of $295,000 in bilingual aid and a decrease of $400,000 in at-risk children aid, but an increase of $2,700,000 in handicapped aids. State funding for 53 math positions and for additional classroom support for mathematics will begin in FY09, not in FY08, per the state budget; however, the proposed amendments recommend the use of School Operations Fund to fund this initiative in FY08.

The Administration has identified the following needed changes to the FY08 budget as adopted in May 2007:

AMENDMENTS

School Operations Fund

Expenditure Amendments	Amount
a. MPS Traditional and Instrumentality Charter Schools *Enrollment was based on the projected September enrollment of 81,672 students. The revised count based on actual fall enrollments is 81,381, a decrease of 291 students.*	($1,471,093)
b. Special Education "Site Allocations" to Schools *Need for special education classroom staff was higher than anticipated, increasing this cost.*	$184,522
c. Transportation "Site Allocations" to Schools *Changes for $21,824 increased special education transportation costs and elimination of $479,156 transportation allocation for Madison High School-traditional school as it is merged in Madison Academic Campus- instrumentality charter school.*	($457,332)
d. Non-instrumentality Charters	$247,306

School Operations Fund

Expenditure Amendments		Amount
	Enrollment was based on the projected September enrollment of 3,097 students. The revised count, based on actual fall enrollment, is 3,090 students, a decrease of seven students. The budget was based on a projected average of the September and January full-time-equivalent (FTE) count for students of 2,962.8 FTE. The revised average is 2,994.2 FTEs, an increase of 31.4 FTEs., thereby increasing this cost. *The per-pupil amount for MPS non-instrumentality charters is the same amount which the state uses to pay non-MPS charters in Milwaukee. This amount is reduced $207 from May estimates of $7,876 per pupil to $7,669 per pupil per the state budget.*	($619,799)
e.	Contracted K-8s *The per-pupil amount for MPS contracted K-8 programs is the same amount the state uses to pay Choice schools in Milwaukee. This amount is reduced $207 from May estimates of $6,708 per pupil to $6,501 per pupil, per the state budget.*	($55,062)
f.	Summer School for Year-round Schools *Provide intercession funding for students attending year-round schools to offer courses similar to summer school offerings.*	$1,000,000
g.	Ninth-Grade Basketball and Equitable Funding for Schools *Increase operations funding to provide for ninth-grade basketball and equitable funding for schools without a ninth-grade basketball program.*	$300,000
h.	Open Enrollment *Enrollment was based on the projected September 3,763 students; the actual count for September is 3,893, an increase of 174 students (519 FTE as fall FTE reductions anticipated in spring did not occur). The per-pupil rate was estimated in spring by DPI as $6,089 and has been adjusted to $6,043 this fall, a decrease of $46 per pupil. The net result of these variables is an increased cost.*	$2,987,691
i.	Leases *Adjustments to various school site allocations to reflect changes associated with termination or approval of leases not anticipated in the May adopted budget. The net cost of leased space by schools is reduced by $977 and the net income from leased space in schools increased by $11,794.*	$10,817
	Lease Income Changes / *Lease Expenditure Changes* *Milwaukee French Immersion.....-$9,126* / *Bay View High School.....* *Thurston Woods.....-$1,080* / *Riley School.....* *Vincent High School..... +$22,000* / *Starms EC.....*	
	Adjustments to school operations central services due to lease of vacant buildings Adjustments *Facilities and Maintenance — costs associated with 76th Street*	$6,069
j.	School Special Funds *Reduce by $2,090,253 unallotted school expenses that are not identified by type or location until fall. Fall enrollments did not require the use of these funds for fall school adjustments.* *Add $30,766 for a 0.75 FTE hearing impaired interpreter position for ADA compliance for a staff member.* *Reduce reserve for bilingual and special education classroom staff adjustments by $308,442 based on fall enrollments. A reserve will be maintained for possible mid-year adjustments of $86,080 for bilingual classrooms and $239,313 for special education classrooms.*	($2,367,929)
k.	High School Allocation *Directed allocation on a per-pupil basis to high schools for the following activities:*	$7,921,662

School Operations Fund

Expenditure Amendments	Amount
Class-size reduction *Music and art programs* *Foreign language* *Sports*	
l. Drivers Education *Funds to expand program.*	$100,000
m. Extracurricular *Funds distributed on a per-pupil allocation basis to expand extracurricular options for 6th-, 7th- and 8th-grade students.*	$300,000
n. Central Service Income from Schools/Central Expenditures *Enrollments in traditional and charter schools have generated $368,552 less in chargeback/buyback income to fund central accounts.*	$0
o. Transportation *Fuel adjustment reflecting current cost.*	$300,000
p. Utilities *Reduction in anticipated cost of natural gas due to pre-purchase at lower rates than anticipated.* *Utilities at 76th Street (leased site) to be billed to MPS instead of building tenant.* *Sanitary sewer charge increases in January 1 (½-year increase).* *Snow and ice fee increases 75% in Mayor's proposed budget ((½-year increase).*	($1,342,679) $76,000 $28,125 $141,600
q. School Resource Officers *Add funds for MPS's share of costs for school resource officers proposed in the City of Milwaukee's budget to begin in January 2008. This amount would provide coverage at an additional four schools — Hamilton, Pulaski, Madison and Vincent. Total cost is $217,800, but use of $96,000 in grant funds leaves a balance of $121,800 to come from school operations funding.*	$121,800
r. Benefits *Medical decreased by $8,414,648, due largely to 321 fewer healthcare plan enrollments — an increase of $2.2 million in Medicare D subsidy and an increase in retiree revenue of $1.5 million. Dental increased by $277,407, due to an increase in claim activity and increased dental premiums.*	($8,137,241)
s. Unallotted Salaries *Unallotted salaries transferred to Facilities and Maintenance to reflect contract settlement with trades groups.* *From unallotted salaries* *To Facilities and Maintenance — Maintenance and Repair Services*	 ($397,967) $397,967
t. Insurance *Reduction in anticipated insurance renewals based on actual renewal amounts.* *Liability insurance ..... ($112,998)* *Fire and storm ..... (361,240)* *Fleet insurance ..... (56,901)* *Auto Vandalism ..... (16,529)*	 ($547,668)
u. Student Services *Add 1.0 student service coordinator position, 1.0 guidance counselor position and part-time funds to improve the disposition, placements and expulsions that occur as part of the central service disciplinary conferences.*	$240,000
v. Records Management Project *Add 2.0 teacher positions — 1.0 each in Research and Assessment and in Student Services — to improve records management in MPS.*	$86,080
w. Translation Services *Additional funds for Hmong translation services.*	$21,620

School Operations Fund

Expenditure Amendments	Amount
x. School Program Funds *Funds for professional development and materials for Advanced Placement and International Baccalaureate staff and students.*	$175,000
y. ACT Pilot A pilot program for administration of ACT tests to about 1,700 high school students in spring of 2008.	$75,650
z. Math Initiative *Partial-year funding for 53 math positions and for additional classroom support for mathematics, as state funding for this initiative will begin in FY09, not in FY08, per the state budget.*	$5,000,000
aa. Debt Service *Reduce debt service for a portion of costs paid in FY07, but budgeted in FY08.*	($7,863,171)
SUB-TOTAL — SCHOOL OPERATIONS OTHER EXPENDITURE AMENDMENTS	($3,538,032)

School Operations Fund

Revenue Amendments	Amount
a. Revenue Limit *The district's overall FY08 revenue limit increased $781,637, based on the state budget's allowing an exemption for 100% declining enrollment exemption. The revenue limit is slightly more than the May estimate.* *The revenue limit comprises the following:*	
State Equalization and Integration Aids *These general aids are based on district spending, enrollment and property value. The amount decreased from the May estimate of $644,988,395 to $605,239,961. This decrease in aid is mainly due to the decline in district enrollment combined with a per-pupil property valuation increase greater than the statewide average. The aid decrease is partially offset by the new poverty aid provided in the state budget.*	($39,748,434)
Poverty Aid *A new aid to offset the equalization aid reduction attributable to the Milwaukee Parental Choice Program.*	$7,437,493
Property Tax Levy *The School Operations tax levy increased $32,712,091 from May, but is reduced by $490,081 in order to transfer levy authority under revenue limit to Construction Fund to maintain Construction Fund levy at .6 million.*	$32,222,010
Computer Aid *This aid is based on the value of tax exempt computers in Milwaukee (declining) as a portion of the property tax (increasing) and has increased from May level of $3,126,149 to $3,506,636.*	$380,487
b. Miscellaneous Revenue	
Reduced need for applied surplus due to re-estimate of employee benefit costs.	($6,300,000)
Increased open enrollment revenue resulting from change in number of non-resident students attending MPS from spring estimate of 332 students to 409 students (an increase of 62 FTEs).	$374,666
Net changes to lease revenue occurring after adoption of the May budget.	$90,746
Changes in revenue estimates from May due to revised state budget information	
Bilingual aid	($295,000)
At-risk children aid	($400,000)
Handicapped aid	$2,700,000

School Operations Fund

Revenue Amendments	Amount
SUB-TOTAL — SCHOOL OPERATIONS OTHER REVENUE AMENDMENTS	($3,538,032)

Construction Fund

Expenditure Amendments	Amount
a. Construction Projects *Reflects state award of QZAB borrowing authority for high-school remodeling projects.*	$3,432,000
b. *The City of Milwaukee has proposed elimination of a $4,000,000 contribution toward district major maintenance projects.* *Increases in property tax levy and lease income will fund some project shortfall.* *Buyout of vacant leased site.* *Cover costs already incurred in anticipation of City borrowing.*	($4,000,000) $50,360 $746,220
SUB-TOTAL — CONSTRUCTION FUND EXPENDITURE AMENDMENTS	$228,580

Construction Fund

Revenue Amendments	Amount
Net revenue impact to reflect leases of vacant buildings approved after the May budget was adopted. (Net proceeds after expenditures are deposited in the Construction Fund by Board Policy 5.01(2)(b)(4)).	$306,499
Increase in the property tax levy for the Construction Fund as a result of the September 2007 property valuation by the City of Milwaukee. Under State law, the district may levy .6 mil for construction purposes.	$490,081
QZAB borrowing	$3,432,000
City borrowing	($4,000,000)
SUB-TOTAL — CONSTRUCTION FUND REVENUE AMENDMENTS	$228,580

RECAPITULATION OF NET AMENDMENT AMOUNTS

	Operations	Construction	Extension	Total
Total	($3,538,032)	$228,580	($0)	($3,309,452)

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 — School Special Funds Interpreter for Hearing Impaired *Provide aid for staff member for Americans with Disabilities Act compliance.*	0.75	$30,766	
Office of Board Governance Audit Services Auditor I Performance Auditor II *Reclassification of duties; partial-year funding.*	(1.00) 1.00	($64,262) $64,262	
Office of the Superintendent Director of District Identified for Improvement (DIFI) *Title I, Supplemental Grant partial-year funding.*	1.00		$138,446

	Positions	Board Funds	Categorical Funds
Supervisor, District Identified for Improvement *Title I, School Improvement Grant partial-year funding.*	9.00		$1,131,834
School Secretary II *To support DIFI activities.* *Title I Supplemental Grant partial-year funding.*	1.00		$30,590
Reading Teachers *24.5 high-school reading teachers* *18.0 middle/K-8 reading teachers* *Title I Supplemental Grant partial-year funding.*	42.5		$1,829,200
Office of Finance and Operations			
<u>Facilities and Maintenance Services</u>			
Office Equipment Repairman *Transfer position authority and funding for vacant position to Technology Services.*	(1.00)	($58,786)	
<u>Finance</u>			
Finance Director *To be funded through vacancy savings, funding for partial year.*	1.00	$85,781	
<u>Grants</u>			
Teachers *To support grant writing and the Integrated Resource Information System project. Positions to be funded through vacancy and other department savings. Partial-year funding provided.*	2.00	$80,086	
<u>Technology</u>			
Network Coordinator *Office equipment repair position transferred from Facilities and re-titled.*	1.00	$58,786	
Office of Human Resources			
<u>Director Human Resources</u>			
Compensation Analyst *As a result of compensation study, vacant position downgraded.*	(1.00)	($93,670)	
Human Resources Data Analyst *Funded through position reclassification and vacancy savings.*	1.00	$76,627	
Teacher Quality Manager (Human Resources Specialist) *To implement provisions of MTEA contract. Partial-year funding, Title II.*	1.00		$80,971
Teacher Mentors *To implement provisions of the MTEA contract. Partial-year funding, Title II.*	15.00		$763,039
<u>Benefits and Insurance</u>			
Human Resources Assistant *Funded through savings from elimination of compensation analyst position and other department reductions.*	1.00	$79,093	
Office of Instructional and Leadership Support			
<u>Office of Instructional Support</u>			
Teacher *For professional development support. Title II, partial-year funding.*	1.00		$43,040

	Positions	Board Funds	Categorical Funds
Early Childhood			
Gifted and Talented Coordinator	1.00		$43,040
Partial-year funding, Title I.			
Research and Assessment			
Teacher	1.00	$43,040	
Records-management project. Partial-year funding.			
Teaching and Learning			
Curriculum Specialist, Health and Physical Education	(1.00)	($140,056)	
Transfer position to School and Community Services			
Budget Analyst	1.00	$121,125	
Accountant Specialist	(1.00)	($121,125)	
Correct the classification for position.			
Science Specialist	2.00		$86,080
Provide professional development to teachers on science curriculum. Partial-year funding, Title II.			
Library Media Specialist	1.00		$43,040
To staff the media resource center at MEC. Partial-year funding, Title II.			
Math Specialists	(3.00)		($300,000)
Math Instructional Coaches	(50.00)		($4,304,000)
Non-position Accounts			($396,000)
Math Specialists	3.00	$300,000	
Math Instructional Coaches	50.00	$4,304,000	
Non-position Accounts		$396,000	
State funding of math initiative to start in FY09, not FY08, per state budget — School Operations funds to be used in FY08, partial-year funding.			
Office of School and Community Services			
Office			
Curriculum Specialist — Health and Physical Education	1.00	$140,056	
Transfer position from Instructional and Leadership Support.			
Teacher	0.50		$43,040
Carol M. White Physical Education grant; partial-year funding.			
Innovative Schools			
School Social Workers	3.00		$210,596
Guidance Counselors	2.00		$172,160
Futures First Initiative			
Student Services Specialist	1.00		$121,125
Futures First Initiative			
Project Director	1.00		$185,725
Safe Schools/Healthy Schools Program			
Project Coordinator	1.00		$80,838
Safe Schools/Healthy Schools Program, partial-year funding.			
School Safety Aide	2.00		$39,792
Safe Schools/Healthy Schools Program, partial-year funding.			
School Secretary II	1.00		$45,300
Safe Schools/Healthy Schools Program, partial-year funding.			

	Positions	Board Funds	Categorical Funds
Early Childhood Facilitator *Safe Schools/Healthy Schools Program, partial-year funding.*	0.50		$50,873
Student Services			
Student Services Coordinator	1.00	$129,200	
Guidance Counselor	1.00	$80,750	
Teacher — Records Management *Partial-year funding.* *Provide increased support for the central service student disciplinary conference process and for assisting in school assignments.*	1.00	$43,040	
Parent Involvement Coordinator *Increase parent outreach. Partial-year funding, Title I.*	1.00		$76,188
Community Relations Specialist *Partial-year funding, Title I.*	1.00		$55,956
Other Accounts			
Milwaukee Partnership Academy *Secretary III position funded as a reimbursable expenditure of $38,758.*	0.50		$0
TOTALS	97.75	$5,554,713	$270,873

POSITIONS SUMMARY	
Board Funds	58.75
Categorical Funds	39.00

The proposed amendments are aligned with the district's Strategic Plan. This Board item supports the Strategic Plan, Goal 1 — that students meet and exceed Wisconsin academic standards and graduate prepared for high education, careers and citizenship; Goal 5 — that school staff are supportive and responsive to students and families; and Goal 7 — that the district's central services departments support student learning.

The recommendations which have been developed are consistent with Board Administrative Policy 3.0, Fiscal Management.

Approval of these proposed amendments will result in a total budget, including estimated categorical grants, of $1,022,113,584, based upon current law and revenue limit calculations. Excluding categorical grants, the three statutory funds will total $995,513,584. This compares to the FY07 total of $969,543,870, an increase of $25,969,714 for the three statutory funds.

	FY08 May Adopted Budget	Adjustments	FY08 Adopted Amended Budget
Operations Fund	$959,940,747	($3,538,032)	$956,402,715
Construction Fund	$22,726,883	$228,580	$22,955,463
Extension Fund	$16,155,406	$0	$16,155,406
TOTALS	$998,823,036	($3,309,452)	$995,513,584

The allowable property tax levy under the revenue limit is now $268,203,947, and the amendments make full use of this authority. Based upon September 2007 assessed valuation information, the estimated tax rate will increase from $8.14 in FY07 to $9.48 in FY08, an increase of $1.34, or 16.5%. The tax-rate

increase of $1.34 generates a tax increase of $178.15 over FY07 for the owner of a city home worth $132,950, the city-wide average.

Property Tax Levy	FY08 May Adopted Budget	Adjustments	FY08 Adopted Amended Budget
Operations			
MPS	$ 156,407,514	$ 27,833,835	$ 184,241,349
Private School (Choice)	$ 49,732,650	$ 4,388,175	$ 54,120,825
Total Operations	$ 206,140,164	$ 32,222,010	$ 238,362,174
Construction	$ 16,485,292	$ 490,081	$ 16,975,373
Extension	$ 12,866,400	$ 0	$ 12,866,400
TOTALS	$ 235,491,856	$ 32,712,091	$ 268,203,947

The following table shows a comparison of the revised property tax levy with the prior year's property tax levy.

Property Tax Levy	FY07	FY08	$Change	%Change
Operations				
MPS	$ 156,705,347	$ 184,241,349	$ 27,536,002	17.6%
Private School (Choice)	$ 49,732,650	$ 54,120,825	$ 4,388,175	8.8%
Total Operations	$ 206,437,997	$ 238,362,174	$ 31,924,177	15.5%
Construction	$ 14,580,539	$ 16,975,373	$ 2,394,834	16.4%
Extension	$ 9,327,455	$ 12,866,400	$ 3,538,945	37.9%
TOTALS	$ 230,345,991	$ 268,203,947	$ 37,857,956	16.4%

In the attachments to this item are sample analyses of various scenarios under which the district would not tax to its legal limit. The scenarios also show impacts on future years' budgets.

Failing to use district's full taxing authority would also negatively affect the school levy tax credit in future years. The credit is used to reduce property tax bills. According to the Legislative Fiscal Bureau, "The school levy tax credit is distributed based on each municipality's share of statewide levies for school purposes during the three preceding years."

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.

The resolutions adopted by the Board will be transmitted to the Common Council of the City of Milwaukee for adoption as prescribed by State Statutes 119.46, 119.47 and 119.48 prior to the adoption of the City Budget scheduled for November 8, 2007.

The Administration recommends that the Board amend the FY08 Budget to reflect the full use of the legal revenue limit. The recommendation would adjust the School Operations Fund and Construction Fund for the changes described above. The Extension Fund budget is unchanged. 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 ~~$959,940,747~~ $956,402,715 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 ~~$206,140,164~~ $238,362,174 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 2008, 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.

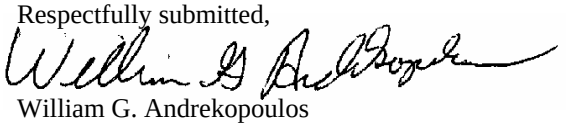
CONSTRUCTION FUND

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 ~~$22,726,883~~ $22,955,463 will be required for the 2008 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, ~~$16,485,292~~ $16,975,373 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2008, said amount to be in addition to the money received from other miscellaneous sources.

EXTENSION FUND (unchanged)

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 $16,155,406 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2008 Fiscal Year, and that $12,866,400 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 2008, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

Respectfully submitted,



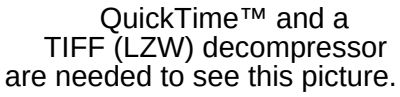
William G. Andrekopoulos
Superintendent of Schools

* * * * * *

Director Hardin moved to reprogram the remainder of the $55 million surplus that was allocated to prepay debt services and other prepayment obligations to meet our current needs and raise the levy by only 5.4%, which is more than enough to meet our obligations.

The Board then proceeded to give public hearing on the budget.

The Superintendent presented various scenarios for the FY08 levy:


QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

Director Bonds moved the following substitute:

1. To amend the budget and adopt Option Scenario #4, a 6.27 percent levy increase after the tax credit, with the funds needed to come from a combination of prepayment of debt service, prepayment of pension fund and from the extension fund;

2. To direct the Board President and the Superintendent to request an immediate meeting with the governor and the leaders of the legislature the address the school funding formula and the Milwaukee Parental Choice Program funding flaws as well as the failings and inadequacies of the school finance formula; and

3. To investigate the possibility of suing the state over the school finance formula.

The substitute motion was adopted, the vote being as follows:

Ayes—Directors Bonds, Hardin, Petersons, Spence and Thompson—5.

Noes—Directors Falk, Morales and President Blewett—3.

Director Bonds moved to approve the following budget resolutions, amended to agree with the previous action:

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 ~~$959,940,747~~ $941,801,688 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 ~~$206,140,164~~ $223,761,147 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 2008, 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 ~~$22,726,883~~ $22,955,463 will be required for the 2008 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, ~~$16,485,292~~ $16,975,373 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2008, 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

~~$16,155,406~~ $13,629,616 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2008 Fiscal Year, and that ~~$12,866,400~~ $10,340,610 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 2008, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

The amended resolutions were adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence and Thompson—7.

Noes—President Blewett—1.

The Board recessed from 12:35 AM to 12:55 AM and from 2:08 AM to 2:42 AM, November 2, 2007.

The Board adjourned at 3:00 AM, November 2, 2007.

EUGENE JONES
Asst. Board Clerk/Assistant Director,
Office of Board Governance

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 13, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 6:13 PM.

Present — Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett — 9.

Absent — None.

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

November 9, 2007
R E V I S E D

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Tuesday, November 13, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to:

1. 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; and

2. confer with legal counsel who is rendering oral or written advice concerning strategy with respect to litigation in which the Board is or is likely to become involved.

In regard to Item 1, above, and pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above.

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

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

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), and Section 19.85(g), for the purpose of formulating

strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above and 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 motion prevailed, the vote being as follows:

Ayes— Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett — 9.

Noes—None.

The Board retired to executive session at 6:20 PM.

The Board reconvened in open session at 6:58 PM.

Director Goldberg moved that the Board authorize the City Attorney to file suit on behalf of the Board, against Bitec, Inc. (a/k/a BITEC Bitumen Technology) and GRS Wisconsin, Inc. (a/k/a General Roofing) and Continental Casualty Company in Milwaukee County Circuit Court.

The motion prevailed, the vote being as follows:

Ayes— Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett — 9.

Noes—None.

The Board adjourned at 7:00 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
NOVEMBER 29, 2007

Regular meeting of the Board of School Directors called to order by President Blewett at 6:45 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—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:

DORIS V. MATTKE
First-Grade Teacher
Milwaukee German Immersion School

Doris V. Mattke has dedicated 24 years to Milwaukee Public Schools, 23 of them as a first-grade teacher at Milwaukee German Immersion School. Her first year at the school was as a language assistant working with students at all grade levels.

Ms. Mattke was drawn to teaching because education was highly valued in her family, and she had inspiring teachers in elementary school who believed in her academic abilities. She graduated from Teachers' College in Ludwigsburg, Germany, and earned a Master's of Science from the University of Bridgeport, Connecticut, as a Fulbright Scholar. She was involved in developing benchmarks and assessing teachers applying for the National Board Certification in German. In addition, she has engaged in many professional-development activities at the district and local levels, with an emphasis on technology, math, science, and multi-culturalism.

An active member of her school community, Ms. Mattke is a member of the Milwaukee German Immersion School's Learning Team, School Governance Council, and PTA. She has led extra-curricular activities, including the Roots and Shoots Club, a worldwide grassroots project started by Jane Goodall, the United Nations' Peace Ambassador. Participating students in grades two through five complete three projects throughout the year — one for the environment, one for people, and one for animals.

Some of Ms. Mattke's other accomplishments in the area of community involvement and service learning include her work with Read to Feed — an initiative supported by Heifer International about global education, awareness, reading and reducing world hunger — and setting up a Family Night for the past three years at Milwaukee German Immersion School. The Family Night began with a presentation by Alaskan Artist Ann Miletich, followed by each family creating one quilt square which was then sewn with all of the other family squares into quilts. These quilts were then taken by Ms. Miletich and a group of

dentists to Bolivia and passed out to children in orphanages. The Milwaukee German Immersion School staff and families enjoyed seeing pictures of the children receiving the quilts. Each year, the Family Night has excellent family attendance, and many parents comment that they appreciate the opportunity to do something together as a family.

During her career, Ms. Mattke has experienced many professional rewards. She views the greatest as seeing the children she has taught getting excited about learning new things and wanting to read. She is pleased when her students show pride in their own achievements and try to help others achieve as well. She also treasures the appreciation she receives at the end of the school year from parents and students.

Some of the professional awards she has received include Ameritech Teachers' Award, PTA Teacher of the Year Award, and recognition from Jane Goodall for accomplishments through the Roots and Shoots Club.

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

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of a Claim

Office of
the Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claim:

> Notice of Claim served on Milwaukee Public Schools by Ms. Erica L. Greco, attorney, on behalf of a minor and her parent, Grace Johnson, for injuries allegedly sustained by the minor while participating in a summer recreation program at Gaenslen Elementary School on June 28, 2006.
>
> Claim is being made in the sum of $148,541.19.

Wausau Insurance Companies, the third-party administrator who investigates general liability claims filed against the school district, has requested this claim 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 claimants a period of six months in which to bring suit, if they so desire.

Respectfully Submitted,

William G. Andrekopoulos
Superintendent of Schools

On the motion of Director Thompson, the claim was disallowed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on a Motion to Amend Previous Action of the Board in Order to Reschedule the Regular December 2007 Board Meeting to December 18, 2007

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular monthly meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the December 2007 Board meeting would have been held on December 27, during the Winter Break. At its regular meeting on October 30, 2007, however, the Board voted to reschedule the regular December 2007 Board meeting from December 27 to December 20.

Due to a scheduling conflict that arose subsequent to the Board's action, President Peter Blewett has notified the Office of Board Governance of his intention to make a motion to amend the Board's action of October 30, 2007, regarding the rescheduling of the regular December 2007 Board meeting, to change the date of that meeting to Tuesday, December 18, 2007.

A copy of the *tentative* Board calendar for December 2007 has been forwarded to the Board for reference.

Respectfully,

LYNNE A. SOBCZAK
Board Clerk/Director

Director Hardin moved to move the regular Board meeting from December 20 to December 18, 2007.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

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

(Item A) Action on Reports of Student Expulsions

The 36 reports of the Independent Hearing Panel of the Board of School Directors for the following dates and times are attached for the Board's consideration and determination:

October 29, 2007, at 9:30 a.m. and 11:30 a.m.
October 30, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
October 31, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m..
November 1, 2007, at 11:30 a.m. and 2:00 p.m.
November 2, 2007, at 2:00 p.m.
November 5, 2007, at 9:30 a.m.
November 6, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
November 7, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
November 9, 2007, at 2:00 p.m.
November 12, 2007, at 2:00 p.m.
November 13, 2007, at 11:30 a.m.
November 14, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
November 15, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
November 16, 2007, at 9:30 a.m.
November 19, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
November 20, 2007, at 9:30 a.m. and 2:00 p.m.
November 21, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.

Also included in the attachment are the monthly expulsion summaries for November 2007.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Finance/Personnel Committee, Item 4, a report on actuarial estimates of the district's obligation for post-employment benefits; and

Finance/Personnel Committee, Item 5, a resolution regarding benefits for domestic partners of exempt employees.

On the motion of Director Spence, the balance of the reports was accepted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Spence 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

Administration's Report

1. Service Information (Data collected annually reflects activities that began on July 1, 2007)

2007-08 School Year	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Total MPS IEP Students	17,286	17,279	16,628	16,719							
Initial Evaluations Completed (cumulative)	109	180	221	467							
% Special Ed	79%	78%	71%	66%							
Re-evaluations Completed (cumulative)	1	10	51	368							
% Special Ed	100%	80%	61%	75%							

2. Data-Management Services — Special Services Information Management System (SSIMS) Project Status Report as of October 2007

- ☑ Assisted callers and processed Data Extract Forms.
- ☑ Tested and approved Spanish forms mini-project for SSIMS/Encore application.
- ☑ Continued ongoing efforts with Spectrum K12 School Solutions regarding the remaining IDEA 2004-Project updates/phases.
- ☑ Continued 2007-2008 trainings for both new and veteran special services staff and administrative staff.
- ☑ Continued to work with the Department of Technology to analyzed data for the district's 3rd-Friday report.
- ☑ Analyzed data for submission to DPI for Special Education Indicator 11 and 12, related to Early Childhood referrals and Initial Timelines.
- ☑ Developed additional reports and adjusted existing reports based on administrative requests, including reports for monitoring Early Childhood Outcomes and State Indicator 14 related to Summary of Performance (SOP).

3. Wisconsin Extended Grade Band Standards

a. All students — including students with significant cognitive disabilities — deserve the fullest educational experience. This right includes, to the maximum extent possible, the

opportunity to be involved in and meet the same challenging academic expectations that have been established for all students.

b. The Wisconsin Extended Grade Band Standards are linked to the Wisconsin Academic Content Standards for reading, mathematics, and science, and to grade-level objectives from the Wisconsin Assessment Frameworks. To make this link to grade-level objectives clear, the term *Extended Grade Band Objectives* was adopted.

c. Reading, Mathematics (grades 3 through 8 and 10) and Science (grades 4, 8 and 10) to guide instruction and curriculum planning for students with significant cognitive disabilities. The extended standards, which indicate what students with significant cognitive disabilities are expected to know and to be able to do academically, provide the basis for the new Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). State-of-the-art researched best-practice dictates that instruction for all students with disabilities must be linked to grade-level content standards. The extended standards were developed to satisfy the requirement of the U.S. Department of Education that Wisconsin have alternate achievement standards for its students with disabilities that are clearly linked to grade-level academic content standards.

d. Effective in the Fall of 2008, the Extended Grade Band Standards will provide the foundation of support for all district-wide instruction and assessment activities for students with significant cognitive disabilities.

e. Extended grade bands include two contiguous grade levels that produce a single set of extended grade band objectives. Extended grade band objectives for Reading and Mathematics link to:

- Grade Band 3 and 4
- Grade Band 5 and 6 and
- Grade Band 7 and 8

f. These grade band objectives represent the grade-level expectations for students who are enrolled in and take the alternate assessment in the specified grade level. Because the progression of expectations across the grades for this population is difficult to differentiate for each individual grade level, the specification of grade band expectations is more appropriate. Extended grade objectives were set for Grade 10, a single grade level, because this is the grade level at which general education students are tested and, therefore, the only grade at which alternate assessments are required for high school. In addition, extended grade objectives for science were set for grades 4, 8, and 10.

g. A committee of staff from the Department of Public Instruction (WDPI) and general educators, special educators, and content specialists from across the state worked collaboratively to determine the essence of the Wisconsin Model Academic Standards and grade-level objectives and sub-skills found in the Wisconsin Assessment Frameworks. These standards form the basis for these Extended Grade Band Objectives. Committee members considered the grade-level objectives and sub-skills in the Assessment Frameworks for both grades in their grade bands to determine the linking extended grade band objectives. In Grade 10, the Assessment Framework for high-school Grade-10 grade-level objectives and sub-skills was used to determine the linking extended grade band objectives.

h. Instructional achievement descriptors for each of the Extended Grade Band Objectives have been developed. Instructional achievement descriptors are defined for *Minimal, Basic, Proficient,* and *Advanced Performance* levels. The Proficient level was aligned with the defined target content and skills for each level of achievement, from Minimal to Advanced.

i. For each target skill, examples are provided to show how students might demonstrate achievement of the performance level. These examples are intended to provide an achievement ladder for students working toward proficiency (Proficient) on the Extended Grade Band Objectives and onward (Advanced) toward the grade-level content and skills to which they are linked. The examples are intended to help teachers envision how the broad range of students with significant cognitive disabilities might perform the same content, despite the challenges that their disabilities might present

j. Alternate assessment achievement descriptors were also developed for each grade band. These alternate assessment achievement descriptors provide a bridge between the Extended Grade Band Objectives and the alternate assessments aligned with them. These descriptors are intended to guide the development of the test blueprint, the development of items and tasks that measure the full range of achievement, and the setting of cut scores during standard setting for the assessment. The focus of alternate assessment in this standards-based system is on achievement that aligns with extended standards linked to grade-level content.

k. Together, this system of standards and descriptors is designed to allow students with significant cognitive disabilities to progress toward state standards linked to grade-level expectations while beginning at each student's present level of performance. From the classroom to the assessment, the relationships of standards and assessment to teaching and learning are depicted for use by teachers, assessment designers, and the users of alternate assessment results.

l. The development of these standards was guided by the United States Department of Education's Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001 (NCLB), which requires that alternate academic achievement standards be aligned with the alternate assessment:

- must include knowledge and skills that link to grade-level expectations;
- must promote access to the general curriculum; and
- must reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities.

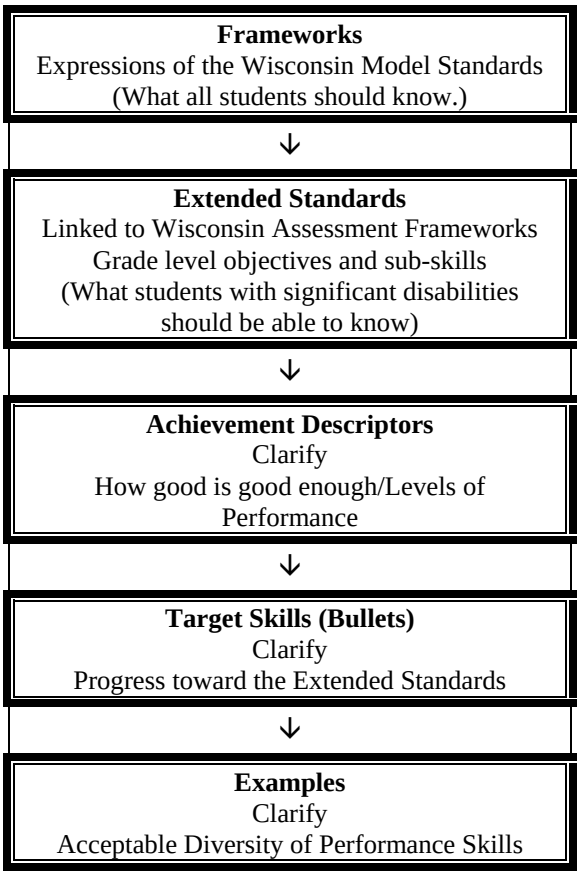
m. NCLB requires that, although the grade-level content may be reduced in complexity or modified to reflect prerequisite skills, the link to grade-level standards must be clear. The academic standards are written for Grades 4, 8, and 12. The assessment frameworks are expressions of the standards at each tested grade level. The extended standards are based on these frameworks and, therefore, on the state standards.

n. These extended standards:

- are defined in a way that supports individual growth because of their linkage to different content across grades;
- are not likely to show the same clearly defined advances in cognitive complexity as do the general education standards when examined across grade levels;
- rely on the judgment of experienced special educators and administrators, higher-education representatives, and parents of students with disabilities as they define alternate achievement standards; and
- provide an appropriate challenge for students with the most significant cognitive disabilities as they move through their schooling.

4. Relationship of the Wisconsin Extended Grade Band Objectives to the Wisconsin Model Academic Standards

a. NCLB requires the link to grade-level standards. The Wisconsin Extended Grade Band Objectives have been developed to differentiate knowledge and skills by Grade Band to clarify the link between the Extended Grade Band Objectives and the general education standards and to show a forward progression across grades and years of instruction that reflect different priorities for instruction and learning as these students grow older. The diagram below illustrates that relationship.



b. The differences from grade band to grade band are necessarily subtle, and progression is sometimes more horizontal than vertical — that is, the differences represent the teaching and learning of added skills that are not as clearly higher from one grade to the next as those found in the general education standards. To the degree possible, however, skills do escalate at the proficient and advanced levels across the grades.

c. The Wisconsin Extended Grade Band Objectives and instructional achievement descriptors serve the following functions:

- Instructionally, they give teachers more information about the levels of knowledge and skills they are building in their students.
- They provide clarification of the links between the Wisconsin Model Content Standards and the grade-level objectives and sub-skills found in the Wisconsin Assessment Frameworks to the Alternate Achievement Descriptors.

d. The Extended Grade Band Objectives and alternate achievement descriptors are designed to do the following:

- standardize meaning for the extended grade band content and skill expectations;

- create consistency in expected performance;
- emphasize similarities in skill for all students participating in the alternate assessment,
- accommodate diverse disabilities; and
- ground alternate assessments in a consistent set of expectations.

e. The alternate assessment achievement descriptors describe the thresholds and summarize the key performances of students who perform each of the achievement levels on the assessment. The Proficient level descriptors align with the Extended Grade Band Objectives that are linked to the grade-level objectives.

f. The Wisconsin Extended Grade Band Objectives are intended to contribute to a fully aligned system of standards, curriculum, teaching, learning, technology, and assessment that ensures equity for all students in each classroom, school, and local education agency.

g. Attachment #1 to the minutes of your Committee's meeting provides important links to the Wisconsin Department of Public Instruction's Extended Grade Band Standards Information (Including training Webcasts, PowerPoint presentations, and complete standards document.) Attachment #2 is a copy of the document Wisconsin Assessment System, Extended Grade Band Standards, Reading, Math and Science.

5. Wisconsin Alternate Assessment (WAA-SwD)

a. Beginning with the amendments to the Individuals with Disabilities Education Act (IDEA) in 1997, and as reauthorized with the IDEA 2004, state and federal special education laws have required that all students with disabilities participate in state and district-wide assessments. Specifically, the federal law states, "Children with disabilities are included in state and district-wide assessment programs with accommodations, where necessary."

b. In addition, IDEA specifies that an alternate assessment is to be provided to a small number of students with disabilities for whom the standardized assessment is inappropriate even with accommodations. The Office of Special Education Programs (OSEP) provides guidance that suggests that about two percent of the total population will need alternate assessment.

c. Beginning in the 2005-06 school years, the federal No Child Left Behind Act required all states to test all students in reading and mathematics in grades 3 through 8 and once in high school (grade 10 under s.118.30 Wis Stats). In Wisconsin, these tests are referred to as the Wisconsin Knowledge and Concepts Examination (WKCE). These standardized tests are designed to measure students' performance against Wisconsin academic standards.

(1) The WKCE measures achievement in reading, language applications, mathematics, science, and social studies using multiple-choice and short-answer questions. Students also provide a rough-draft writing sample. Total WKCE test time varies by content area and grade. Student performance on these assessments is reported in proficiency categories and used to determine the adequate yearly progress of students at the school, district, and state levels.

(2) The Wisconsin Student Assessment System (WSAS) includes Wisconsin Knowledge and Concepts Examination — Criteria Referenced Test (WKCE-CRT) at grades 3, 4, 5, 6, 7, 8, and 10.

(3) Beginning on September 1, 2002, WKCE scores are used as one of several criteria for advancing students from fourth to fifth grade and from eighth to ninth grade. The other criteria are academic performance, teacher recommendations

based on academic performance, and any other academic criteria specified by the local school board.

d. District-wide assessments include the following:

- Early childhood literacy assessment (On-the Mark or DBLES) for grades K-5, 1 and 2, and writing assessments at grades 3, 5, and 7. Benchmark (classroom assessments) assessments are given in grades 3 through 8 and at grade 9 (district-wide assessment.)
- The Wisconsin Alternate Assessment (WAA), which is offered to some students with disabilities at grades 3-8 and 10. The WAA is designed to assess the educational performance of students with disabilities who cannot meaningfully participate in the WKCE assessment or district-wide assessments.

e. Attachment #3 provides an overview of the specific assessments and the 07-08 district assessment schedule.

f. There are three options for students with disabilities to participate in the Wisconsin Student Assessment System and the district-wide assessment system:

(1) The student participates in the regular assessments without accommodations.

(2) The student participates in all (or portions) of the regular assessment, with accommodations as needed.

(3) The student participates in an alternate assessment process for portions of the regular assessment process, as determined by the IEP (through 07-08 school year, after which a student participates in all of the regular assessment or all of the alternate assessment.)

g. For all district assessments, appropriate assessments are selected for students with disabilities, including use of the regular assessment with accommodations and modifications.

h. IEP teams are responsible for deciding whether students with disabilities will participate in state or district-wide assessments, with or without testing accommodations, or will take alternate assessments. This decision is made and revisited at each IEP meeting, where appropriate.

i. To facilitate informed, equitable decision making during the IEP process, the Department of Public Instruction (DPI) has designed a participant checklist for IEP teams to use when making these decisions. This checklist becomes a part of the IEP document. Attachment #4 is a sample of the Wisconsin Alternate Assessment Participation Checklist that is currently in effect through the 07-08 testing windows for students with disabilities. Attachment #5 is a sample of the Wisconsin Alternate Assessment Participation Checklist that will be used for the 08-09 testing windows for students with disabilities.

j. Participation in the current WAA (07-08 school year) is based on the following criteria:

(1) The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.

(2) The student's present levels of educational performance (PLOEP) significantly impede participation and completion of the general education curriculum, even with significant program modifications.

(3) The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.

(4) The student's difficulty with the regular curriculum's demands is primarily due to his/her disabilities and not to excessive absences unrelated to the disability, social, cultural, or environmental factors.

k. Effective with the 08-09 assessment cycle, participation in the (new) WAA-SwD, which is aligned with the Extended Grade Band Standards, will be based on the following considerations:

(1) The student's curriculum and daily instruction focuses on knowledge and skills specified in the Extended Grade Band Standards.

(2) The student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum, even with significant program modifications.

(3) The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.

(4) The student's difficulty with the regular curriculum demands is primarily due to his/her disability and not to excessive absences unrelated to the disability, or social, cultural, or environmental factors.

l The current WAA-SwD is designed for students with significant cognitive disabilities. Generally, all other students will participate in the regular assessments (with or without accommodations.

m. The IEP document must contain statements regarding the student's participation in state- and district-wide assessments. IDEA 2004 specifically requires that, if the IEP team determines that a student cannot participate in the regular assessment, the IEP document must include a statement explaining why the student cannot participate in the assessment and why the particular alternate assessment selected is appropriate for the child. Additionally, the IEP must include a description of any and all accommodations that the IEP team determines are required for the student to participate in the general assessments.

n. Guidelines have been published by DPI that provide all staff with suggested accommodations that are appropriate for the WKCE-CRT. The 2007-08 Assessment Matrix document, which describes the allowable accommodations, is found in Attachment #6.

o. The statewide assessment system is based on model academic content standards designed to determine the progress of students. In recognition of the unique challenges involving all students with disabilities in an assessment system, and to ensure that instruction and assessment are aligned with grade-level expectations and standards, DPI worked with statewide stakeholders to develop the Extended Grade Band Standards. The WAA-SwD is based on these standards in the areas of reading, mathematics, science, social studies, and language arts and includes performance tests in those areas.

p. The (new) WAA-SwD will be administered during the 07-08 assessment cycle. The assessment itself is near completion, and staff will receive the materials and appropriate training during the month of December 2007.

a. The assessment will be a performance-task assessment: Students will perform tasks with manipulatives such as blocks, pictures, reading passages, money or facsimile money, rulers, pencil/paper etc. A sample student test book can be found as Attachment #7.

b. Teachers will be responsible for recording student responses on a standardized set of forms. A sample teacher test book can be found as Attachment #8. A sample of the rater scale is found as Attachment # 9.

q. The first WAA-SwD assessment, which will be administered in January of 2008, will contain some field-test items as well as the assessment items. Subsequent annual administration of this WAA-SwD will conform to the WKCE assessment window (October-November) and will not contain field test items.

r. The WAA-SwD is administered by the student's IEP teacher, who has first-hand information of the student's IEP's goals, objectives or benchmarks, educational curriculum, knowledge, and skills.

s. Cut scores have been established to determine a student's overall level of performance in each of the five content areas (reading, math, science, social studies and language arts). The final result is a proficiency performance level that is compatible with WKCE score results. The overall performance levels are:

WAA Minimal
WAA Basic
WAA Proficient
WAA Advanced

t. All students with disabilities who participate in the WAA-SwD are counted for participation and contribute to the 95% participation requirement for NCLB. The alternate assessment is aligned with state academic standards; therefore, districts may incorporate scores of students participating in the WAA-SwD who obtain a WAA Proficient and WAA Advanced in their adequate yearly progress calculations (AYP) for NCLB. A district may use up to one percent of all full-academic-year (FAY) students in the grades assessed for this calculation, if they perform at WAA-SwD Proficient or WAA-SwD Advanced. Districts may apply for an exemption to exceed the one-percent cap.

u. The District reports the following to the public with the same frequency and in the same detail as it reports the assessment of non-disabled children:

- number of students with disabilities participating in the regular assessment;
- number of students with disabilities participating in the alternate assessment; and
- the performance of those children, if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children.

v. The Department of Special Services will be providing guidance and professional development for all district classroom teachers during the next six weeks to provide information and training relative to both the new Extended Grade Band Standards and the WAA-SwD.

w. The following attachments to this item provide additional information and links to additional topics relative to alternate assessments and annual yearly progress:

Attachment #10 — Students with Disabilities and Statewide assessments

Attachment #11 — New Alternate Assessment to be given to Students with Disabilities in January 2008

Attachment #12 — Improving Adequate Yearly Progress (AYP) for Students with Disabilities,

Attachment #13 — Adequate Yearly Progress (AYP) Assistive Technology

Attachment #14 — Adequate Yearly Progress (AYP) Language and Learning

Attachment #15 — Adequate Yearly Progress (AYP) Social Emotional/Behavioral.

6. Hypothetical Parent Complaint Scenario

a. The Special Education Oversight Action Plan (SOAP) calls for a parental dispute resolution system (PDRS) that affords parents and students access to information and strong school-based and district-level support to resolve issues and concerns in a timely manner. The District has committed to multiple complaint-resolution strategies, both informal and formal, for families.

b. Each month, the Department of Special Services presents a hypothetical situation or scenario that incorporates the topic (or related topics) that are featured as part of the monthly agenda of the Milwaukee Board of School Directors' Committee on Special Education. In addition, the scenarios are constructed to present to the Board and to the public illustrations of problem-resolution strategies that may be employed by the parent and the District.

c. Background Information

(This scenario reflects an example of concerns that could be expressed by parents associated with the issue of participation in alternate assessments. In order to protect confidentiality, no identifying information has been included in this hypothetical situation).

The parents of a high-school student with specific learning disability (SLD) complained that they learned that their son no longer would be eligible for participating in an alternative assessment. Their son had a severe visual learning disability that was associated with poor performance on any written assessment of comprehension, word knowledge, or subject content. For the past four years, the IEP team had determined that this student would participate partially in the Wisconsin Knowledge and Concepts Examination (WKCE) in areas of strength with accommodations and would participate in the Wisconsin Alternate Assessment for Students with Disabilities (WAA) in areas of weakness. The parents and the IEP team thought that such an approach would provide a way of ensuring participation in the same kind of assessment as that available to students without disabilities, as well as a way of avoiding the stress of a high-stakes assessment in the areas of weakness.

d. Intervention

The parents learned that there was a change in the criteria for participation in alternative assessments when they attended an informational meeting provided by a parent advocacy organization. The topic of the meeting was a presentation about changes in state policy regarding this issue. The parents learned that the federal Office of Special Education Programs had ruled that the Department of Public Instruction's approach to alternative assessment conflicted with the requirements of the No Child Left Behind Act. Under No Child Left Behind, districts are required to report the participation of special education students in the statewide assessment program.

The federal Office of Special Education Programs had clarified that waivers for participation in the statewide assessment should be allowed for only the most severely cognitive disabled and not for each disability area under special education law. The Department of Public Instruction was given a deadline to complete its development of a statewide alternative assessment system that was standardized and reliable. In setting a deadline for the development of that system, the state was given a waiver for one year that would continue to allow special education students to participate in both assessment systems.

e. Resolution

The parents of the student were unaware that a waiver would allow their son to continue to participate in both the statewide assessment and the alternative assessment for students with disabilities. Informed that the new requirements would not be fully

implemented until the next calendar year, the parents felt that there was sufficient time to ensure that their son's IEP identified academic areas that needed to be addressed as well as accommodations that needed to be developed for both instruction and future assessment. This information resolved the parents' concern, and this complaint did not become a subsequent complaint to the Department of Public Instruction.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Morales 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 the Status of Career and Technical Education in the Milwaukee Public Schools

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

Administration's Report

1. Career and Technical Education (CTE) Services provides leadership, assistance, guidance and support to all MPS schools, businesses, non-profit organizations, governmental agencies, and the community for the successful planning, development, and operation of career and technical education programs for our students. The office is both a resource and an advocate for CTE throughout the district.

2. CTE serves students in career programs in areas including health careers, business, marketing, finance, construction, manufacturing, engineering, transportation — including automotive and aviation — communications and graphics, work-based learning programs, and more (see organizational chart, Attachment #1).

3. CTE also serves as the doorway for employers to work in partnership with students and schools (see list of active business partners, Attachment #2).

4. Research on CTE shows student engagement is key to persistence to graduation. A recent poll of at-risk California 9th- and 10th-graders found that six in ten respondents were not motivated to succeed in school. Of those students, 90% said they would be more engaged in their education if classes helped them acquire skills and knowledge relevant to future careers.

5. CTE brings relevance to curriculum areas and gives real-world context to academic subjects. Much is written through research from High Schools That Work, National Academies Foundation, and others on the need for rigorous academic work tied to career-themed small learning communities or programs.

6. CTE creates links between middle-school-aged students and high-school programs and provides options for pathways to post-secondary options.

7. MPS is the largest workforce development agency in the state of Wisconsin. Our preparation of students will have an impact on both the economic development of our region and state and the opportunity for economic independence for our students. Yet, dramatic shifts in popular views of vocational education over the past two decades and overall tight budgets have left much of MPS's career programming languishing.

8. Wisconsin's and the nation's economic competitiveness are at the forefront of policy debates among leaders examining ways to keep the country at the top of international innovation and economic gains.

9. Employment data for the ten-year period from 2004 through 2014 show increases in occupations that have a focus on STEM (science, technology, engineering and mathematics) backgrounds.. The US Department of Labor classifies over 60% of the jobs in the current and future workplace in the STEM areas requiring significant background in these fields. Students entering the workforce or college unprepared with technical and career skills find limited opportunities for moving out of poverty

10. Students in career education may be bound for four-year colleges, two-year colleges, work-based training programs, or work. Career-education students require the same amount of academic rigor — or more — to succeed in their chosen fields as do students in traditional academic programs. In response, Career and Technical Education has developed the following:

a. new CTE programs in 16 K-8 or middle schools;

b. redesign of the district's 30-year-old business-education curriculum;

c. establishment of or support for health careers programs in four high schools with certified training options;

d. new programs that put 2,800 students into pre-engineering classes through the nationally recognized best-practice program, "Project Lead The Way";

e. two distinct business partnership teams — one for business/marketing education, and one for STEM programs — with over 60 combined members;

f. collaboration to build new a construction-education initiative linking students with apprenticeships;

g. collaboration to increase financial-literacy programming;

h. collaboration to build broadcast communications curriculum;

i. support for small high schools with CTE-focused programs; and

j. over $2 million in private and public funds to support these programs.

11. The Project Lead The Way pre-engineering program exists in 13 MPS schools as of September 2008. Over 2,800 students are in Project Lead The Way classes. Thirty-five teachers have been trained. MPS has been recognized as a national leader in this well recognized program. Schools are teaching courses on topics such as engineering design, digital electronic, bio-engineering, civil engineering and computerized integrated manufacturing. Support from Rockwell Automation, the Kern Family Foundation, the Greater Milwaukee Foundation, the Society of Manufacturing Engineers, the State of Wisconsin, and others has created tremendous opportunity for MPS students in STEM education (see brochure featuring MPS, Attachment #3, under separate cover).

12. The MPS STEM Partnership Team involves over 40 business and post-secondary institutions working with our schools on STEM education programs from aviation to healthcare to engineering. CTE helps to coordinate the sySTEM Now! (Strengthening Youth in STEM) Conference each fall, with business and post-secondary partners. This year's conference is set for November 1 at Marquette University.

13. Milwaukee Means Business is a two-year project involving over 22 local businesses and a team of MPS teachers to transform the outdated business curriculum into a business-and-information-technology model. The new curriculum was unveiled at the May 15 Synergy Conference hosted by Milwaukee Means Business.

14. The Milwaukee Career Development Conference is an annual event started in 2005 by CTE. The Conference runs competitions involving over 185 students from nine high schools per year. Students

are judged in their business performance by local employers. The event is funded through the Sales and Marketing Executives Education Foundation.

15. Career Fairs are alive and well in MPS. Over the last year, MPS hosted fairs in transportation, construction, and information technology (IT) and participated in fairs held by colleges and business associations. Harley Davidson hosted an iFair in the spring to highlight IT and engineering careers. Over 20 businesses and colleges were present, and over 350 MPS students attended.

16. Make a Difference Wisconsin worked with MPS CTE teachers to develop a six-session curriculum which was delivered by over 180 volunteers from the business community, representing 90 different companies. MAD-WI reached 2,200 11^{th}-grade students in 30 MPS high schools in 2006-07.

17. Radio For Milwaukee partners with the CTE division to develop media arts/broadcast curriculum and learning experiences for students. A pilot was run last year at WEB DuBois High School with 75 students.

18. Urban Skilled Trades Initiative is a partnership with BIG STEP and CTE to increase the numbers of MPS students having access to apprenticeship. The project is meant to create a conduit between the apprenticeships and the five MPS high schools currently involved in construction education. 46 MPS students are currently in tutoring for apprenticeship testing. The project is funded by the Helen Bader Foundation.

19. Dell TechKnow is run by CTE together with the Recreation Department and the Department of Technology. Dell TechKnow, supported by Dell Computers, Inc., provides a hands-on 40-hour experience for middle-school-aged students, who learn basic hardware, software, and internet usage. At the completion of the program, each student earns a Dell computer and Microsoft Office Suite software to take home. Up to 500 low-income students are served per year in the program.

20. Work-based learning programs are currently running out of 10 high schools with students in co-operative education, youth apprenticeship, or internships in finance, business, healthcare/CNA (Certified Nursing Assistant), machining, engineering, automotive mechanics and heating, and ventilating and air conditioning.

21. Aviation Education programs allow 35 MPS students to work at Mitchell Field over the summer, learning and exploring careers through the ACE (Aviation Careers and Education) program. ACE is supported by the Wisconsin Department of Transportation. 20 elementary schools participate in aviation programs at the Experimental Aircraft Association (EAA) in Oshkosh. The program is supported through grants and private philanthropy. High-school students are offered scholarships to the EAA's summer camps. Students can qualify for scholarships for flight school leading to their pilot's licenses.

22. Job shadowing offers teachers and counselors the opportunity to learn about the real-world applications of their classroom activities by shadowing employees of local businesses.

23. National Academy Foundation academies currently run at Hamilton High School and the Washington High Schools of Information Technology, Law Education and Public Service, and Expeditionary Learning. The Academies are focused on information technology, finance, and tourism and hospitality.

24. Career and technical student organizations, including DECA (marketing), HOSA (Health Occupation Students of America), FBLA (Future Business Leaders of America), NSBE (National Society of Black Engineers), and others have chapters in MPS high schools.

25. CTE supports diverse school programs:

a. The Heating, Ventilating and Air Conditioning (HVAC) program at Custer High School has been restarted. Students serve internships with local manufacturers and have received scholarships to Wisconsin Technical College System schools.

b. Genesis High School will be running welding classes this fall, thanks to an innovative partnership at the school which has brought private industry, MATC, and MPS together

to update the lab, to train adults for immediate work, and to teach high-school students skills for their future. A similar partnership is starting this year at Pulaski High School.

c. Pulaski High School's automotive program is one of the largest in the nation. The program is one of only a very few high-school programs with NATEF (National Automotive Technicians Education Foundation) national certification benchmarked by the automotive industry.

d. Custer High School runs a barber and cosmetology program through a partnership with MATC.

e. Hamilton High School's graphic arts program is going through a significant upgrade, thanks to a large grant from Quad Graphics.

f. Three MPS schools compete in the FIRST Robotics competition —Washington High School of Information Technology, Bradley Tech, and Rufus King. Next year they will be joined by Bay View High School, Genesis High School, and Hamilton High School.

g. This past June, Bay View High School unveiled its third complete house built by students. Houses are built from the ground up and completed in two years by juniors and seniors in the construction education program.

26. CTE also manages the Carl D Perkins grant and Jobs for America's Graduates, works with the local Workforce Investment Board, summer jobs programs, the MPS Student Engagement initiative from the Office of Diversity and Community engagement. CTE coordinates the district's Reviews of non-discrimination policies and procedures on an annual and five-year basis.

27 CTE proudly promotes the career programs at MPS via local and national media outlets.

* * * * *

(Item 2) Action on Resolution 0708R-004 by Director Bonds Regarding Requiring Teachers to Submit a Syllabus

Background

At its meeting on May 31, 2007, the Board referred Resolution 0708R-004 by Director Bonds to the Committee on Innovation and School Reform:

WHEREAS, It is important that parents know what and how their children are being taught in classrooms to ensure that their children are learning the subject matter listed for the courses in which they are enrolled; and

WHEREAS, It is also important for students to know on a weekly basis what is expected of them from their classroom teachers and their required assignments; and

WHEREAS, One of the goals of the Milwaukee Public Schools is to prepare students for post-secondary education, if they so choose; and

WHEREAS, In higher education, syllabuses are the norm; now, therefore, be it

RESOLVED, That, by the second Friday of each semester, each teacher be required to prepare and place on file for public review in his or her school a syllabus, one to two pages in minimum length, giving an overview of the class, including what is expected of both the teacher and the students, and outlining the textbooks to be used, activities, readings, assignments, and so forth; and be it

FURTHER RESOLVED, That teachers be required to do this as part of their preparation time for the start of the semester; and be it

FURTHER RESOLVED, That each school in MPS be required to develop and make available for public review a binder containing a roster of all teachers in the building, along with copies of the teachers' syllabuses for the semester; and be it

FURTHER RESOLVED, That these binders shall be made available for public review throughout the semester, at the end of which, the binder will be kept in a storage closet at the school.

Administration's Analysis

1. Systems — such as the district's Learning Targets and the Parent Assistant Program — are currently in place throughout the district that address the intent of this resolution.

2. District Learning Targets, which are aligned to state academic standards, provide school communities with specific direction about what is being taught at each grade level and in each subject area. This information is distributed to parents and students and forms the basis for all instruction in the schools. The Learning Targets are available for public review on the MPS Portal, and content-area-specific Learning Target posters are posted in each classroom. In addition, copies of Learning Targets are mailed to parents' homes for each grade level for students enrolled at the start of each school year.

a. Under the guidance of the Director of Teaching and Learning and the Data Quality Task Force, efforts are already underway, starting at the high-school level, to update course syllabi in the content areas. The outcome of these efforts will be uniform syllabi for each course at the high-school and middle-school levels.

b. These efforts were spearheaded by the Data Quality Task Force, which included staff from the Division of Teaching and Learning (School Counseling and Curriculum Specialists), as well as Educational Technology and Research and Assessment. One of the objectives of the Data Quality Task Force was to update and develop in electronic format the current MPS Course Catalog, which has not been updated since 2000 and exists only in hard copy. A projected timeline has been developed to facilitate completion of this objective:

- by the end of fall 2007 semester, course descriptions must be turned in for all active current courses in the MPS Course Catalog;
- by June 2008:, course descriptions, syllabi, and information about adopted texts must be submitted for all courses;
- if a new course code is requested, schools are required to complete the new course code request form and submit the syllabus and adopted text information (otherwise, schools are required to use only the approved courses in the course catalog); and
- new course code approval timeline: All course code request application material should be submitted to the appropriate curriculum specialist.

c. Updating the MPS Course Catalog will support teachers and result in consistent reporting. Through the implementation process of the electronic MPS Course Catalog, teachers will be provided updated information that is shared with parents and provided to students at the start of each school year and course (revised as necessary). At this time, the implementation focus will be the high-school level, beginning with 9th grade.

d. A centralized approach to course syllabi development, as required though the process of updating the MPS Course Catalog, is consistent with district efforts in the last five years to align curriculum to the Learning Targets.

3. Another resource available to parents is the Parent Assistant. The Parent Assistant is a web-based system available to all MPS parents via the Internet. It allows parents to see information (attendance, grades, assignments) about their children enrolled in MPS. Since Parent Assistant is supported on the Internet, the information is available any time that parents access it by logging on and is a real-time reflection of what is in eSIS.

Strategic Plan Compatibility Statement

4. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; and Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rules Statement

5. This item is consistent with administrative polices and procedures.

Fiscal Impact Statement

6. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to continue with its current systems and efforts relative to district-developed course goals and objectives, informing parents and students of course expectations, and involving parents in their children's education, including:

a. under the guidance of the Director of Teaching and Learning and the Data Quality Task Force, starting at the high-school level, the updating of course goals and objectives in the content areas, resulting in the development of uniform goals and objectives for each course at the high-school and middle-school levels; and

b. updating and developing in electronic format the current MPS Course Catalog, which has not been updated since 2000 and exists only in hard copy. A projected timeline has been developed to facilitate completion of this objective:

- by the end of Fall 2007 semester, course descriptions must be turned in for all active current courses in the MPS Course Catalog;
- by June 2008, course descriptions, goals and objectives, and information about adopted texts must be submitted for all courses;
- if a new course code is requested, schools are required to complete the new course code request form and submit the goals and objectives and adopted text information (otherwise, schools are required to use only the approved courses in the course catalog); and
- new course code approval timeline: All course code request application material should be submitted to the appropriate curriculum specialist; and

c. updating the MPS Course Catalog to support teachers and to provide for consistent reporting. Teachers will be provided updated information that is shared with parents and provided to students at the start of each school year and course (revised as necessary). At this time, the implementation focus will be the high-school level, beginning with 9th grade; and

d. a centralized approach to development of course goals and objectives, though the process of updating the MPS Course Catalog as described.

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

* * * * *

(Item 3) Action on Resolution 0708R-037 by Director Hardin Regarding Lifeguard Training for City of Milwaukee Students

Background

At its meeting on July 26, 2007, the Board referred Resolution 0708R-037 by Director Hardin to the Committee on Innovation/School Reform:

WHEREAS, Each year Milwaukee Public Schools advertises and works diligently to fill the many vacancies in certified lifeguard positions to ensure that the individuals using the facilities are safe; and

WHEREAS, When the summer starts and pools are scheduled to open, many of the positions are not filled and, as a result, some pools open later in the season; and

WHEREAS, The majority of individuals frequenting the pools are Milwaukee Public Schools children and their families; and

WHEREAS, Milwaukee Public Schools sites with pools offer aquatics recreation options for all age groups at various locations through the city; and

WHEREAS, At a time when the City of Milwaukee is experiencing a shortage of summer jobs for youth, it is imperative that more students receive lifeguard training and certification; and

WHEREAS, If MPS could train and "grow" certified lifeguards, it would help students attain a valuable certification and a marketable skill, making them immediately employable; and

WHEREAS, Good communication skills, working cooperatively with a diverse group of co-workers and patrons, and a responsible attitude are among the qualities developed as a lifeguard; and

WHEREAS, Working as a lifeguard helps individuals develop good public relations skills and the ability to work under pressure; and

WHEREAS, Many of the skills acquired from working as a lifeguard will transfer to future positions; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan to offer training at no cost to the students of the City of Milwaukee, to become certified lifeguards at Milwaukee Public Schools sites that have pools; and be it

FURTHER RESOLVED, That certification course be offered at Milwaukee Public Schools sites that have pools; and be it

FURTHER RESOLVED, That students who participate in the training program or course receive Carnegie credit for completion of the program; and be it

FURTHER RESOLVED, That students who participate in the program be required to serve enough hours as a lifeguard at a Milwaukee Public schools pool sites to compensate for the cost of the course and certification; and be it

FURTHER RESOLVED, That the Administration include in the plan a provision to offer a lifeguard training program to the public through recreation sites, making the options available after school hours; and be it

FURTHER RESOLVED, That this program be funded through the Extension Fund; and be it

FURTHER RESOLVED, That a plan for approval be brought back to the Board no later than the November Board cycle for implementation in January 2008.

Administration's Analysis

1. The Milwaukee Recreation Division, similar to many other local agencies that provide aquatic-based programs, has difficulty employing the minimum number of qualified individuals to serve as certified lifeguards at the many pools in the MPS district.

2. Although attempts have been made to recruit potential employees, often the result is that individuals are unable to meet the basic requirements to become a certified lifeguard. Currently the prerequisites for the American Red Cross Lifeguard Training Course include a 300-yard continuous swim and the ability to retrieve a 10-pound brick from the bottom of the pool and then swim the length of the pool with the brick.

3. The Lifeguard Training Course is 40 hours, which does not include practice time. The Recreation Division currently charges $130 for city residents; $50 of this amount is a material fee charged by the American Red Cross. Those who become certified and work for Milwaukee Recreation for one year receive their money back. Students who take the lifeguard training class at their high schools during the school day are not assessed a fee.

4. The Recreation Division has been successful in recruiting, training, and retaining MPS students to serve as lifeguards. Currently there are 11 MPS students employed as lifeguards by the Recreation Division. Additionally there are 52 MPS alumni that have current lifeguard certification, many who have also been trained as certified swim instructors. In the past five years, the Recreation Division has trained 64 MPS students to become lifeguards. The success of retaining MPS students has been extremely high — 89.5% of MPS students trained as lifeguards have been employed for at least one year.

5. Currently Custer High School is the only school that offers an annual lifeguard training class during the school day. Madison High School offers a lifeguard training class every other year.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS Strategic Plan Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship, and Goal 7, that tthe district's central services departments support student learning.

Statute, Administrative Policy, or Board Rules Statement

7. This item is consistent with administrative policy and procedure.

Fiscal Impact Statement

8. The current fee for life guarding is $130. Students who take life guarding as part of their high-school physical education classes are not assessed an additional fee. Staff, training materials, and scholarships will be supported through the Recreation Division's FY08 budget.

Implementation and Assessment Plan

9. The Recreation Division will offer lifeguard trainings to students of the City of Milwaukee who can pass the prerequisites identified by the American Red Cross. The said trainings, which will be offered at MPS sites that have pools, will provide:

- lifeguard training at one of the community centers during the evening hours each season;
- lifeguard training class during the MPS spring break 2008 at one of the MPS high schools during the daytime hours;
- lifeguard training as part of the Community Learning Center (CLC) program. A pilot program will be begin in Summer 2008;
- biennial lifeguard instructor trainings for high-school physical education teachers so they can teach the lifeguard training course as a part of their physical education curriculum. Trainings would be offered during exam week, so no additional costs would be incurred.

10. The Recreation Division will continue to offer the no-cost option, in which candidates for the lifeguard training class pay the $130 fee up front and receive their money back after completing one year of employment as a lifeguard for Milwaukee Recreation.

11. The Recreation Division will offer a limited number of scholarships to MPS students to receive full, no-cost lifeguard training. Scholarship applications will be made available through the Recreation Division office, MPS high-school community centers, and high-school physical education teachers and guidance counselors.

12. Students may be eligible for Carnegie credit if the course is taken as part of the physical education curriculum. Milwaukee Recreation Division and the Department of Teaching and Learning/Summer School Office will explore the possibility of offering this course as part of the summer school program. Students will be able to obtain physical education credit by having the course taught by a DPI-certified teacher. Credits cannot be awarded for other life-guarding courses — the instructors are fully certified to teach lifeguarding, but may or may not be a licensed teacher.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and accept the Administration's response and plan, as detailed in this item, in satisfaction of the resolved portions of this resolution.

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; Award of Sole-Source Contracts; Authorization to Make Purchases; 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 November 2007. Adequate funding is available in the accounts as noted below.

ROOF REPLACEMENT

John Marshall Education Complex

Prime Contractor
Langer Roofing & Sheet Metal, Inc.
345 S. Curtis Road
Milwaukee, WI 53214
Low Bidder, Base Bid of $1,037,800.00

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	126	15	2	35%	35%	363,230.00	25%	300	10

Funds are budgeted for the John Marshall Education Complex's roof-replacement project from FY08 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2MR ECNCROF8 (W.O. #2-730795). Project is to begin on April 7, 2008, and is scheduled for completion on August 1, 2008.

Hi-Mount Boulevard School

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

Low Bidder, Base Bid of $387,318.00

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	148	53	6	20%	20%	77,465.00	25%	300	10

Funds are budgeted for the Hi-Mount Boulevard School's roof-replacement project from FY08 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2HI ECNCROF8 (W.O. #2-730807). Project is to begin on April 7, 2008, and is scheduled for completion on October 4, 2008.

Construction Contracts

Total construction contract dollars awarded.....$1,425,118.00
Total dollars HUB participation $440,695.00
% of HUB participation..... ..... 30.92
% Minority employees within company..... ..... 18.40
% Women employees within company 2.25

Award of Sole-source Contracts

BUDGET ITEM #1: PROJECT CLASS II

Budget Description: The Administration requests authorization to enter into a sole-source contract with Alverno College to support the Wisconsin Mathematics and Science Partnership ("MSP") program — Project CLASS II. The District has a similar contract currently with Alverno College to support Project CLASS I.

The basis of the sole-source waiver is twofold:

1. With the Project CLASS II contract, Alverno is returning to complete a project previously begun. Project CLASS I was awarded and funded through the Wisconsin ESEA Improving Teacher Quality Higher Education Program in January 2005 (grant period 2005-2008). Alverno College is the fiscal agent for Project CLASS I. MPS and Alverno College collaborated to offer this 3-year professional development opportunity to MPS

teachers to (1) improve student learning and achievement in science; (2) increase the number of highly qualified science teachers; and (3) receive resources in science to support teaching and learning. Project CLASS II was developed to continue and expand the success of Project CLASS I by offering this effective professional development to a second cohort of middle-grades (grades 5-8) teachers and a first cohort of high-school (grades 9-12) teachers.

2. Alverno College was specifically identified as the partner institution of higher education ("IHE") because of its internationally recognized expertise in teacher quality and preparation for effective teaching and its international renown in standards-based curriculum and assessment. Alverno also has the infrastructure for offering graduate-level science courses that provide a means for teachers to gain a concentration in science for licensure. These are the primary focus areas of the MSP grant.

Project CLASS I and II are also set within the larger partnership of the Milwaukee Partnership Academy ("MPA"), which involves institutions, committed to Milwaukee public school children. Project CLASS I and II builds upon a central MPA goal to increase student achievement through improved teaching and learning across educational institutions, Alverno College being one of them.

Requested Amount: $120,000
Budget Code: SD10SMT8CI-ECNS (Staff Development — Title IIB)

HUB % Set: 0%

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BUDGET ITEM #2: ORACLE SOFTWARE LICENSES

Budget Description: The Administration requests authorization to grant a sole-source award to Oracle Corporation for the purchase of additional PeopleSoft software modules, including Recruiting Solutions, eBenefits, and ePay. These modules will allow the District to implement

(1) a more robust and comprehensive teacher-recruiting system;

(2) an employee self-service system to facilitate more efficient benefit administration; and

(3) improvements to the direct-deposit system to increase participation by employees.

A sole-source award is necessary because PeopleSoft software modules are available only through Oracle, the current developer/owner of PeopleSoft.

The cost of the new modules is $320,538 after a negotiated 45% discount. This amount includes the first-year annual maintenance fee of $57,785, a 22% negotiated discount.

Requested Amount: $320,538, broken down as follows:
EQM00TECTC-EMTC (Equipment — Maintenance Contracts).....$262,753
SFS00TLNDW -EMTC (Technology licenses — Maintenance Contracts) $57,785

HUB Percentage Set: 0%

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SOLE-SOURCE SUMMARY: Requested Amount: $440,538
HUB Percentage Set: 0%

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

RFP 569 Authorization to Enter into a Contract for Occupational Medical Services, Pre-Employment Physicals, and Drug-Testing Services

The Administration requests authorization to award a contract to Concentra Health Services, Inc., for the purpose of providing occupation medical services, pre-employment physicals, and on-site drug testing. Concentra was selected through the request-for-proposal process (RFP-569). Services will include:

- pre-placement physical examinations and drug and alcohol testing;
- Out-of-state/area pre-placement physical examinations;
- administration of random Department of Transportation's drug-and alcohol-testing program;
- medical-review-officer services of all non-negative drug- and-alcohol testing results;
- reasonable-suspicion on-site, off-hour drug and alcohol testing;
- administration of blood-borne-pathogens program protocols;
- additional services in the areas of compliance to federal and state statutes, functional-capacity job evaluations, fitness-for-duty examinations, and other contracted medical services as specified.

This contract is for one year, with the option to extend for two additional one-year periods upon mutual consent. The contract period commences December 1, 2007, and ends November 30, 2010.

The annual cost of the contract is dependent upon the level of recruitment activity. The total cost for the District in FY07 was $161,297. The three-year cost of the contract is projected not to exceed $540,000. The first year of the contract will be charged to the FY08 budget.

The primary budget code to be charged is DWC00EMBDW-EMDI (Employee Benefits — Medical Insurance). Hepatitis B vaccines will be charged to DWC00EMBDW-ECTS (Employee Benefits — Contracted Services).

Concentra Medical Centers

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
TBD	12,000	3,281	7,214	NO	5%	5%	$5,500	Safety and	Medical Supplies

								Medical Supplies	

Purchasing Request Summary — November 2007

Total contract dollars to be awarded..... $540,000
Total dollars eligible for HUB participation..... $540,000
Total HUB dollars $5,500
% of MBE participation..... 0
% of WBE participation 0
Total HUB Participation..... .... 1.0%

Acceptance of the Report of Revenues and Expenses

Below is a summary of revenues as of September 30, 2007, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction and Extension Funds.

	Adopted Budget	Approved Transfers[1]	Revised Budget	Current Monthly Revenues	Year-to-Date Revenue[2]	Unrealized Revenue	Percent Realized
School Operations	$ 927,790,919	$ 26,106,160	$ 953,897,079	$ 87,035,310	$ 87,052,187	$ 866,844,892	9%
Categorically Aided	190,584,262	11,688,245	202,272,507	4,133,134	8,825,863	193,446,644	4%
School Nutrition	32,149,828	25,669	32,175,497	39,520	39,520	32,135,977	0%
Construction	22,726,883	29,773,464	52,500,347	6,930	1,612,930	50,887,417	3%
Extension	16,155,406	645,461	16,800,867	326,697	404,718	16,396,149	2%
Total All Funds	$ 1,189,407,298	$ 68,238,999	$ 1,257,646,297	$ 91,541,591	$ 97,935,218	$ 1,159,711,079	8%

Below is a summary of expenditures as of September 30, 2007, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction and Extension Funds.

	Adopted Budget	Approved Transfers[1]	Revised Budget	Current Monthly Expenditures	Year-to-Date Expenditures & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 927,790,919	$ 26,106,160	$ 953,897,079	$ 61,232,337	$ 239,595,289	$ 714,301,790	25%
Categorically Aided	190,584,262	11,688,245	202,272,507	11,977,203	44,060,830	158,211,677	22%
School Nutrition	32,149,828	25,669	32,175,497	1,850,428	2,706,412	29,469,085	8%
Construction	22,726,883	29,773,464	52,500,347	4,261,863	54,643,024	-2,142,677	104%
Extension	16,155,406	645,461	16,800,867	736,589	3,524,153	13,276,714	21%
Total All Funds	$ 1,189,407,298	$ 68,238,999	$ 1,257,646,297	$ 80,058,420	$ 344,529,708	$ 913,116,589	27%

[1] Represents Board-approved transfers during fiscal year 2008 and appropriations for purchases encumbered in fiscal year 2007.

[2] The current month's categorically aided revenue recognizes only FY08 grants through August. The YTD revenues includes FY07 and FY08 revenues through August, less FY07 accrual reversal.

Respectfully submitted,
Michelle J. Nate
Chief Finance and Operations Officer

Monthly Expenditure Control Report

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2007, through September 30, 2007.

School Operations Fund

Expenditures and encumbrances through September totaled $239,595,289, or 25% of the revised budget.

District Contingent Fund

The balance at September 30, 2007, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2007	$ 1,000,000
Approved Transfers:	
None	- 0
Balance — September 30, 2007	$ 1,000,000

Construction Fund

Expenditures and encumbrances through September totaled $54,643,024, or 104% of the revised budget.

Extension Fund

Expenditures and encumbrances through September totaled $3,524,153 or, 21% of the revised budget.

District Contingent Fund
1-10-4-876-600-981-510000-0000
SCF-0-0-CTG-DW-ECTG0000

Revenues and Expenditures
Current-Year versus Three-Year Average
As of September 31, 2007

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	9%	9%	25%	27%
Categorically Aided	4%	2%	22%	17%
School Nutrition	0%	1%	8%	10%
Construction	3%	0%	104%	98%
Extension	2%	4%	21%	31%

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
Custer High School	Marilyn Radke	$600.00	Plyometric Boxes/Training and Conditioning
Emerson Elementary	US Consumer Product Safety Commission	$358.88	HP Color Office Jet 6110 Printer/Fax/Scanner/Copier
Keefe Avenue School	Payless Shoe Source Foundation	$1,000.00	Merton Region Business School Partnership Program Contribution
Dr. M.L. King K-8 School	Pilgrim Rest Missionary Baptist Church, Mission Department	$200.00	The purchase of school uniforms
Lowell School	Target	$134.80	Take Charge of Education
Lowell School	Roundy's	$50.40	"We Care"
MacDowell Montessori School	James & Teresa Brownfield	$500.00	For Room 320 Classroom Materials
Milwaukee Public Schools	Ernst & Young	$7,500.00	Provide students in need with school supplies
Morgandale School	Office Max	$1,175.52	Further education of minor children
Professional Learning Institute	Paul Aardappel	$100.00	Fundraising Seed
Riley	Milwaukee Southwest Kiwanis Foundation Inc.	$200.00	K4 Field Trips
Riverside University H.S.	Lorie Burgos	$300.00	Washer & Dryer/Wash & Dry Towels
Victory Elementary School	American Legion Milwaukee Post 18	$400.00	Gift Certificates for writing contest "What Makes America Great"
WHS of Law, Education & Public Service	Deloitte & Touche LLP	$500.00	To help student mobility activities

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts, sole-source 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	
4	Alicia Gomez Rogers	School Secretary I $20,683.56/yr.	11-05-07
4	Raquel Herrera Pierce	School Secretary I $20,683.56/yr.	10-29-07
5	Deborrah Nickel Victory	School Secretary I — Hourly $10,352.00/yr.	09-24-07
		Promotions	
5	Greg Beck MHSA	School Engineer III $49,484.24/yr.	10-22-07
2	Carla Brinkley Burbank	School Engineer II $43,873.70/yr.	10-22-07
5	John Craine Allen-Field	School Engineer II $40,624.74/yr.	10-22-07
5	Kristin Dane Bradley Tech. & Trade	School Engineer III $49,484.24/yr.	10-22-07
2	Norma Garner Green Bay	School Engineer II $47,122.66/yr.	11-05-07
5	Debra Kroening Finance & Operations	School Secretary II $34,791.00/yr.	11-12-07
4	Linda Paulson Procurement	Buyer II $54,747.77/yr.	10-08-07
2	Michael Payne Siefert	School Engineer II $47,122.66/yr.	10-22-07
2	Damion Powell Clarke	School Engineer II $45,498.18/yr.	11-12-07
5	Michele Shelander Procurement	Buyer II $54,747.77/yr.	10-08-07
5	Douglas Sukup Lincoln Ctr. of the Arts	School Engineer III $49,485.54/yr.	10-22-07
5	Jacqueline Tatro Special Services	School Secretary II $34,791.03/yr.	10-23-07
5	Mary Truman Diversified Community Schools	School Secretary II $32,541.97/yr.	10-15-07
2	Mary Will Riverside	School Kitchen Manager II $25,265.65/yr.	10-22-07

Reinstatements

Jerome Lange Bldg. Operations	School Engineer I $43,763.98/yr.	10-22-07

Changes in Status

Debra Burton[1]	School Secretary I	10-25-07
MEC	$27,839.56/yr.	
Katy Haney-Matlock[2]	School Secretary I	11-05-07
D.I.A.L.	$34,577.92/yr.	
Rosalyn Harris[3]	Handicapped Children's Assistant	10-22-07
Keefe	$15,352.46/yr.	
Latonia Lowe[3]	Handicapped Children's Assistant	10-08-07
Fratney	$15,352.46/yr.	
Letriana Neal[3]	Handicapped Children's Assistant	10-29-07
Milw. Spanish Imm.	$15,352.46/yr.	

[1]From a 12-month to a 10-month position
[2]From a 10-month to a 12-month position
[3]From substitute to regular

Approval of Certificated Appointments

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r	Justin M. Anderson Social Studies	B	$34,858.00	1	11/05/2007
5,nr	Diana A. Becker Cross-categorical	B	$34,858.00	1	10/22/2007
5,r	Kristin E. Catalano English	B	$34,858.00	1	10/03/2007
5,nr	Delbert C. Chapman ROTC	C	$51,306.00	8	10/30/2007
5,r	Cathleen A. Charrey Speech	E	$71,135.00	16	10/02/2007
5,r	Cory S. Clark Cross-categorical	B	$34,858.00	1	10/29/2007
4,r	Sandra L. Cruz Grade 3 Bilingual	B	$39,496.00	4	10/01/2007
3,nr	Wen Ding Chinese	B	$34,858.00	1	10/03/2007
5,r	Seth D. Jamieson English	B	$34,858.00	1	10/04/2007
5,r	Janet M. Kalmer Early Childhood EEN	B	$34,858.00	1	10/22/2007
5,nr	Joel R. Metz Cross-categorical	B	$34,858.00	1	10/08/2007
5,r	Luke A. Padgett Cross-categorical	B	$34,858.20	1	10/01/2007
5,nr	Jennifer E. Powell Cross-categorical	B	$34,858.00	1	10/01/2007
4,r	Elisa Rivas K4 Bilingual	B	$34,858.00	1	10/08/2007
4,r	Fidel Rodriguez Trade and Technical Education	B	$34,858.00	1	10/22/2007
2,nr	Lakesha A. Simmons Cross-categorical	B	$34,858.00	1	10/24/2007
5,r	Tom R. Wiedenfeld Mathematics	B	$34,858.00	1	10/09/2007

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
Personal Leave, to June 2008:		
James, Felicia	Thoreau/Community HS	December 3, 2007
Weber, Michael	Burdick	November 22, 2007
Child-rearing Leave, to June 2008:		
Scholler, Cheryl	Trowbridge	November 21, 2007
Extension of Child-rearing Leave, to June 2008:		
Gonzales, Megan	Leave	August 30, 2007

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

Name	Position	Effective Date
Larry Abube	Teacher	10/22/07
Cassie Baczanski	Speech Path	01/02/08
Charon Betker-Lohman	Teacher	10/19/07
Melissa Casanta-Floryance	Teacher	08/30/07
Susan Crocker	Teacher	11/28/07
Nacole Ewerdt	Teacher	12/04/07
Miguel Figueroa	Teacher	11/01/07
Brook Goralski	Teacher	10/08/07
Lisa Hanel	Teacher	11/04/07
Jill Hotz	Teacher	11/04/07
Donald Janicki	Principal	01/03/08
Carole Kincaid	Teacher	10/15/07
Lola Laird	Teacher	06/15/07
William Maegli	Teacher	01/03/08
Pamela McKay	Teacher	11/30/07
Clarence Nicholas	Teacher	10/16/07
Tammy Ollinger	Teacher	10/26/07
Jennifer Peters	Teacher	01/25/08
Tricia Price	Teacher	08/30/07
Stacey Saathoff	Teacher	10/26/07
Alberta Smiley	Teacher	10/20/07
Royal Smit	Teacher	08/30/07
William Sneeberger	Teacher	11/09/07
Cheryl Spitzer	Psychologist	11/01/07
Deborah Stengel	Teacher	12/31/07
Earl Thomas	Teacher	01/25/08
Donna Velez	Teacher	10/12/07

Correction from June 2007 Board Report

Callie Hayes	Teacher	11/30/07

Correction from August 2007 Board Report

Reola Holloway	Supervisor	07/03/07
Paul Armour	Principal	07/01/07

Classified Retirements

Name	Position	Effective Date
Laura Bachmann	School Secretary II	10-16-07
Jeffrey Franklin	Bldg. Service Helper II	10-06-07
Dale Reissing	Pipe Insulator	10-18-07
Sharon Skare	Food Service Assistant	10-19-07
Kenneth Thompson	Building Laborer	10-19-07

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for October 2007 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)	Ann Giuffre	Supervising Dietitian School Nutrition Services	Schedule III, Range 8A $84,616.78
2(r)	Helen Hamilton	Assistant Recreation Supervisor of After-School Programs Division of Recreation and Community Services	Schedule III, Range 4A $47,045.90
4(r)	Carlos DeArteaga	Performance Auditor Office of Board Governance	Schedule III, Range 6A $69,403.28

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

Codes:

2 African American
4 Hispanic
5 White
r Resident who must remain resident

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

* * * * *

(Item 4) Report on Actuarial Estimates of the District's Obligation for Post-Employment Benefits

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

Background

1. The Governmental Accounting Standards Board (GASB) is the accounting-standard-setting body for state and local governments. In 2004, GASB issued Statement No. 45 ("GASB 45"), "Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions," the purpose of which is to establish standards for the measurement, recognition, and display of OPEB ("Other Post-Employment Benefits") expenditures, related liabilities, and other information in the reports of state and local government employers. GASB 45 indicates "…many state and local governmental employers provide other post-employment benefits (OPEB) as part of the total compensation offered to attract and retain the services of qualified employees."

2. GASB also notes:

> This Statement improves the relevance and usefulness of financial reporting by (a) requiring systematic, accrual-basis measurement and recognition of OPEB cost (expense) over a period that approximates employees' years of service and (b) providing information about actuarial accrued liabilities associated with OPEB and whether and to what extent progress is being made in funding the plan.

Administration's Analysis

3. Other Post-Employment Benefits include medical, dental, vision, and other health-related benefits, as well as other forms of post-employment benefits such as life insurance, disability, long-term care, and other benefits that are provided separately from a defined benefit pension plan.

4. GASB 45 applies to the financial statements of state and local governmental employers that provide post-employment benefits other than pension benefits. MPS must first calculate its OPEB obligation for fiscal year ending June 30, 2008 (FY08).

5. GASB 45 requires the District to determine the actuarial accrued liability (AAL) for OPEB associated with service earned to date and the annual required contribution (ARC) for the current fiscal year.

a. The AAL does not need to be recognized immediately on the balance sheet — it is a disclosure item that appears on the notes to the financial statements.

b. The ARC does not represent a cash contribution — it represents the accrual expense for the fiscal year. The balance sheet liability or Net OPEB Obligation at fiscal year end equals the ARC, less employer cash contributions.

6. The District hired Gabriel, Roeder, Smith, and Company (GRS) to perform an actuarial valuation of the GASB 45's OPEB liabilities. GRS completed its report on November 12, 2007, a copy of which is attached. The valuation produced an AAL of $2.22 billion as of July 1, 2007, and an ARC of $175.5 million for FY2008, assuming the District finances OPEB on a pay-as-you-go basis. The balance sheet liability at FYE 2008 is estimated to be $124.9 million, based on estimated employer contributions of $50.6 million.

7. Because this is the first year in which government entities are required to calculate their OPEB liability, the consequences for carrying a large balance sheet liability are unknown and will likely remain unknown until the credit markets and regulators learn the magnitude of these liabilities across all entities. It is anticipated that, at some point, credit-rating agencies will expect entities to manage their liabilities with a combination of advance funding and cost controls.

Strategic Plan Compatibility Statement

8. This item is in support of Strategic Area and Goal III.6, that the district be accountable for measurable results, and III.7, that the district's central services departments support student learning.

Statute, Administrative Policy or Board Rules Statement

9. The recommendation is consistent with Board rules.

Fiscal Impact Statement

10. This item does not authorize expenditures, but is for purposes of providing information to the Board.

Implementation and Assessment Plan

11. The Administration is not providing an implementation or assessment plan at this time.

Director Spence moved to accept the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

(Item 5) Action on Resolution 0708R-044 by Director Morales Regarding Benefits for Domestic Partners of Exempt Employees

Background

At its meeting on August 30, 2007, the Board referred Resolution 0708R-044 by Director Morales to the Committee on Finance/Personnel:

> WHEREAS, The Milwaukee Public Schools is an organization committed to non-discrimination, as expressed in the district's non-discrimination policies regarding provision of services and employment; and
>
> WHEREAS, Those non-discrimination policies include a commitment not to discriminate on the basis of sexual orientation or family status; and
>
> WHEREAS, MPS offers a range of benefits to the marriage partners and children of the district's employees, including health insurance; and
>
> WHEREAS, Many MPS employees are in long-term, committed relationships but are barred by state law from marrying their partners or have other compelling reasons not to marry their partners; and
>
> WHEREAS, Most of MPS's employees are members of labor organizations which negotiate employment benefits on their behalf, while there are other MPS employees who are not covered by these collectively bargained contracts (Board of School Directors, Cabinet Members, ASC Exempt, and 1053 Exempt); therefore, be it
>
> RESOLVED, That the Milwaukee Board of School Directors offer to the domestic partners of MPS employees who are not covered by collectively bargained labor contracts the same benefits granted to the married partners of MPS employees in the same exempt groups

(Board of School Directors, Cabinet Members, ASC Exempt, and 1053 Exempt); and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors express its support for equal treatment of all the district's employees and respect for their committed domestic partnerships, and its particular support of the equal provision of employment benefits regardless of an employee's sexual orientation or family status.

Administration's Analysis

1. This resolution represents a significant expansion of health-insurance eligibility and has the potential to add a significant number of people to our plans. Historically, the Milwaukee Board of School Directors and/or exempt employees have not been the employee group by which benefit enhancements or changes in eligibility are introduced to the District.

2. While the initial number of people affected by the benefit appears to be small, even that number is subject to the arguable impact of COBRA rights and the expansion of benefits and administration systems that comes with its application. Moreover, there are questions about the standard that would be used to determine eligibility, coverage of dependents, and related Internal Revenue System (IRS) regulations.

3. Moreover, this particular issue has been and continues to be an issue in negotiations with a number of our unions, including the recently concluded teacher contract, wherein the parties decided to send the issue to committee for a more thorough analysis. To create an internal comparable on a new benefit would clearly have a significant impact on any bargaining that takes place subsequent to the approval of the benefit by the Board.

4. While the District remains committed to its non-discrimination policies, this issue, given its potential fiscal impact on a district-wide basis, is more appropriately resolved in the collective bargaining arena rather than in the insulated context of exempt employees.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS Strategic Plan, Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rules Statement

6. This item is consistent with administrative policies and procedures**.**

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment Plan

8. None recommended at this time.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0708R-044 and direct the Board President to send a letter expressing the Board's disapproval of the headline and story that mischaracterized the proposed resolution and the Board member's alleged conflict of interest regarding the resolution.

Director Hardin moved to allow public hearing regarding Resolution 0708R-044.

Director Thompson moved to refer the item back to Committee, with the City Attorney to provide answers to specific questions previously raised and information on the status of this type of program at the City and MATC.

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

Ayes—Directors Falk, Goldberg, Morales, Petersons, Spence, Thompson and President Blewett—7.

Noes—Director Hardin—1.

Voting "present"—Director Bonds—1.

* * * * *

(Item 6) Report on School Performance and Financial Audits of Hamilton High School, Anna F. Doerfler School, Reagan Preparatory High School, Metropolitan High School, and Bradley Technology and Trade School

Your Committee reports having received the following informational report from the Office of Board Governance-Audit Services.

Background

1. At its meeting on August 31, 2006, the Board adopted an annual audit plan that included 28 school performance and financial audits.

2. Over the last six months, the Office of Board Governance-Audit Services has completed and issued 20 school audits. Eight of these audits were presented to the Committee on Finance/Personnel at its September meeting, and six were presented at its October meeting. The following five reports are scheduled for presentation at the November meeting of the Committee on Finance/Personnel.

Report #	Audit
2007–42	Hamilton High School
2007–61	Anna F. Doerfler School
2007–62	Reagan Preparatory High School
2007–64	Metropolitan High School
2007–79	Bradley Technology and Trade School

3. These reports, provided under separate cover, include each school administrator's response to the audit and the action plans that the school intends to implement to address the audit recommendations.

4. The Office of Board Governance audit staff is available to present an overview of the audits and to answer questions about the audits. District administrators and the school principals are available to respond to questions about the principals' responses to the audit recommendations.

* * * * *

(Item 7) Action on Resolution 0405R-049 by Former Director Balistreri Regarding Leased Facilities

Background

At its meeting on February 24, 2004, the Board referred Resolution 0405R-049 by former Director Balistreri to the Committee on Finance and Personnel:

> WHEREAS, The Milwaukee Public Schools district has been, and continues to be, devoted to ensuring equity in educational opportunities for all of Milwaukee's children; and
>
> WHEREAS, To adequately serve its diverse student population, the district offers a variety of educational programs, increasing the choices which parents have for the children throughout the city; and
>
> WHEREAS, As demographics throughout the city change, the district makes adjustments to accommodate the educational needs of the children of Milwaukee; and

WHEREAS, At the same time, the district is closing its own facilities and leasing additional space throughout the city to accommodate its diverse population and variety in educational programs offered; and

WHEREAS, As part of the Facilities Plans and Specifications for the district, section 12 of Administrative Policy 5.01, Facilities, states that, as a general practice, the use of leased facilities shall be discontinued as soon as possible, and the programs shall be housed in permanent school facilities as space becomes available; and

WHEREAS, the district has a fiscal responsibility to the community to use the facilities it has before paying to lease other facilities; and

WHEREAS, The Milwaukee Board of School Directors practices fiscally responsible budgeting habits; now, therefore, be it

RESOLVED, That the Board direct the Administration to present a complete report of all facilities leased by MPS and its programs and of all programs which lease facilities from MPS; and be it

FURTHER RESOLVED, That the report include, but not be limited to:

1. The total number of students and staff in each leased facilities;

2. The total amount of dollars used for busing students to each of these leased facilities; and

3. The total cost of the lease for each facility; and be it

FURTHER RESOLVED, That the Administration provide this report to the Board prior to the initiation of any further items regarding school closings; and be it

FURTHER RESOLVED, That these programs in leased facilities be moved prior to the 2005-2006 school year to space in our newly completed neighborhood schools or in other available space within district facilities.

Administration's Analysis

1. At its meeting of April 25, 1996 (Proc. pp. 737-769), the Board approved a new policy on executive limitations for lease agreements which subsequently became Board Governance Policy BG 4.08, Lease Agreements. This policy permits the Superintendent to approve lease agreements which are less than three years in duration or cost less than $100,000 annually. A summary of all of the leases currently in effect for FY08 is attached to the minutes of your Committee's meeting.

2. In the last three years, the district has terminated six lease agreements for space the district was leasing from other entities, and, besides partnership leases that were established under NSI (Neighborhood Schools Initiative), the district has not entered into any additional agreements to lease space from other entities.

3. In the last three years, the district has entered into 11 lease agreements to lease its own space to other entities.

4. The resolution asks for a report on the total amount of dollars used for busing students to each of these leased facilities. The only additional cost associated with these leases is for the Kosciuszko Community Center to bus students to and from Riley Elementary School — this cost is $78 per day, or $13,650 annually, and is paid for from the district's transportation account.

5. When a lease for space that the district is leasing is scheduled to expire, the Administration evaluates other available district space prior to recommending a renewal of the lease. The primary reasons for the leases that the district currently has, beside the NSI partnership leases, is either the requirements for a specific program or their desired locations and proximity to existing schools for their increased enrollment.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS Strategic Plan, Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families;

Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

7. Board Governance Policy BG 4.08, Lease Agreements, permits the Superintendent to approve lease agreements which are less than three years in duration or cost less than $100,000 annually. It also prescribes that annually the Administration will provide an informational report to the Board which will report all leasing activities of the prior year.

Fiscal Impact Statement

8. This item does not authorize expenditures. This is simply a report on the current status of space that the district leases to and from other entities.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt the resolution with the exception of the following (final) Further Resolved:

   FURTHER RESOLVED, That these programs in leased facilities be moved prior to the 2005-2006 school year to space in our newly completed neighborhood schools or in other available space within district facilities

   and

2. accept this item in fulfillment of the resolution.

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

* * * * *

(Item 8) Action on Resolution 0304R-031 by Former Director Balistreri Regarding Bar Coding of Student IDs

Background

At its meeting on April 22, 2004, the Board referred Resolution 0304R-031 by former Director Balistreri back to the Committee on Finance/Personnel for further research:

WHEREAS, The Milwaukee Public Schools contracts with the Milwaukee County Transit system (MCTS) for transportation services; and

WHEREAS, Middle- and high-school students are issued weekly pre-printed bus passes weekly and pre-printed bus tickets for special circumstances; and

WHEREAS, The cost of purchasing transportation services from MCTS continues to rise each year; and

WHEREAS, A large portion of the cost associated with contracting with MCTS is related to the printing of bus passes and tickets; and

WHEREAS, Eliminating printing costs associated with paper bus passes and tickets and implementing a system such as bar-coded student ID cards could result in a substantial cost savings for the district; and

WHEREAS, Implementing a system using bar-coding technology is usually justified within the first school year by the amount of time saved, an increase in accuracy, and a reduction in the loss of assets such as paper bus passes; and

WHEREAS, The University of Hertfordshire has implemented such technology, using four interfaces to cover all of the functions that used to be contained on 5 separate cards — i.e., ID. card, bus pass, an access card, a library and computer card — and will be replacing cash with bar-coded cards for use in vending machines and at the University's shops in the near future; and

WHEREAS, The bar-coded ID card system is already in place and being used by many MPS students instead of lunch tickets; and

WHEREAS, This has prevented theft and fraudulent activities associated with printed paper lunch tickets; and

WHEREAS, The electronic lunch ticketing process has also allowed the district to realize a more accurate count of the number of students within the district who take advantage of the free and reduced-price lunch program; and

WHEREAS, Tracking the use of bus passes and tickets in the same manner could allow the district to realize a substantial savings on the cost of transportation; now, therefore, be it

RESOLVED, That the Administration work with the MCTS to develop a system for electronic bus passes and tickets for cost-effective transportation cost tracking; and be it

FURTHER RESOLVED, The Administration bring the plan and two fiscally responsible alternatives related to paperless bus passes and tickets back to the Board for consideration by the April Board meeting cycle.

Administration's Analysis

1. The Administration recommended in April 2004 that the Board not pursue the electronic bus pass system. The Administration felt that, although there were advantages to the electronic bus pass system, it was not feasible in the long term.

2. Electronic fare technology, which has been available since the 1970s, is used in over 30 transit systems in the United States. The most prevalent system uses a magnetic strip on an ID card. "Smart cards," such as the one in Hertfordshire that is referenced in the resolution, have embedded computer chips that store more information than can be contained on a magnetic strip. Smart cards are more prevalent in Europe, while only ten transit systems in the U.S. use them.

3. Implementing electronic fare technology on MCTS buses would require MCTS to purchase fare boxes capable of handling electronic fares. An upgrade is included in the MCTS five-year capital plan, with implementation scheduled to begin in 2009, according to MCTS representatives. The projected cost is $6 million to $11 million, with funding dependent on county budget priorities.

4. MPS pays in excess of $6 million annually for MCTS services. Current funding for MPS academic programming is inadequate. Any effort by the district to fund new MCTS fare boxes, in whole or part, or any other part of a new bus pass system would redirect resources from the classroom to an ancillary activity.

Strategic Plan Compatibility Statement

5. This item relates to Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship, and Strategy 5, that additional resources be allocated to schools as funding becomes available to create classroom conditions that enable students and teachers to consistently perform at high levels. This resolution, if adopted, would not support that goal.

Statute, Administrative Policy, or Board Rules Statement

6. No Board policy or rule would require modification if the Board accepts the Administration's response.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board place Resolution 0304R-031 on file.

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

* * * * *

(Item 9) Annual Report on Student Attendance

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

Administration's Analysis

1. At its regular meeting on August 27, 1997, the Board requested that the Administration make available for review on an annual basis a summary of pupil attendance.

2. The annual attendance summary report below represents the percentage of attendance for the 2006-2007 school year, compared with the attendance percentage for the 2005-2006 school year, for grades K-12. The Administration compiles the monthly attendance report from pupil attendance information recorded from all schools in the student-management system, eSIS.

Percent Attendance Summary 2006-07 School Year			
	2006-07	2005-06	Difference
Grades 9-12	79.62	80.47	-0.85
Grades 6-8	89.19	89.18	+0.01
Grades 1-5	92.83	92.91	-0.07
Kindergarten	90.50	90.73	-0.23
TOTAL	87.96	88.40	-0.45

3. From the 1999-2000 school year to the 2006-07 school year, there has been a positive trend relative to increased student attendance for grades 6-8 and 9-12.

* * * * *

(Item 10) Informational Report and Follow-up to Resolution 0708R-016 by Director Falk Regarding the Milwaukee Public Schools' Teacher-Hiring Practices

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

Background

At its meeting on August 30, 2007, the Board adopted Resolution 0708R-016 by Director Falk, as amended:

WHEREAS, the Milwaukee Public Schools, like many school districts across the country, is experiencing a high turnover among teachers, especially early in their careers; and

WHEREAS, Such high turnover of teachers is having a detrimental effect on the overall quality of education in MPS's classrooms; and

WHEREAS, MPS contracts with the Gallup Organization to use the latter's TeacherInsight, a Web-based interview program, to help screen the eligible candidates; and

WHEREAS, Unlike state-required certification exams, TeacherInsight measures values and behavior — not knowledge in a teacher's chosen subject area; and

WHEREAS, Little research has been done into the Gallup service, with the most favorable studies come from Gallup itself; and

WHEREAS, There are serious questions about whether teachers' beliefs and attitudes can predict success; and

WHEREAS, There is no universal agreement on the qualities that make a good teacher; and

WHEREAS, The best teachers, as is often the case with the best practitioners in any field, sometimes don't follow conventional wisdom; and

WHEREAS, There has been some concern expressed that the questions which the TeacherInsight poses to candidates presents unrealistic scenarios with choices that are too narrow; and

WHEREAS, Applicants can fake the test using common sense and advice on strategy available on the Internet; and

WHEREAS, Little evidence exists linking teachers' test scores to student achievement; and

WHEREAS, Researchers at Michigan State University in 2003, and in a revised study to be published in 2008, found only a moderate relationship between high scores on such commercial teacher-selection products and favorable ratings by principals once the teachers were in the classroom, while the relationship between the scores of these tools and the ratings by students or outside observers is even more tenuous; and

WHEREAS, Candidates who may otherwise be deemed valuable by the schools to which they have applied have been rejected because of the results of their online interviews; and

WHEREAS, If such a screening tool comes to serve as a "gatekeeper," the pool of candidates may be colored by the exclusion of people who possess other desirable strengths not taken into account by the tool; and

WHEREAS, Anecdotal evidence suggests that MPS could be keeping otherwise qualified candidates from its classrooms; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to conduct a review of its teacher-hiring practices; and be it

FURTHER RESOLVED, No candidate will be automatically disqualified from employment because of a low score on TeacherInsight; and be it

FURTHER RESOLVED, That the Board direct the Administration to conduct a review of its hiring procedures, with a report to be made to the Board no later than the November 2007 Board cycle.

Administration's Report

1. Background Information on the TeacherInsight Instrument

   a. Interview and hiring has long been an art, rather than a science. Over the past thirty years, tremendous strides have been made in understanding what effective teaching looks like. Parallel to this research has been a growing body of research on how to identify the characteristics and behaviors of individuals who are successful teachers and the design of interview protocols to help identify teacher candidates possessing those traits.

   b. A goal in establishing interview and selection processes is to ensure that the employers know what they are looking for and have the tools that help serve as screening mechanisms in surveying and assessing viable candidates. The "screens" through which

candidates are assessed help to ensure that decisions are consistent and fair and have the best opportunity for matching individual talent with organizational needs.

c. In 1994, the Administration determined that there was a need to identify and use a more effective interview tool to accurately identify prospective teachers who would be most successful in teaching the children of Milwaukee Public Schools. This action was taken in response to the district's difficulty with identifying, hiring, and retaining effective teachers for the urban classroom. Two instruments were considered: Dr. Martin Haberman's STAR interview, and the Gallup Teacher Perceiver interview. During this time, the Gallup Organization introduced the Urban Teacher Perceiver (UTP), a version of the original instrument that placed an emphasis on those talents and characteristics (called *themes*) specifically needed for teachers in the urban classroom. After participating in the orientation for both instruments and reviewing the information for each, the district adopted the Urban Teacher Perceiver to assist in identifying quality teachers.

d. The Urban Teacher Perceiver interview was developed based on studies of highly talented urban teachers from all over the country. In 2002, Gallup, having determined that the identifiers used in the Urban Teacher Perceiver and the Teacher Perceiver were closely aligned, merged these instruments into the new TeacherInsight Interview Instrument. TeacherInsight consists of 112 questions, is given on-line, and takes about 40 minutes.

e. Two key improvements accompanied the Insight on-line instrument: (1) The on-line application saves significant time in training and administration, and (2) it assists in maintaining the integrity and validity of the interview through a uniform administration format.

f. Additional key factors that make Gallup's Insight instruments valuable is their comprehensive commitment to research and development. This strong research base has positioned districts to successfully defend their hiring practices when examined by the EEOC. The Perceiver Insight interview has been the subject of 386 production validity studies, and Insight has been administered to over 715,000 candidates. The studies find a positive correlation between the performance of teachers on Insight with the progress that students achieve under their leadership

2. How the TeacherInsight is Used

a. While TeacherInsight is an important tool in the identification and selection of quality teachers for the Milwaukee Public Schools, other criteria are also considered. The Gallup Organization specifically states, "The results of the structured interview should not be the sole source of information in making a decision about a candidate." The employment process gives consideration to academic background, recommendation of principals, university credentials, certification, employment verification, criminal background checks, physical examination, references, and the presentation of the candidate during the interview. Additional consideration is given to the actual need for teachers in a specific content area.

b. During the 2005-06 school year, 195,924 individuals took the TeacherInsight interview nationally, achieving an average score of 64.27. Milwaukee Public Schools used the TeacherInsight with 1,105 teacher candidates, with our pool having a mean score of 64.99. The average score for MPS new hires was 66.4. Analysis of the results reveals that our applicant pool, when examined for gender, age, or race bias in accordance with EEOC criteria, had no disparate results.

c. As the instrument is currently applied, no candidate is either excluded or advanced solely as a result of a TeacherInsight score. TeacherInsight is one factor that helps to build as complete a picture as we can in identifying individuals who will be successful teachers.

3. TeacherInsight Comparative Data

A significant number of large urban districts use some kind of instrument to screen applicants, and the usage of the three leading screening instruments continues to grow:

Haberman —STAR (Not a complete list)	**Kenexa — SELECTOR**	**Gallup — TEACHER INSIGHT (Not a complete list — There are 278 districts)**
Dallas	Alexandria City Schools	Austin
Greensboro	Bassett USD	Baltimore
Oakland	Battle Creek PS	Boston
Philadelphia	Boston PS	Cherry Creek S.D. — Denver area
Rochester	Boulder Valley PS	Cleveland
Tampa	Challenger School	Collier County, FL
	Clayton County PS	Cobb County
	Colonial PS	Denver
	Denver PS	Douglas County — Denver area
	Des Moines Public Schools	El Paso
	Espanola PS	Fairfax County
	Hillsborough County School District	Fayette County — Lexington, KY
	Lebanon Community Schools	Garland ISD — Dallas area
	Lewisville ISD	Gwinnett County — Atlanta area
	Medina Valley	Irving ISD — Dallas area
	Mobile County PS	Knoxville
	Monrovia Community Adult School	Manatee County, FL
	Newport Mesa USD	Nashville
	North Penn PS	Newport News
	Philadelphia School District	New York
	Poudre PS	Northeast ISD — San Antonio
	Putnam City Schools	Omaha
	Scotland County PS	Richmond
	Sioux Falls Schools	Volusia County — FL
	Temple ISD	Wichita
	Virginia Beach City PS	
	Wake County PS	
	Warren Consolidated Schools	
	Wyandotte PS	

4. The Current Procedures for the Interview/Hiring Process for Teachers

Step 1: Teacher applicants log in and complete applications on-line.

Step 2: As positions are identified, and in preparation for the hiring cycle, Staffing Specialists review applications for minimum requirements and notify applicants to complete TeacherInsight Interviews on-line. Individuals formerly employed as teachers who are reapplying for teaching positions are no longer required to complete the TeacherInsight Interview.

Step 3: Staffing Specialists review teacher applicant materials for all areas of certification that currently have vacancies. After a review of all materials, the Staffing

Specialists issue a Clearance to Interview Letter to qualified applicants. Materials considered by Staffing Specialists include:

- certification(s)
- resume
- experience with urban youth and families
- references
- TeacherInsight performance
- transcripts
- letters of recommendation.

School Based Hiring Period
(March-June)

Step 4: Position vacancies are posted on the Portal, and informational meetings are conducted at the buildings.

Step 5: Teacher candidates and MPS teachers submit application materials to buildings for open positions.

Step 6: Building teams conduct interviews and select teachers to fill their vacancies.

Step 7: Current employees are assigned to the building. New hires have to pass a background check and physical before they can be assigned.

Step 8: Staffing Specialist notifies candidate of selection and, to new employee, offers contract, pending background check and the passing of a physical exam.

Step 9: Building principal is notified, and teacher is assigned to building.

After this period, during July and August, there is a seniority-based staffing cycle followed by a new-hire-assignment cycle.

5. A number of changes have been implemented, many of which are the result of the 2007-08 contract with the Milwaukee Teachers' Education Association (MTEA). The two most significant changes are the opportunity for schools to hire and fill vacancies earlier and the inclusion of new hires in the first round of staffing for certain schools and shortage areas.

6. The TeacherInsight is used to assist the district in identifying the strengths and talents of teachers who will make a positive and significant difference in the lives of our students. Our students need caring, empathetic teachers who are sensitive to their individual needs and dedicated to helping all children reach high levels of achievement.

7. Research has strongly validated researched and normed interview instruments as valuable screening instruments. Metzger and Wu, in their critical review of commercial teacher interview instruments, note that "commercial teacher interviews are certainly no worse than unstructured personal interviews that administrators conduct on their own" and "that they may provide hiring administrators with a standardized organization for identifying new teachers who express a certain pedagogical orientation" (Metzger, S.A. & Wu M.J. (April, 2003) "Commercial Teacher Interviews and their Problematic Role as a Teacher Qualification." Paper presented at the American Educational Research Association Annual Conference, Chicago, IL.).

8. Currently, MPS has contracts with Gallup for use of the TeacherInsight and the PrincipalInsight instruments for the 2007-08 school year. While the Insight tools are the benchmarks in the field (most thoroughly researched and most widely used), there are other instrument options that Human Resources can look at in the future to identify what works most effectively for Milwaukee Public Schools. pending the Board's willingness to continue to support a researched-based interview format.

9. The Administration will continue to use a researched and normed interview instrument that assists in identifying individuals with attributes to be successful teachers.

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COMMITTEE ON COMMITTEE ON SAFETY AND CLIMATE

Director Hardin presented the following report for the Committee on Safety and Climate:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Safety and Climate presents the following report:

(Item 1) Action on Approval of 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. In May 2006, the Committee on Special Education recognized restorative practices as an effective tool for suspension prevention and intervention. Research in St. Paul, MN, found that, over a three-year period, out-of-school suspensions 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 practices.

2. The District Attorney's Office, through external grants, has been involved in restorative justice process at Bradley Tech High School and Metropolitan High School. Recommendations from the schools' principals were very supportive of the process and the positive success rate in changing student behavior.

3. At the July 2007 Board meeting, the Administration reported that the restorative justice process has resulted in positive outcomes. The Board at this meeting approved the position of MPS Community Restorative Justice Prosecutor to work with the district's students involved in the juvenile justice system.

Administration's Analysis

4. Research shows that higher suspension rates lead to higher rates of juvenile incarceration.

5. Restorative practices provide a framework for dealing with wrongdoing within the school and broader community that has received, and continues to receive, national attention as a promising strategy to use in urban environments. As a process, restorative practice seeks to assess the harm done by criminal or other bad acts and then determines what needs to be done to repair the harm while holding the offender accountable for his/her actions. Additionally, restorative practices allow for a deeper development of community, social, and emotional capacity.

6. Restorative practices is integrated into both the Department of Labor's grant/Futures First Initiative and Safe Schools/Healthy Students grant.

7. Eighty MPS staff have now been trained in restorative practices through a collaborative effort between MPS and District Attorney's Office.

8. Restorative practices have now become an integral piece of some schools' education plans.

9. The Office of the City Attorney has reviewed and approved 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 regarding an MPS community restorative justice prosecutor, as attached to the minutes of your Committee's meeting.

Strategic Plan Compatibility Statement

10. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 6, that the district be accountable for measurable results; Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

11. This item is consistent with administrative policy and procedure as well as state statutes.

Fiscal Impact Statement

12. This item authorizes expenditures not to exceed $78,000 per year. These funds are part of violence-reduction funds approved by the Board. Currently these funds are located in account OGA-00-CRR-DW-ECTS (Crisis Response Initiative — Contract Services). The $78,000 will be transferred and charged to a specific account code for the Community Restorative Justice Prosecutor, DT2-00-CRR-DW-ELPC (Crisis Response Initiative — Intergovernmental Agreement).

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, and direct the Administration to begin executing the agreement at a cost not to exceed $78,000.

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

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Delegate: Director Spence

Major Activities

- Health, Mental Health Disabilities Manager, Health Coordinator, Health Team, Management Team, and Family Partnership Associates facilitated a Health, Dental and Blood Work Day at Walker's Point Health Clinic. One hundred fifty-six Head Start students attended.

- Program Coordinator, Health, Mental Health Disabilities Manager, Health Coordinator, and Health Team attended the Health Services Advisory Community Partners Committee Meeting.
- Program Coordinator attended DEC Meeting
- Early Childhood Development Education Manager participated in Educational Plan Review team Meetings at school sites.
- Management Staff participated in Independent Panel Hearings.
- Program Coordinator conducted Administrative Assistant interviews.
- Program Coordinator, Mental Health Disabilities Manager, and Health Coordinator conducted Nurse Associate interviews.
- Program Coordinator conducted Family Partnership Associate interviews.
- Health, Mental Health and Disabilities Manager conducted mental health school site visits.
- Curriculum Generalist, Early Childhood Development Education Manager, and Family Partnership Associates conducted parent meetings at school sites, focusing on education and early childhood development.
- Curriculum Generalist attended an Urban Forum at the University of Wisconsin-Milwaukee's Union Center.
- Curriculum Generalist conducted training for the new Family Partnership Associate on the "Opening Day" binder.
- Health Team conducted student Dental Days at Congress, Auer, Dover, Westside, Mitchell, Fletcher, Kagel, Forest Home, Longfellow, ALBA, and Lincoln.
- Health Team conducted student blood testing at Longfellow, Kagel, and Auer.
- Health Team conducted student physical exams at Forest Home and Siefert.
- Family Partnership Associates attended social work meeting.
- Head Start staff meetings held November 5, November 12, and November 26.
- Management Meetings held November 2, November 9, November 16, November 20, and November 29.
- Health Team meetings held November 7 and November 19.
- Policy Council meeting held on November 14, 2007, 5:00 p.m.-7:00 p.m. at the Milwaukee Center for Independence.
- Health, Mental Health and Disabilities Manager attended a collaboration meeting with Penfield.
- ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) meetings held November 5 and November 26.
- Health, Mental Health and Disabilities Manager and Health Coordinator attended a meeting in the Grants Office regarding booster seats.
- Management staff attended meeting with the Director of the Division of Early Childhood.
- Early Childhood Development Education Manager facilitated an orientation for new Head Start teacher.
- Program Coordinator attended Professional Development Steering Committee meeting.

The next Policy Council Meeting will be held on Wednesday, December 12, 2007, at 5:00 PM at Central Office, Room 206/208. The meeting will focus on the Roles and Responsibilities of the Policy Council. Our special guest will be Mable Jones.

* * * * *

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

Submitted by: President Blewett

Previous month's summary:

1. Planning is in progress for the December 14 MPA Partners meeting.
2. The process of hiring a new MPA Executive Director is still in progress.
3. Dr. Cindy Walker from UWM and Dr. Carl Hanssen from Hanssen Consulting, the internal and external evaluators for the Milwaukee Mathematics Partnership (MMP), gave a presentation at the November 12 Implementation Team meeting on Year-4 results of the evaluation of the MMP program.
    a. A presentation is being planned for the December 14 MPA Partners Meeting. This information has also been presented to the math teacher leaders. For additional updates on the work of the MMP, please see the attached November 2007 issue of the MMP Math Minutes.
    b. The presentation to the Implementation Team on the MMP produced discussion about Learning Teams. Data on Learning Teams will be pulled together, and a more in-depth discussion will be held at a future Implementation Team meeting.
4. Representatives from the Academy for Educational Development (AED) were guests at the November MPA Implementation Team meeting and briefly shared about their work with the Carnegie/TNE (Teachers for a New Era) grant, which is in its final years. AED provides technical assistance for capacity building to the 11 institutions that are a part of the TNE initiative to reform teacher education. Site visits are made to each institution two to three times per year, national site meetings are held twice per year, and common needs activities are funded. There is also a long-standing, ongoing annual meeting of people interested in English as a second language and what that means for teacher education reform. A meeting of representatives from a number of the sites took place in Milwaukee recently to discuss observation protocols.
5. A presentation to the Implementation Team on Year 2 of the evaluation of implementation of literacy coaches in the district and the effect it is having on student achievement will be done in the near future.
6. MPS will be presenting information about its science program plan at the December Implementation Team meeting. A meeting of various individuals will also be scheduled to discuss a potential STEM work group and increased focus on science.
7. The Teacher & Principal Quality Work Group has made good progress on aligning mentoring activities in the district across special education and general education. Progress has also been made on development of new materials for bridging pre-service preparation with the preparation of professional development plans for license renewal. In addition, the first round of mapping student teacher placements has been completed.
8. The new Comprehensive Literacy Work Group has finished defining its direction, vision, and mission. Work is in progress to bring together the resources of those in the work group, especially higher education, to support the academic success of students. Outcome action plans have been formed.
9. The first family literacy professional development at MPS on how to support academic achievement of students took place in mid-November. More than 80 parents were signed

up. K4 through 12th-grade learning targets for reading and math were the topic for the Literacy Café on November 13. The next Literacy Café is scheduled for December 18 from 5:00 until 7:00 p.m. at the Marshall High School Multiplex, 4141 North 64th Street. The topic will be reading and math vocabulary development strategies.

10. Another meeting took place on November 8 for the pastors' initiative. Pilot schools have been identified for the adopt-a-school program, and a meeting was held with principals. Discussions will be held with Cris Anderson regarding involvement of NEA Focus Schools. Discussion has been held on the faith component of NCLB, and work will be done to help understanding of this.

11. The State of Wisconsin and the Wisconsin Department of Revenue have partnered with MPS and MATC to sponsor Careers in State Government ("career day program") on January 18, 2008, at MATC. The program is intended to help high-school students achieve long-range education and employment goals, to identify mentoring opportunities, and to encourage the pursuit of careers in government and public service. The program also aims to alert new high-school graduates to pre-college, entry-level opportunities within state government to increase the representation of persons of color at every level of government.

12. NEA Foundation grant update:

    a. The NEA Foundation held a site-convening of all three achievement gap grant school districts (Milwaukee, Chattanooga, and Seattle) in Chattanooga, Tennessee, on November 7 and 8. Bill Andrekopoulos, Arleen Dansby, Deb Lindsey, Janie Hatton, Tom Morgan, Dennis Oulahan, Linda Post, and Cris Anderson attended. Some wonderful information was shared by all there, and visits were made to Chattanooga schools. Information about the MPA was also shared with participants.

    b. The Action Research Fellows met with Dr. Mora Snowden, Curriculum Generalist, to discuss teacher leadership and moving forward the reform agenda to close the achievement gaps.

    c. The work of the NEA Foundation grant was presented at the YMCA mentors meeting at the Central Library.

    d. There was participation in the Observation Protocol hosted by the TNE grant.

    e. Work is continuing with TNE on induction for the NEA Focus schools.

    f. Meetings are taking place with UWM to create a Professional Development Academy this summer for teachers. The theme is closing the achievement gaps and Characteristics of a High Performing Urban Classroom.

The next MPA Partners Meeting is to be held on December 14, 2007.

* * * * *

(Item 3) Report of the Board's Delegate to the Wisconsin Association of School Boards (WASB)

Delegate: Director Hardin

Proposed Resolutions for the WASB Delegate Assembly

- WASB's positions on major policy issues are generally decided by WASB's Delegate Assembly, which comprises one representative from each WASB member school board and CESA board of control. The Delegate Assembly meets annually in Milwaukee at the time of the WASB/WASDA/WASBO State Education Convention. This year, the convention will run from January 23 through 25, 2008.

- WASB's major policy positions are subject to a continuous cycle of review. The process begins in September, with the first meeting of the WASB Policy and Resolutions Committee. The 25 members of the committee are appointed by the WASB president and represent all areas of the state and all types of districts. Committee members review the most recent edition of WASB resolutions for obsolete opinions which should be deleted, for outdated language which should be revised, and for position statements that have not yet been included but which should be brought before the membership for deliberation in light of current legislation or other circumstances.
- During its deliberations in the fall, the Committee receives input on significant policy issues from a number of sources, including input from members at the fall regional meetings. Proposals for resolutions to be considered by the WASB Delegate Assembly may be submitted by any member district board on or before the preceding September 15. (Delegates may introduce emergency resolutions during the Delegate Assembly, but only after the committee's resolutions are considered and only if two-thirds of the Delegates vote to consider the resolution.) These proposed resolutions are considered by the WASB Policy and Resolutions Committee.
- The final decision concerning what will become WASB's positions rests with the Delegate Assembly. During its second meeting in November, the Committee reviews all of this material and decides what the final resolutions for the Assembly's consideration will be, in light of what the Assembly can reasonably be expected to deal with in one session at the convention.
- The Delegate Assembly will meet on January 23, 2008, to take action on the policies that will guide the association's activities and support its legislative agenda, including the proposed resolutions. Decisions reached by the Delegate Assembly will help set the statewide agenda for education in the coming years.
- Provided under separate cover is a compilation of all the resolutions that had been submitted to the Policy and Resolutions Committee prior to September 15, 2007. On the following pages is WASB's "Report to the Membership on 2008 Recommended Resolutions," which summarizes the 12 resolutions which the Policy and Resolutions Committee is forwarding to the Delegate Assembly.

WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.
Madison, Wisconsin
November 5, 2007

REPORT TO THE MEMBERSHIP ON 2008 RECOMMENDED RESOLUTIONS
WASB Policy & Resolutions Committee
Tim Sivertson, Elk Mound School Board, Chair

Resolution 08-1: Two-Thirds State Funding Commitment

Create: The WASB supports a state commitment to provide two-thirds state funding of state-wide school costs and ensure that school districts receive state budget information and state aid payments in a timely manner.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to address the state's failure to retain its commitment to provide two-thirds funding of school costs. The state Legislature's recent delay in passing the biennial state budget highlighted the need for the two-thirds funding commitment as school districts were unable to receive a general school aid increase for this school year. In years past, the commitment required the Legislature to meet its statutory obligation and provide two-thirds of state funding regardless of on-going political debates.

Resolution 08-2: School Security

Create: The WASB supports exempting the costs of school security measures from revenue limits.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to determine whether additional revenues and/or revenue limit flexibility should be sought to address school security costs given recent events in school districts across the state.

Resolution 08-3: Growth Model Assessment System

Create: The WASB supports the use of a growth model for demonstrating student proficiency for the purposes of meeting state and federal accountability standards.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to address whether Wisconsin should adopt a computer-enabled, growth model assessment system and/or support use of a growth model for determining student proficiency that gives schools credit for student improvement over time by tracking individual student achievement year to year. Proponents of growth models suggest that they provide more timely results, better meet the needs of individual students and permit adjustment of instructional practices as needed.

Resolution 08-4: Timely Test Results

Amend Policy 3.10(2c): Establish timely state test administration, *scoring schedules and reporting procedures* ~~and, scoring schedules~~ that enhance the ability of districts to improve student achievement, placement and classroom teaching.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to address concerns that results from statewide pupil assessments have typically been received by districts too late to adjust instructional practices or curriculum.

Resolution 08-5: Tax Disclosure

Create: The WASB supports enactment of a comprehensive state Tax Disclosure Law that includes the following elements:

- Requires the Wisconsin Department of Revenue to publish on a regular, periodic basis a study showing how tax responsibility is distributed among income groups and other categories;
- Requires the Department of Revenue to publish on a regular, periodic basis a full list of state tax credit, deduction and exemption programs that reduce state and local revenue and to notify school boards and municipal governing bodies when the report is published; and
- Allows an individual taxpayer to request information on Wisconsin corporate income tax liability and payments made to Wisconsin by a corporation and by all subsidiaries and affiliates of that corporation that are required to file a Wisconsin tax return by naming the parent corporation or holding company at the time of making the request.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to discuss ways to provide school board members and the public with ready access to accurate and current information about which entities pay Wisconsin taxes, how much they pay, and to what extent various taxes are shifted (passed on from one entity to another) in our state to promote a reasoned discussion of Wisconsin's tax structure.

Resolution 08-6: Secondary Aid Guarantee Increase

Create: The WASB supports adding a portion of the school levy credit to general school aids to increase the secondary aid guarantee.

Rationale:

The Policy and Resolutions Committee advanced this proposal to foster a discussion on whether the equalization aid formula warrants attention for the following reasons:

- 42 districts received primary aid or were eligible only for special adjustment aid in 2006-07.
- 372 districts received positive or negative tertiary aid in 2006-07.
- The secondary cost ceiling was $148 per student below the low-revenue ceiling in 2006-07.
- The state has contributed to the erosion of tax base equalization by directing additional funds to categorical aid and the school levy credit.
- WASB policy 2.20(a) supports at least 82 percent of direct aid to schools be in the form of equalization aids, but the actual level will drop to 76.2 percent of total state school funding in the second year of the 2007 -09 biennial budget.

Resolution 08-7: Special Education Revenue Limit Exemption

Amend Policy 2.4l(q): Exempt the difference between *each district's expenditures for special education* ~~the statutory special education target reimbursement rate of 63 percent~~ and the current reimbursement amount received from the state.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to address the combined effects of the increasing costs of special education services and the declining proportion of state reimbursement. In 1993-94, state categorical aid reimbursed more than 44 percent of special education costs. Currently, it covers slightly more than 28 percent of costs. There is a debate over whether the state should be providing additional funds to cover the increasing costs or if local districts should have the flexibility to seek funding through the property tax levy. There is also a debate over the impact of the funding mechanism on special education services and the ability to control costs.

Resolution 08-8: Special Education Services

Create: The WASB supports full state and federal government funding of services provided by cooperative public agencies for students with the most severe disabilities.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to discuss whether additional options for providing educational and other services should be made available to children with severe disabilities in order to improve the quality of services on a more cost-effective basis.

Resolution 08-9: SAGE Flexibility

Create: The WASB supports legislation to give school districts the flexibility to implement the student achievement guarantee in education (SAGE) program in a manner that preserves lower class sizes, but allows for greater local control.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to determine whether additional flexibility should be sought for the SAGE program to ensure that it remains a viable

program for the participating school districts. Flexibility could include allowing districts to target the lower class sizes in certain grades or in core curriculum classes such as math and reading.

Resolution 08-10: Motor Vehicle Fuel Tax Exemption

Create: The WASB supports creating an exemption from the state motor vehicle fuel tax for fuel sold to school districts and transportation contractors when used for school-related purposes.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to consider an option for reducing districts' increasing pupil transportation costs by eliminating the cost of the state motor vehicle fuel tax liability. The committee notes school districts are exempt from other taxes, such as the state sales tax and the federal motor vehicle fuel tax.

Resolution 08-11: Renewable Energy Projects

Create: The WASB supports authorizing school districts to use all grants, loans and other financing methods allowed by law for energy conservation and renewable energy projects.

Rationale:

The Policy and Resolutions Committee advanced this proposal to allow the membership to address whether the WASB should support authorizing districts to make capital investments and construct or acquire an interest in renewable energy projects. It was brought to the committee's attention that a statutory change would be necessary to allow districts to participate in a renewable energy project designed to generate revenue for school districts.

Resolution 08-12: Cable and Video Services

Create: The WASB supports measures to ensure that when the state grants providers exclusive cable and video rights, the providers must offer free, basic service to all public school facilities and fund public access channels.

Rationale:

The Policy and Resolutions committee advanced this proposal to allow the membership to determine how schools should respond to changes in the technology used by cable operators and telecommunications providers to deliver cable and video services, and how to respond to changes in the way these services are regulated that may result in services being lost to school districts or drive their cost considerably higher.

Currently, cable operators enter into exclusive agreements with municipalities. These contracts typically require cable operators to provide channel capacity for a specified number of public access channels as well as no-cost connection and basic service to local public schools. Pending legislation would shift these exclusive cable agreements to state control and place video services under state regulation and control, jeopardizing the continuation of the benefits and services schools currently receive.

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(item 4) Report of the Board’s Liaison to the Title I District Advisory Council

Delegate: Director Hardin

Major Activities

It is intent of the Milwaukee Board of School Directors and the Administration that parental involvement be maintained and encouraged in the Title I Program. Research and experience has shown that programs which can involve teachers, parents, and children together in the learning process are much more effective than those which do not.

In addition to the efforts of involving parents at the classroom level, the Milwaukee Public Schools (MPS) has followed the Title I local guidelines in holding elections every two years to elect local schools' representatives. The following parents have been elected to serve two-year terms on the District's Advisory Council (DAC) for the 2007-08 and 2008-09 school years:

Allen Field	Ariel Gotay
	Ana Villavicio
Auer Avenue	Linda Brown
	Dianne Ransaw
Bethune Academy	Wanda Brown
Bruce	Mary Edwards
	Melena Hoefs
Burbank	Gwen McGee
	John Huebner
Carver	Kim Jenner
	Jeanette Echols
Clark	Lawrence Griffin
	Lisa McNeal
Clemens	Enid Stewart
	Barbara Ford
Community HS	Jennifer Torres
	Robert Torres
81st Street	Adrian Stewart
	Juanne Harris
Elm	Nikia Gale
	Clarerita Higgins
Emerson	Lou V. King-Hamp
Fernwood	Mary Ellen Shea
	Ian Weisser
Fritsche MS	Luci Tueller*
Gaenslen	Diane Ellis
	Jason Brown
Garden Homes	Nicole Russ
	Jacqueline Allen
Golda Meir	Renzle Taylor
	Bonnie Pionke
Grand Avenue MS	Lesia Edwards
	Col. James Powell, Jr.
Grant	Robyn Krimke
Grantosa	LaShawn Babbs
	Edward Sewour
Hi-Mount	Katrinah Porter
Hopkins	Ruby Hardin
	Ms. McKinnley
Humboldt	Susan Sanerberg
King HS	LaMont Williams
	Carrieanna Johnson-Fuller
Lancaster	Nobie Reed
	Ms. Tidwell
Lady Pitts HS	Paterice Pharm
	Outhe Mays
Lee	Della Clipps
Lloyd Global	Danielle Chisom
	Yvette Watkins
Lowell	Vicky Pelczynski
Madison Campus	Edward Lewis*
	Eric Blanks Sr.
Marshall	Eddie Banks
	Deloris Sallis
Marshall Montessori	Flossie Grant
McNair	Brenda Murphy
	Marian Cooper
Metcalfe	Belinda Freeman
	Ida Penix
Milw. Acad/Chinese	Jennifer Jones
	Christina Ross
MEC	Betty Gray
	Mary Keys
Milw. French Imm.	Tina Polk
	Crystal Dismuke
Milw. HS of the Arts	Sherley Sellers*
	Veronica Sears
Mitchell	Rhonda Phillips
	Marcia Vance
Morgandale	Holly Davis
	Nancy Acosta
Morse MS	Shanetta Grant*
	Dr. Rene Settle-Robinson*
Neeskara	Wendy Baker
	Norma Fortune
New School/Comm.	Carmen Mills*
NW Sec. School	Bobbie O'Neal
	Ms. Maureen Robinson
Parkview	Lisa Steven Lindstadt
	Lisa Bohn
Pierce	Victoria Porter
	Norma Anwar*
Reagan HS	David Robinson*
Riley	Tammy Payne
Riverside HS	Beverly Wilson
Roosevelt MS/Arts	Angelique Richards
SUPAR	Denise Johnson
Sherman K8	Dolly Whittington
	Tamara Sinclair
South	Suzette Francis
	Johana Rivera
35th Street	Electra Webster
	Sasha Williams
Trowbridge	Christina Colon
	Stephanie Sparks-Thompson

Wheatley..... Sir Victor Bryant
Donnis Whitaker
Zablocki..... Cheryl Brown

* Has been elected to serve on the Title I District Executive Committee.

The next Policy Council Meeting will be held on Wednesday, December 12, 2007, at 5:00 PM at Central Office, Room 206/208. The meeting will focus on the roles and responsibilities of the Policy Council. Our special guest will be Mable Jones.

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(item 5) Report of the Board's Representative on the Library Board

Delegate: Director Hardin

Due to unavoidable circumstances, your representative on the Library Board was unable to attend last month's meeting of the Library Board. The report for December 2007 will be presented at the December meeting of the Milwaukee Board of School Directors.

* * * * *

(item 6) Report by a Board Member on the Council of Urban Boards of Education (CUBE)

Submitted by Director Bonds

Director Bonds attended the 40th Annual Conference of the National School Boards Association's Council of Urban Boards of Education (CUBE) from Friday September 28, 2007, to Sunday September 30, 2007, in Atlanta, Georgia. The theme of the conference was "Serving America's Urban Public School Children."

Director Bonds participated in the following activities:

1. attended a federal legislation workshop on the No Child Left Behind (NCLB) reauthorization bill;
2. attended CUBE's Annual Award — Best Practice Session;
3. attended the keynote luncheon and heard the keynote speaker, Dr. Joseph Lowery;
4. participated in the CUBE Civil Rights Tour of Atlanta;
5. attended CUBE's Annual Awards Banquet; and
6. attended a workshop on issues in student diversity Issues in light of recent court decisions on student assignments as it relates to integration.

* * * * *

RESOLUTIONS

Resolution 0708R-062

by Director Bonds

WHEREAS, Administrative Policy 3.01, Annual Operating Budget, section (1)(a), states, "The superintendent of schools shall prepare an annual operating budget for the Milwaukee Public Schools consistent with state statutes, Department of Public Instruction regulations, and district policies and goals"; and

WHEREAS, Section (2)(c) of that same Policy states, "The Administration shall consider budget preparation a year-round process and shall establish a budget calendar which shall present a plan of action for estimating and completing preparation of the annual budget in a fixed period. The calendar shall also be used as a guide for coordinating the budgetary activities, collecting budget data, and making budget decisions"; and

WHEREAS, Section (2)(a) of Board Governance Policy 2.05, Annual Board Planning Cycle, mandates that "The [annual board planning] cycle will conclude each year on the last day of the Board year in order that administrative budgeting can be based on accomplishing a one- to five-year segment of the Board's most recent long-range vision. In the first one or two months of the new cycle, the Board will develop its agenda for the ensuing one-year period"; and

WHEREAS, In order to make sound, well-informed decisions in establishing the annual budget for the district, the Milwaukee Board of School Directors must have reasonable time to gather and analyze data concerning the financial status and needs of the district; and

WHEREAS, Proper and responsible planning requires that the Board and the Superintendent should, from year to year, have an expectation of a clear and consistent timeframe in which to work to develop sound and effective budgets; now, therefore, be it

RESOLVED, That the Board establish the following general schedule for consideration of all future fiscal-year budgets:

2nd Week in April		The Superintendent releases the proposed budget.
3rd Week in April		Office of Board Governance publishes proposed budget in the *Milwaukee Journal Sentinel.*
4th Week in April		Board holds its statutory public hearing on the budget.
2nd Week in May		Board members submit any confidential draft amendments to the budget to the Office of Board Governance by the close of business at ***5:00 p.m. on Thursday.*** The Office of Board Governance will then forward them to the Department of Finance. (Any proposed amendments to the budget submitted after this date will require a 2/3 vote of the Committee on Strategic Planning and Budget at its meeting during the 4th week in May in order to be forwarded to the full Board for consideration.)
3rd Week in May	Monday:	Department of Finance returns the initial, confidential drafts of all submitted proposed budget amendments to their authors.
	Tuesday:	Authors submit the amendments that they want to pursue to the Office of Board Governance by 5:00 p.m.
	Wednesday:	All proposed budget amendments approved by their authors are released for publication and forwarded to the Administration for response
	Friday:	The Administration submits its responses to all the published proposed amendments to the budget. This will allow the Board members a minimum of 48 hours to review the amendments and their analyses.
4th Week in May		The Committee on Strategic Planning and Budget meets at least 48 hours prior to the regular May Board meeting to consider and take action on the published proposed amendments and its recommendations to the Board regarding the proposed budget.

Last Thursday in May.....Board takes action on amendments and proposed budget at its regular May meeting;

and be it

FURTHER RESOLVED, That the annual strategic planning and budget calendar that the Administration submits for approval by the Board in accordance with Board Governance Policy 2.05, Annual Board Planning Cycle, be drafted to reflect the above schedule, with specific dates to be submitted each year that adhere to the timeframe established above.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0708R-063

by Director Bonds

WHEREAS, Virtually all funding for the Milwaukee Public Schools, in one form or another, ultimately comes from the taxpayers of this city, state, and country; and

WHEREAS, This funding is intended to support all the public schools in the district, and their students, as a whole; and

WHEREAS, Even though, in order to fulfill its mission, the district must apportion this funding to individual schools and departments with MPS, the responsibility for this money still remains with the district and the Board that governs it; and

WHEREAS, Each year, at the same time that it is asking its taxpayers to increase their financial contributions for the next fiscal year, the district also has sought the Board's permission to carry over excess funds that departments and schools have retained from the current fiscal year; and

WHEREAS, Approximately 75% of the carryover funds is the result of "vacancy pay adjustments," which is money set aside in the budget for staff positions authorized for schools or departments, but not filled in the budget year; and

WHEREAS, Such vacancy pay adjustments seem to indicate that, if a department or school was able to function without filling the respective staff position during the budget year that is ending, the funding for that position was erroneously apportioned in the first place; and

WHEREAS, Tax-funded government, including MPS, is not intended or entitled to maintain surpluses (or, in effect, profits), but to tax its constituents only to the extent needed to provide the services to which they are entitled by law; and

WHEREAS, Fiscal and fiduciary responsibility dictates that the district ensure that it has taken the fullest advantage of the resources which it has at its disposal before seeking more from the taxpayer; now, therefore, be it

RESOLVED, That, beginning with the FY08 budget, any budgeted funds that have not been expended by the end of the fiscal year, and that have not been encumbered for specific purposes in the following fiscal year, be deposited into a central fund; and be it

FURTHER RESOLVED, That any staff positions that have been budgeted, but have not been filled, in a fiscal year be eliminated at the end of that fiscal year, with the funding for these positions to be placed into this central fund; and be it

FURTHER RESOLVED, That this central fund be used to eliminate or reduce any deficits that exist within the district for the ending fiscal year; and be it

FURTHER RESOLVED, That any funds that may be unexpended after the year-end district deficits have been addressed be allocated to areas of need in the next fiscal year's budget, with those funds to be calculated as part of, and not in addition to, that year's budget; and be it

FURTHER RESOLVED, That a report of the reallocation of these unexpended funds be submitted for the Board's approval along with the final proposed budget; and be it

FURTHER RESOLVED, That a report of encumbered funds to be carried over to the next fiscal year, with specified deadlines by which these encumbered funds are to be expended, be brought to the Board for its approval at the fiscal year's end; and be it

FURTHER RESOLVED, That any funds encumbered from a previous fiscal year that have not been expended by the deadlines set in the current fiscal year be, upon the expiration of those deadlines, returned to the district to be reallocated to areas of need upon approval by the Board; and be it

FURTHER RESOLVED, That the Board direct the Administration to review and, where necessary, to revise, subject to approval by the Board, all relevant policies and procedures to reflect the adoption of this resolution; and be it

FURTHER RESOLVED, That the Board direct the Administration to investigate the reasons why schools and departments accumulate carryover funds, especially as they relate to vacant positions for which the schools or departments have been budgeted, and report to the Board its findings and suggestions for discouraging and reducing year-end carryovers.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0708R-064

by Director Blewett

WHEREAS, The Milwaukee Board of School Directors funds employee travel in order to promote professional development, to keep the district abreast of current trends and developments in education, to ensure the district's compliance with changing state and federal rules and regulations, and, in general, to enhance and to improve the delivery of educational services to our students; and

WHEREAS, The funds which the Board expends on employee travel derives ultimately from the taxpayer; and

WHEREAS, The intent of such Board-funded travel is not solely to benefit the individual employee, but to enhance the knowledge base and performance of the district as a whole; and

WHEREAS, Information and expertise garnered through district employees' attendance at seminars, conferences, conventions, etc., belong not only to the individual employees who have participated in these events, but also to the district that funds the travel; and

WHEREAS, The Board has the fiscal, legal, and moral responsibility to ensure that all the funds which it spends on behalf of the taxpayer, including those funds for employee travel, provide the greatest possible benefit to the district, to its staff, and to the children and families whom they serve; and

WHEREAS, Administrative Procedure 3.06(3), Expense Reimbursements, section 2, Out-of-State Travel Reports, already mandates that "Out-of-state travel expenses shall be reported monthly to the Board," but currently does not specify the format in which this information is to be reported; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the MPS Administration to develop an employee report form for out-of-state travel (see an example attached as Exhibit A to this resolution), which is to include, at a minimum, the employee's name and title, the name of the school or department in which the employee works, the date of the trip, the destination, the purpose of the trip, and the intended benefit to the district; and

FURTHER RESOLVED, That, whenever a district employee uses Board funds for out-of-state travel, that employee be required, upon completion of the event to which he or she has traveled, to submit this report to his or her supervisor; and be it

FURTHER RESOLVED, That the Board direct the Administration to submit to the Board's Committee on Finance/Personnel each month a summary of the previous month's out-of-state employee travel, to include for each trip taken at the district's expense the following:

- the employee's name and title
- the department or school for which the employee works
- the destination
- the purpose of the trip
- the dates when the employee departed and returned to work
- the total cost of the trip borne by the district; and be it

FURTHER RESOLVED, That the members of the Milwaukee Board of School Directors commit themselves to follow these same procedures and submit their travel reports to the Director, Office of Board Governance, to be kept on file.

Exhibit A

EMPLOYEE TRAVEL REPORT AND REIMBURSEMENT REQUEST

Employee Name: _____

Employee Title: _____ Department: _____

Destination: _____

Purpose of Trip: _____

Date of Departure: _____ Date of Return: _____

TRAVEL ARRANGEMENTS

From:	To:	Circle One: Airline/Car/Other (if other, describe)	IF Air, Flight #:	Time of Departure:	Time of Arrival:

LODGING ARRANGEMENTS

Name:	City/State:	Phone#:	Dates of Lodging

COSTS COVERED BY EMPLOYER (including any reimbursements made to employee):

1. Cost of Event (registration, fees, etc.).....$ _____
2. Travel Expenses (excluding mileage).....$ _____
3. Mileage (if by car).....$ _____
4. Lodging Expenses.....$ _____
5. Meals.....$ _____
6. Other (Attach explanation).....$ _____
7. TOTAL PAID BY EMPLOYER.....$ _____

Budget Code(s): _____

I certify that the above expenses of $_____ are true and correct and were incurred by me in accordance with travel policies and procedures of this organization and its Board of Directors.

Employee Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Referred to the Committee on Finance/Personnel.

Resolution 0708R-065

by Director Bonds

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 a means to achieve their educational goals of today in preparation for the workforce of tomorrow; and

WHEREAS, To support the part of the vision statement that "we must have strong and true partnerships with parents and all those in the community who influence and affect our students and families," MPS must continue to offer a variety of educational choices for all students; and

WHEREAS, The increase in the K-8 school offerings has led to the closing of almost all of the district's traditional middle schools, reducing the number of options for students and parents who desire a traditional middle school as an educational option; and

WHEREAS, No large-scale studies have been presented to the Board comparing middle schools that fully implement the middle-school philosophy with K-8 schools; and

WHEREAS, Without the academic advantage of converting schools to k-8 schools having been proven, there must be other options at the middle-school level; and

WHEREAS, The only middle schools on the north side are schools with specialties that consistently have had waiting lists each year; and

WHEREAS, Currently, there are no traditional middle schools within the Milwaukee Board of School Directors' 3rd District, on Milwaukee's north side, north of Walnut to Silver Spring, and east from the river to the 3rd District's western boundary; and

WHEREAS, Within the 3rd District, there are 15 elementary feeder schools, including Lafollette, Keefe Avenue, Green Bay, Franklin and Martin Luther King Elementary school, with no middle-school option for students in the area; and

WHEREAS, Students from these 15 elementary schools who choose a traditional middle-school option are being bused across town because there is no option within walking distance or even close to the north side; and

WHEREAS, Busing costs are increased because all of the northside middle schools have been closed, including Sarah Scott, Malcolm X, Jackie Robinson, and Andrew Douglas; and

WHEREAS, Besides increased busing costs, there is a consistent pattern of closing buildings that have been named to honor great African Americans, with a resultant loss of heritage; and

WHEREAS, It is time for MPS to look at the successes which our middle schools, such as Roosevelt School of the arts, are having and to replicate such offerings to ensure that more children and their families choose MPS as their first educational offering; now, therefore, be it

RESOLVED, That the Board direct the Administration to create a traditional middle-school option on the north side, using the feeder schools to recruit students; and be it

FURTHER RESOLVED, That the Administration make use of the Andrew S. Douglas building for the location for the following reasons:

- this would be consistent with the District's Strategic Plan and the African American Education Council's recommendation to decrease busing costs;
- the location is suitable, as it was previously used as a traditional middle school;
- it offers another option for parents and students who do not choose the K-8 model;

- there are many feeder schools in the area to populate the school; and
- there is a possibility of increasing parental involvement when students are not bused; and be it

FURTHER RESOLVED, That, to decrease costs to the District of using this building, the Administration look at combining some of the elementary schools in the Board's 3rd District that are in close proximity to each other; and be it

FURTHER RESOLVED, That the Administration bring back a plan for implementation, with the school to open in the fall of 2008, for approval of the Board by December 2007.

Referred to the Committee on Finance/Personnel.

Resolution 0708R-066

by Director Bonds

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 a means to achieve their educational goals of today in preparation for the workforce of tomorrow; and

WHEREAS, To support the part of the vision statement that "we must have strong and true partnerships with parents and all those in the community who influence and affect our students and families," MPS must continue to offer a variety of educational choices for all students; and

WHEREAS, The increase in the K-8 schools offering has led to the closing of almost all of the district's traditional middle schools and has reduced the number of options for students and parents who desire a traditional middle school as an educational option; and

WHEREAS, No large-scale studies have been presented to the Board comparing middle schools that fully implement the middle- school philosophy with K-8 schools; and

WHEREAS, Currently, there are no traditional middle schools within the Milwaukee Board of School Directors' 3rd District, on the north side of Milwaukee, north of Walnut to Silver Spring, and east from the river to the western boundary of the 3rd District; and

WHEREAS, The only middle schools on the northside are schools with specialties that have consistently had waiting lists each year; and

WHEREAS, Within the 3rd District, there are 15 elementary feeder schools — including Lafollette, Keefe Avenue, Green Bay, Franklin, and Martin Luther King Elementary school — with no middle-school option for students in the area; and

WHEREAS, Students from these 15 elementary schools who choose a traditional middle-school option are being bused across town because there is no option within walking distance or even close to the northside; and

WHEREAS, Busing costs have increased because all of the northside middle schools have been closed, including Sarah Scott, Malcolm X, Jackie Robinson, and Andrew Douglas; and

WHEREAS, Besides increased busing costs, there is a consistent pattern of closing buildings that have been named to honor great African Americans, with a resultant loss of heritage; and

WHEREAS, Without the academic advantage of converting schools to K-8 schools having been proven, there must be other options at the middle-school level; and

WHEREAS, It is time for MPS to look at the successes which our middle schools, such as Roosevelt School of the arts, are having and to replicate such offerings to ensure that more

children and their families choose MPS as their first educational offering; now, therefore, be it

RESOLVED, That the Board direct the Administration to create a traditional middle-school option on the northside, using the feeder schools to recruit students; and be it

FURTHER RESOLVED, That the Administration make use of the Jackie Robinson School building for the location for the following reasons:

- this would be consistent with the District's Strategic Plan and the AAEC's recommendation to decrease busing costs;
- the location is suitable, as it was previously used as a traditional middle school;
- it offers another option for parents and students who do not choose the K-8 model;
- there are many feeder schools in the area to populate the school; and
- there is a possibility of increasing parental involvement when students are not bused; and be it

FURTHER RESOLVED, That, to decrease costs to the District of using this building, Administration look at combining some of the elementary schools in the Board's 3rd District that are in close proximity to each other; and be it

FURTHER RESOLVED, That the Administration bring back a plan for implementation, with the school to open in the fall of 2008, for approval of the Board by December 2007.

Referred to the Committee on Finance/Personnel.

Resolution 0708R-067

by Director Blewett

WHEREAS, The Milwaukee Public Schools' Board of School Directors is the one and only member of Region 14 of the Wisconsin Association of School Boards (WASB); and

WHEREAS, WASB has designated a process to submit 2008 resolution proposals to be considered by the WASB Policy and Resolutions Committee; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, all proposed resolutions must be officially approved at a meeting of the respective school board prior to submission; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, for a resolution to be considered after September 15, 2007, a copy must be sent to all member boards with a rationale three weeks before the Delegate Assembly on Wednesday, January 23, 2008, then be brought up for action on the Delegate Assembly floor with a two-thirds favorable vote; and

WHEREAS, All WASB 2008 Resolution Proposals must be in the prescribed format used below; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors approve the following Resolution Proposal for inclusion in the 2008 MPS Legislative Agenda and for submission to the WASB Delegate Assembly; and be it

FURTHER RESOLVED, That the Board direct the Office of Board Governance to send a copy to all WASB member boards at least three weeks before the 2008 WASB Delegate Assembly.

---------- **PROPOSAL FOR THE 2008 DELEGATE ASSEMBLY** ----------

Subject: Local Education Agency (LEA) Student Enrollment Counts

Submitted by: Peter Blewett, Milwaukee Board of School Directors

Resolution: Resolved that the Wisconsin Association of School Boards support enactment of legislation to allow School Districts to count, for enrollment, tax levy, and state aid purposes, all students in the LEA jurisdiction. Such legislation should include the following elements:

- Provisions to allow districts who provide transportation and LEA services, including, but not limited to special education services, to count, for enrollment, tax levy, and state aid purposes, all students in the LEA jurisdiction.
- Provisions which allow districts that have a publicly funded choice/voucher program within their LEA jurisdictions to count, for enrollment, tax levy, and state aid purposes, all students in the LEA jurisdiction.

Rationale:

Current state funding formulas do not allow Wisconsin school districts to count, for enrollment, tax levy, and state aid purposes, all students they serve. Many districts provide services such as transportation and special education services to students where within their LEA jurisdiction, yet are not enrolled in the public school district.

Public Schools are required by both state and federal mandate to provide services, including Child Find and certain Special Education services, to students who reside within the LEA jurisdiction, yet may not attend a public school. These services, while mandated, are not fully funded through state or federal aids, which ultimately results in local district funding being used pay for these student services, funneling resources away from the student population they are allocated for.

Similarly, if there is a publicly funded choice/voucher program offered within an LEA's jurisdiction, the public school district is not allowed to count, for enrollment, tax levy, and state aid purposes, these students, yet tax levy and other public funds are diverted from the school districts to pay for the students enrolled in these programs. Public school districts are also still mandated as the LEAs to provide services, including Child Find and certain Special Education services, to these students who reside within their LEA jurisdiction.

This proposal would allow public school districts, as the LEAs, to count accurately, for enrollment, tax levy, and state aid purposes, all students in the LEA jurisdiction for whom they are mandated to serve.

Referred to the Committee on Legislation, Rules and Policies.

Resolution 0708R-068

by Director Morales

WHEREAS, Under current MPS policy, dependent stepchildren of MPS employees are eligible for coverage under those employees' MPS-provided health plans; and

WHEREAS, Upon the death of the non-MPS-employed spouse, the children of that spouse are, under current policy, immediately dropped from the MPS-employed spouse's insurance; and

WHEREAS, Many stepparents consider their stepchildren to be their own children, developing the same relationships with them, investing the same emotion in them, and taking the same responsibility for their wellbeing as they would their own children; and

WHEREAS, Often, upon the death of a spouse, the surviving stepparent must continue to bear the financial responsibility for his or her stepchildren; and

WHEREAS, Especially now, when the very concept of family is facing many destructive pressures, it is cruel and unfair to allow the death of one spouse and parent to depreciate the years of nurturing and love that the surviving spouse and parent has devoted to his or her stepchildren; now, therefore, be it

RESOLVED That the Milwaukee Board of School Directors direct the Administration to negotiate with the providers of the district's healthcare plans so that, upon the demise of the

spouse of an MPS employee, if that employee's dependent stepchildren are already covered under the insurance of that employee, those stepchildren shall continue to be covered by that employee's MPS healthcare plan under the same conditions, in the exact manner, and with the same benefits as that employee's natural children would be covered.

Referred to the Committee on Finance/Personnel.

Resolution 0708R-069

by Director Blewett

WHEREAS, As part of this mission, the district is charged with ensuring that students are provided with a means to achieve their educational goals of today in preparation for the work-world of tomorrow, an environment which will require greater knowledge and appreciation of other languages and cultures and skills that employment trends show shortage, such as STEM (Science; Technology, Engineering and Mathematics); and

WHEREAS, Each year, Wisconsin businesses export more than $12 billion in products to other countries, creating an urgent need for employees who understand other languages and cultures; and

WHEREAS, Although acquisition of a second language is most effective with young children in language-immersion schools — an area in which the Milwaukee Public Schools has been a leader — such schools face many challenges, the greatest of which are finding bilingual teachers who have expertise and certification in other curricular areas and finding materials that both fit the local curriculum and are in the target language; and

WHEREAS, With the Milwaukee Board of School Directors having declared its commitment to growing language-immersion programs in the elementary grades and foreign language programs in general within MPS, expanding and developing new partnership will afford more students the opportunity to compete for global opportunities; and

WHEREAS, According to the US Department of Labor, occupations in the STEM backgrounds show faster-than-average growth through the year 2014; and

WHEREAS, Engineering, technology, and manufacturing offer a great number of well-paying, fulfilling career opportunities that many young people are not aware of unless they are introduced to linking opportunities as adolescents; and

WHEREAS, Students across Wisconsin, including students of 13 MPS schools, are discovering the importance of STEM occupations in our everyday lives though the STEM education program, Project Lead the Way; and

WHEREAS, In November 2004, MPS began a collaboration with many of its community partners to strengthen and motivate MPS students (K-12) in science, technology, engineering and mathematics, and related careers; and

WHEREAS, The MPS STEM Partnership Team involves over 40 business and post-secondary institutions working with our schools on STEM education programs from aviation to healthcare to engineering; and

WHEREAS, Our many partners include, among others, Rockwell Automation, Badger Meter, GE Healthcare, Harley Davidson, Johnson Controls, CH2M HILL, United Water, Milwaukee Metropolitan Sewage District, The Kern Family Foundation, Stratagem, Milwaukee Area Technical College, Marquette University, UW-Milwaukee, Medical College of Wisconsin, and Milwaukee School of Engineering; and

WHEREAS Through this partnership, elementary-, middle- and high-school students experience programs which bring great educational, cultural, and economic benefits not only to the students of MPS but also to students throughout Milwaukee County; and

WHEREAS, There are currently over 3,000 students in Project Lead The Way classes focusing on STEM areas and hundreds of others in IT, aviation, healthcare, and other STEM areas of programming; and

WHEREAS, Through STEM concepts, educators are equipped with the tools to teach application-oriented activities to engage students in science and math instruction; and

WHEREAS, MPS has been recognized as a national leader in this well recognized program, and

WHEREAS, MPS schools participate in engaging problem-solving-model programs such as the done at Garland, in partnership with the state Department of Transportation, which has received "Excellence" awards for their science and mathematics curricula, "Strengthening Youth in Science"; and

WHEREAS, Over 35 teachers have been trained and are teaching courses on topics such as engineering design, digital electronic, bio-engineering, civil engineering, and computerized integrated manufacturing.; and

WHEREAS, The support from Rockwell Automation, the Kern Family Foundation, the Greater Milwaukee Foundation, the Society of Manufacturing Engineers, the State of Wisconsin, and others has created tremendous opportunity for MPS students in STEM education; and

WHEREAS, With the US Department of Labor having classified over 70% of the jobs in the current and future workplace in the STEM areas as requiring significant background in these fields, it is imperative that as many MPS students as possible be introduced to curricula in these areas and have access to the STEM program, now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to add to the MPS Legislative Agenda support for increased funding in the federal, state, and Milwaukee County, budgets for STEM education and expansion of foreign-language opportunities and specifically for educational programming offered that promote partnerships that increase student interest in the Milwaukee landscape for STEM education and foreign languages; and be it

FURTHER RESOLVED, That the Board direct the Administration to seek at the school and district levels new matching funds and/or in-kind contributions for a one million dollar levy increase from private or other public sources to be directed to STEM education and foreign-language opportunities, with the one million dollars in levy funds to be disbursed in equal amounts to new matching private or public sources and/or in-kind contributions; and be it

FURTHER RESOLVED, That the Board direct the Administration to submit to the Committee on Strategic Planning and Budget, no later than the second month following adoption of this resolution, its formal plan to implement this funding program to increase STEM education and foreign-language opportunities, including how it will choose between matching cash contributions and in-kind services and how it will determine the equivalent monetary value of in-kind services offered; and be it

FURTHER RESOLVED, That, within the funding plan for these programs, the Administration bring to the Board, via its Committee on Strategic Planning and Budget, a review of the program, on both an annual and a cumulative basis, to include, but not necessarily be limited to, the identity and number of partners who have participated in the program; the amount of matching funds and in-kind services provided by those partners; the programs which those funds or in-kind services have provided; and the effectiveness of, and the impact on the children of Milwaukee by, these programs; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors instruct the Office of Board Governance to prepare a letter to be signed by the President of the Milwaukee Board of Directors and sent to federal, state and county legislative bodies expressing its support for increased funding in their annual budgets for STEM education and foreign-language

opportunities and specifically for educational programming offered that promotes partnerships that increase student interest in the Milwaukee landscape for STEM education and foreign languages.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0708R-070

by Director Hardin

WHEREAS, In September of 2005, the Milwaukee Board of School Directors adopted a process for closing school buildings based primarily upon educational adequacy of individual buildings, enrollment, building capacity, and enrollment by attendance area; and

WHEREAS, In the last several years, the Milwaukee Public Schools overall has been experiencing a continuing decline in enrollment and

WHEREAS, Such a general decline in enrollment may require a reconsideration of the weighting of these criteria for closing school buildings; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to revisit the school-closing process, with particular emphasis on how the district-wide trend in declining enrollments reflects upon the criteria used; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to return to the Board, via its Committee on Finance/Personnel, with its report and any suggested modifications to the current school-closing criteria based on current demographic and enrollment trends no later than June of 2008.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0708R-071

by Director Hardin

WHEREAS, The Board, on October 16, 2007, voted to direct the Administration and the Office of Board Governance to work collaboratively with the Wisconsin Department of Public Instruction (DPI) to implement the Plan for Monitoring and Technical Assistance while the District is still at the second level as a District Identified For Improvement (DIFI); and

WHEREAS, The Administration was also directed to report back to the Board in one month regarding the status of the implementation of this plan; and

WHEREAS, One of the high-level strategies identified in the DPI's Plan was to provide extended reading and math opportunities in all Schools Identified for Improvement (SIFI), starting with the 2008-09 school year; and

WHEREAS, The DPI's plan also stated that Title I Supplemental Grant funds may be used to support, in part, salaries and activities associated with the MPS District and School Improvement Accountability Model under No Child Left Behind (NCLB); and

WHEREAS, The DPI Plan further stated that Title I Supplemental Grant funds not directed to mandated high-leverage strategies must be directed to SIFI schools based on needs identified in their most recent *Adequate Yearly Progress School Review Summary* reports; now, therefore, be it

RESOLVED, That the Administration provide Title I Supplemental Grant Funds for the SIFI schools to determine educational programs and professional development activities in reading and math designed to improve student achievement at the school level; and be it

FURTHER RESOLVED, That Administration provide the Board with an update, identifying these funds, the SIFI schools receiving the funds, and the programs funded at each of the schools.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-072

by Director Hardin

WHEREAS, The Board, on November 2, 2007, voted to raise the District's portion of the property tax levy by 9%, rather than asserting the full 16.4% increase allowed under the state funding cap; and

WHEREAS, As a result of the decision to not "tax to the maximum" allowed, the District's FY08 budget will be approximately $25 million dollars less than projected in May 2007; and

WHEREAS, Under the current state funding system, the District is further penalized for holding down spending by receiving $6 million less in state aid for the FY09 budget; and

WHEREAS, The "property value per student" in Milwaukee has increased by 19.1% from last year — even though virtually all other measures show an increase in poverty in Milwaukee — exacerbated, in part, by the state's funding formula "flaw," which does not count the approximately 18,000 children in Milwaukee who attend private schools through the publicly funded Milwaukee Parental Choice Program (MPCP); and

WHEREAS, Under the current funding formulas, the net MPS general aid has declined from $631,845,111 in FY07 to $605,239,961 for FY08, and the percentage of the MPS budget paid for by state aid has gone down from 80.3% in FY06 to 72.9% in FY08; and

WHEREAS, The decline in state funding, flaws in the funding formulas, and last-minute changes in the state budget have served to funnel more of the financial responsibility for public education away from the state and directly onto the backs of the property taxpayers in poor districts, especially the Milwaukee property taxpayer; now, therefore, be it

RESOLVED, That the Milwaukee Public Schools include in its Legislative Agenda the investigation of development of and lobbying efforts seeking alternative means of generating revenue; and be it

FURTHER RESOLVED, That these alternative means look at alternate taxations, including, but not limited to, the possibility of an increase in local sales tax, and that possible options and their fiscal impacts be developed and presented to the Board prior to the development and dissemination of the FY09 budget.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 8:15 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 4, 2007

Special meeting of the Board of School Directors called to order by President Blewett at 6:45 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett — 9.

Absent—None.

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

November 30, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Tuesday, December 4, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to refer to committee Resolution 0708R-073 by Director Peter Blewett, to approve for inclusion in the 2008 MPS Legislative Agenda and for submission to the Wisconsin Association of School Boards' Delegate Assembly a resolution proposal to support enactment of legislation to allow school districts to levy revenue through means other than the property tax; and

2. to receive an update concerning strategy with respect to litigation in which it is or is likely to become involved.

In respect 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 considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Referral to Committee of Resolution 0708R-073 By Director Peter Blewett, To Approve for Inclusion in the 2008 MPS Legislative Agenda and for Submission to the Wisconsin Association of School Boards' Delegate Assembly a Resolution Proposal To Support Enactment of Legislation To Allow School Districts To Levy Revenue through Means Other Than the Property Tax

WHEREAS, The Milwaukee Public Schools' Board of School Directors is the one and only member of Region 14 of the Wisconsin Association of School Boards (WASB); and

WHEREAS, WASB has designated a process to submit 2008 resolution proposals to be considered by the WASB Policy and Resolutions Committee; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, all proposed resolutions must be officially approved at a meeting of the respective school board prior to submission; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, for a resolution to be considered after September 15, 2007, a copy must be sent to all member boards with a rationale three weeks before the Delegate Assembly on Wednesday, January 23, 2008, then be brought up for action on the Delegate Assembly floor with a two-thirds favorable vote; and

WHEREAS, All WASB 2008 Resolution Proposals must be in the prescribed format used below; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors approve the following Resolution Proposal for inclusion in the 2008 MPS Legislative Agenda and for submission to the WASB Delegate Assembly; and be it

FURTHER RESOLVED, That the Board direct the Office of Board Governance to send a copy to all WASB member boards at least three weeks before the 2008 WASB Delegate Assembly.

---------- **PROPOSAL FOR THE 2008 DELEGATE ASSEMBLY** ----------

Subject: Levy of Revenue through Means Other Than the Property Tax

Submitted by: Peter Blewett, Milwaukee Board of School Directors

Resolution: Resolved that the Wisconsin Association of School Boards support enactment of legislation to allow School Districts to levy revenue through means other than the property tax, such as sales taxes.

Rationale:

The property tax is the single largest source of revenue for funding state and local government in Wisconsin, the recipient of the largest share of property taxes being the public school system. In 2000, Wisconsin ranked 11th among the states in property taxes as a percentage of personal income. Wisconsin's higher-than-average property taxes have resulted in a dangerous tension between the demand for high-quality public schools and taxpayers' need for relief from their tax burden. Support for efforts to improve education suffers when homeowners see the financial onus of those efforts reflected in their own property tax bills.

In the agrarian economy of the 19th Century, property — the primary source of income for many families — may have been an accurate measure of ability to pay for public services, including education. When wealth is based on tangible property such as land and buildings — which is fixed, finite, and easily measured and valued by taxing authorities — it is relatively easy to ensure that individual citizens bear their fair share of the cost of public services.

In the urbanized economy of the 21st Century, however, land and buildings no longer serve as reliable reflections of overall wealth. Today, citizens' ability to pay for public services is better reflected by their wages, salaries, and financial assets (such as stocks and bonds) than by the value of their homes. Often, the house — and the property on which it sits — are the sum total of a taxpayer's overall wealth. Many property owners have limited, if any, additional discretionary financial resources from which to draw.

A reduction in school property taxes, in conjunction with the ability to exploit alternative and relatively stable sources of revenue for schools, would benefit both schools and taxpayers. For example, in contrast to its high ranking among the states in property taxes as a percentage of personal income, in 2000, Wisconsin ranked 31st out of 46 states that levy a sales tax in terms of the amount of sales tax paid as a percentage of personal income. In its report dated June 30, 2004, the Governor's Task Force on Educational Excellence recommended a 20% reduction in total local property taxes, equal to a 43% reduction in school property taxes, through a dollar-for-dollar sales-tax-for-property-tax replacement to help create a more balanced

system of school finance. The Task Force recommended an increase in the state sales tax by one penny (from 5% to 6%) and an expansion of the sales tax base to generate the $1.44 billion in revenue necessary to fund this property-tax reduction.

While the Governor's Task Force on Educational Excellence was looking at this issue at the state level, granting local school boards the ability to levy revenue through means other than the property tax would reap the same benefits at the local level. By authorizing local school boards to explore alternative means of raising revenue — such as levying a city sales tax levies, or to share in the county or state sales taxes — the Legislature would be going a long way toward creating a more balanced system of educational finance and toward building taxpayer support of high-quality education.

* * * * *

The resolution was referred to the Committee on Legislation, Rules and Policies.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

The Board retired to executive session at 6:50 PM.

The Board adjourned from executive session at 7:45 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
DECEMBER 18, 2007

Regular meeting of the Board of School Directors called to order by President Blewett at 7:08 PM.

Present—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett — 8.

Absent and excused—Director Goldberg—1.

President Blewett requested a moment of silence in memory of Saress Taylor, a 5-year-old student at Lee Elementary School who drowned in a hotel swimming pool on December 15, 2007.

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:

Freda M. Fowlkes-Bell,
Math/Computer Science Teacher,
Washington High School of Information Technology

Freda M. Fowlkes-Bell, a math and computer science teacher at Washington High School of Information Technology, has served as a dedicated MPS teacher for 32 years. Mrs. Bell is a proud graduate of Riverside High School who earned a Bachelor's of Science Degree in mathematics from the University of Wisconsin-Oshkosh. She also earned a Master's Degree in the area of curriculum and instruction from National Louis University. She has taught or currently teaches advanced placement computer science, Oracle database, Web design, and beginning computer information technology courses. She always puts students first and exemplifies the philosophy that all students can and will learn.

Mrs. Bell's family and her involvement in church had a great impact on her career as an educator. Initially, she and her two sisters chose the field of education because of the influence of their mother, Geraldine Fowlkes, who was an elementary school teacher and administrator. She stayed in the field because she grew to love teaching math and computer science and forming young minds. Both of her parents taught her to have a strong work ethic through their example. Being raised in Mt. Calvary Holy Church helped Mrs. Bell live the church's Sunday School and youth motto:

"Youth is the opportunity to do something and become somebody."
and
"You can do it if you try and you will."

Mrs. Fowlkes-Bell has had many life-changing experiences as an educator. One of them was a trip to Japan as a Japan Fulbright Scholar. She was selected from throughout the United States as one of 200 teachers to participate in November of 2005. The three-week trip featured one week in Tokyo learning about the Japanese capital city, its people, culture, politics, and arts. During the second week, Mrs. Fowlkes-Bell and her small sub-group of 20 were able to travel to Taku, a city in the Saga Prefecture of Japan. It was during this visit that she was able to observe the Japanese educational system, visiting elementary (grades one through six), middle (grades seven through nine), and high school (grades ten through twelve), as well as university instructional levels. The third week was spent back in Tokyo, where the small groups met to prepare presentations to share with the larger group before the trip home. She often shares with her students that high school is not mandatory in Japan. Her visit to Japan provided Mrs. Bell with a wealth of information to further enhance her own teaching at Washington High School of Information Technology.

During her successful career as a teacher in Milwaukee Public Schools, Mrs. Bell has received widespread recognition for her educational accomplishments. In addition to being named a Japan Fulbright Scholar, the Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) presented her with a 2006 Teacher of the Year Award for Washington High School of Information Technology, Holy Redeemer Institutional Church of God In Christ selected her as one of the 2005 "50 Women of Honor", and *The Milwaukee Times* has selected her as a 2007 Black Excellence Award recipient in the field of education.

When asked about some of the rewards Mrs. Bell has experienced as an educator in Milwaukee Public Schools, she shared the following:

> It is rewarding to see "the light come on" when students enjoy what is being taught and wanting to continue in the computer field because of what was taught at Washington High School of Information Technology. It is also rewarding watching teenagers form into wonderful, responsible young people and having them come back after graduation remembering how I had a small, but important part in their lives. It is rewarding to have your colleagues compliment and respect the job I do.

The Milwaukee Board of School Directors and the entire school community recognize Freda M. Fowlkes-Bell for her dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

Other Awards and Commendations

Special Recognition to Mr. Jerrell Braxton and the Brothers of Kwanza

The Brothers of Kwanza at Milwaukee High School of the Arts is an award-winning program that specifically focuses on the African-American male. This successful program was collaboratively developed and implemented in Milwaukee Public Schools nearly sixteen years ago by Mr. Jerrell Braxton, School Social Worker; Mr. Larry Lampkins, Teacher; and Mr. Dennis Leonard, Assistant Principal.

Mr. Jerrell Braxton is the student advisor for the Brothers of Kwanza at Milwaukee High School of the Arts. In addition, he is working with staff throughout the district to implement the model, or variations of the model, at other schools. For example, he worked with staff at Phillis Wheatley Elementary School to institute a similar program for female students.

The major focus of the group is to empower African-American males to succeed academically, educationally, and personally. The support group is designed to address issues, problems and solutions that pertain to African-American males. The seven principles of Kwanzaa provide the pillars on which the Brothers of Kwanza is built. In addition, the Brothers of Kwanza is differentiated from Kwanzaa (note spelling) by focusing on five social indicators that affect African-American males:

- education
- health

- employment
- crime
- life expectancy.

The group's major emphasis is on developing critical-thinking skills and survival-skill training. This is accomplished by giving students the opportunity to critique community speakers, documentaries, books, periodicals, and educational fieldtrips through group discussions. One of the educational fieldtrips was to Western New York and Southern Ontario to learn about the Underground Railroad. Activities such as these and other extra-curricular activities such as the Brothers of Kwanza Jazz Poets encourage students to work together and to think critically about issues that affect their lives presently and in the future.

The Brothers of Kwanza Jazz Poets is a group that evolved from the original Brothers of Kwanza model at Milwaukee High School of the Arts. The objective of this group is to reach others, especially relative to important social issues, through the arts — specifically jazz and rhythm-and-blues music and poetry. All material created by the students addresses the five social indicators and reflects what is happening in society and schools. The Brothers of Kwanza Jazz Poets visit other schools to share their material and promote critical thinking and problem solving through speaking with students using a small-group format.

Always a very popular organization at Milwaukee High School of the Arts, the Brothers of Kwanza has over 60 students as active participants for the 2007-08 school year. Well over a thousand students have participated in the organization since its inception at MHSA. Statistics indicate a 98% graduation rate for these students, with 85% attending college or technical programs.

Under Mr. Braxton's leadership, the Brothers of Kwanza have enjoyed widespread recognition and involvement throughout the community. This includes, but is not limited to, a proclamation from the Milwaukee Common Council, the State of Wisconsin AHANA (African-American, Hispanic, Asian, Native American) School District Award, 2003 Best of the Fest Band Contest, appearances on Milwaukee Public Television's Black Noveau television program, and performing at many Martin Luther King Day and Black History programs throughout the city, as well as the Marcus Center For the Performing Arts International Arts Program and the unveiling of the Thurgood Marshall stamp by the United States Postal Service.

Individually, Mr. Braxton has received many professional awards, including being named the first African-American MPS School Social Worker of the Year (1994) and Role Model of the Year (2000).

Mr. Braxton has received support from the Professional Learning Community (PLC) of School Social Workers at Milwaukee High School of the Arts and throughout the district relative to implementing the Brothers of Kwanza. He is also appreciative of the MHSA administration and staff, as the program has truly become part of the fabric of the school due to the support and collaboration of the school community.

Future plans include a Brothers of Kwanza Youth Workshop to take place during the second semester of the 2007-08 school year. The purpose of the workshop will be to introduce the Brothers of Kwanza model of intervention to those in attendance. The workshop will run from 8:00 a.m. to 5:00 p.m., with an afternoon panel discussion of students from different schools with a solution-focused agenda that will address the five indicators. The conclusion of the workshop will end in a performance by the Brothers of Kwanza Jazz Poets.

STUDENTS

Destinee Blue and Teri Stamps, basketball players from Vincent High School, signed letters of intent to play basketball in college. Teri Stamps will be attending Florida Atlantic University in Boca Raton, Florida, and Destinee Blue will be attending Cleveland State University in Cleveland, Ohio. Each girl received a Division I four-year basketball scholarship. Teri was named First Team All-state, and Destinee Blue was named Third Team All-state.

STAFF/DEPARTMENTS

Division of Communications and Public Affairs Wins Three Awards of Excellence from the Wisconsin School Public Relations Association

The MPS Division of Communications and Public Affairs has been honored with three Awards of Excellence by the Wisconsin School Public Relations Association (WSPRA). The Communications Division was a top winner in three categories of the 2007 Spectrum Awards, including Best Special One-Time Project/Campaign. Winning entries were the "Say Yes to MPS" school marketing campaign; a promotional campaign for Westside Academy; and the MPS/MPD Gang Awareness Booklet.

Cooper Teachers Receive Grant from DonorsChoose

Cooper School teachers LeeAnne Brzenk-Nelson and Rose Haas recently learned that the grant they submitted to DonorsChoose for fun art supplies to use with their students was approved. The grant will be awarded in person by the nationally syndicated "Steve Wilkos Show" out of Chicago. The entire television crew, including Mr. Wilkos, will be at Cooper on Wednesday, December 19, at noon. A bus will pull up with all of the items requested through the grant, plus additional gifts for all the children in the class. A film crew will follow to tape the event, which will air at a later date.

The show chose Cooper School, and DonorsChoose helped coordinate the event. Teachers are encouraged to explore DonorsChoose (www.DonorsChoose.org) as a teacher-friendly grant resource to support learning! Congratulations to Ms. Brzenk-Nelson, Ms. Haas, and the entire Cooper school community for this special accomplishment and recognition.

Division of Recreation and Community Services Receives Wisconsin Park and Recreation Association 2007 Silver Star Award

The MPS Division of Recreation and Community Services was the recipient of a Wisconsin Park and Recreation Association 2007 Silver Star Award. The award recognized the Division's Summer CLC (Community Learning Center) EXCEL (EXciting Camps for Enrichment and Learning) Program which provides middle-school youth with a window into future educational, career, and entrepreneurial opportunities. Over the past two summers, hundreds of youth were exposed to utility construction, aviation, information technology, cosmetology, metal fabrication, plumbing and construction, printing and graphic arts, karate, archery, and aquatics. Assistant Recreation Supervisor Beth-marie Kurtz was instrumental in coordinating the CLC EXCEL program and transforming summer learning opportunities for Milwaukee's teens.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Communication from the Superintendent Regarding an Early Start Date for Marshall Montessori International Baccalaureate High School, Ronald Wilson Reagan College Preparatory High School, and Rufus King International Baccalaureate High School

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

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.

The Administration is requesting that the Milwaukee Board of School Directors approve the submittal of a request to the Department of Public Instruction for an early start date for the 2008-09 school year for Marshall Montessori International Baccalaureate High School, Ronald Wilson Reagan College Preparatory High School, and Rufus King International Baccalaureate High School. Each of these schools has requested an early start date for the 2008-09 school year. The request will cite the fact that the post-September 1, 2008, start date conflicts with the curricular requirements of the International Baccalaureate (IB) program.

Marshall Montessori International Baccalaureate High School (MMIB) is a new small high school in operation since August 2006. MMIB has continued the academic rigor for the full IB Diploma/Certificate program using the Montessori philosophy of teaching adolescents. As a successor school to John Marshall High School, MMIB has maintained IB affiliation. In 2008-09, MMIB will have 250 students enrolled in grades 9, 10, and 11. All students enrolled (100%) will participate in the IB program. Both the Milwaukee Board of School Directors and the Wisconsin Department of Instruction approved a request on behalf of MMIB for an early start date for the current school year.

Ronald Wilson Reagan College Preparatory High School submitted its IB affiliation application in June 2005. The formal IB visitation was held on October 11 and 12, 2005. The visitation was successful, and the school received full IB affiliation in April 2006. Since this time, the school has implemented the curriculum for the full IB Diploma/Certificate program. Ronald Wilson Reagan College Preparatory High School will have 665 students enrolled in grades 9, 10, 11 and 12 for the 2008-09 school year. 100% of these students will participate in the IB program. Both the Milwaukee Board of School Directors and the Wisconsin Department of Instruction approved a request on behalf of Ronald Wilson Reagan College Preparatory High School for an early start date for the current school year.

At Rufus King International Baccalaureate High School, the IB program has been in place since 1979. Approximately 85.3% (626) of Rufus King's 734 students in grades 11 and 12 participate in the IB program and must meet standards set by the International Baccalaureate Organization. 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 current school year.

Marshall Montessori International Baccalaureate High School, Ronald Wilson Reagan College Preparatory High School, and Rufus King International Baccalaureate High School agree to pay any additional costs incurred as a result of this unique school year.

The Administration recommends that the Board approve this request and direct the Administration to submit a request to the Department of Public Instruction prior to the January 1, 2008, deadline for an early start date for the 2008-09 school year for Marshall Montessori International Baccalaureate High School, Ronald Wilson Reagan College Preparatory High School, and Rufus King International Baccalaureate High School.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Spence moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

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(Item B) June 2008 School Closings Identification Process Summary

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

On December 4, 2007, the Board's Committee on Strategic Planning and Budget discussed a June 2008 school-closings-identification process. This communication summarizes the Administration's understanding of the Board's proposed course of action. The Administration will:

1. Identify clusters of schools (schools in a geographic area with some commonalities) where excess capacity exists and bring school communities together to develop a plan to maximize assets which may result in school closings and/or other cost benefits. The intent is to facilitate creativity and innovation at the school level by engaging school communities in developing recommendations to address excess capacity which diminishes educational programming resources for their children. Practices employed by the Milwaukee Archdiocese relative to parish consolidations will be researched before implementing this school-closings-identification process, which will incorporate the criteria identified by the Committee on Strategic Planning and Budget, which are:

    a. school closings shall include all types of schools within MPS (traditional, charter, small, etc.). The Administration would support including a review of city-wide schools under this criteria;

    b. school closings shall minimize student travel from a closed elementary school to a relocated elementary school;

    c. the school-closings process shall allow for merger of schools;

    d. high-achieving schools may be excluded from consideration in the school-closing process;

    e. limited transportation (not to exceed one mile) shall be provided for merged or closed elementary schools for a specified period;

    f. the Administration shall consult with each board member individually concerning schools being proposed for closure in the district of that school board member;

    g. the Administration shall not sell any of its closed buildings to choice schools or charter schools;

    h. the Administration shall consider the economic benefit of selling schools proposed for closing;

    i. the Administration shall report back to the Board by the March 2008 cycle on its proposed listing of school closures and expanded school options (middle schools, etc.) for students in affected neighborhoods; and

    j. the Administration shall provide needed school services or programs (new middle schools, merged programs, etc.) in areas where school closings occurred to offset the loss of closed schools.

2. The school-closing matrix criteria, filters, and considerations will be used for informational purposes, but will not be used as the deciding factors relative to schools identified for closing. The criteria, filters, and considerations will serve as a guide, not a point system.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Ordered held for consideration with Item 3 of the Report of the Committee on Strategic Planning and Budget.

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on a Request to Appoint an Additional Delegate to the Delegate Assembly at WASB's 2008 Wisconsin State Education Convention

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

The Wisconsin Association of School Boards (WASB) will be holding its 2008 Wisconsin State Education Convention in Milwaukee from January 22 through January 25, 2008. During the Convention, on Wednesday, January 23, from 1:30 to 5:30 p.m., WASB will convene its Delegate Assembly.

Director Charlene Hardin, in her position as the Milwaukee Board of School Directors' representative on the WASB Board of Directors, is a voting member of the WASB Delegate Assembly. According to the Bylaws of the Wisconsin Association of School Boards (WASB), however, in addition to its representative on the WASB Board of Directors, the Milwaukee Board of School Directors may appoint another of its own members as a voting delegate to the WASB Delegate Assembly, thereby giving the Milwaukee Public Schools two votes at the Delegate Assembly at WASB's 2008 Convention.

In light of this, President Peter Blewett is requesting that, as he has served on the WASB Resolutions Committee and the Assembly will be considering the recommendations of that Committee, the Board appoint him as its second delegate to the WASB 2008 Delegate Assembly, with the understanding that this appointment would be only for the Delegate Assembly at WASB's 2008 Wisconsin State Education Convention and would be in addition to, not in place of or superseding, Director Hardin's appointment to the WASB Board of Directors.

Respectfully,

LYNNE A. SOBCZAK
Board Clerk/Director

Director Morales moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence and President Blewett—7.

Noes—None.

Temporarily absent—Director Thompson—1.

* * * * *

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

The Board Clerk presented 31 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Spence moved to accept the reports of the Independent Hearing Panel of November 26, 27, 29, and 30, 2007, and December 3, 4, 5, 6, 7, 10, 12, 13, and 14, 2007.

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

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

REPORTS OF STANDING COMMITTEES

Director Hardin moved suspend Board Rule 1.08(2)(b), in order to receive, consider and act upon the Report of the Finance/Personnel Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 5, a request to amend the Instrumentality Charter School Contract with the Milwaukee Academy of Chinese Language to include grades 6-8;

Strategic Planning and Budget Committee, Item 1, a proposed timeline and process for the FY09 Budget;

Strategic Planning and Budget Committee, Item 2, a report on revenue forecast for FY09 and action on parameters to be used in preparing the FY09 proposed budget;

Strategic Planning and Budget Committee, Item 3, action on the June 2008 school-closings identification process;

Legislation, Rules and Policies Committee, Item 4, a recommendation to discharge the Committee on Legislation, Rules and Policies from further consideration of

Resolution 0708R-060 regarding revision of the processes for submitting resolutions and budget amendments, and to refer resolution 0708R-060 to the Committee on Strategic Planning and Budget;

Legislation, Rules and Policies Committee, Item 5, a resolution to eliminate the in-city travel reimbursement for members of the Milwaukee Board of School Directors; and

Safety and Climate Committee, Item 2, a report on receiving a Federal Department of Labor Grant — Futures First Initiative.

On the motion of Director Hardin, the balance of the Committee reports was accepted, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Follow up to Resolution 0607R-022 by Director Spence Regarding Early Childhood Programming

Background

1. At its meeting on November 30, 2006, the Board referred Resolution 0607R-022 by Director Spence to the Committee on Innovation/School Reform:

WHEREAS, Currently MPS schools and school programs are funded on a per-pupil basis; and

WHEREAS, The purpose of this allocation method is to provide equitable resources for all MPS students; and

WHEREAS, MPS has repeatedly reaffirmed its commitment to provide quality early childhood programs for both three- and four-year-old students; and

WHEREAS, State equalization aid does not provide resources for three-year-olds, except if they have Exceptional Education Needs (EEN); and

WHEREAS, State equalization aid for four-year-olds is limited to 0.6 Full-Time-Equivalent (FTE) funding, even though many of the programs run a full school day; and

WHEREAS, As a result of the current state allocation method, funding for early childhood programs must come from other sources; and

WHEREAS, It has been necessary to supplement the State Equalization Aid with District funds and other grant funds; and

WHEREAS, This method of funding the early childhood programs has resulted in various different per-pupil allocations for early childhood programs as well as a decrease in available funds for per-pupil allocations for Kindergarten through twelfth grade; now, therefore, be it

RESOLVED, That the Administration develop a plan to efficiently leverage all early childhood programming resources; and be it

FURTHER RESOLVED, That the Administration's plan include a consistent per-pupil funding allocation method for all three- and four-year-old programs; and be it

FURTHER RESOLVED, That the Administration's plan include several options for consideration, along with complete fiscal impact statements, including facilities, transportation, and program standard related costs; and be it

FURTHER RESOLVED, That the Administration bring its plan to the Board for consideration not later than the February 2007 Board cycle.

2. In March 2007, the Board adopted Resolution 0607R-022 and directed the Administration to develop a plan and bring it back to the Board for approval and implementation in the FY09/2008-09 school year.

Administration's Analysis

3. There have been a number of early childhood longitudinal studies that indicate that young children who participate in high-quality early childhood programs are more likely to graduate from high school and go to college and less likely to be referred for special education services, become teen parents or have contact with the criminal justice system.

4. High-quality early childhood education is defined as educational experiences that include a developmentally appropriate curriculum; knowledgeable and well-trained program staff and educators; and comprehensive services that support children's health, nutrition, and social well-being in an environment that respects and supports diversity. These programs include families as participants in the education and well-being of their children through family involvement in the school.

5. While there is some debate over whether early childhood programs should be the domain of private or public providers, MPS recognizes that there is a scarcity of private, affordable, high-quality early childhood programs that parents may access in the Milwaukee area. Children are participating in more out-of-home care, which contributes to great inconsistencies in their experiences, and are coming into the district with a broad span of abilities, needs, and characteristics. High-quality preschool programs are necessary, but not sufficient, to raise the educational achievement of Milwaukee children.

6. Research indicates that the "achievement gap" starts when children begin school without the skill-set necessary to be successful; however, the research also indicates that participation in a school-based early educational enrichment and comprehensive high-quality program that is aligned from preschool to third grade has a wide range of positive outcomes, including increased student achievement and general well-being into adulthood.

7. The years from pre-kindergarten through third grade are critical to a child's development. By the end of the third grade, children should be confident that they have the skills and resources to succeed in fourth grade and beyond. They must be able to read, write, solve problems, do well on tests, and work productively with others. A preschool-to-third-grade approach achieves these goals by building a firm foundation for life-long learning. Experts indicate that three years of consistent, aligned early childhood education will close achievement gaps.

8. It is crucial that these programs be woven into systems of early education from pre-kindergarten through third grade. The existence of a clear continuum of articulated standards and expected outcomes for children (e.g., Learning Targets), coupled with a continuum of assessments that support this work in

promoting young children's progress toward these outcomes, is key to the success of the program. This means that well-designed "assessments for learning" that provide valuable information to teachers in individualizing curriculum and instruction are critical.

9. The Administration continued to research the model options brought forward to the Board in March 2007. As a result of that research, the Administration has determined that one model is superior and will best meet the district's needs at this time. The Administration is recommending adoption of a pilot to implement the model identified in the March 2007 Board Item as Model A, as exemplified by the Congress Elementary School model. This model provides a district state-licensed early childhood center on the premises of an elementary school. Preschool children have the option of attending a morning or afternoon Head Start or kindergarten program that is "wrapped" with a morning or afternoon childcare program, providing a full day of educational programming and services.

10. The Administration is recommending implementation of the pilot at two sites for FY09. Site selection will be based upon school leadership, need, and compatibility. To ensure continuity and consistency in the implementation of this pilot throughout the district, the Administration will develop procedural guidelines relevant to research-based best practices and state and local requirements and regulations.

Strategic Plan Compatibility Statement

11. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families; Goal 6, that the district be accountable for measurable results; Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

12. The item is consistent with administrative procedures and policies as well as state statutes.

Fiscal Impact Statement

13. This item does not authorize expenditures. The start-up costs will be approximately $12,000 per classroom, which includes funding for equipment, supplies, and required licensing. Other approximate costs for this project will be classroom teachers, para-professionals, and general assistants at $145,060 per classroom. The cost of staff to oversee the project will be approximately $101,745.

14. A potential funding source for implementation in FY09 would be money realized by decreasing the number of three-year-old seats allocated to various schools as part of a three-year-old kindergarten pilot. Other anticipated revenue will be approximately $200 per week per child from program fees paid either by the parent or the Wisconsin Shares Child Care Subsidy Program, for those families that qualify.

15. Model A type of programs have proven to be self-supporting, and substantial net revenue can be generated that can be used to subsidize K4 costs. Any funding needed for implementing the early childhood pilot will be requested as part of the FY09 proposed budget.

Implementation and Assessment Plan

16. Upon approval by the Board, the Administration will begin steps to implement the pilot.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's plan to implement a state-licensed early childhood program for three-year-old children pilot at two elementary school locations for the FY09/2008-09 school year, to use the model that will provide a district state-licensed early childhood

center on the premises of an elementary school. Preschool children will have the option of attending a morning or afternoon Head Start or kindergarten program that is "wrapped" with a morning or afternoon childcare program, providing a full day of educational programming and services.

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

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(Item 2) Action on a Request to Amend the Non-Instrumentality Charter Contract with Highland Community School to Increase the Number of Seats and Grade Levels Served and to Offer an Upper-Elementary Montessori Program

Background

1. On June 27, 1996, the Milwaukee Board of School Directors approved the initial charter school contract establishing Highland Community School as a non-instrumentality charter school. The initial contract was followed by subsequent contracts approved on August 1, 1998; August 1, 1999; September 26, 2000; and the current contract on June 23, 2005. The current contract term is for five years, beginning with the 2005-06 school year and ending on the last regularly scheduled school day of the 2009-10 school year. The school is located at 3030 West Highland Boulevard.

2. Highland Community School offers an early childhood Montessori program for 150 FTE (full-time-equivalent) students in grades K3 through 3. The Montessori approach to education, initially developed by Dr. Maria Montessori, stresses the importance of creating opportunities for experiences and learning which are carefully matched to the child's needs, interests, and developmental levels. The learning environment should allow for the child to be a highly engaged and active participant. Teachers are Montessori-certified and provide a Montessori curriculum that is child-centered.

3. On June 23, 2005, the Board approved a renewed non-instrumentality charter school contract with Highland Community School that included performance criteria specifically developed for early childhood schools. The contract also provided 1.0 FTE funding for three-year-old and four-year-old pupils consistent with current district school funding parameters for traditional Montessori schools. Each year, the school has a wait list for students to enter the three-year-old program. The September 21, 2007, Official State Aids Enrollment Report for Highland Community School was 130 FTE.

Administration's Analysis

4. The Division of Diversified Community Schools has received a letter from Highland Community School, requesting to increase the number of seats and grade levels served at Highland Community School and to allow for an expansion of the elementary Montessori program. The school is requesting 50 additional seats and to serve grades 4 through 8.

5. The letter indicated that Highland Community School's Parent Board of Directors engaged in a strategic planning process over the course of two years and identified expansion as a key priority beginning with the 2008-09 school year. The decision to add grade levels and offer an upper-elementary program was made with input from hundreds of people, including current and former parents, alumni, students, employees, community partners, neighbors, local and national educational leaders, and leaders in the Montessori community.

6. Highland Community School has hired a part-time principal, Dr. Timothy Duax, who has years of experience in Montessori leadership and will help guide the school through the process to ensure that a high-quality educational program is maintained for all students. The school will continue to work with its Board of Trustees and other community members to address future facility and space needs.

7. The letter states that Highland is now positioned to provide a greater service through the establishment of an upper-elementary program to complement the lower-elementary and primary (pre-school) programs currently at Highland, and that the expansion will align with the long-range planning documents of the Milwaukee Public Schools.

8. The Administration supports the request to amend the charter school contract with Highland Community School to add 50 FTEs, increasing the current enrollment from 150 FTE to 200 FTEs, and to expand grade levels served to include grades 4-8. The school will offer an upper-elementary Montessori program and add one additional grade level each year, beginning with K3 through grade 4 for the 2008-2009 school year.

9. The addition of a fourth-grade classroom in the 2008-09 school year will afford Highland the ability to properly assess educational attainment through the use of the fourth-grade Wisconsin Knowledge and Concepts Exam (WKCE) testing process and the use of on-going benchmark assessments. Highland currently has a testing coordinator to facilitate this process. Future years will continue to use both the WKCE and benchmark grade-level-appropriate assessments.

Strategic Plan Compatibility Statement

10. The recommendation 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 be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; and Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rules Statement

11. This contract amendment 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.

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

Fiscal Impact Statement

13. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the FY09 Board-adopted budget.

Implementation and Assessment

14. Upon theBoard's approval, this amendment will be in effect beginning with the 2008-09 school year. Highland Community School will serve K3 through grade four for the 2008-09 school year and grow the school one grade level per year until the maximum of 200 FTE students in grades K3 through grade eight is reached.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the non-instrumentality charter school contract with Highland Community School, as attached to the minutes of your Committee's meeting, to add 50 FTEs, increasing the current enrollment from 150 FTEs to 200 FTEs, and to expand grade levels served to include grades 4 through 8. The school will offer an upper-elementary Montessori program, use the Wisconsin Knowledge and Concepts Exam and benchmark assessments, and add one additional grade level each year until grade 8 is reached, beginning with the 2008-2009 school year.

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

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(Item 3) Action on Request to Approve the Instrumentality Charter School Contract with and Location for Milwaukee Business High School

Background

1. On January 5, 2007, the Milwaukee Business High School submitted a proposal to become an instrumentality charter school serving a maximum of 400 students in grades 9-12. The MPS Charter School Review Panel met to review the Milwaukee Business High School's proposal and subsequently provided to the Milwaukee Board of School Directors a recommendation for approval of the charter concept.

2. On March 13, 2007, the Milwaukee Board of School Directors held a public hearing to consider the charter school proposal for Milwaukee Business High School. On March 29, 2007, the Board took approved the concept of the 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 Milwaukee Business High School in anticipation of the establishment of an MPS instrumentality charter school for the 2008-09 school year.

3. The Milwaukee Business High School seeks to create a small-school business environment in which students can learn the strategies, skills, and characteristics necessary to be productive and successful adult workers, responsible and active community members, and positive and caring family members who will perpetuate a civically, economically, and socially strong community for the future. The Milwaukee Business High School proposes:

a. a project-based learning model as an effective strategy for teaching complex skills such as planning, communications, problem solving, and decision making;

b. student cohorts to naturally foster deeper student-to-student relationships and more nurturing relationships with teachers;

c. student participation in a Career and Technical Organization (CTSO);

d. integrated business and marketing curriculum based on the needs expressed by the business community regarding preparing students for life after high school; and

e. a rigorous curriculum used nationwide through a partnership with the National Academy Foundation (NAF) that uses more than 529 career-themed academies that are organized as small learning communities.

Administration's Analysis

4. At the time of the concept's approval, a site had not been identified. The standard process to identify a location for the Milwaukee Business High School was followed: After the charter school's concept was approved by the Board, members of the new school's planning team submitted a Request for School Facility/Location form to the Administration. This form provided background information about the proposed school, the anticipated grade-level distribution, and the facility needs. This information was reviewed and compared with available space that would meet the needs of the school's educational program.

5. The Administration recommended Sarah Scott Complex, located at 1017 North 12th Street, and the Milwaukee Business High School's planning team accepted the recommendation.

6. The Community High School and WORK Institute are housed and share space at the Sarah Scott Complex. On November 20, 2007, the Administration facilitated a meeting at the Sarah Scott Complex with members of the Community High School, WORK Institute, and Milwaukee Business High School. At that meeting, the school representatives welcomed the opportunity and agreed to be housed and share space and to provide such support as necessary to build and maintain a cooperative and collaborative learning environment.

7. The Milwaukee Business High School proposes to modify its maximum enrollment of 400 FTE students in grades 9-12 to a maximum of 240 FTE students in grades 9-12 for the 2008-09 school year, and a maximum of up to 300 FTE students in grades 9-12 for the 2009-10, 2010-11, 2011-12, and 2012-13 school years under this contract.

8. The Milwaukee Business High School has met all contract contingencies and accepts the model instrumentality charter school contract with the following modifications in terms:

a. Eric Radomski, or his successor, will be the School Leader in charge at Milwaukee Business High School;

b. Milwaukee Business High School will be located and share space at the Sarah Scott Complex, 1017 North 12th Street, Milwaukee, WI, 53233;

c. the contract term will be for five years, beginning with the 2008-09 school year and ending on the last regularly scheduled school day of the 2012-13 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 a maximum of 240 FTE students in grades 9-12 for the 2008-09 school year, and a maximum of up to 300 FTE students in grades 9-12 for the 2009-10, 2010-11, 2011-2012, and 2012-13 school years under this contract;

e. Milwaukee Business High School will implement promotion/graduation requirements consistent with the MPS graduation policy (Administrative Policy 7.27), with an emphasis on business and marketing courses as electives, consistent with the charter proposal;

f. the school will contract to have the required financial, performance/compliance audits conducted by the Office of Board Governance-Audit Services; and

g. the school will adhere to the disciplinary guidelines adopted by MPS and shall comply with those guidelines set forth in the *MPS Parent/Student Handbook on Rights, Responsibilities and Discipline.*

Strategic Plan Compatibility Statement

9. The recommendation 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 be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; and Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rules Statement

10. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

11. 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.

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

Fiscal Impact Statement

13. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the FY09 Board-adopted budget.

14. In addition to the Board-approved budget allocation, the Milwaukee Business High School is a grant applicant of the Wisconsin Department of Public Instruction Charter School Subgrant Program and a grant recipient of the Bill and Melinda Gates TALC Grant Program

Implementation and Assessment Plan

15. Upon the Board's approval of the instrumentality charter school contract, Milwaukee Business High School will open in the fall of 2008. A copy of the charter school 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 charter school contract with the Milwaukee Business High School as an MPS instrumentality charter school, as attached to the minutes of your Committee's meeting, beginning with the 2008-09 school year, with the following modifications in terms:

a. Eric Radomski, or his successor, will be the School Leader in charge at Milwaukee Business High School;

b. Milwaukee Business High School will be located and share space at the Sarah Scott Complex, 1017 North 12th Street, Milwaukee, WI, 53233;

c. the contract term will be for five years, beginning with the 2008-09 school year and ending on the last regularly scheduled school day of the 2012-13 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 a maximum of 240 FTE students in grades 9-12 for the 2008-09 school year, and a maximum of up to 300 FTE students in grades 9-12 for the 2009-10, 2010-11, 2011-2012, and 2012-13 school years under this contract;

e. Milwaukee Business High School will implement promotion/graduation requirements consistent with the MPS graduation policy (Administrative Policy 7.27), with an emphasis on business and marketing courses as electives, consistent with the charter proposal;

f. the school will contract to have the required financial and performance/compliance audits conducted by the Office of Board Governance-Audit Services; and

g. the school will adhere to the disciplinary guidelines adopted by MPS and shall comply with those guidelines set forth in the *MPS Parent/Student Handbook on Rights, Responsibilities and Discipline.*

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

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(Item 4) Action on Request to Waive Administrative Policy 9.12, Charter Schools, to Approve the Instrumentality Charter School Contract with Audubon Technology and Communication Center High School

Background

1. On September 12, 2007, Audubon Technology and Communication Center High School submitted a petition to become an MPS instrumentality charter high school to serve a maximum of 200 students in grades 9-12, beginning with the 2008-09 school year. The MPS Charter School Review Panel met to review the Audubon Technology and Communication Center's petition and subsequently provided to the Milwaukee Board of School Directors a recommendation for approval of the charter concept.

2. On September 25, 2007, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for Audubon Technology and Communication Center High School.

Staff members, parents, and students demonstrated their passion, commitment, and support for the Audubon Technology and Communication Center High School's petition. On September 27, 2007, the Board took action to approve the concept of the 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 Audubon Technology and Communication Center High School in anticipation of the establishment of an MPS instrumentality charter school to open in the 2008-09 school year.

3. The mission of Audubon Technology and Communication Center High School is to amplify and bridge student success between middle- and high-school curricula, with further development of technological skills and modern communication tools. The petition indicated the school's commitment to provide the following:

a. a continuum of the technology and communication curriculum currently offered through Audubon Technology and Communication Center Middle School;

b. exposure to rigorous, project-based activities enhanced by a technology focus through use of an educational model with a small school size, small classes, real-world immersion, and performance-based assessments;

c. a Personal Education Plan (PEP) developed with the collaboration of parents, students, and staff to address each student's specific educational needs and to ensure that students meet their maximum educational potential;

d. the use of the MPS Learning Targets to guide attainment of specific skills and benchmarks in coursework; and

e. the implementation of a school-wide advisory model which provides all students opportunities to connect with adults focused on their individual progress and the ability to connect with each student with additional services as needed.

Administration's Analysis

4. At the time of the concept's approval, no contract contingencies were identified for Audubon Technology and Communication Center High School.

5. Audubon Technology and Communication Center High School accepts the model instrumentality charter school contract with the following contract terms:

a. Katrice Cotton, or her successor, will be the School Leader in charge at Audubon Technology and Communication Center High School;

b. Audubon Technology and Communication Center High School will be located and share space at 3300 South 39th Street, Milwaukee, WI, 53215. Core classrooms for the high school will be located on the first level of the complex;

c. the contract term will be for five years, beginning with the 2008-09 school year and ending on the last regularly scheduled school day of the 2012-13 school year;

d. the total cost of the contract shall be based on the Charter School's FTE (full-time-equivalent) count, for up to a maximum of 75 FTE students in grade 9 for the 2008-09 school year, 125 FTE students in grades 9-10 for the 2009-10 school year, 175 FTE students in grades 9-11 for the 2010-11 school year, 225 FTE students in grades 9-12 for the 2011-2012 school year and 200 FTE students in grades 9-12 for the 2012-13 school year under this contract;

e. Audubon Technology and Communication Center will implement promotion/graduation requirements consistent with the MPS graduation policy, Administrative Policy 7.27;

f. the school will contract to have the required financial and performance/compliance audits conducted by the Office of Board Governance-Audit Services; and

g. the school will adhere to the disciplinary guidelines adopted by MPS and shall comply with those guidelines set forth in the *MPS Parent/Student Handbook on Rights, Responsibilities and Discipline.*

Strategic Plan Compatibility Statement

6. The recommendation 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 be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; and Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rules Statement

7. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools; however, if the Board wishes to approve the charter school concept for Audubon Technology and Communication Center High School for implementation in the 2008-2009 school year, the Board must waive the MPS Administrative Policy 9.12 Charter Schools, Section (5)(b), which states that any petition or proposal filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar year.

8. 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.

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

Fiscal Impact Statement

10. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the FY09 Board-adopted budget.

11. In addition to the Board-approved budget allocation, Audubon Technology and Communication Center High School is a grant applicant of the Wisconsin Department of Public Instruction Charter School Subgrant Program and a grant recipient of the Bill and Melinda Gates TALC Grant Program.

Implementation and Assessment Plan

12. Upon the Board's approval of the instrumentality charter school contract, Audubon Technology and Communication Center High School will open in fall 2008. A copy of the charter school 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:

1. waive Administrative Policy 9.12, Charter Schools, Section (5)(b), which states that any petition or proposal filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar year; and

2. approve the five-year charter school contract with Audubon Technology and Communication Center High School as an MPS instrumentality charter school, as attached to the minutes of your Committee's meeting, beginning with the 2008-09 school year, with the following modifications in terms:

   a. Katrice Cotton, or her successor, will be the School Leader in charge at Audubon Technology and Communication Center High School;

   b. Audubon Technology and Communication Center High School will be located and share space at 3300 South 39th Street, Milwaukee, WI, 53215. Core classrooms for the high school will be located on the first level of the complex;

c. the contract term will be for five years, beginning with the 2008-09 school year and ending on the last regularly scheduled school day of the 2012-13 school year;

d. the total cost of the contract shall be based on the Charter School's FTE (full-time-equivalent) count, for up to a maximum of 75 FTE students in grade 9 for the 2008-09 school year, 125 FTE students in grades 9-10 for the 2009-10 school year, 175 FTE students in grades 9-11 for the 2010-11 school year, 225 FTE students in grades 9-12 for the 2011-2012 school year and 200 FTE students in grades 9-12 for the 2012-13 school year under this contract;

e. Audubon Technology and Communication Center will implement promotion/graduation requirements consistent with the MPS graduation policy, Administrative Policy 7.27;

f. the school will contract to have the required financial and performance/compliance audits conducted by the Office of Board Governance-Audit Services; and

g. the school will adhere to the disciplinary guidelines adopted by MPS and shall comply with those guidelines set forth in the *MPS Parent/Student Handbook on Rights, Responsibilities and Discipline.*

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

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(Item 5) Action on Request to Amend the Instrumentality Charter School Contract with the Milwaukee Academy of Chinese Language to Include Grades 6-8

Background

1. On February 22, 2007, the Milwaukee Board of School Directors approved a five-year instrumentality charter school contract with the Milwaukee Academy of Chinese Language, to begin with the 2007-08 school year and to end with the last regularly scheduled school day of the 2011-12 school year. The school is located and shares space at the Grand Avenue Campus, 2430 West Wisconsin Avenue.

2. The vision of the Milwaukee Academy of Chinese Language is to provide students with academic excellence while offering the Mandarin Chinese language and culture. The focus of the Milwaukee Academy of Chinese Language as an instrumentality charter school of the Milwaukee Public Schools is based on providing high academic standards for all students in K4 through the fifth grade.

3. The school has requested to modify the grade levels served at Milwaukee Academy of Chinese Language, to offer a K4-through-grade-eight educational program, adding sixth grade in the 2008-09 school year, seventh grade in the 2009-10 school year, and eighth grade in the 2010-11 school year.

Administration's Analysis

4. In a letter to the Division of Diversified Community Schools, the Milwaukee Academy of Chinese Language expressed a desire to grow its grade levels to include grades six through eight. The request is heavily supported by the school council, parents, and staff. This is largely due to a desire to allow students the opportunity to continue learning the Mandarin Chinese offered at Milwaukee Academy of Chinese Language.

Strategic Plan Compatibility Statement

5. The recommendation 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 be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; and Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rules Statement

6. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

7. 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.

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

Fiscal Impact Statement

9. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the FY09 Board-adopted budget.

Implementation and Assessment Plan

10. The amendment to the Milwaukee Academy of Chinese Language's charter contract, as attached to the minutes of your Committee's meeting, will become effective upon Board's approval, beginning with the 2008-09 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the proposed amendment to the contract with the Milwaukee Academy of Chinese Language, as attached to the minutes of your Committee's meeting, to increase the grade levels served at the school to include grades six through eight, adding sixth grade in the 2008-09 school year, seventh grade in the 2009-10 school year, and eighth grade in the 2010-11 school year of the contract term.

The Board Clerk indicated that the language in the proposed contract needed to be corrected to indicate the maximum number of students enrolled and the maximum number of students in the payment portion of the contract.

Director Hardin moved to approve the contract amendments with up to 210 FTE pupils in both areas all through the document.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

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(Item 6) Action 0n Resolution 0607R-031 by Former Director Johnson to Offer Alternative Education Placements to Eligible Students in Lieu of Expulsion

Background

At its February 22, 2007 meeting, the Board referred Resolution 0607R-031 by Former Director Johnson and Director Goldberg to the Committee on Innovation and School Reform:

WHEREAS, The District has experienced a record number of expulsions that is growing each year; and

WHEREAS, At the same time, the District is offering educational services to an increasing number of expelled students; now, therefore, be it

RESOLVED, That the Board direct the Administration to create and submit for the Board's approval a process that, in lieu of expulsion, would allow a student who would be deemed eligible for educational services during his or her expulsion period to be placed, with the authorization of the person who has custodial rights over that student, in a program that would provide such services to that student for one year.

Administration's Analysis

1. The Administration agrees with the portion of this resolution that addresses the positive outcomes for students going through the expulsion process that can result when educational services in the form of placement in an alternative school are provided. For the 2006-07 school year, nearly 75% of students were recommended for educational services during their periods of expulsion.

2. Milwaukee Public Schools continues to provide a range of programs serving at-risk students, as well as regular and special education students experiencing difficulty with their behavior. On June 21, 2005, the Milwaukee Board of School Directors approved funding for a number of community-based organizations to provide alternative education programs for students at-risk, thus further enhancing the range of programs offered.

3. While alternative school placements are typically made through the expulsion process, they are sometimes used to support students in traditional schools who have significant unproductive educational patterns. These Creative Options seats provide those traditional high schools that set aside funds to purchase them through the yearly budget process an additional resource to service struggling students.

4. The Administration is not in support of an educational placement agreement with the parent/guardian in lieu of a recommendation for student expulsion. Per the Milwaukee Public Schools' Student Code of Conduct, the expulsion recommendation by the Administration is reserved for chronic disruptors and those actions by students that have endangered the health and safety of others. In addition, once a discipline disposition has been made, state statute does not allow for reconvening of the expulsion process (double jeopardy) in the event that the parent/guardian and/or the student do not comply with the terms of such an agreement.

5. A broad guideline used by the Administration in recommending educational services during the period of expulsion is that the offense be a nonviolent offense. Examples of expellable behaviors for which services might be recommended are possession of illegal drugs and alcohol with no intent to distribute; possession of knives and some other weapons, or certain other general incidents, as determined by the Administration. In these situations, the recommendation to the Independent Hearing Panel is for expulsion with services for approximately one school semester.

6. Expanding services to one year, as this resolution suggests, would significantly increase the cost of providing educational services to students through alternative-school placement. The Independent Hearing Panel makes the final decision, thus providing each student with due process and a decision made by a group of people functioning independently of the Administration.

7. During the 2006-07 school year, 266 of the 363 students expelled were recommended for educational services during their periods of expulsion. This number represents 73% of all students expelled. Of the 266 students, 264 students, or 99%, took advantage of the services and attended MPS partnership schools. The offenses of the students receiving services fell into the categories of firearms, other guns, controlled substances, and other conduct. Educational services for students receiving special services are mandated, thus expanding the types of offenses for which students were expelled and received services.

8. Academic progress, attendance, and behavior of expelled students receiving services are reviewed at the end of each semester, and a determination is made by the Department of Parent and Student Services or the Department of Special Services as to the students' next placements. At the time that the student returns from expulsion to a regular Milwaukee Public School assignment, the student has fulfilled his/her responsibilities to the district and is reinstated with full access to all services and programs of the district. A student's behavioral records are confidential and not released to outside sources without parental permission. Per federal and state statutes, behavioral records, which include expulsion records, are destroyed one year after a student leaves the district.

9. As stated, the Administration agrees with the portion of this resolution that indicates the value of alternative school placement during the expulsion period. In addition, the Administration is suggesting that it explore the use of intervention programs, such as restorative justice, to further support students in understanding and realizing the impact of their actions on society, especially as a means of early expulsion reinstatement into the traditional school setting.

10. In May 2006, the Committee on Special Education recognized restorative practices as an effective tool for suspension prevention and intervention. Research in St. Paul, Minnesota, found that over a three-year period, out-of-school suspensions 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 practices.

11. The District Attorney's Office, through external grants, has been involved in restorative justice process at Bradley Tech High School and Metropolitan High School. Recommendations from the schools' principals were very supportive of the process and the positive success rate in changing student behavior.

12. At the August 2007 Board meeting, the Administration reported that the restorative justice process has resulted in positive outcomes. The Board at this meeting approved the position of MPS Community Restorative Justice Prosecutor to work with the district's students involved in the juvenile justice system.

13. The Administration is currently working on developing a second intergovernmental agreement relative to restorative justice to bring before the Board in January 2008. This agreement would add a second restorative justice prosecutor as a result of grant funding.

Strategic Plan Compatibility Statement

14. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 5, that school staffs be supportive and responsive to students and families; Goal 6, that the district be accountable for measurable results; and Goal 7, that the district's central services departments support student learning.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

16. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that, in lieu of adopting this resolution, the Board:

1. support the Administration's current systems of student discipline, which include a wide range of options, including student expulsions for specific student incidents; and

2. direct the Administration to use the restorative justice program with students that have been expelled with services in order to facilitate early reinstatement into traditional school settings and report the results of that expansion and offer evidence that the Administration's current systems of student discipline show progress in reducing expulsions with and without services; and

3. investigate the use of a transition high school.

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

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(Item 7) Approval of Areas to Be Opened for Textbook Study for the 2008-2009 School Year

Background

1. Every student has the need of, and the right to, textbooks and materials that support learning and achievement. MPS Administrative Policy 7.26, Textbooks Adoption, provides 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.

Administration's Analysis

3. The following subject areas are using adopted texts that have been in use for six years or more and include content that has become outdated, as well as materials which are worn and, due to age, are difficult and costly to replace:

High School

Business Education (Keyboarding Gr. 9) (approximately 8,950 student editions)

Business Education (Principles of Business (Gr. 9) (approximately 8,950 student editions)

Foreign Language (Gr. 9-12) (approximately 10,000 student editions)

Science (Chemistry Gr. 9-12) (approximately 25,764 student editions)

Science (Physics Gr. 9-12) (approximately 25,764 student editions)

Math (Algebra Gr .9-10) (approximately 14,989 student editions)

Math (Geometry Gr. 9-10) (approximately14, 989 student editions)

Trade and Technical Education (Auto Body Gr. 9-12) (approximately 3,491 student editions)

Trade and Technical Education (Auto mechanics Gr. 9-12) (approximately 3,491 student editions)

Trade and Technical Education (Aviation Gr. 9-12) (approximately 3,491 student editions)

Middle School

Social Studies (US History, Gr. 8) (approximately 6,147 student editions)

Social Studies (Gr. 6 & 7) (approximately 15,000 student editions)

Trade and Technology (Gr. 6-8) (approximately 15, 000 student editions)

Elementary School

Social Studies (Gr. K-5) (approximately 36,703 student editions)

Spanish Language Arts (Gr. K-8) (as needed)

4. The Superintendent is recommending opening theses subject areas for adoption study during the 2008-09 school year.

Strategic Plan Compatibility Statement

5. The textbook-adoption process addresses the basic principles guiding the overall vision, missions, and goals of the Milwaukee Public School's Strategic Plan, "Working Together Achieving Move Action to Improve Milwaukee Public Schools 2007-2012," adopted by the Milwaukee Board of School Directors on July 26, 2007, as follows:

- Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship;
- Goal 2, that school communities work together for improvement in academic achievement;
- Goal 3, that leaders and staff demonstrate continuous improvement through focused professional development; and
- Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility.

Statute, Administrative Policy or Board Rules Implication Statement

6. This item is in accordance with Administrative Policy 7.26, Textbook Adoption, and Administrative Policy 7.27, Maintenance and Control of Instructional materials Textbook Adoption. The choices of materials are student-centered, promote equity, help children to learn to think critically, and offer widespread investment of teachers, parents and community members.

Implementation and Assessment Plan

7. 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, a textbook-evaluation committee shall be established to study and evaluate available materials and make recommendation to the Superintendent concerning textbook 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 evaluation. In addition, community organizations such as the City-wide PTA, LaCausa, United Community Center, and Urban League are invited to send parent representatives. In an effort to further increase parental involvement in the textbook-evaluation process, the Administration will also solicit parents through the Title I District Advisory Council and school governance councils;

d. publishers are notified;

e. Nominations of teachers and expressions of interest in serving on textbook-evaluation committees for the various subject areas are obtained;

f. textbook-evaluation committee members are appointed;

g. textbook-evaluation committee members are in-serviced on selecting materials to promote multiculturalism and deep thinking;

h. textbook-evaluation committees establish criteria for evaluation of materials based on the most recent literature and research related to instruction in that area. The committees obtain and evaluate available materials; meet with parents, publishers, representatives; and solicit reactions and assistance from other teachers, department chairpersons, curriculum committees, etc;

i. Purchasing, Office of Instructional Leadership and Support, Office of School and Community Support, and Curriculum Specialists review the proposals submitted by the textbook publisher;

j. textbook-evaluation committees formulate recommendations with respect to the subject areas and the materials under evaluation for possible adoption for a school, or they may recommend delaying adoption pending further study;

k. recommendations from the textbook-evaluation committees are reviewed by the Director, Office of Instructional Leadership and Support and Chief, Office of School and Community Support, and then sent to the Superintendent before going to the Board of School Directors for approval; and

l. written notice will be transmitted to schools to alert them of the flexibility in alternative materials. The information will contain the materials approved by the Board, cost of materials negotiated by Purchasing, and directions on how to order and secure materials within a specific timeline.

8. According to the proposed timeline, textbook-evaluation committees would be appointed in early January 2008. They will conduct the study during the months of February and March 2008 and submit a recommendation to the Superintendent in the beginning of April 2008. The Superintendent will submit the recommendation to the Board of School Directors in May 2008.

9. Upon adoption, the schools will begin the purchasing process based upon the information communicated to the school by the Office of Instructional Leadership and Support. Newly adopted texts through this review cycle are expected to be in the schools during the first semester of 2008-09. The new texts would be implemented in the 2008-09 school year.

Fiscal Impact Statement

10. This item does not authorize expenditures for the purchase of textbooks. The Superintendent will submit a recommendation relative to textbook adoption for the approved review in April 2008. Approximately $7,200, 000 would be needed for the purchase of the textbooks if all textbook recommendations are approved. Textbooks recommendations will be developed based on the amount approved in the FY09 adopted budget. At that time, the recommendation for purchase of textbooks will include the cost of the texts.

11. A committee composed of staff from Purchasing, Office of Instructional Leadership and Support, Office of School and Community Support, and schools will be convened to study the textbooks process to fulfill the academic mission of the district and to reduce the cost related to the acquisition of instruction materials.

Committee's Recommendation

Your Committee recommends that the Board approve the subject areas listed below to be opened for textbook and/or computer program evaluation:

High School

Business Education (Keyboarding Gr. 9) (approximately 8,950 student editions)

Business Education (Principles of Business (Gr. 9) (approximately 8,950 student editions)

Foreign Language (Gr. 9-12) (approximately 10,000 student editions)

Science (Chemistry Gr. 9-12) (approximately 25,764 student editions)

Science (Physics Gr. 9-12) (approximately 25,764 student editions)

Math (Algebra Gr. 9-10) (approximately 14,989 student editions)

Math (Geometry Gr. 9-10) (approximately 14, 989 student editions)

Trade and Technical Education (Auto Body Gr. 9-12) (approximately 3,491 student editions)

Trade and Technical Education (Auto mechanics Gr. 9-12) (approximately 3,491 student editions)

Trade and Technical Education (Aviation Gr. 9-12) (approximately 3,491 student editions)

Middle School

Social Studies (US History, Gr. 8) (approximately 6,147 student editions)

Social Studies (Gr. 6 & 7) (approximately 15,000 student editions)

Trade and Technology (Gr. 6-8) (approximately 15, 000 student editions)

Elementary School

Social Studies (Gr. K-5) (approximately 36,703 student editions)

Spanish Language Arts (Gr. K-8) (as needed)

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

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(Item 8) Informational Report on the Development of the Transition High School

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

Administration's report

1. In May 2007, the Board of School Directors approved a $1 million budget amendment to establish a new MPS transitional program for adjudicated youth and children returning from expulsion to serve a minimum of 125, but not more than 250 in the first year, 6th- through 12th-grade students funded at the partnership rate in the second semester of 2008. The school program will ultimately have a maximum enrollment of 500 students.

2. In September 2007, the Board of School Directors approved the school concept for the Transition High School. This concept included the following main components:

a. enrollment of up to 500 students to be implemented over time;

b. enrollment of up to 125 students beginning in the second semester of the 2007-08 school year;

c. implementation of three learning pathways in the school: online learning, traditional classroom-based learning, and career and technical education, with the online learning pathway to be launched first;

d. transition services to support students in re-entering high school as well as support for students prepared to move from the Transition High School to a seat in other high schools;

e. employment-readiness, placement, and support services; and

f. services provided by community-based organizations to include leadership development, anger management, driver's license recovery, and other services based on student need.

3. The Administration's school-planning team continues to develop plans to open the Transition High School during the second semester of the 2007-08 school year. The planning activity has included identification of the online curriculum provider, the identification of the school leader, identification of an initial site for the school, agreements with the MTEA to identify teachers for the school, and identification of community-based organizations that will provide additional services.

a. The online curriculum provider is being identified through an open RFP process in accordance with administrative policy. An RFP was developed and proposals have been received evaluated. The awarded proposal will be developed as a contract to be presented for the Board's consideration.

b. The school leader was identified through a referral process. A description of the school leader's attributes was developed, and four possible candidates were identified by MPS administrative specialists. The four candidates participated in an informal interview process, with two identified as final candidates. The final candidates participated in follow-up interviews during the week of November 26, 2007. The recommendation of a school leader will be presented to the Superintendent in December 2007.

c. For initial implementation of the Transition High School, the school will share space within the Kilmer North and Kilmer South facilities. The MPS Division of Facilities and Maintenance concurs that ample space exists within these leased sites to serve additional students. Computer workstations and computers will be added at each site to accommodate the Transition High School's students' online learning needs. A classroom space is being identified in each site to provide for art classes, employment services, and other support services. These services and the art classes create opportunities for students to engage in learning together and to provide a learning experience that is part online and part face-to-face.

d. An MOU providing for an interview process to identify teaching staff was reached with the MTEA in November 2007. The agreed-upon process included posting of teacher positions in the four main high-school content areas and two special education positions. The informational meeting for teachers interested in these positions was held on Tuesday, November 27, 2007. A significant number of phone and email inquiries from MPS teachers were received relative to these positions. Applications were received in November and early December, with interviews scheduled for Monday, December 17, 2007, and Thursday, December 20, 2007.

e. The additional services to be provided to students are being pursued through an open-ended RFP. Initial proposals in response to this RFP were received on November 19, 2007. Proposals are currently being reviewed. Awarded proposals and contracts will be brought to the Board for consideration during the December Board cycle. An additional RFP, related to the opportunity for a community-based organization to provide a small site for the Transition High School, received no responses.

4. The months of December 2007 and January 2008 will engage the new school leader and teachers in training for the implementation of the online curriculum, in development of the school operations handbook, finalization of the school's mission and vision, and the initial stage of planning for the 2008-09 school year, when the traditional learning pathway will be added.

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(Item 9) Informational Report on the GED Option #2 Program

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

Administration's Report

1. On January 31, 2002 the Milwaukee Board of School Directors approved the inclusion of the GED Option #2 program and directed the Administration to apply to the Department of Public Instruction (DPI) for program approval. 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 with little hope of earning credits through the Carnegie unit method a means of demonstrating competency and earning a high-school diploma.

2. 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 attend school during the regular school day or the evening, depending upon the school's schedule. Students are to receive a minimum of 15 hours of school-based instruction in addition to a minimum of 15 hours of supervised work or community-service experience.

3. On June 11, 2002, MPS received approval from DPI to provide GEDO2 programming at Juneau, Kilmer, and South Division High Schools, beginning with the 2002-03 school year. The GEDO2 program was initially provided at Juneau, Kilmer and South Division from the 2002-03 through 2005-06 school years.

4. Near the end of the 2005-06 school year, data revealed that there were 955 students within MPS that were 17 years of age and older and who had ninth-grade status. The Administration was given the charge to find ways to address the needs of these students. Due to the success at the GEDO2 schools and the need to increase the graduation rate and address the needs of the 955 students that were 17 years of age and older with ninth-grade status, the Division of Diversified Community Schools (DCS) sought to increase the number of GEDO2 sites within MPS. After submitting applications and receiving approval from DCS and the Department of Public Instruction, the Administration determined the following nine high schools that were to provide the GEDO2 program, beginning with the 2006-07 school year, along with the continuation of the program at Kilmer and South Division: Custer, Edison, Hamilton, Madison University, Malcolm X Academy, Pulaski, Reagan, Vincent and Washington High School of Expeditionary Learning.

5. The Board agreed to transfer $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 GED02 programs at high schools which assist students age seventeen years or older in ninth grade. In the 2006-2007 school year, funds were transferred to individual schools at a rate of $1,138 per FTE (full-time-equivalent student). This amount was based on the funds for the Project Direct Graduation program. Eleven schools applied for and received funding.

6. During the 2006-07 school year, continuous support was given to the 11 GEDO2 sites. Monthly meetings provided time and space to collaborate and share challenges and successes.

7. In effort to align all GEDO2 programs, new policies and procedures were created. Through collaboration with the Office of School Counseling and the Division of Technology Department, course codes were created specifically for students participating in the GEDO2 program and added to the MPS Course Catalogue. Also, a GEDO2 diploma screen was created on eSIS, which allows data on GEDO2 graduates to be monitored.

8. On November 8, 2007, Milwaukee Public Schools' received approval for a five-year Alternative Education Program Grant from DPI totaling $380,000. The grant amount for the 2007-08 school year is $95,000. The goal of the grant is to enhance the current GEDO2 sites and add four additional programs at alternative and partnership sites. This expansion allows more eligible students currently within the district and those who transfer to participate in the program.

9. The grant will also provide funding for collaboration with two community-based organizations, Milwaukee Christian Center (MCC) and Fresh Start Counseling Services. Through the partnership with MCC, students within the GEDO2 programs will be able to participate in Youthbuild, a component of the Milwaukee Christian Center's Neighborhood Improvement Project (NIP). This project 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. Fresh Start Counseling Services will pilot a weekly Independent Living Skills Seminar to help prepare students for their post-secondary goals.

10. The Board approved the transfer of $352,500 for the GEDO2 programs at the June 28, 2007 meeting. Funds were transferred to individual schools at a rate of $1,175 per FTE for the 2007-08 school year.

11. The 2007-08 GEDO2 sites that have been approved by DCS and DPI are listed below:

1 Assata*

2 Cornerstone Achievement Academy, Inc.*

3 Custer

4 Hamilton

5 Kilmer

6 Lady Pitts*

7 James Madison Academic Campus

8 North Multiplex (Genesis, Milwaukee African American Immersion and Truth)

9 Northwest Secondary

10 Project Stay*

11 Project Excel*

12 Pulaski

13 Ronald Reagan

14 South Division

15 Vincent

16 Washington-Expeditionary Learning

*denotes schools that are in the initial planning stage

12. To increase the number of students that are able to demonstrate an ability to read at or above the 9th-grade level, the GEDO2 Readiness program was created. The Readiness program is being offered at the Next Door Foundation and current GEDO2 sites.

13. During the 2006-07 school year, DCS created a GEDO2 End-of-the-Year Report for each site to submit in June 2007. According to this report, approximately 244 students were enrolled in the GEDO2 program and 85 graduated.

Table 1: Students who completed program by gender and race:

	African-American	Asian	Hispanic	Native American	White	Other	Total
Female	22	0	7	0	0	0	29 (34%)
Male	36	2	9	0	7	2	56 (66%)
Total	58 (68%)	2 (2%)	16 (19%)	0	7 (8%)	2 (2%)	85

14. The GED Option 2 program is one of many innovative educational opportunities that MPS has to offer the children of Milwaukee. In collaboration with the Department of Public Instruction, MPS will continue to enhance and refine the GEDO2 program within the district.

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(Item 10) Informational Report on the 2007 Summer School and Preliminary Plans for the 2008 Summer School Program

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

Administration's Report

1. Following is a summary of the highlights of the 2007 Summer School program. Information for this report comes from a review of attendance reports, student grades, and curriculum-based measurement results.

2. Ninety-Seven (97) schools provided educational and recreational activities for approximately 11,737 students over the course of five (5) weeks. Each site was 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 staffing for Summer School 2007 included:

- Teachers.....1,009
- Educational Assistants.....203
- IEP Team Members.....57
- Principals/Administrators.....91
- Secretaries.....90
- Safety Assistants.....115

4. The 2007 High School Summer School program was held from July 9, 2007, to August 10, 2007. An average of 3,608 students were served over the five-week session. At the high-school level,13 schools offered local programs for their students in English, math, science, and social studies courses. Custer also offered Spanish, physical education, and health. Milwaukee High School of the Arts offered Music Theory. Bilingual and English as a Second Language (ESL) instruction was provided.

5. There is greater student safety, achievement, and attendance when students continue instruction in their winter sites with teachers familiar with their performance. As a result of coursework completed in

summer school, 141 students graduated from high school. Under the Division of Diversified Community Schools, 33 students from the adjudicated youth program were served at three sites: St. Charles, Lad Lake Ultra, and Project Excel.

6. Three high school sites — South Division, Marshall, and Bay View — offered keyboarding classes. Fourteen students enrolled at Marshall in this course and were exposed to the "touch" method of operating a computer keyboard. Proofreading, following directions, composing at the keyboard, and document production were facets of the course.

7. The City of Milwaukee provided City health nurses at Marshall, Vincent, South Division, Hamilton, Bell (Wedgewood), 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.

8. The Grade 8 Summer Literacy program was a six-week program held from June 28 to August 10, 2007. The Olympics was used as a theme to enhance student achievement and curriculum. Overall attendance was ninety-six (96%).

9. Eighty-three percent, or 246 out of 296 students, enrolled in the Grade 8 Summer Literacy program were promoted to the ninth grade. Two hundred sixty-two out of 296 students, or 89% of the students enrolled, completed the program. Thirty-six students were dropped from the program due to poor attendance or behavior issues. Thirteen students failed and were retained.

10. Students in the Grade 8 Summer Literacy program were able to participate in learning activities beyond the traditional academic classroom. Students participated in the WISCareers curriculum. The Wisconsin Careers program facilitates career development through career exploration and planning via a web-based software program. WISCareers also meets the state requirement in learning technology for 8th-grade students. Wisconsin Careers provides high-quality career-development resources and services for students in the 8th-grade, and the use of this career-development program will continue through grade 12. The students at Audubon's and Marshall's 8th-Grade Summer Literacy program participated in WISCareers.

11. Licensed school counselors were hired to support the Grade 8 Literacy Program. The school-counseling career-education targets (DPI standards & the MPS Comprehensive School Counseling Program) for the 8th grade focus on skill development, personal-strength assessment, and understanding of the workforce and careers. In addition, students received skill development in the area of problem solving and communication. Audubon Middle School and Marshall High School were staffed with middle-school and high-school counselors to support the areas listed above to ensure a smooth transition of students into high school.

12. 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 Summer Literacy 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 thirty-four (134) home visits were made during the summer in an effort to support student achievement. The Boys & Girls Club staff (TABS) stayed after school to provide tutoring assistance to students due to tardiness or absences.

13. The school counselors tabulated survey responses from the participants in the Grade 8 Summer Literacy Program.

a. What factors contributed to your attending summer school?

1) 69 Responded — Not understanding the material taught in class

2) 61 Responded — Not working up to potential

3) 50 Responded — Lack of interest in school

b. Attendance problems during the school year were due to the following:

1) 47 Responded — Family issues

2) 38 Responded — Lack of Motivation

3) 33 Responded — Health issues

4) 11 Responded — Transportation issues

c. Should this program be continued?

1) 184 Responded — YES

2) 11 Responded – NO

d. Why should the program be continued?

1) 79 Responded — You get a second chance

2) 38 Responded — Students need help

3) 19 Responded – Learning opportunity

4) 18 Responded — Prepare you for high school

e. What did you dislike about the summer 8th-grade program?

1) 35 Responded — Nothing

2) 31 Responded — Work load

3) 19 Responded — Teachers

4) 16 Responded — Attendance requirement

f. What did you like about summer school?

1) 48 Responded — The teachers

2) 29 Responded — Help offered

3) 25 Responded — Learning opportunity

14. The elementary, K8, and middle-school summer session was held from July 9 to August 9, 2007. The program offered instruction Monday through Thursday mornings from 9:00 a.m. to 12:00 noon, with optional afternoon recreational activities and Friday fieldtrips.

15. Seventy (70) elementary and K8 Summer School programs served an average of 6,954 students over the five-week session. Students received three hours of reading, writing, and oral language skills daily.

16. Eleven middle-grade Summer School programs served an average of 1,146 students during the five-week program, with three hours of reading, writing, and oral language skills.

Summer School 2007 Enrollment Data

	7/11	7/18	7/25	8/1	8/8
Elem K8	7,902	7,464	7,329	6,955	6,591
MS	1,124	1,270	1,159	1,138	1,037
HS	4,208	3,998	3,474	3,231	3,128
Alternative	27	28	28	32	33
Totals	13,261	12,760	11,990	11,356	10,789

17. Implementing the Marzano Six-Step Vocabulary Process in the Summer School Program, Milwaukee Public Schools district data about the Wisconsin Knowledge and Concepts Examination (WKCE) assessment was analyzed. (A full description of this analysis is available through the Reading Office). From this analysis and a review of the district's Instructional Improvement Plan, it was determined

that there was a need to have an instructional focus on the following objectives from the Wisconsin Reading Assessment Framework:

Objective #1: Determine the meaning of words and phrases in context.

1.1 Use context clues to determine the meaning of words and phrases.

1.2 Use knowledge of word structure to determine the meaning of words and phrases.

1.3 Use word reference materials to determine the meaning of words and phrases.

Objective #2: Understands Text

2.1 Demonstrates understanding of literal meaning by identifying stated information in literary text.

2.2 Demonstrates understanding of literal meaning by identifying stated information in informational text.

2.3 Demonstrate understanding of explicitly stated sequence of events in literary and informational text.

18. Based on these conclusions and to meet the instructional need, Robert J. Marzano's *Building Background Knowledge for Academic Achievement-Research on What Works in Schools* was examined by the Summer School and Reading Offices collaboratively. The book outlines how careful instruction in subject-specific terms can help overcome deficiencies in background knowledge that hamper the achievement of many children. The companion book by Robert J. Marzano and Debra J. Pickering, *Building Academic Vocabulary — Teacher's Manual*, was also studied in detail by both offices. Included in this teacher's manual is a method to help teachers, schools, and districts determine which vocabulary terms are most essential for their needs, a six-step process for instruction in subject area vocabulary, and a "how-to" for using the student notebooks.

19. After further collaboration between the Summer School and Reading Offices, Dr. Deborah Childs-Bowen from the Association for Supervision and Curriculum Development was contacted. Dr. Childs-Bowen worked closely with the Reading Office in shaping the instructional focus around Marzano's Six-Step Process for Building Academic Vocabulary to be implemented initially in the 2007 Summer School Program and to be continued through the 2007-10 school years.

20. On April 18 and 19, 2007, Dr. Childs-Bowen provided professional development utilizing the train-the-trainer model. The participants included literacy specialists and ASCD facilitators which comprised district curriculum generalists, literacy facilitators, and CABS team members. These initial sessions provided the foundation on such topics as Marzano's Six- Step Process for Building Academic Vocabulary, Characteristics of Effective Vocabulary, Brain Research and Vocabulary, and Prior Knowledge and Academic Success. During the April 30, 2007, organizational session, model lesson guides were developed by the participants incorporating the six-step process with Milwaukee Public Schools' reading materials.

21. Additional sessions on May 23 and 24, 2007, guided school-based Summer School site coordinators through the process of selecting words for use in their Summer School program, the Five-Week Template, the development of the CABS Assessment Sheet, and the Six-Step Vocabulary Process.

22. Planning sessions with the literacy specialists and ASCD facilitators took place on June 5, 2007. At this time, structure for the summer school staff development for June 25 and 26, 2007, was developed. During the two-day professional-development opportunity on June 25 and 26, 2007, over 700 teachers received four hours of professional development on Marzano's Six-Step Process for Building Academic Vocabulary, Characteristics of Effective Vocabulary, Brain Research and Vocabulary, and Prior Knowledge and Academic Success. Each participant received both books, *Building Background Knowledge for Academic Achievement — Research on What Works in Schools* and *Building Academic Vocabulary — Teacher's Manual*. Schools were also provided with Student Academic Vocabulary Notebooks for use during Summer School.

23. Literacy specialists provided ongoing site-based support throughout the duration of the five-week Summer School program. This included visits to Summer School sites to provide ongoing support for the Six- Step Vocabulary Process.

24. On July 20, 2007, midway through the five-week program, over 600 teachers attended a four-hour refresher session facilitated by the literacy specialists and ASCD facilitators. This session provided additional resources, instructional strategies, and collaboration time for Summer School staff to discuss the Six- Step Process.

25. Several forms of data were collected and analyzed from the 2007 Summer School Program. Details on the effectiveness and success of the program can be seen in full detail in Attachment #1 to this item in the minutes of your Committee's meeting.

26. New to Summer School this year was 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.

27. Principal coaches 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 are used by the school for improving achievement. A random sampling of 40 schools was conducted (see Attachment #2 to the minutes of your Committee's meeting). An equal number of elementary, K8, middle, and high schools located on the north and south sides of the city were selected. The IPI data show the following:

- 55% of student engagement was teacher-led instruction
- 28% of student engagement was student work with teacher engagement
- 7% of student engagement was student learning conservations
- 5% of student engagement was student active engaged learning
- 3% of student engagement was student work with teacher not engaged
- 2% of student engagement was complete disengagement

28. Of the teachers hired for the 2007 Summer School, approximately 115 were special education — extended-school-year (ESY) staff; another 25 were supportive services staff such as speech pathologists.

29 Approximately 714 students with special education needs were served in Summer School through ESY programs, as required by their individual educational plans (IEPs). ESY sites were located at Gaenslen, Manitoba, Milwaukee School of Languages, and Hamilton HS. 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 2007 Annual Report (see Attachment #3 to the minutes of your Committee's meeting).

30. 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 occupational therapists, two physical therapists, two bilingual teachers, and other staff needed, such as hearing or vision teachers.

SUMMER IEP TEAM DATA

Special Education IEPs completed summer '07	147
Students qualified for services	108

31. Milwaukee High School Redesign — First Things First Summer School 2007 — "Stay with My Class" math initiative

a. Milwaukee Public Schools is currently planning and/or implementing the First Things First framework in four large high schools: Bradley Tech, Custer, Madison, and Pulaski. During the 2006-07 school year, as part of the technical assistance in which the district engages to support these schools, two additional consultants joined the work to better support student outcomes in mathematics. Dennis Chaconas and Jim Henderson were recommended by the Institute for Research and Reform in Education (IRRE), the technical assistance provider for First Things First. Dennis and Jim are former math teachers, assistant principals, and high-school principals. They began working with MPS teachers in the four high schools in the spring of 2007.

b. The work with teachers focused on taking existing Wisconsin Model Content Standards and MPS Learning Targets in mathematics and creating explicit benchmarks that students will be expected to demonstrate in 9th-grade algebra. These statements are written in student-friendly language and referred to as "I can" statements (Attachment #4 to the minutes of your Committee's meeting). Following the development of the 84 algebra benchmarks, teachers worked with Dennis and Jim to develop a common assessment for each benchmark that will be used with all students.

c. The purpose of this work is to create common understanding of what students are expected to know and be able to do across the four schools and then measure student success in a predictable and reliable way. A common core curriculum in mathematics — through which student learning is transportable across these schools, and teachers are able to support one another in improving their instructional practices — is one of the outcomes of this work.

d. In order to pilot the benchmarks with students, a special summer school opportunity was developed for students from the four high schools. Student who failed all of algebra could recover their failed credits from the previous school year by taking two algebra classes during the regular summer school period. Students with this need in each high school were identified. Students who face the double jeopardy of dropping out of high school — those having failed all of algebra and not having sufficient credits to join their peers in 10th grade — were identified as eligible for the "Stay With my Class" initiative.

e. Students in the pilot were grouped only with students from their own schools and matched with teachers from their schools, where possible. Students engaged in the algebra curriculum using the benchmarks or "I can statements" as a guide to what needed to be accomplished. Benchmarks are met when a student passes a common assessment for that benchmark with at least 70%. Each classroom was staffed with a teacher serving as the summer school instructor and additional teachers serving as tutors and mentors.

f. The pilot of this initiative resulted in a number of students becoming 10th-grade students and staying with their peers instead of repeating part of 9th grade. The overall results were positive. Fifty-nine benchmarks were identified as those most important to accomplish in order for students to have success in geometry in grade ten. The results of student efforts to complete and pass the assessments for these benchmarks are detailed below.

School	Students Enrolled	Student no-shows	Students who dropped	Number of students who passed	Percent successful
Bradley Tech	27	4	2	21	100%
Custer	35	10	3	22	100%
Madison	37	2	1	34	100%
Pulaski	30	4	2	18	75%

32. In addition to the summer effort to have 9th-grade students stay with their peers by passing algebra, an effort was launched to identify students going into grade 10 who, with additional support, could become math scholars. A week-long math camp called "CHAMPS" (Camp for High Achievers in Math and Problem Solving) was created for these students. The goal was to provide these students with a focus on problem solving and preparation for a rigorous geometry course in the fall.

33. Fifty-six students from the four high schools implementing the First Things First framework were identified. Thirty-six students participated. The camp experience included hands-on group problem solving, community guest speakers, and a trip to the district's Ropes and Challenges course to provide for an outdoor problem-solving opportunity. Student evaluations at the end of each day indicated positive feedback and a desire for more enriched summer opportunities in the future.

34. The "I Can" math benchmarks for algebra are being fully implemented in the four high schools during the 2007-08 school year. In addition, the mathematics consultants continue to work with MPS teachers in the schools, providing on-site coaching, professional development, and the development and implementation of benchmarks for geometry. These efforts move the district towards a common, rigorous core curriculum in high schools — a goal in the MPS strategic plan.

35. The Dell TechKnow Program was used in 16 schools and CLCs and the Grade 8 Literacy Program. Dell Inc. partnered with Milwaukee Public Schools to enable low-income or underserved middle-school students an opportunity to earn refurbished Dell home computers and learn technology skills that promote self-esteem and academic success and prepare them for opportunities in today's technology-driven world. One hundred ninety-four (194) students completed the program.

36. Students from the Alverno College's and the University of Wisconsin-Milwaukee's schools of education 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, and assess lessons; and collaborate with MPS school faculty and university/college supervisors to provide optimal learning for MPS students. Sixty-five participated in the fieldwork and student-teaching placements.

37. Mount Mary College students participated in fieldwork-experience opportunities at various Summer School sites. The students who participated in the field work were also enrolled in a six-week summer course, "Teaching Reading & Language Arts in Middle/Secondary School."

38. The summer meals program provides free meals for all children up to the age of 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 dinner locations were Allen Field, Auer, Brown Street, Carleton, Engleburg, Forest Home, Gaenslen, Hampton, Holmes, Lancaster, Lee, Lloyd, Longfellow, Riley, Siefert, Townsend, 21st, and Westside Academy II. Eighty sites provided meals.

39. The Hunger Task Force plays an active role in coordinating community summer meal program efforts with MPS and MPS recreational 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 31 at select locations.

SUMMER MEAL PROGRAM DATA

	2004	2005	2006	2007
Breakfast	55,560	116,532	200,610	267,052
Lunch	214,829	193,095	194,714	280,764
Dinner	0	20,294	53,248	49,004
TOTAL	270,389	329,921	448,572	596,820

40. Data collection for the summer school session is currently being conducted by the Research & Assessment Office. The benchmark data from spring and the September benchmark data for students who attended summer school is being compared with a similar demographic group of students who did not attend the summer session. This data will be available for review in January.

41. Plans for Summer School 2008 are underway. Plans will be modified based on available Board and Title I funds, the Board's approval, and negotiations with various bargaining entities. It is estimated that the following Board and Title I funds will be needed to fund the following programs:

High-School Program	$2.6 million
Special Education ESY and IEP TEAM	$2.0 million
Grade 8 Literacy (Board and Title 1 funds)	$400,000
Elem/K8/MS Reading & Math	$6.0 million
Intersession Year Round Schools	$1.2 million
Transportation Regular/ESY	$700,000

42. The proposed dates for the high-school summer school program are June 26-July 31. Twenty high-school sites would serve approximately 4,000-5,000 students for an estimated cost of $2.6 million in Board funds. Additional sites may be added due to SIFI & DIFI status.

43. The special education ESY program would operate from July 7 to August 1 at five locations. Approximately 850-1,000 students would be served. The Community Assessment and Training Program, CATP, will follow the ESY schedule. MPS Central Services kitchen serves as a training site, as well as St. Joseph's Hospital.

44. The Grade 8 Summer Program to promote grade-eight students to high school will serve approximately 500 students, at an estimated cost of $400,000 in Board and Title 1 funds.

45. Plans are being developed for alternative summer programs based on the district's urgent facts and DIFI status. These summer programs would better align with the district's Learning Targets, Characteristics of a High Performing Urban Classroom, the District's Instructional Improvement Plan, and the DIFI plan.

46. Priorities for the 2008 Summer School include:

- Elementary/K8/MS Reading & Math Program
- High School Credit Recovery Program
- Eighth Grade Promotional Program
- Eighth Grade Credit Program
- Intersession for Year Round Schools
- Advance Placement-AP Summer Program
- Gilder Lehrman US History Enrichment Program (possible sites include: AAI, MHSA, Hamilton, Riverside, Wedgewood, & DuBois)
- Construction Process I Bay View High School

47. 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.

* * * * *

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 Sole-Source Contracts; Authorization to Make Purchases; 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 Sole-source Contracts

Budget Item	Budget Description	Requested Amount	HUB % Set
Data Warehouse Phase II	The Administration requests authorization to enter into a contract with Versifit Technologies to carry out Phase II of the Data Warehouse project. The June 2003 audit of the MPS Data Warehouse recommended that MPS undertake a strategic planning process to identify both functional and technical requirements for the MPS Data Warehouse. These requirements were included in a Request for Proposal (RFP-498) for Business Intelligence/Data Warehouse Re-Design issued during the Fall of 2005. Following proposal reviews and product demonstrations, the Administration selected Versifit Technologies for installation of a redesigned Data Warehouse. This work was completed in 2006. In February 2007, the Board granted Versifit Technologies a sole-source award to develop desirable reports to meet the needs of MPS. The present contract seeks to have the vendor further develop reports within the new Data Warehouse and to make desired modifications to the dashboard. Versifit is the only vendor who can cost-effectively make the required modifications. The continued development of the Data Warehouse arises due in part to the District's embrace of data-driven decision making. To accommodate data-driven decision making at the teacher, principal and administrative levels, the Data Warehouse needs to be modified and upgraded to meet changing and expanding demands. Budget Code: TSV-0-0-TEC-TC-ECTS (Contract Services – Technical Services)	$65,000	10%
Vending Machine Pilot Program	The Administration requests authorization to enter into a contract with Horizon Software International, LLC, to pilot vending machines at 11 designated school sites. The machines will be connected to the district-wide computer system used for meal counting and claiming. This will allow the machines to dispense breakfast and/or lunch to students access by using their student ID School Nutrition Service staff would be responsible for procuring the food and stocking the machines, as well as for managing monies for students' accounts. The benefit of this system is that it offers another point of service to increase the speed at which students are fed within the limited allotted meal-service time, but does not require additional personnel to staff.		

Budget Item	Budget Description	Requested Amount	HUB % Set
	Each vending machine costs $9,105 for the machine, software license, set-up and installation. Ten of the eleven sites have $3,000 available through the Kohl's breakfast grant, which was awarded in recognition of each school's increase in student participation in the breakfast program. The award monies, which are to be used to facilitate continued participation in the breakfast program, must be encumbered by December 20, 2007. If approved, the projected start date would be February 1, 2008. Budget Code: BKF-X-S-SK8-XX-EEQ5 ($30,000 — Fixed assets — multiple locations) BKF-0-0-BKF-XX-EEQ5 ($80,290 — Fixed Assests — multiple locations)	$110,290	0%
Totals		$175,290	$6,500

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

RFP 579 Authorization to Enter into a Contract with James W. Koleas for Project Leadership and Coordination Services of Futures First Initiative

The Administration requests authorization to enter into a contract with James W. Koleas for the purpose of providing full-time coordination and project-management services to assist the District with the implementation of the Futures First Initiative.

This initiative is funded in part by a two-year U.S. Department of Labor grant intended to reduce school violence, gang activity, drop-outs, and truancy while increasing student success in school. Services to be provided by James Koleas will be funded by the grant and include initiating, coordinating, and facilitating the Futures First plan of community intervention. James Koleas was selected as the recommended vendor through Request for Proposal (RFP) 579.

The contract will be for one year, with the option to extend for an additional one-year period. The annual cost of the contract is $100,000. The two-year cost will not exceed $200,000. The budget code to be charged is GENOSF28IV-ECTS (Futures First Initiative — Contracted Services).

James W. Koleas

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $100,000/yr (based on 10% HUB commit)	1	0	0	No	10%	10% MBE or MWBE	$10,000/yr	Prof. Services	Prof. Services

RFP 464 Authorization to Enter into a Contract with the University of Wisconsin-Milwaukee's School of Social Welfare for Evaluation Services of the Safe Schools/Healthy Students Initiative

The Administration requests authorization to enter into a contract with the University of Wisconsin-Milwaukee's School of Social Welfare for the services of. a UWM research team to provide the District with an extensive evaluation of the Safe Schools/Healthy Students Initiative funded by a Department of Education, Department of Justice, and Department of Health and Human Services grant.

This grant is intended to develop community-wide approaches to create safe, respectful, and drug-free schools and to promote pro-social skills and healthy childhood development.

UWM's chief evaluator for the Safe Schools/Healthy Students Initiative responded to the District's ongoing RequestfFor Proposal for evaluators (RFP-464) and was selected as a pre-approved program evaluator. The chief evaluator is also the head of the UWM School of Social Welfare, which makes it necessary for MPS to contract with UWM for these services. UWM will pay the salary and benefits of the researchers assigned to the project and will invoice MPS for the cost of the project-related services. The invoiced services will be funded by the Safe Schools/Healthy Students Initiative grant.

UWM services will include developing baseline information, processing data, reporting, coordinating, and facilitating the evaluation process for the 30 schools involved in the Safe Schools/Healthy Students Initiative. UWM researchers will work closely with the District's Project Director and the Research and Assessment division to ensure that the evaluation process is implemented with fidelity.

MPS received a four-year grant to fund the Safe Schools/Healthy Students Initiative; therefore, the Administration is requesting that the Board waive its three-year contract policy and authorize the Administration to enter into a maximum four-year contract, i.e. one-year, with the option to extend for three additional one-year periods.

The annual cost of the contract is $129,760. The four-year cost will not exceed $519,040. Of this amount, 82% will fund UWM staff salaries and benefits, and 18% will be used for support services.

The budget codes to be charged are GEN0SHL8IV-ECNS (60% U.S. Department of Education) and GEN0SHF8IV-ECNS (40% Department of Health and Human Services) (School Innovation Safe Schools/Healthy Students Grant Budgets 1 and 2 — Contracted Services).

UWM

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $519,040	NA	NA	NA	No	NA*	NA	NA	NA	NA

*this item was never reviewed by DDCE

RFP 576 Authorization to Enter into a Contract with Class.Com for Online Curricula 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. Class.com was selected as the recommended vendor through Request for Proposal (RFP) 576.

MPS issued RFP-576 to request online high-school curriculum for the Transition High School, a school which will serve students returning to high school after a period of incarceration or expulsion. In addition to curriculum, Class.com will provide installation support, technical assistance, and professional development for online instructors.

The Class.com curriculum includes a total of 56 courses and covers the areas of mathematics, science, language, social studies, skills development, and business and technology. Only a limited portion of the curriculum will be offered to students initially. The courses offered will depend upon student needs and the availability of online instructors.

Online classes will be offered at Kilmer North and Kilmer South, with sufficient workstations provided to serve a maximum of 220 students.

The contract will be for one year, with a cost not to exceed $60,390. The budget code to be charged is ORCHSTRNTZ-ECTS (Transition School — Contracted Services).

Class.com

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
TBD	29	4	7	No	5%	5% WBE	$1,500	Prof. Services	Prof. Services

Authorization to Increase the Funding to Stratagem, Inc., for Human Resources/Payroll Software Modifications

The Administration requests authorization to increase the amount of an existing contract with Stratagem, Inc., from $100,000 to $180,000. The original contract was awarded through the competitive Request for Proposal (RFP) process (RFP-555) which addressed the integration of documents, content management, and workflow interface for the Department of Human Resources. The scope of this engagement, however, changed when the District elected to acquire additional human resources/payroll modules to facilitate the more timely recruitment of teachers and the more efficient administration of benefits.

The previously approved HUB participation of 10% will also apply to the $80,000 increase in the contract.

The budget code to be charged is TSV00TECTC-ECTS (Technical Services — Contracted).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$80,000	2	0	0	No	10%	10% M/WBE	$80,000	Prof. Service	Prof. Service

Purchasing Request Summary — February 2007

Total contract dollars to be awarded..... $859,430
Total dollars eligible for HUB participation..... $29,500
Total HUB dollars $29,500
% of MBE participation..... 0
% of WBE participation 3.4
% Total HUB Participation 3.4

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 October 31, 2007, 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	$ 927,790,919	$ 26,216,985	$ 954,007,904	$ 822,209	$ 87,874,396	$ 866,133,508	9%
Categorically Aided	190,584,262	21,153,070	211,737,332	13,789,729	22,615,291	189,122,041	11 %
School Nutrition	32,149,828	25,669	32,175,497	2,083,529	2,123,050	30,052,447	7%
Construction	22,726,883	29,773,464	52,500,347	1,087,584	2,700,514	49,799,833	5%
Extension	16,155,406	645,461	16,800,867	547,792	952,510	15,848,357	6%
Total All Funds	$ 1,189,407,298	$ 77,814,649	$ 1,267,221,947	$ 18,330,843	$ 116,265,761	$ 1,150,956,186	9%

Below is a summary of expenditures as of October 31, 2007, 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	$ 927,790,919	$ 26,216,985	$ 954,007,904	$ 69,304,499	$ 300,834,865	$ 653,173,039	32%
Categorically Aided	190,584,262	21,153,070	211,737,332	15,159,962	59,883,478	151,853,854	28%
School Nutrition	32,149,828	25,669	32,175,497	3,490,921	6,193,075	25,982,422	19%
Construction	22,726,883	29,773,464	52,500,347	2,671,387	51,491,064	1,009,283	98%
Extension	16,155,406	645,461	16,800,867	602,192	4,231,170	12,569,697	25%
Total All Funds	$ 1,189,407,298	$ 77,814,649	$ 1,267,221,947	$ 91,228,961	$ 422,633,652	$ 844,588,295	33%

[1]Represents Board-approved transfers during fiscal year 2008 and appropriations for purchases encumbered in fiscal year 2007.

Respectfully submitted,

Michelle J. Nate
Chief Finance and Operations Officer

Monthly Report on Expenditures

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2007, through October 31, 2007.

School Operations Fund

Expenditures and encumbrances through October totaled $300,834,865, or 32% of the revised budget.

District Contingent Fund

The balance at October 31, 2007, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2007 .....$ 1,000,000

Approved Transfers:

None..... - 0

Balance — October 31, 2007 .....$ 1,000,000

Construction Fund

Expenditures and encumbrances through October totaled $51,491,064, or 98% of the revised budget.

Extension Fund

Expenditures and encumbrances through October totaled $4,231,170, or 25% of the revised budget.

District Contingent Fund
1-10-4-876-600-981-510000-0000
SCF-0-0-CTG-DW-ECTG0000

Revenues and Expenditures
Current Year Versus Three-Year Average
As of October 31, 2007

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	9%	9%	32%	33%
Categorically Aided	11%	9%	28%	24%
School Nutrition	7%	3%	19%	22%
Construction	5%	0%	98%	96%
Extension	6%	5%	25%	36%

Report on Administrative and School Fund Transfers

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

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Audubon Tech and Community Center	Funds Raised by the School	$500.00	Support band program
Elm Creative Arts School	IBM	$6,447.00	Three (3) Young Explorers computers for educational programs

School	Donor	Amount	Gift or Purpose
Emerson Elementary School	Sam's Club, Aquafina and Keep America Beautiful	$1,000.00	Gift certificate to Sam's Club to purchase classroom supplies
Fernwood Montessori School	Roundy's Supermarkets, Inc.	$220.54	Educational materials
Milwaukee Education Center Middle School	CTB/McGraw-Hill	$2,870.00	Fieldtrips
Milwaukee German Immersion School	German Fest	$998.00	To purchase German materials
Milwaukee Spanish Immersion School	Culver's	$237.00	Fundraiser
Milwaukee High School of the Arts	Mike Crivello's	$1,000.00	Gift card for Photo Lab
Milwaukee Public Schools	KLM Mortgage	$1,450.00	Backpacks and school supplies to support students in need of school supplies
Milwaukee Public Schools	The Milwaukee Bucks and Kapco, Inc.	Undetermined	Four (4) lower-level tickets, recognition plaque, and photo each month during NBA basketball season
Milwaukee Public Schools-Homeless Program	Feed the Children	$86,531.38	Backpacks, school supplies, books and DVDs for homeless students
Mitchell Integrated Arts School	Badger Mutual Insurance Company	$1,000.00	Mitchell's Reading Is Fundamental (RIF) Program
MPS School-To-Work Transition Program for Students with Disabilities	Bon Ton (Boston Store)	$630.00	To be used in the Student Aid Fund
Washington High School Campus	Area Health Education Center System	$1,000.00	Diabetes Peer Health Advisor Group and activities
Zablocki Elementary School	Lizabeth A. Barclay	$100.00	Thanksgiving food baskets for needy Zablocki families

Committee's Recommendation

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

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; Reappointment of Probationary Personnel; and Affirmative Action Report

Approval of Classified Personnel Transactions

	Name and Assignment	Position and Salary	Date
		APPOINTMENTS	
4	Cozby Martinez Kagel	School Secretary I $24,829.00/yr.	11-12-07
5	Victoria Shirah Instructional Leadership & Support	School Secretary I $24,938.42/yr.	11-12-07
		PROMOTIONS	
5	Gerald Belongie, Sr. Facilities & Maintenance Svcs.	Sheet Metal Crewleader $70,700.00/yr.	11-26-07
4	Lisa Cortez Instructional Leadership & Support	School Secretary II $34,791.03/yr.	11-26-07
2	Edward Hamilton Hamilton	Building Service Helper II $28,298.66/yr.	11-18-07
5	Steven Nordvall Facilities & Maintenance Svcs.	Bricklayer Crewleader $64,780.00/yr.	12-03-07
2	Billy Williams Genesis	Building Service Helper II $28,298.66/yr.	11-18-07
		REINSTATEMENTS	
	Tracy Harris Diversified Community Schools	School Secretary I $33,522.06/yr.	11-12-07
		CHANGES IN STATUS	
	Cheryl D'Amato1 Ofc of the Supt./Innovative Schools	School Secretary I $32,780.93/yr.	12-26-07
	Bridgette Duncan[2] Hampton	Handicapped Children's Assistant $15,352.46/yr.	11-14-07
	Sharon Evans[2] Bethune	Handicapped Children's Assistant $15,352.46/yr.	11-19-07
	Carrie Guzinski[2] Hamilton	Handicapped Children's Assistant $15,352.46/yr.	11-09-07
	Mary Lee[2] Alcott	Handicapped Children's Assistant $15,352.46/yr.	11-09-07
	Tanicka Mull[2] Pulaski	Handicapped Children's Assistant $15,352.46/yr.	11-19-07
	LaBernadette Ference[2] Hamilton	Handicapped Children's Assistant $15,352.46/yr.	11-19-07
	Widalys Rivera[1] Office of the Supt./Innovative Schools	School Secretary I $32,967.07/yr.	12-03-07

[1]From a 10-month to a 12-month position
[2]From substitute to regular

Approval of Certificated Appointments — Teachers

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
2,r	Troy D. Coleman Cross-categorical	B	$34,858.00	0	11/26/2007
5,nr	Christiane E. Ehrenreich German/French	B	$34,858.00	0	11/05/2007
5,r	Donna R. Horowitz Cross-categorical	C	$39,076.00	0	11/05/2007
2,r	Kelly D. Jackson Grade 3	B	$34,858.00	0	11/08/2007
2,r	Leon Johnson Cross-categorical	B	$34,858.00	0	12/03/2007
3,r	Mailunhia Lynhiavu Cross-categorical	B	$34,858.00	0	11/26/2007
5,nr	Karin L. Strube English	B	$34,858.00	0	11/12/2007
5,r	Ross J. Wollenhaupt Social Studies	B	$34,858.00	0	11/26/2007

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
Personal Leave, to June 2008:		
Fitzgerald, Ann	Audubon	November 26, 2007
Childrearing Leave, to June 2008:		
Didion, Jennifer	Carson	November 26, 2007
Spahn, Donna Beth	Maple Tree	January 3, 2008

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Dominic Ausonio	Teacher	11/30/07
Mary Lou Barbuch	Teacher	02/08/08
Kelly Bearsley	Teacher	11/09/07
Daniel Bearss	Teacher	01/25/08
Elisabeth Bishop	Teacher	11/03/07
Cathleen Charrey	Teacher	11/26/07

Martha Ealy	Teacher	11/08/07
Tashia Garry	Teacher	12/17/07
James Gray	Teacher	06/16/08
Thomas McGinnity	Director	01/02/08
Cathy Pernell-Cyiark	Teacher	10/23/07
Jody Siker	Teacher	11/05/07
Tamesia Sosa	Teacher	12/14/07
Michele Vento	Teacher	12/30/07
Patience Wade	Supervisor	12/01/07
James Wisniewski	Principal	01/11/08

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
William Cetera	Construction Engineer	11-03-07
Jason Cowan	Mgr. of Enterprise Svcs.	11-03-07
Patricia Galaska	Handicapped Children's Asst.	11-10-07
Jenice Kling	Gen'l Educational Asst.	11-05-07
Judy Linzenmeyer	School Safety Asst.	11-06-07
Edna Wright	Handicapped Children's Asst.	11-10-07

Reappointment of Probationary Personnel

TEACHERS AND TEACHER LIBRARIANS
(Completing One Semester)

Ahmad, Jennifer J.	Carrigan, Maureen A.	Dufek, Amy M.
Aitch, Thiphachanh	Cash, Chareese S.	Dunn, Carrie L.
Alfonzo, Diana I.	Caskey, Angela L.	Eisenman, Daniel J.
Aten, Emily R.	Catalano, Kristin E.	Endress, Megan E.
Ayala, Damaris	Chapman, Donald	Eppelsheimer, David V.
Babler, Erica A.	Cheriyalanthot, Janardhanan	Erd, Jon M.
Baron, Andrea M.	Chiarelli, Stephannie K.	Esenberg, Karra L.
Bast, Lauren D.	Chirafisi, Loli L.	Evenson, Amber L.
Baxter, William K.	Christensen, Ann M.	Everding, Elaine E.
Beaudet, Brian T.	Church, Monica J.	Ewoldt, Angie R.
Bell, Rashele A.	Cockerham, Jerome	Ferguson, Chequetta C.
Benson, Emily W.	Corrao, Paul A.	Fiedler, Christine N.
Berger, John W.	Coultas, Benjamin	Fintak Jr, Ronald J.
Bergmann, Connie M.	Crebbin, Cindy A.	Fleming, Lisa M.
Bergum, Laura J.	Cruz, Sandra L.	Frauenfelder, Dawn
Birdsall, Katherine A.	Culver, Karen C.	Fritche, Valerie R.
Bivens, Melanie D.	Daining, Paul A.	Frye, Romona D.
Black, Stacy	Dashev, Sava S.	Fuller, Cassandra
Blatnik, Brad J.	De Valk, Maggie M.	Gaffke, Joseph K.
Block, Katherine M.	DeMaster, Nicole M.	Garcia, Amanda A.
Bohl, Sarah	Dietrich, Lisa E.	Garcia, Julian
Borders, Yolanda A.	Ding, Wen	Gautier, Heather L.
Bridges, Karen D.	Ditzman, David M.	Gefke, Kendra E.
Bruce, Nina J.	Dohm, Emily E.	Getman, Lizbeth C.
Butz, Joan M.	Dragan, Scot P.	Gipp, Allison J.
Cabreza, Amanda F.	Drake, Sommer D.	Glander, Melissa L.
Calarco III, Frank A.	Dring, Jill A.	Gleesing, Kerri A.
Callan, Cara E.	Druck, Shayna R.	Goeb II, David J.
Camilli, Laura E.	Dueling, Wendy T.	Gonyea, Alissa R.

Gruenwald, Melissa K.
Hale, Daryl A.
Hallman, Colleen V.
Hans, Jennifer M.
Hansen, Erik C.
Hayes, Brian R.
Haynes, Kimberly S.
Healy, Michaelene E.
Hearvey, Crystal M.
Heck, Emily M.
Hellman, Faygie
Helminski, Jessica L.
Hendricks, Patricia M.
Herman, Kristine A.
Hett, Laurie
Hintzelman, Lisa L.
Hoffman, Christine
Horn, Karen D.
Houseman, Mary E.
Howen, Jenna R.
Hurlebaus, Kris
Jamieson, Seth D.
Jha, Aruna
Johansen, Sandra M.
Johnson, Claire S.
Johnson, Sara M.
Johnson-Towers, Yvette
Justinger, Brooklyn J.
Kapp, Ross E.
Keleher, Holly L.
Kelm, Paula M.
Kempen, Scott P.
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.
Lambert, Paul
Larson, Melissa S.
Latterman, Robert L.
Laurich, Michelle K.
Lawton, Michael R.
Lawton, Patricia A.
Lazzari, Andrew J.
Leberfing, April E.
Ledtke, Jason A.
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
Modugno, Serina K.
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.
Padgett, Luke A.
Parisien, Karen A.
Paul, Joan
Pax, Ann M.
Pelischek, Elizabeth A.
Phillips, Jessica L.
Plank, Tara R.
Polsky, Renee G.
Polzin, Kimberly J.
Pompos, Julie A.
Popp, Lindsey M.
Powell, Jennifer E.
Prahl, Regina J.
Price, Jennifer L.
Prichard, Paige K.
Pulliam, Dornicho S.
Queeney, Candace L.
Ramirez, Antonio D.
Ranzen, Kelly E.
Reinstra, Desiree L.
Resnick, Joshua E.
Reyes, Mary T.
Rheams, Amy J.
Rhone, Tyrone R.
Rich, Augustus D.
Rivas Castillo, Josephine M.
Rivas, Elisa
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.
Scrima, Deborah M.
Sershon, Andrew P.
Sexton, Anthony V.
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 Geide, Bianca D.
Stone, Elizabeth A.
Stonemeier, Adam
Stratton, Sade E.
Sullivan Konyn, Colleen B.
Taylor, Christopher R.
Taylor, Michelle L.
Taylor, Steven E.
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.
Vosters, Mary P.

Walker, Amanda D.
Walker, Chris M.
Wallace, Jessica L.
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 Two Semesters)

Adams, David
Bass Wilson, Marchell L.
Beltran Perez, Adriana
Berry, Nicole
Bouressa, Tyler L.
Breitrick, Thomas R.
Brusky, Joseph
Carson, Loucricia M.
Christiane, David
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.
Hauser, Devon
Hayon, Sarah N.
Hernandez Suarez, Miguel
Hernandez, Luz M.
Hickey, Scott
Hilliard, Thaddeaus
Hoffmann, Matthew J.
Imes, Staci
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
Midthun, Steven C.
Nitz, Brenda L.
O'Brien, Dennis
Oldson, Ruth
Pazurek, David
Petersen, Nicholas P.
Pochinski, Daniel
Polebitski, Scott R.
Pompos, Jeffrey G.
Principe, Julie E.
Rasmussen, Stephanie M.
Rebholz, Kristin J.
Riley, Freddie L.
Rostermundt, Kelly
Schmitt, Emily
Schneider, Paul L.
Schultz, Jennifer
Sellers, Chris R.
Sosa, Tamesia S.
Tholl, Sharon L.
Torres, Kali B.
Ward, Earnesteen
Wilcox, Tammy J.
Wise, Asima
Ziebell-Schmidt, Anne E.

TEACHERS AND TEACHER LIBRARIANS
(Completing Three Semesters)

Akert, Paul G.
Alexander, Jennette L.
Anderson, Erin M.
Anderson, Tanya M.
Anderson, Whitney N.
Anthony, Veronica L.
Armas, Maria Eugenia
Audette, Jane A.
Barden, Sue
Bealin, Niya
Bergmann, Andrea M.
Bilhorn, Kathryn
Binkelman, Mary J.
Black, Justin
Bogart, Daniel W.
Boudreau, Allison
Brickler, Marla J.
Briseno Alonso, Armando
Brown Ruddock, Danielle
Brown, Jody M.
Bruckner, Jeanna M.
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.
Crandall Jacobs, Jean
Crider, Mia H.
Cvengros, Kathryn L.
Deehr, Elizabeth R.
Dehnel, Richelle R.
Del Mundo, Emelita E.
Demoss, Jenessa
Dewees, Megan L.
Dieringer, Cynthia K.
Dlugolecki, Katherine
Doering, Troy
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.
Ewerdt, Nacole
Fefferman, Laura S.
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
Guthery, Kelly A.
Hageman, Sarah B.
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
Kauth, Andrew P.
Kazel, Melanie R.
Kellman, Sally A.
Kitts Lewinski, Tanya L.
Knopp, Jordan
Koch, Amy L.
Koconis, Andrew
Koenig, Anita A.
Kolesari, Daniel
Kopecky, Katie J.
Krebsbach, Tara L.
Kremer, Raymond
Kukowski, Ann
La Fleur, Ann
Lafler, Jessica
Lara, Naomi
Larson, John
Lawrence, Justina A.
Leibold, Donald W.
Lioen, Anna C.
Loewen, John C.
Lubin, Kari L.
Luna, Mari L.
Magana Arias, Maria E.
Magner, Timothy G.
Makovec, Helen
Maldonado, Rebecca
Manke, Kathleen
Manning, Peter J.
Manzano, Indalecio
Manzke, Rebecca L.
Marschke, Kathryn G.
Martin, Christopher
Mathews, Cathleen A.
Mattmiller, Susan
Mclure, Julie B.
Mcnulty, Erin A.
McRoberts, Jill S.
Meier, Ryan
Mitchell, Laurance A.
Morgan, Dianthe
Morgese, Joseph M.
Munoz, Shakira
Napoli, Matthew S.
Naus, Jill
Neuenschwander, Jennifer
Nickols, Alexander
O Meara, Marylee G.
O'Brien II, John M.
Olson, Jeannine
Paredes, Melinda C.
Parker, Tanya L.
Paske, Stephen M.
Passley, Sharon G.
Patterson, Melissa
Perez, Haydee
Perez, Solmarie
Pfaffenroth, Marybeth I.
Platt, Maxine M.
Porter, Stefanie T.
Powell, Romelia Y.
Priewe, Marlene K.
Primakow, Jessica
Quirk, Justin
Rao, Kalpana
Ratatori, Christina M.
Raymond IV, Edwin
Rec, Nicole K.
Reed, Shannon L.
Reedy, Nora A.
Reinhardt, Lisa
Relich, Ryan
Remm, Michael G.
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
Sandlin, Amy
Sanford, Lisa A.
Santos Amador, Miriam J.
Scherbert, Daniel P.
Schuldt, Amy M.
Sierocuk, Lauren
Sorlie, Leah
Spiropoulos, Christian A.
Sprenger, Sarah M.
Stadler, Michael E.
Starks, N'Shea R.
Stehura, Emily
Steiner, Andrea L.
Steinhorst, Joan Y.
Stewart, Keith
Stezala, Gena L.
Stokes, Tyra
Strnad, Kris A.
Strutz, Rachel
Stuller, Amy D.
Stuppan, Kristina
Sturdevant, Allyn L.
Swenson, Julie A.
Tarr, Kirsten L.
Taylor, Lashaun D.

Turner, Cynthia R.
Vaughn, Holly B.
Vine, Lindsay A.
Welch, Marsie
Wells, Kristine M.
Wember, Catherine
Whyte, Kristin L.
Willis, Kristina
Wooten, Kristina L.
Wroblewski, Sara
Wunsch, Nicole L.
Xiong, Linda
Zaza, Elizabeth F.
Zheng, Tao

TEACHERS AND TEACHER LIBRARIANS
(Completing Four Semesters)

Aliaga Rossel, Raul F.
Anders, Mary
Anderson, LaSonia
Bailey, Erin
Bailey, Charissa U.
Bartel, Allison L.
Bates Toll, Kathleen
Benishek, Jeremy M.
Borges, Sarah
Brown, Ralpheal
Brown Westfahl, Andrea
Brzezinski, Lea
Carrell, Matthew
Delgado, Holly
Garzon, Mauricio
Goggins, Kerry L
Gollmer, Jaime L.
Hall, Ramona D.
Hammett, William
Henderson, Tasha D.
Herron, Charmion
Hoeppner, Rebecca L.
Johnson, Barbara A.
Larsen, Lisa
Levy, Joy A.
Martin, Rose M.
Paredes, Cesar
Patenaude, Nicholas E.
Pawluk, Lindsay M.
Perry, Lisa
Peters, Margaret A.
Pinder Fearen, Phaleshia
Rutz, Dana A.
Schoonover, Corey
Schumacher, Jennele
Schwirtz, Holly M.
Sielen, Heather L.
Sikorsky, Tatiana
Sjoberg, Diana G.
Soza, Ximena
Stahlnecker Sanders, Gina
Studer, Lisa A.
Swan, Erin
Thompson, Lisa L.
Toston, Tricia A.
Uszler, Susan M.
Waite, Amber
Weber, Audrey
Wendtland, Elizabeth
Woods, Katara
Zhao, Tianya

TEACHERS AND TEACHER LIBRARIANS
(Completing Five Semesters)

Addison, Maxie J.
Adogamhe, Freda
Aldrich, Peter W.
Allen, Colette S.
Alvarado, Carmela A.
Ambos, Paula J.
Anderson, Tammy K.
Anderson, Lauren
Anderson, Kimberly K.
Anick, Diana E.
Arndt, Melissa A.
Avery, Melissa E.
Bankhead, Dexxie C.
Barder, Barbara A.
Barnett, Yolanda R.
Bauernfeind, Charles
Bays, Tonya L.
Beehler, Judith
Behmke, Jodi A.
Berg, Kathryn F.
Birmingham, Brooke A.
Bittner, Angela M.
Blankenheim, Mark C.
Blanks, Joyce A.
Bolin, Sarah A.
Boone, Tamika K.
Bott, Katherine D.
Boudreau, Elizabeth J.
Bowen, Jennifer
Bragg Huggins, Janice R.
Branderhorst, Alexander S.
Britton, Quinetta S.
Brozovich, Kathleen A.
Burgher, Jeffrey
Burgos Rivera, Rafael
Burke, Deann H.
Butler, Michael D.
Cady, Brittany A.
Caldwell Parker, Marrian
Carr, Kristina
Chojnacki, Thomas
Christou, Phaedra
Ciatti, Roxanne M.
Cline, Sara L.
Cocking, Meghan
Collier, Takeisha N.
Collingwood, Kelly J.
Corban, Mounir A.
Cottrell, Jade E.
Cullison, Steven C.
Czechowicz, Jennifer
Czekalski, Derek
Dang, Paul I.
Daugherty, Erin
Decleene, Stephen J.
Delie, Jill
Dempsey, Elizabeth
Donahue, Erin
Drake, Jeff R.
Dunning, Bradley
Ellis, Megan M.
Engelking, Michael
Farris, Tishante D
Figueroa, Kathy L.
Fischer, Margaret
Fischer, Antonio
Fischer Jr, Thomas
Gagliano, April H.
Ganz, Krystal J.
Gausmann, Patricia L.
Gavin, Jennifer M.
Gebert, Christopher W.
Gentile, Anthony P.
Greer, Darrell L.
Gruhlke, Elizabeth
Guendert, Beth M.
Guerrero, Rebecca H.
Guthrie, Christopher M.
Hable, Michael J.
Hannes, Sarah E.
Harmon, Marilyn A.
Haskell, Jacob K.
Hassani, Kourosh A.
Hipenbecker, Robert J.

Hoecherl, Crystal M.
Holtgreive, Margaret J.
Ipsa, Kimberly A.
Jennings, Laura E.
Jonas, Katie
Kapperman, Gretchen
Kellman, Jeffrey
Koehler, Steven M.
Koeller, Daniel
Koneazny, Kristofer J.
Koney, Terese M.
Korom, Rebecca
Krause, Lisa
La Licata, Minerva
Labecki, Cecile
Lambert, Keith L.
Leitner, Melissa S.
Lewis, Wendi
Lipsey, Talonda M.
Loeck, Sharon
Loper, Stanley J.
Lyman, Sally A.
Machut, Craig
Maki, Sarah R.
Maloney, Jill D.
Mannix, Kari
Masterson, Jack A.
Mattrisch, Conley W.
Mayerstein, Annette
Mayfield, Deborah M.
Mcclintock, Jennifer J.
Mcdowell, Nicole C.
Mcevilly, Casey J.
McGinnis, Sarah
McKinnon, Kelly
Melzer, Eliza V.
Menges, Alicia M.
Meredith, Nicole
Meyer, Lekynik L.
Miller, Nina R.
Miller, Heidi Marie
Millet, Constance N.
Molex, Carol
Morales, Hortencia
Moyle, Darlene R.
Mueller, Nicole M.
Murillo, Jorge A.
Mutchie, Amanda
Naughton, Laura P.
Nielson, Patricia A.
Novara, Amy L.
Nowak Gimenez, Rebecca A.
OConnor, Elizabeth N.
ONeill, Brian H.
Orgas, Paul S.
Orlando, Patricia F Liu
Osley, Damita Y.
Osowski, Karianne
Panosh, Heidi
Paonessa, Dennisse
Parker, Johnny T.
Pattermann, Gail L.
Paulsen, Carissa
Peters, Christie
Pike, Paula S.
Pikula, Roman A.
Piotrowski, Kelli M.
Putnam, Joshua A.
Rajkovic, Maria G.
Raner, Diane
Ream, Melissa C.
Reeve, Katrina
Renfro, Carolyn Y.
Reyes, Carmen A.
Reyes Clement, Rebecca L.
Reynolds, Katie A.
Robinson, Angela M.
Ruder, Sarah A.
Rudig, Katherine
Saadeddin, Imhenna H.
Sabatinelli, Gina
Salo, Crystal M.
Santiago, Jose A.
Schaber, Abby L.
Schierl, Jennifer A.
Schneider, Stephanie R.
Schuler, Rachel L.
Schultz, Tabitha D.
Schulz, Kathryn A.
Scott, Robert W.
Segura Salome, Dante
Sepulveda, Ulices J.
Sharpe, Dana F.
Shepherd, Victoria L.
Skinner, Holly L.
Sliwicki, Katie E.
Smith, Maureen A.
Smith, Kelly L.
Smith, Jennifer R.
Smith, Emily E.
Sommer, Scott
Stapleton, Molly A.
Stolen, Thor A.
Strasser, Marguerite
Szyszko, Brian J.
Taormina, Ingrid E.
Taylor, Mary R.
Thiem, Jeri A.
Todd, Sammie J.
Torosian, Jeffrey M.
Torres, Madelena
Torres, Kelly
Turner, Matthew A.
Ulrich, Linda M.
Wacker, Tony
Waerzeggers, Emily
Wall, Paula
Wall, Elizabeth
Ward, Susan
Watson, Ann
Watts, Ebony N.
Wenzel, Sarah D.
West, Yolanda
Whittley, Tonja L.
Wilcox, Diann S.
Wilke, Brad W.
Williams, Laurelyn W.
Williams, Carl J.
Witz, Kelly A.
Wolter, Analisa L.
Wood, Leden G.
Xiong, Pa L.
Zeise, Joseph M.
Zunac, Erica
Zurheide, Melanie

TEACHERS AND TEACHER LIBRARIANS

(Completing Six Semesters)

Abraham, Stacy M.
Arenson, Jane C.
Bachhuber, Leslie A.
Braggs, Judy A.
Carr, Deanna M.
Cumbajin, Heidi M.
Czerwonka, Kayla F.
Dammanna, Manjula R.
Defatte, Keith R.
Garland, Kyle T.
Green, Karen J.
Haeuser, Sarah E.
Jones, Alisha G.
Koch, Rebecca J.
Kraner, Joshua J.
Kusmirek, Sharon J.
Lauson, Erika
Moss, Jennifer D.
Ngare, Pauline W.
Paolo, Lucetta M.
Plahmer, Joe R.
Porter, Wayne
Reed, Dana J.
Sacco, Sara

Sanchez, Maria D.
Sanders, Sarah
Sayler, Lisa
Schweinert, Caroline E.
Sills, Lena M.
Trubac, Marilyn J.
Waeltz, Robin L.
Weaver, Michael J.
Zielinski, Kaela A.

PRINCIPALS
(Completing One Semester)

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 Two Semesters)

Matthew Boswell
Donna Chandler Luebke
Gitanjali Chawla
Zannetta R. Cistrunk
Eric Gallien
Stanley W. McWilliams
Michelle D. Morris
Marybell Nieves Harris
Taimi L. Parey
Shiron Posley
Rita M. Tenorio

PRINCIPALS
(Completing Three Semesters)

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

PRINCIPALS
(Completing Four Semesters)

Debra A. Ortiz

PRINCIPALS
(Completing Five Semesters)

Pamela K. Bell
Julia M. D'Amato
Willie J. Hickman
Suzanne M. Kirby
James E. Lindsey
Thomas E. Matthews
Eugene Pitchford III
Jesse J. Rodriguez
Donald E. Wojczulis

PRINCIPALS
(Completing Six Semesters)

Thresessa D. Childs
Janine F. Graber
Hattie E. Knox
Rosana Mateo
Brenda Sheppard Nelson

ASSISTANT PRINCIPALS
(Completing One Semester)

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

ASSISTANT PRINCIPALS
(Completing Two Semesters)

Virginia Clark
Toni M. Dinkins
Cynthia M. Dismuke
Larry D. Farris
Leon R. Groce
Lorena C. Gueny
Christopher J. Hauser
Eddie Jones Jr.
Christine B. Maxwell
Carol A. McKay
Ava F. Morris
Eric Z. Rian
Jesus Santos
Eric T. Sullivan
Rosa M. Torres

ASSISTANT PRINCIPALS
(Completing Three Semesters)

Juan A. Baez
Kelvin B. Brown
Arletta M. Browning
Jon J. Dzurak
Kimberly M. Lee
Larry F. Miller
Doncella R. Washinton

ASSISTANT PRINCIPALS
(Completing Four Semesters)

Tonya C. Adair
Kirsten L. Burks
Jeffery L. Gaddis
Daniel P. Hennessey
Joseph J. Hill
Lila A. Hillman
Gwendolyn Y. Irvin
Jacqueline K. Richardson
Gregory T. Tolbert

ASSISTANT PRINCIPALS
(Completing Five Semesters

Ricardo A. Anderson
Felice A. Beal
Patrick D. Chatman
Sharnissa T. Dunlap-Parker
Eduardo M. Galvan
Maribeth Gosz
Dennis L. Leonard
Janice M. Odom
Trinette H. Patterson
Richard E. Spates

ASSISTANT PRINCIPALS
(Completing Six Semesters)

Sherlyn Brown

SUPPORT STAFF
(Completing One Semester)

Percy Eddie
Joel Symons

SUPPORT STAFF
(Completing Two Semesters)

Alisha A. Birtha

SUPPORT STAFF
(Completing Three Semesters)

Barbara A. Barnes

SUPPORT STAFF
(Completing Four Semesters)

Willie E. Mitchell

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for November 2007 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 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 individuals be promoted or appointed to the classifications indicated, effective upon assignment following approval by the Board:

2(r)	Jacqueline Richardson	Principal Clemens School	Schedule III, Range 13Z $76,262.13
5(r)	Glen Stavens	Principal Hawley Road School	Schedule III, Range 13Z $88,736.76
2(r)	Richard Spates	Principal Lancaster School	Schedule III, Range 13Z $66,803.79
5(r)	Susan Stoner	Principal Lowell School	Schedule III, Range 12Z $84,200.01
2(r)	Patrick Chatman	Principal Townsend Street School	Schedule III, Range 13Z $88,737.00
5(nr)	Jody Bloyer	Assistant Principal Bradley Technology & Trade High School	Schedule III, Range 12Y $90,073.00
5(r)	Brian Brzezinski	Assistant Principal Hamilton High School	Schedule III, Range 12Y $71,573.28
2(r)	Daryl Burns	Assistant Principal Riverside University High School	Schedule III, Range 12Y $62,076.00
2(r)	Lena Crawford	Assistant Principal Northwest Secondary School	Schedule III, Range 11Z $70,724.87
2(r)	Marny Donalson Gamble	Assistant Principal Eighty-first Street School	Schedule III, Range 10Z $66,337.93
2(r)	Marcus Arrington	Assistant Principal LaFollette School	Schedule III, Range10Z $55,613.00
2(r)	Jeri Agee	Assistant Principal Townsend Street School	Schedule III, Range 10Z $71,667.98
2(r)	Phyllis Anderson	Title I Coordinator Office of Instructional Leadership and Support	Schedule III, Range 12A $92,095.51
5(nr)	Debra Brunner	Field Supervisor I School Nutrition Services	Schedule III, Range 5A $68,763.00
5(r)	Eugene Vlies	Principal Humboldt Park School	Schedule III, Range 14Z $88,736.76

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) Report on School Performance and Financial Audits

Your Committee reports having received the following informational report from the Office of Board Governance-Audit Services.

Background

1. At its meeting on August 31, 2006, the Board adopted an annual audit plan that included 28 school performance and financial audits.

2. Over the last seven months, the Office of Board Governance-Audit Services has completed and issued 21 school audits. Eight of these audits were presented to the Committee on Finance/Personnel at its September meeting; six were presented at its October meeting; and five were presented at its November meeting. The remaining two reports are scheduled for presentation at the Committee's December meeting:

Report #	Audit
2007–40	Custer High School
2007–85	Maryland Avenue School

3. The reports, provided under separate cover, include the school administrator's response to the audit and the action plans that the school intends to implement to address the audit recommendations.

4. The Office of Board Governance audit staff is available to present an overview of the audits and answer questions about the audits. District administrators and the school principals are available to respond to questions about the principals' responses to the audit recommendations.

* * * * *

(Item 5) Action on a Request to Approve the Educational Broadband Service Capacity Use and Royalty Agreement

Background

1. As indicated at the Board's meeting on June 28, 2007, the Administration is bringing this item before the Board to approve Educational Broadband Service Capacity Use and Royalty Agreement ("Use and Royalty Agreement"). The subject of the Use and Royalty Agreement are the four channels of Educational Broadband Service ("EBS") owned by the Milwaukee Board of School Directors and regulated by the Federal Communications Commission ("FCC"). These channels were formerly known as the Instructional Television Fixed Service ("ITFS").

2. MPS's ITFS channels of spectrum were historically used to broadcast one-way distance education to its schools. ITFS was transformed into the EBS by the FCC through a series of rule-making proceedings that resulted in the band plan and technical rules being changed for the channels so that the spectrum could be used for wireless broadband services. Throughout the country, there has been substantial activation of wireless broadband services over EBS spectrum.

3. MPS, in conjunction with its Milwaukee Area Instructional Network ("MAIN") partners, MATC and UWM, had initially planned to develop in-house a Wi-MAX system using the EBS channels. MPS sought to do so in order to provide its students with access to digital technology, thus satisfying the Board's mandate that a wireless network be created to ensure all MPS students equal access to digital technology. The MAIN partnership applied for and received a Department of Commerce grant to develop a Wi-MAX pilot project. MPS successfully developed a pilot functional Wi-Max project which went live in October 2006. The Pilot Wi-Max system covers an approximate 2-mile radius from Central Services. Since October 2006, the Wi-Max project has been operational, providing normal District network services to a test group. While the grant allowed development of the pilot project, it was insufficient to build out a citywide system covering all MPS schools.

4. Contemporaneously, MPS and its MAIN partners were approached by telecommunications vendors interested in leasing the EBS spectrum, which had become a commercially desirable commodity given the market need for increased bandwidth. MPS determined that rather than divert educational dollars to build out a citywide wireless network for the benefit of MPS students, MPS should consider leasing the EBS spectrum and using the proceeds to purchase the wireless services.

5. MPS joined with its MAIN to issue an RFP soliciting proposals from telecommunications vendors interested in leasing the combined frequencies. The MAIN group solicited proposals from telecommunications vendors interested in leasing the combined 12 channels of the MAIN group. Two RFP responses were received, one from Sprint and the other from Clearwire. The evaluation team, consisting of personnel from MATC, MPS and UWM selected the Clearwire proposal.

6. In June 2007, MPS sought and received authority to negotiate a contract with Clearwire. MPS, MATC and UWM collectively sought the assistance of a nationally recognized FCC legal counsel who has negotiated and drafted more than 100 similar agreements throughout the country. The terms of the proposed Agreement are as follows:

a. The initial term of the agreement is for 10 years with renewal of two successive terms of ten 10 years each, for a maximum agreement duration of 30 years. The renewal terms will occur automatically unless Clearwire provides at least one year notice to MPS of the firm's intent not to renew.

b. MPS will retain 5% capacity on each of its four channels in order to maintain compliance with FCC licensing requirements.

c. On the fifth anniversary of the agreement's commencement date, MPS, with consent from the other consortium members, may elect to recapture one of its channels should its educational usage needs change. The district would thus elect to take a lesser amount in monthly lease payments.

d. The Milwaukee Board of School Directors will maintain exclusive ownership of its FCC license of the four channels.

e. The agreement will be subject to FCC approval, with such approval being required prior to commencement of the Agreement.

f. Clearwire will pay to MPS an initial payment of $4,166,667 within 30 days of commencement of the agreement.

g. Clearwire will pay to MPS a monthly lease payment of $55,000 for use of the excess capacity. The payment amount will be increased by 3% on each anniversary date of the commencement date of the agreement.

h. MPS will be credited monthly service credits by Clearwire in the amount of $2,000 to purchase advanced wireless services from Clearwire at its most favorable pricing. The amount of the monthly service credits will be increased over the term of the agreement.

i. MPS maintains the flexibility to increase the amount of service credits it desires through a reduction in monthly lease payments.

j. Clearwire will be responsible for the infrastructure build-out and maintenance of the wireless system.

k. In the event the agreement expires or is terminated, MPS will be given the option to purchase or lease the portion of the advanced wireless transmission facilities then in operation that is dedicated or shared to transmitting MPS' reserved or leased excess capacity on the four channels of spectrum. The cost of such equipment would be based on fair market value.

l. Clearwire will reimburse MPS for up to $25,000 in out-of-pocket legal and engineering expenses in maintaining the license and compliance with FCC requirements.

7. The item requests authority to execute that Use and Royalty Agreement.

Administration's Analysis

8. Through the adoption of the Strategic Technology Plan, the Board directed the creation of a wireless network to ensure all MPS students equal access to digital technology. Initially, it was believed that this could be best accomplished by MPS building out its EBS channels to provide a Wi-Max network.

9. Given the expense to build out and sustain a Wi-Max system and the marketability of the EBS channels, it was determined that the leasing of the channels and use of the proceeds to purchase wireless services at a discounted rate presented the optimal method of providing MPS students equal access to digital technology, thus bridging the technical divide for students living in poverty.

10. Through the MAIN partnership, MPS, MATC and UWM have been able to leverage their collective 12 channels to receive the most remuneration for the EBS channels. The MAIN partnership likewise obtained the legal services of the foremost nationally recognized FCC attorney to negotiate the optimal lease agreement.

11. MPS believes that through the bidding and subsequent negotiation process, MPS and its MAIN partners have negotiated the best lease agreement possible in these market conditions. The Administration recommends the Board authorize execution of that agreement.

12. The Administration recommends that the resulting revenue stream be dedicated to the purchase of wireless technology. This is in keeping with the original plan to develop a Wi-Max system using the EBS channels.

13. The MATC Board approved the Use and Royalty Agreement on November 27, 2007.The Board of Regents approved the Use and Royalty Agreement on December 7, 2007.

14. The Leasing of the EBS Channels and subsequent use of the revenues to purchase access to digital technology will allow the District to ensure all MPS students equal access to digital technology. When combined with the District's plans to allow each MPS student use of a laptop, MPS will be able to grant its students 24-hour access to distance learning opportunities without regard to their family's economic status. This is particular important in a District where many families may not have access to telephones or private internet services.

Strategic Plan Compatibility Statement

15. 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

16. The item is consistent Administrative Policies and Procedures and applicable law.

Fiscal Impact Statement

17. This item does not authorize expenditures. Adoption of this item will result in the receipt of new revenue of at least $4,166,667 within 30 days of commencement of the agreement plus a monthly lease payment of $55,000. The amounts could vary depending on MPS needs for bandwidth and services. These funds will be maintained in a separate account designated only for this purpose.

Implementation and Assessment Plan

18. Upon approval of this item, the Administration will execute the Educational Broadband Service Capacity Use and Royalty Agreement. The Administration also will establish a separate grant account to receive the proceeds from the agreement and use those proceeds to purchase and maintain wireless broadband services.

Committee's Recommendation

Your Committee recommends that:

1. the Board authorize the execution of the Educational Broadband Service Capacity Use and Royalty Agreement under the following terms:

    a. The initial term of the agreement is for 10 years, with renewal of two successive terms of 10 years each, for a maximum agreement duration of 30 years. The renewal terms will occur automatically unless Clearwire provides at least one year's notice to MPS of the firm's intent not to renew.

    b. MPS will retain 5% capacity on each of its four channels in order to maintain compliance with FCC licensing requirements.

    c. On the fifth anniversary of the agreement's commencement date, MPS, with consent from the other consortium members, may elect to recapture one of its channels, should its educational usage needs change. The district would thus elect to take a lesser amount in monthly lease payments.

    d. The Milwaukee Board of School Directors will maintain exclusive ownership of its FCC license of the four channels.

    e. The agreement will be subject to FCC approval, with such approval being required prior to commencement of the Agreement.

    f. Clearwire will pay to MPS an initial payment of $4,166,667 within 30 days of commencement of the agreement.

    g. Clearwire will pay to MPS a monthly lease payment of $55,000 for use of the excess capacity. The payment amount will be increased by 3% on each anniversary date of the commencement date of the agreement.

    h. MPS will be credited monthly service credits by Clearwire in the amount of $2,000 to purchase advanced wireless services from Clearwire at its most favorable pricing. The amount of the monthly service credits will be increased over the term of the agreement.

    i. MPS maintains the flexibility to increase the amount of service credits it desires through a reduction in monthly lease payments.

    j. Clearwire will be responsible for the infrastructure build-out and maintenance of the wireless system.

    k. In the event the agreement expires or is terminated, MPS will be given the option to purchase or lease the portion of the advanced wireless transmission facilities then in operation that is dedicated or shared to transmitting MPS' reserved or leased excess capacity on the four channels of spectrum. The cost of such equipment would be based on fair market value.

    l. Clearwire will reimburse MPS for up to $25,000 in out-of-pocket legal and engineering expenses in maintaining the license and compliance with FCC requirements; and

2. the Board authorize the Administration to use the proceeds from the agreement to purchase and maintain wireless broadband services. The Administration would seek Board approval prior to any expenditure of these funds.

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

* * * * *

COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Proposed Timeline and Process for the FY09 Budget

Background

1. Board Governance Policy 2.05,Annual Board Planning Cycle, mandates that a budget calendar annually be adopted by the Board.

Administration's Analysis

2. The Milwaukee Board of School Directors has not yet formally adopted a budget calendar for FY09. The proposed calendar, which sets the adoption date for the budget in late May, is outlined in the recommendations section below.

Statute, Administrative Policy, or Board Rules Statement

3. 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

4. This item does not authorize expenditures. There is no fiscal impact from the adoption of the budget calendar.

Implementation and Assessment Plan

5. The budget calendar outlines the plan of action for the development of the FY09 budget.

Committee's Recommendation

Your Committee recommends the proposed budget calendar to the Board with the understanding that tentative meeting dates will be identified.

Date(s)	Action	Responsibility
December 4, 2007	Committee on Strategic Planning and Budget meets on projected enrollment and budget calendar.	Board
January 9, 2008	School allocations, budget forms, and instructions are provided to principals.	Finance
January 10, 2008	Schools notify parents, students, staff, school communities, and Board members of the dates when their respective school governance councils will meet on budget matters.	Schools
January 10-February 21, 2008	Schools review educational plans and use them to inform budget development.	Schools
February 2008	Committee on Strategic Planning and Budget reviews budget issues as identified by Board of School Directors and Administration.	Board, Administration
February 2008	Schools complete on-line preparation of their FY09 proposed budgets and submit budget request documents. The Administration reviews school budgets and resolves problem areas.	Schools, Administration

Date(s)	Action	Responsibility
February 22-April 9, 2008	Compilation of budgets and analyses.	Finance
April 10, 2008	Proposed budget documents released.	Finance
April – May, 2008	Committee on Strategic Planning and Budget reviews and amends proposed budget. There will be work sessions and public hearings during this time.	Board
April 2008	Proposed budget and public hearing notice published in newspaper.	Finance, Board Governance
May 2008	Statutory public hearing on the FY09 Proposed Budget.	Board
May 2008	Committee on Strategic Planning and Budget recommends budget to Board.	Board
May 29, 2008	Budget adoption.	Board
August 2008	Board transmits tax levy to Common Council.	Board Governance
October 2008	Board finalizes FY09 Budget and transmits any changes in tax levy to Common Council.	Board

The Board Clerk distributed proposed timeline changes and additions as requested by the Committee.

Director Thompson moved to approve the proposed timeline.

Director Hardin moved a substitute, to approve the following modified version of the proposed timeline:

Date(s)	Action	Responsibility
December 4, 2007	Committee on Strategic Planning and Budget meets on projected enrollment and budget calendar.	Board
January 9, 2008	School allocations, budget forms and instructions are provided to principals.	Finance
January 10, 2008	Schools notify parents, students, staff, school communities and Board members of the dates when their respective school governance councils will meet on budget matters.	Schools
January 24, 2008	Committee on Strategic Planning and Budget meets on FY09 budget.	Board
January 10-February 21, 2008	Schools review educational plans and use them to inform budget development.	Schools
February 21, 2008 (Thursday)	Committee on Strategic Planning and Budget reviews budget issues as identified by Board of School Directors and Administration.	Board, Administration
February 14, 2008 — Intense-monitoring and SIFI schools February 21, 2008 — Remaining schools	Schools complete on-line preparation of their FY09 proposed budgets and submit budget request documents. The Administration reviews school budgets and resolves problem areas.	Schools, Administration
February 22-April 9, 2008	Compilation of budgets and analyses.	Finance

Date(s)	Action	Responsibility
March 20, 2008	Committee on Strategic Planning and Budget meets on FY09 budget.	Board
April 10, 2008 (Thursday)	Proposed budget documents released.	Finance
April 24, 2008 (Thursday) May 1, 2008 (Thursday) May 6, 2008 (Tuesday)	Committee on Strategic Planning and Budget reviews proposed budget. There will be worksessions and public hearings during this time.	Board
May 8, 2008 (Thursday)	Board members submit proposed amendments to OBG or Finance by Noon for consideration at May 15 SPB meeting.	Finance
May 14, 2008 (Wednesday)	Proposed budget and public hearing notice published in newspaper.	Finance OBG
May 15, 2008 (Thursday)	Committee on Strategic Planning and Budget recommends budget to Board.	Board
May 22, 2008 (Thursday)	Board members submit proposed amendments to OBG or Finance by Noon for consideration at the regular May Board Meeting.	Finance
May 22, 2008 (Thursday)	Statutory public hearing on the FY09 Proposed Budget.	Board
May 29, 2008 (Thursday)	Regular Board Meeting — Budget adoption.	Board
August 2008	Board transmits tax levy to Common Council.	OBG
October 2008	Board finalizes FY09 Budget and transmits any changes in tax levy to Common Council.	Board

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

* * * * *

(Item 2) Report on Revenue Forecast for FY09 and Action on Parameters to be Used in Preparing the FY09 Proposed Budget

Background

1. Each year, the Administration has reported to the Board estimates of enrollment for the coming school year, as well as any enrollment impact on the district's available revenues for the next fiscal year. Since the state's revenue limit law ties general state aids and local school taxes in the School Operations and Construction Funds to enrollment changes, this estimate of expected enrollment is indispensable to financial planning.

2. General state aid levels are unavailable for FY09 and cannot be projected with any certainty, given the unavailability of data regarding other state school districts' enrollments, spending, and property values. The Administration believes it is unlikely that general state aid levels will exceed the FY08 amount of $605,239,961.

Administration's Analysis

3. The following outlines the Administration's projections to date:

a. ENROLLMENT

(1) The projection of September enrollments for planning purposes is a joint effort by the Department of Parent and Student Services and the Office of Finance and Operations. Initial system-wide forecasts are based on current enrollment grade-progression and enrollment trends. The Administration then identifies the proportion of the total enrollment expected to be in the suburban schools under the Chapter 220 and Open Enrollment programs; in alternative, contracted K-8 programs and partnership schools; and in non-instrumentality charter schools.

(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 administrative staff 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 2008 (FY09) are as follows:

Schools	FY2008 Actual Fall Enrollment	Enrollment for FY2009 Budget	Projected Enrollment Change	Projected Percent Change
Elementary	19,813	18,755	-1,058	-5.3
K-8	30,462	30,060	-402	-1.3
Middle	8,213	6,870	-1,343	-16.4
High	22,893	21,861	-1,032	-4.5
SUBTOTAL	81,381	77,546	-3,835	-4.7
MPS Alternative Schools	410	510	100	24.4
Partnership Schools	2,154	2,154	0	0.0
K-8 Contracted Programs	325	325	0	0.0
Non-instrumentality Charters	3,090	3,252	162	5.2
SUBTOTAL	5,979	6,241	262	4.4
Chapter 220 (in suburbs)	2,719	2,580	-139	-5.1
Open Enrollment (in suburbs)	3,893	4,196	303	7.8
SUBTOTAL	6,612	6,776	164	2.5
GRAND TOTAL	93,972	90,563	-3,409	-3.6

(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 allowable for state aid and revenue limit purposes. 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

(1) Assuming current law, revenue limits include an estimated inflationary adjustment of $264.12 per pupil for FY09, for a net increase of $7.2 million, from $871.5 million in FY08 to $878.7 million in FY09. This means that property taxes and state general aids for the Construction and School Operations funds may rise by no more than $7.2 million.

(2) In the past, a basic assumption in budget planning for the School Operations and Construction funds was that the maximum revenue limit authority will be used.

For FY08, however, the Board of School Directors elected not to raise revenue to the maximum allowed by law in order to avoid a potential double-digit property tax levy increase.

c. BUDGET ASSUMPTIONS

The Administration is entering FY09 budget preparation with some key assumptions:

(1) The district's general state aid level will be flat, at best. It is likely that aid will be down somewhat because levying under the limit by $15.3 million means the district will receive an estimated $5.9 million less in aid in FY09 than it would have received had it spent to its maximum authority.

(2) MPS enrollment will be down about 3.6% from FY08 levels.

(3) The district will not tax to the limit of its authority for much the same reasons it did not do so for FY08. The Board should note that, even if it should elect to adopt a no-increase budget, the Milwaukee Parental Choice Program tax levy is expected to be about $59.5 million, up $5.3 million, or 9.9%, from this year's private school tax. State poverty aid, which the State Legislature directed MPS to use to offset the private school tax levy, is expected to increase about $2.5 million (assuming Milwaukee maintains its share of the aid pot).

4. The Administration is seeking guidance from the Board as to its priorities as FY09 budget preparation gets under way. To assist the Board, budget background information and brief descriptions of basic "pillars" of district budget practices are presented below.

a. THE MPS REVENUE PICTURE

(1) The district's general state aids declined sharply in FY08, meaning that MPS must rely on other revenue sources. Below are tables showing historical trends in MPS revenue streams. The district's increasing reliance on property taxes is due to the failure of other sources of revenue to keep up to increasing costs.

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%

All data reflect October certification figures

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	$10,070,687	$35,158,151	$8,115,062	--	$95,515,321
2004-05	$207,555,195	$39,446,257	$10,751,986	$33,171,936	$18,469,261	$5,559,789	$18,784,910
2005-06	$213,803,818	$39,205,326	$11,574,809	$36,010,860	$12,427,356	$24,772	$24,291,866
2006-07*	$230,345,991	$38,313,000	$10,460,138	$35,605,981	$9,757,305	$3,947,448	$6,000,000
2007-08*	$251,077,130	$42,752,997	$12,789,711	$34,551,882	$14,238,957	$1,360,000	$5,432,000

*Budgeted amounts; others are actuals.

(b) There are several factors the district has for years considered instrumental when preparing and adopting budgets. The Administration believes that the Board may want to review those principles to determine whether they should be maintained, amended or dropped. They include:

- ***Budgeting to the revenue limit.*** Each year — with only three exceptions, including FY08 — the district has budgeted to the maximum allowed by the state-imposed revenue limit. This is done to maximize revenues available for educational purposes, to maximize state aid, and to smooth out future property tax increases.

- ***Carryover/vacancy pay.*** Schools are generally allowed to keep money that accrues because funded positions are vacant. Schools also are generally allowed to carry over year-end balances to the following year. A total of $8.5 million in school surpluses was carried over from FY07 to FY08.

- ***Bottom-line control.*** Schools are generally allowed to spend as they see fit, as long as they do not spend in excess of their total budgets.

- ***Weighted per-pupil budget allocations.*** Most of each school's allocation is distributed on a per-pupil basis. Separate amounts are calculated for pupils in general at each school level (high, middle, K-8, and elementary). Special amounts for schools transitioning from elementary to K-8 status also are reflected. Amounts are derived by using historical cost data for each school. A weight of 1.00 is assigned to the regular education elementary pupil, and relative weights are assigned to pupils in other kinds of schools to reflect the different costs of educating students at those levels.

Strategic Plan Compatibility Statement

5. The recommendation supports the district's Strategic Plan, Goal 6: "The district is accountable for measurable results."

Statute, Administrative Policy or Board Rules Statement

6. The recommendation is consistent with administrative procedures and policies.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment Plan

8. The Administration will prepare an FY09 budget that reflects priorities and parameters set by the Board.

Committee's Recommendation

Your Committee recommends that the Administration develop a FY09 budget to include the following elements:

1. not to budget to the revenue limit; and

2. to develop a FY09 budget not to exceed a 0.25% increase of the FY08 budget increase.

Director Morales moved that the Board direct the administration to maximize potential resources for our students by budgeting to the revenue limit.

Director Bonds moved a substitute, to approve the Committee's recommendation.

The substitute motion prevailed, the vote being as follows:

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

Noes—Director Morales and President Blewett—2.

* * * * *

(Item 3) Action on the June 2008 School-Closings Identification Process

Background

1. This item seeks direction from the Board of School Directors relative to the June 2008 school-closings identification process.

2. In a September 2007 discussion, the Board of School Directors and the Administration agreed that the Superintendent would report back to the Board in December 2007 regarding proposed school mergers and closings based on school requests.

Administration's Analysis

3. The preliminary 2008 third-Friday high-school enrollment projection is 1,032 below the 2007 third-Friday enrollment — a decrease of 4.5%. The preliminary 2008 third-Friday middle-school enrollment projection is 1,343 students below the 2007 third-Friday enrollment — a decrease of 16.4%. The elementary and K-8 schools are projected to decrease by 1,460 students — a decrease of 2.9%.

4. The Administration recently met with 11 middle-school principals, eight K-8-school principals, and six elementary-school principals to discuss the preliminary FY09 projected enrollments for their schools and potential mergers between schools. The K-8 and elementary principals were invited to the meetings because their schools are located in clusters of schools that have significant excess capacity and include at least one school expected to have an enrollment of fewer than 300 students enrolled in FY09. School leaders were unable to agree on potential mergers, but suggested that the Administration review attendance-area and transportation-region boundaries and recommend changes to enhance neighborhood school enrollments.

5. The preliminary 2008 third-Friday enrollment and budget projections will require additional school closings if the district is to remain fiscally sound and provide comprehensive educational opportunities for students.

6. The Administration proposes two options for the next steps to identify schools for closing at the end of the FY08 school year:

a. Option 1 — The Administration will use the school-closing matrix criteria, filters, and considerations (see attachment), as was done in 2005 and 2006 to identify and recommend schools to be closed.

b. Option 2 — The Administration will identify recommended school closings for June 2008 based on excess capacity, viability of the educational program, and the ability of schools in adjacent attendance areas to absorb the students from the closed schools.

7. Under either option, the Administration will bring its recommendations to the Board in March 2008. The Administration will also make recommendations relative to revisions of attendance area and transportation-region boundaries.

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; and Goal 6, that the district be accountable for measurable results.

Statute, Administrative Policy or Board Rules Statement

9. The recommendation is consistent with Administrative Procedure 5.01(2), Facilities Retirement. A waiver of Administrative Policy 5.01, Facilities, section (8)(b), would be needed, however, if the Board votes in March to close schools. The policy states that "The Board shall take action by December 31 on specific schools that will be closed the following school year."

Fiscal Impact Statement

10. This item does not authorize new expenditures. The potential closing of schools in June 2008 will have a positive fiscal effect on the 2008-09 funding for other schools.

Implementation and Assessment Plan

11. Implementation of the school-closings identification process will begin upon authorization by the Board of School Directors. The Administration will make recommendations to the Board in March 2008 relative to school closings.

Committee's Recommendation

Your Committee recommends that the Administration:

1. identify clusters of schools where there is excess capacity and bring the school communities from these clusters together to develop a plan to maximize assets which may include school closings and/or additional cost benefits; and

2. perform the following activities and to use the following criteria for making decisions related to school closings:

    a. school closing includes all types of schools within MPS (traditional, charter, small, etc.);

    b. school closing minimizes student travel from a closed elementary school to a relocated elementary school;

    c. the school-closing process allows for merger of schools;

    d. high-achieving schools and citywide schools should be considered for exclusion in the school-closing process;

    e. limited transportation (not to exceed 1 mile) be provided for merged or closed elementary schools for a specified period;

    f. the Administration consults with each Board member individually for schools being proposed for closure in the district of that school board member;

    g. the Administration will not sell any of its closed buildings to choice schools or charter schools;

    h. the Administration considers the economic benefit of selling schools proposed for closing;

i. the Administration will report back to the Board by the March 2008 Board cycle on its proposed listing of school closures and expanded school options (middle schools, etc.) for students in affected neighborhoods;

j. the Administration will provide needed school services or programs (new middle schools, merged programs, etc.) in areas where school closings occurred to offset the loss of closed schools; and

3. use the criteria, filters and considerations as listed below:

Criteria

(1) Building Adequacy

- Age of Original Building/Additions
- Gross Building SF
- School Site
  - — Building Footprint
  - — Free Acreage
  - — Total Acreage
  - — On-Site/Off-Street Parking
- Building System Efficiencies
  - — Structural
  - — MEP
  - — Building Technology
- ADA Accessibility
- Cyclic Maintenance Expenditures
- Costs of Updating Services for District Initiatives

(2) Enrollment Factors

- Current Enrollment vs. Use Capacity
  - — Third-Friday Count
- Enrollment by Attendance Area
  - — % of Students Attending School from Attendance Area

Filters

(1) Enrollment Factors

- Building Capacities Used for Planning Purposes

(2) Specialty Schools

- "City Wide" Schools
- Technology Hub Buildings
- Schools with Central Kitchens
- Buildings Serving Students requiring Special Facility and Program Accommodations
  - — Medically Fragile, Visually Impaired, Hearing Impaired Students
- Year-round Schools

(3) Educational Accountability

- Value-Added Analysis of School Performance
  - — High Value Added — High Attainment
  - — High Value Added — Low Attainment
  - — Low Value Added — High Attainment
  - — Low Value Added — Low Attainment
- Schools Identified for Improvement
  - — Level 1 thru Level 4

(4) District Redesign Initiative

- Neighborhood Schools
- K-8 Schools
- High Schools

(5) Buildings with Special/Innovative Programs

- Before- and After-School Program
- Early Childhood Centers
- Partnership Programs
- Alternative Learning Centers

(6) School Climate

- School and Community Climate Assessment
- Parental Involvement Assessment

Considerations

(1) Demographics

- Proximity to other Schools
  - — Elementary Schools, Middle Schools, High Schools, City Wide
  - — Charter Schools

(2) Transportation Regions (New Adapted 2006-2007 Transportation Regions)

- Maintain Equity within Transportation Regions

(3) Historically Significant Buildings

- Landmark Buildings

(4) Local Cultural Considerations

- Social, Economic & Political
- Diversity

(5) Gross Building Square Feet

and

4. put this information together and communicate the process and criteria to the Board at the December 2007 Board meeting.

Director Hardin moved to accept the Committee's recommendation with the following modifications:

2d. high-achieving schools ~~and citywide schools~~ should be considered for exclusion in the school-closing process;

2k. school closings should look to have a geographic balance/representation if possible.

~~4. put this information together and communicate the process and criteria to the Board at the December 2007 Board meeting.~~

and with the understanding that all policy timelines would be followed.

Director Thompson moved a substitute, that the Board approve the administration's interpretation of the plan, substituting the word "school" for "parish."

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

Ayes—Directors Petersons, Spence and Thompson—3.

Noes—Directors Bonds, Falk, Hardin, Morales and President Blewett—5.

The question being on the original motion, it was adopted, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales and President Blewett—5.

Noes— Directors Petersons, Spence and Thompson—3.

* * * * *

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) Informational Report on the Wisconsin Association of School Boards (WASB) 2008 Recommended Resolutions

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

Administration's Report

1. Resolution 08-1: Two–Thirds State Funding Commitment.

The Wisconsin Association of School Boards (WASB) supports a state commitment to provide two-thirds state funding of state-wide school costs and to ensure that school districts receive state budget information and state aid payments in a timely manner.

Analysis:

a. This resolution is consistent with the overall scope of the district's 2007-2009 Legislative Agenda.

b. From 1996-97 to 2002-03, the state had a commitment to fund two-thirds of partial school revenues. The 2003-05 biennial budget act eliminated the state's two-thirds funding commitment. General school aids funding is now provided in a sum-certain appropriation. The move away from the two–thirds state funding commitment has increasingly placed the burden of school funding on the local property tax.

c. This resolution would have a positive impact on the district.

2. Resolution 08-2: School Security.

WASB supports exempting the costs of school security measures from revenue limits.

Analysis:

a. This resolution is consistent with a proposal contained within the district's 2007-2009 Legislative Agenda that calls for increased authority for funding for school safety.

b. For FY07, the district allocated approximately $10 million for school safety. WASB's resolution would result in this money being exempt from revenue limit controls.

c. This resolution increases local control and would have a positive impact on the district.

3. Resolution 08-3: Growth Model Assessment System.

WASB supports the use of a growth model for demonstrating student proficiency for the purposes of meeting state and federal accountability standards.

Analysis:

a. This resolution is consistent with the district's 2007-2009 Legislative Agenda commitment to provide quality educational services to all children.

b. The district currently employs the *value-added* growth model that gives schools and districts credit for growth in Adequate Yearly Progress (AYP) calculations.

c. WASB's rationale for this resolution contains a reference to computer-enabled assessment systems.

d. Currently, district schools are not equally equipped to administer computer-enabled assessments. The Administration would not be in support of computer- enabled assessments at this time.

e. The resolution would have a positive impact on the district so long as it allows for *value-added* growth model assessment systems and excludes *computer-enabled* systems.

4. Resolution 08-4: Timely Test Results.

Establish timely state test administration, scoring schedules and reporting procedures that enhance the ability of districts to improve student achievement, placement and classroom teaching.

Analysis:

a. This resolution is consistent with the district's 2007-2009 Legislative Agenda commitment to provide quality educational services to all children.

b. Currently, testing takes place in November. The results of these tests are typically not back until March or April. It would be beneficial to have these test results back to the district by January or February.

c. This resolution would have a positive impact on the district.

5. Resolution 08-5: Tax Disclosure.

WASB supports enactment of a comprehensive state Tax Disclosure Law that would require information collected to be provided to school boards, municipal governing bodies and the public, to promote a reasoned discussion of Wisconsin's tax structure.

Analysis:

a. This resolution is consistent with the district's 2007-2009 Legislative Agenda commitment to provide quality educational services to all children.

b. Wisconsin's tax structure affects the state's school funding formula. The Administration believes that the current school funding formula is flawed. The Administration believes that the Tax Disclosure Law proposed by WASB would help inform the discussion on how to fix the school funding formula.

c. This resolution would have a positive impact on the district.

6. Resolution 08-6: Secondary Aid Guarantee Increase.

WASB supports adding a portion of the school levy credit to general school aids to increase the secondary aid guarantee.

Analysis:

This resolution is consistent with the district's 2007-2009 Legislative Agenda as it is more faithful to the intent of the equalization aid formula than is the practice of adding funding to the School Levy Tax Credit.

7. Resolution 08-07: Special Education Revenue Limit Exemption.

WASB supports a proposal to exempt the difference between each district's expenditures for special education and the reimbursement amount received from the state.

Analysis:

a. This resolution is consistent with the district's 2007-2009 Legislative Agenda proposal to increase funding for special education.

b. In FY07, the difference between the district's expenditure for special education and the reimbursement received from the state was $109,884,170.

c. WASB's resolution would result in this money being exempt from revenue limit controls.

d. This resolution would have a positive impact on the district.

8. Resolution 08-08: Special Education Services.

WASB supports full state and federal government funding of services provided by cooperative public agencies for students with the most severe disabilities.

Analysis:

a. This resolution is consistent with the district's 2007-2009 Legislative Agenda proposal to increase funding for special education.

b. This resolution would have a positive impact on the district.

9. Resolution 08-09: SAGE Flexibility.

WASB supports legislation to give school districts the flexibility to implement the student achievement guarantee in education (SAGE) program in a manner that preserves lower class sizes, but allows for greater local control.

Analysis:

a. This resolution is consistent with the district's 2007-09 Legislative Agenda proposal to give the district flexibility in implementing the SAGE program to suit its specific needs.

b. Currently, the SAGE appropriation is insufficient to cover the total cost of the program. All schools that administer the program are subsidized by the district. Greater flexibility in how the program is administered would help maximize the way funds are spent and help to alleviate the financial strain on the district.

c. This resolution would have a positive impact on the district.

10. Resolution 08-10: Motor Vehicle Fuel Tax Exemption

WASB supports creating an exemption from the state motor vehicle fuel tax for fuel sold to school districts and transportation contractors when used for school-related purposes

Analysis:

a. This resolution is consistent with the district's 2007-2009 Legislative Agenda commitment to provide quality educational services to all children.

b. The district will spend $52 million on yellow bus service in FY07. Fuel contributes approximately 10% of the cost for yellow bus transportation or $5.2 million. The excise tax of $0.30 per gallon is approximately 18.3% of the benchmark fuel price of $1.64 per gallon of diesel fuel. Therefore, the projected savings from a fuel tax exemption would be $951,600; which is 18.3% of $5.2 million.

c. This resolution would have a positive impact on the district.

11. Resolution 08-11: Renewable Energy Projects.

WASB supports authorizing school districts to use all grants, loans, and other financing methods allowed by law for energy conservation and renewable energy projects.

Analysis:

a. This resolution is consistent with the district's 2007-2009 Legislative Agenda commitment to provide quality educational services to all children.

b. Currently, Cooper Elementary School has solar panels installed on the roof. The project cost $125,000. Half of the project cost was funded by Wisconsin Focus on Energy and We-Energies. The remaining $62,500 was funded by the district with school and capital funds.

c. The project is expected to pay for itself in five years. After that time, money generated would be an offset against school utility costs. Other district schools, including Hamilton High School and Fritsche Middle School, have expressed interest in solar panels also.

d. Savings realized from these projects can be utilized in other areas of the district.

e. This resolution would give districts the ability to generate "profit" from renewable energy projects (see attached resolution). None of the district's current or future projects are designed to generate profit. All funds realized are considered savings.

f. This resolution would have a positive impact on the district in that it would provide the district with greater options for the utilization of such projects.

12. Resolution 08-12: Cable and Video Services.

WASB supports measures to ensure that when the state grants providers exclusive cable and video rights, the providers must offer free, basic service to all public school facilities and fund public access channels.

Analysis:

a. This resolution is consistent with the district's 2007-2009 Legislative Agenda commitment to provide quality educational services to all children.

b. Currently, all district schools receive free cable access from Time Warner. In addition, the district receives free broadcast access via Time Warner on channel 13, seven days a week from 4:00 a.m. until 4:00 p.m.

c. The value of this free access is approximately $96,000 yearly.

d. This resolution seeks to ensure that free access for school districts continue and therefore would have a positive impact on the district.

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(Item 2) Action on Resolution 0708R-067 by Director Blewett Regarding a Proposal for Inclusion in the 2008 MPS Legislative Agenda and for Submission to the WASB Delegate Assembly

Background

At its November 29, 2007, the Milwaukee Board of School Directors referred Resolution 0708R-067 by Director Blewett:

WHEREAS, The Milwaukee Public Schools' Board of School Directors is the one and only member of Region 14 of the Wisconsin Association of School Boards (WASB); and

WHEREAS, WASB has designated a process to submit 2008 resolution proposals to be considered by the WASB Policy and Resolutions Committee; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, all proposed resolutions must be officially approved at a meeting of the respective school board prior to submission; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, for a resolution to be considered after September 15, 2007, a copy must be sent to all member boards with a rationale three weeks before the Delegate Assembly on Wednesday, January 23, 2008, then be brought up for action on the Delegate Assembly floor with a two-thirds favorable vote; and

WHEREAS, All WASB 2008 Resolution Proposals must be in the prescribed format used below; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors approve the following Resolution Proposal for inclusion in the 2008 MPS Legislative Agenda and for submission to the WASB Delegate Assembly; and be it

FURTHER RESOLVED, That the Board direct the Office of Board Governance to send a copy to all WASB member boards at least three weeks before the 2008 WASB Delegate Assembly.

---------- **PROPOSAL FOR THE 2008 DELEGATE ASSEMBLY** ----------

Subject: Local Education Agency (LEA) Student Enrollment Counts

Submitted by: Peter Blewett, Milwaukee Board of School Directors

Resolution: Resolved that the Wisconsin Association of School Boards support enactment of legislation to allow School Districts to count, for enrollment, tax levy, and state aid purposes, all students in the LEA jurisdiction. Such legislation should include the following elements:

- Provisions to allow districts who provide transportation and LEA services, including, but not limited to special education services, to count, for enrollment, tax levy, and state aid purposes, all students in the LEA jurisdiction.
- Provisions which allow districts that have a publicly funded choice/voucher program within their LEA jurisdictions to count, for enrollment, tax levy, and state aid purposes, all students in the LEA jurisdiction.

Rationale:

Current state funding formulas do not allow Wisconsin school districts to count, for enrollment, tax levy, and state aid purposes, all students they serve. Many districts provide services such as transportation and special education services to students where within their LEA jurisdiction, yet are not enrolled in the public school district.

Public Schools are required by both state and federal mandate to provide services, including Child Find and certain Special Education services, to students who reside within the LEA jurisdiction, yet may not attend a public school. These services, while mandated, are not fully funded through state or federal aids, which ultimately results in local district funding being used pay for these student services, funneling resources away from the student population they are allocated for.

Administration's Analysis

1. MPS, and other districts, are currently required to provide services for students whom districts are not able to count, for enrollment, tax levy, and state-aid purposes. The resolution calls for legislation to allow school districts to count, for enrollment, tax levy, and state-aid purposes, all students in the LEA jurisdiction. If circumstances were such that a student within the MPS, LEA jurisdiction needed mandated services, MPS would be obligated to provide them. However, MPS does not provide services to all students within its LEA jurisdiction.

Strategic Plan Compatibility Statement

2. The Administration's recommendation supports the MPS Strategic Plan Goal 7, The district's central services departments support student learning; and Goal 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

4. This item does not authorize expenditures.

Implementation and Assessment Plan

5. Upon approval, the Administration will include the resolution as part of its legislative agenda.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution with the following amendments:

Resolution: Resolved that the Wisconsin Association of School Boards support enactment of legislation to allow School Districts to count, for enrollment, tax levy, and state-aid purposes, all students in the LEA jurisdiction to whom LEA services are provided. Such legislation should include the following elements:

- Provisions to allow districts who provide transportation and LEA services, including, but not limited to special education services, to count, for enrollment, tax levy, and state-aid purposes, all students in the LEA jurisdiction to whom services are provided.
- Provisions which allow districts that have a publicly funded choice or voucher program within their LEA jurisdictions to count, for enrollment, tax levy, and state-aid purposes, all students enrolled in such programs within the LEA jurisdiction.

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

* * * * *

(Item 3) Action on Resolution 0708R-073 by Director Blewett Regarding a Proposal for Inclusion in the 2008 MPS Legislative Agenda and for Submission to the WASB Delegate Assembly

Background

At a special meeting on December 4, 2007, the Milwaukee Board of School Directors referred Resolution 0708R-073 by Director Blewett to the Committee on Legislation, Rules and Policies:

WHEREAS, The Milwaukee Public Schools' Board of School Directors is the one and only member of Region 14 of the Wisconsin Association of School Boards (WASB); and

WHEREAS, WASB has designated a process to submit 2008 resolution proposals to be considered by the WASB Policy and Resolutions Committee; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, all proposed resolutions must be officially approved at a meeting of the respective school board prior to submission; and

WHEREAS, According to the WASB 2008 Resolution Proposals process, for a resolution to be considered after September 15, 2007, a copy must be sent to all member boards with a rationale three weeks before the Delegate Assembly on Wednesday, January 23, 2008, then be brought up for action on the Delegate Assembly floor with a two-thirds favorable vote; and

WHEREAS, All WASB 2008 Resolution Proposals must be in the prescribed format used below; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors approve the following Resolution Proposal for inclusion in the 2008 MPS Legislative Agenda and for submission to the WASB Delegate Assembly; and be it

FURTHER RESOLVED, That the Board direct the Office of Board Governance to send a copy to all WASB member boards at least three weeks before the 2008 WASB Delegate Assembly.

PROPOSAL FOR THE 2008 DELEGATE ASSEMBLY

Subject: Levy of Revenue through Means Other Than the Property Tax

Submitted by: Peter Blewett, Milwaukee Board of School Directors

Resolution: Resolved that the Wisconsin Association of School Boards support enactment of legislation to allow School Districts to levy revenue through means other than the property tax, such as sales taxes.

Rationale:

The property tax is the single largest source of revenue for funding state and local government in Wisconsin, the recipient of the largest share of property taxes being the public school system. In 2000, Wisconsin ranked 11th among the states in property taxes as a percentage of personal income. Wisconsin's higher-than-average property taxes have resulted in a dangerous tension between the demand for high-quality public schools and taxpayers' need for relief from their tax burden. Support for efforts to improve education suffers when homeowners see the financial onus of those efforts reflected in their own property tax bills.

In the agrarian economy of the 19th Century, property — the primary source of income for many families — may have been an accurate measure of ability to pay for public services, including education. When wealth is based on tangible property such as land and buildings — which is fixed, finite, and easily measured and valued by taxing authorities — it is relatively easy to ensure that individual citizens bear their fair share of the cost of public services.

In the urbanized economy of the 21st Century, however, land and buildings no longer serve as reliable reflections of overall wealth. Today, citizens' ability to pay for public services is better reflected by their wages, salaries, and financial assets (such as stocks and bonds) than by the value of their homes. Often, the house — and the property on which it sits — are the sum total of a taxpayer's overall wealth. Many property owners have limited, if any, additional discretionary financial resources from which to draw.

A reduction in school property taxes, in conjunction with the ability to exploit alternative and relatively stable sources of revenue for schools, would benefit both schools and taxpayers. For example, in contrast to its high ranking among the states in property taxes as a percentage of personal income, in 2000, Wisconsin ranked 31st out of 46 states that levy a sales tax in terms of the amount of sales tax paid as a percentage of personal income. In its report dated June 30, 2004, the Governor's Task Force on Educational Excellence recommended a 20% reduction in total local property taxes, equal to a 43% reduction in school property taxes, through a dollar-for-dollar sales-tax-for-property-tax replacement to help create a more balanced system of school finance. The Task Force recommended an increase in the state sales tax by one penny (from 5% to 6%) and an expansion of the sales tax base to generate the $1.44 billion in revenue necessary to fund this property-tax reduction.

While the Governor's Task Force on Educational Excellence was looking at this issue at the state level, granting local school boards the ability to levy revenue through means other than the property tax would reap the same benefits at the local level. By authorizing local school boards to explore alternative means of raising revenue — such as levying a city sales tax levies, or to share in the county or state sales taxes — the Legislature would be going a long way toward creating a more balanced system of educational finance and toward building taxpayer support of high-quality education.

Administration's Analysis

1. Wisconsin has a higher than average property tax rate due in part to public education financing. The move away from the two–thirds state funding commitment has resulted in a decrease in state funding for education and greater reliance on the local property tax to make up the difference, further exacerbating the problem.

2. Increases in local property taxes to fund education have led to increasing frustration and tension among citizenry.

3. Expected continuing decreases in state aid for education combined with frustrated citizens make it increasingly important to find stable alternative revenue sources to fund public education.

4. Currently, Wisconsin has the lowest sales tax rate, 5.60%, among states in the upper Midwest. There may be more tolerance for an adjustment to the sales tax than continuing increases in the property tax among citizens.

5. In 2005, the City of Milwaukee commissioned a study by the Robert M. LaFollette School of Public Affairs to analyze the feasibility of a local sales tax. The study, released in spring 2005, characterized the idea of a local sales tax as a feasible policy option for the city and would generate the revenue needed to meet the rising costs of providing the current level of public services at least through 2015.

6. Of the 67 large cities in the country, 43 have local city sales taxes. Of cities with populations similar in size to Milwaukee, 10 have local city sales taxes.

7. The implementation of an alternative revenue source for public education would reduce the reliance on the property tax and alleviate the tension between property taxpayers and school costs.

Strategic Plan Compatibility Statement

8. Goal 7, The district's central services departments support student learning; Goal 8, The district builds partnerships to support student achievement.

Fiscal Impact Statement

9. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the resolution, as amended below. for inclusion in the 2008 MPS Legislative Agenda and for submission to the WASB Delegate Assembly:

   Resolution: Resolved that the Wisconsin Association of School Boards support enactment of legislation to allow School Districts to levy revenue through means other than the property tax, such as, but not limited to, sales taxes.

2. direct the Office of Board Governance to send a copy to all WASB member boards at least three weeks before the 2008 WASB Delegate Assembly; and

3. explore alternative revenue sources for funding public education in addition to levying a city sales tax or sharing in the county or state sales taxes.

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

* * * * *

(Item 4) Action on a Recommendation to Discharge the Committee on Legislation, Rules and Policies from Further Consideration of Resolution 0708R-060 By Directors Spence, Thompson, and Petersons Regarding Revision of the Processes for Submitting Resolutions and Budget Amendments, and to Refer Resolution 0708R-060 to the Committee on Strategic Planning and Budget

Background

On October 30, 2007, the Milwaukee Board of School Directors referred Resolution 0708R-060 by Directors Spence, Thompson, and Petersons:

WHEREAS, According to Board Governance Policy 2.04(3), "An individual Board member has no legal right or power to act for the Board on his/her own, except when performing duties previously, expressly, and specifically authorized by the Board"; and

WHEREAS, Board Governance Policy 2.11(2) states that proposals for new policies or changes to existing policies may be submitted by any Board member and that all such proposals shall be presented at a regular Board meeting and shall be referred by the Board president to the appropriate committee(s) for study and recommendation; and

WHEREAS, Board Governance Policy 2.11(3) further directs that it is at the committee stage that the superintendent and/or the director of the Office of Board Governance shall submit their recommendations on the policy proposal and that, after consideration of the recommendations of the superintendent or the director of the Office of Board Governance, the committee shall submit its recommendations to the Board for approval; and

WHEREAS, The amendment and repeal of Board policies shall be done in the same manner as the proposals for new policies; and

WHEREAS, Board Rule 1.10(3) states that any action item submitted by a Board member shall be presented to the Board in the form of a resolution for consideration by the Board; and

WHEREAS, Board Rule 1.08 (1)(b) dictates that, unless the author(s) request otherwise, all resolutions by Board members will be scheduled for consideration at the next committee meeting following their introduction; and

WHEREAS, The Milwaukee Board of School Directors uses a budget resolution process for individual Board members to submit proposed budget amendment ideas for development and analysis by staff; and

WHEREAS, Board Governance Policy 3.03(5)(b) states that only decisions of the Board acting as a body are binding upon the superintendent and that, in the case of Board members or committees requesting information or assistance without Board authorizations, the superintendent can refuse such requests that, in the superintendent's judgment, require a material amount of staff time or funds or are disruptive; and

WHEREAS, The analysis of proposed resolutions and budget amendments submitted by individual Board members and the development of responsive items may require a material amount of staff time and can be disruptive to the day-to-day operations of the district; now, therefore, be it

RESOLVED, That the Board review and revise the resolution and budget amendment processes to ensure that significant staff time is not required to analyze or respond to these items until after the full Board has decided to pursue the concept of the resolution or budget amendment and has directed staff to respond ; and be it

FURTHER RESOLVED, That review of the resolution and budget amendment processes and consideration of other options be scheduled for consideration by the Committee on Strategic Planning and Budget prior to the distribution of the FY09 proposed budget.

Analysis

Because the resolution addresses the budget-amendment process, and because the resolution calls for a review by the Committee on Strategic Planning and Budget, the author(s) have requested that the Board discharge the Committee on Legislations, Rules and Policies from further consideration of Resolution 0708R-060 and refer the resolution to the Committee on Strategic Planning and Budget.

Committee Recommendation

Your Committee recommends that the Board discharge the Committee on Legislation, Rules and Policies from further consideration of the budget-amendment process as identified in Resolution 0708R-060 and refer consideration of the budget-amendment process to the Committee on Strategic Planning and Budget — the review and consideration of the resolution process would remain with the Committee on Legislation, Rules and Policies.

Director Thompson moved to refer Resolution 0708R-060 to the Strategic Planning and Budget Committee.

Director Bonds moved a substitute, to accept the Committee's recommendation.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales and President Blewett—5.

Noes—Directors Petersons, Spence and Thompson—3.

* * * * *

(Item 5) Action on Resolution 0708R-027 by Director Petersons to Eliminate the In-city Travel Reimbursement for Members of the Milwaukee Board of School Directors

Background

At its meeting on July 26, 2007, the Board referred Resolution 0708R-027 by Director Petersons to the Committee on Legislation, Rules and Policies:

WHEREAS, The members of the Milwaukee Board of School Directors receive a salary from the taxpayers of Milwaukee for the performance of their duties in office; and

WHEREAS, One of those duties is to attend meetings of the Board and its committees; and

WHEREAS, Board members should not expect to be paid an additional fee to come to work; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors eliminate the $3.00 per round-trip in-city travel reimbursement which its members currently receive to attend meetings.

Analysis

1. Subject to the agreements negotiated by the respective bargaining units by which they are represented, employees of the Milwaukee Public Schools may be entitled to automobile allowances for in-city travel. Board members may also receive reimbursement for round-trip in-city travel expenses incurred in attending meetings of the Board and its Committees or participating in other events related to their duties as Board members. While travel reimbursement for other district employees has steadily increased, since February 1990, the reimbursement rate for Board members has remained at $3.00 per round trip.

2. A round trip for this purpose includes all stops made between the time at which the Board member leaves his or her point of departure to the time at which he or she returns to that point of departure. If, for example, a Board member attends three Board committee meetings in one night, or visits three schools in his or her district on one trip, he or she is reimbursed for only one round trip. The current reimbursement rate of $3.00 per round trip is a flat rate that does not take into account actual mileage covered or number of destinations involved.

3. The table below summarizes the data regarding the reimbursable car travel expenses of the Milwaukee Board of School Directors for the last four Board years (2003-2007):

Bd Year (May-April)	03-04	04-05	05-06	06-07[a]	Avg of All Years
# of Trips Recorded[b]	633	528	537	410	527
Actual # of Trips Claimed[b]	377 (59.6%)	287 (54.4%)	330 (61.5%)	117 (28.5%)	278
Avg # of Trips per Member Recorded	70.3	58.67	59.67	51.25	60

Number of Board Members Claiming Reimbursement[c]	6	8	9	3	6.5
Avg # of Trips Claimed per Bd Member	63	36	37	39	43.75
Total Amt Reimbursable	$1,899.00	$1,584.00	$1,611.00	$1,230.00	$1,581.00
Actual Amt Reimbursed	$1,131.00	$861.00	$990.00	$570.00	$888.00
Avg Amt. Reimbursed per Board Member	$211.00	$176.00	$179.00	$153.75	$180.00

a. In 2006-07, the at-large Board seat was vacant, so there were only 8, instead of 9, Board members.

b. Both the number of trips recorded and the actual number of trips claimed include scheduled meetings of the Board and its committees, plus any additional Board-related round-trip travel (e.g., trips by members to meet with school staff in their districts).

c. The Office of Board Governance submits Board members' travel logs for reimbursement on a quarterly basis (every three months). The number of Board members claiming reimbursement includes all Board members who claimed travel reimbursement in at least one of the quarters, even if some may not have claimed reimbursement in every quarter.

Statute, Administrative Policy or Board Rules Statement

4. As the Board establishes its own compensation, adoption of this resolution would not have any effect on state or federal laws or statutes.

Fiscal Impact Statement

5. Based on the four-year average of car-travel reimbursements, adoption of this resolution may result in $800-900 in annual savings in the Board's budget.

Implementation and Assessment Plan

6. If the Board adopts this resolution, the Office of Board Governance would cease submitting Board car-travel logs for reimbursement of in-city travel expenses to individual Board members.

Committee Recommendation

Your Committee recommends that Board's in-city travel reimbursement for Board and Board Committee meetings be $300 per Board member, per calendar year, beginning in January 2008.

Director Petersons moved to refer the item back to Committee for further consideration.

The motion to refer failed on a tie vote:

Ayes—Directors Petersons, Spence, Thompson and President Blewett—4.

Noes—Directors Bonds, Falk, Hardin and Morales—4.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales and President Blewett—5.

Noes—Directors Petersons, Spence and Thompson—3.

* * * * *

COMMITTEE ON SAFETY AND CLIMATE

Director Hardin presented the following report for the Committee on Safety and Climate:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Safety and Climate presents the following report:

(Item 1) Informational Report on Receiving a Safe Schools/Healthy Students Federal Grant

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

Administration's Report

1. Milwaukee Public Schools Administration applied for a federally-funded grant in summer of 2007 entitled Safe Schools/Healthy Students Initiative.

2. In a letter (attached) to the MPS Superintendent received September 6, 2007, the U.S. Department of Education indicated that the district was awarded a grant award of $2,139,433 for the 2007-08 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. The intent of the Safe Schools/Healthy Students Initiative is to strengthen, enhance and expand the collaborative relationship between local law enforcement, public mental health, juvenile justice agencies, Wraparound Milwaukee, the Milwaukee Fire Department, the Center for Neighborhood Enterprise, Children's Health Education Center and other community based organizations. This initiative will develop community-wide approaches to create safe, respectful and drug free schools and to promote pro-social skills and healthy childhood development.

4. Thirty schools in Milwaukee were named as recipients of the Safe Schools/Healthy Students Initiative grant, based upon detention data, suspension data, truancy data, attendance data, climate survey data, and attendance area. Twenty-four schools are Milwaukee Public Schools and six are non-public schools.

5. The Safe Schools/Healthy Students Initiative was developed around the following five elements in which each partnership and program are included:

a. Element One: Safe School Environments and Violence Prevention Materials

b. Element Two: Alcohol, Tobacco, and Other Drug Prevention Activities

c. Element Three: Student Behavioral, Social, and Emotional Supports

d. Element Four: Mental Health Services

e. Element Five: Early Childhood Social and Emotional Learning Programs

6. The goals for the Safe Schools/Healthy Students Initiative are to:

a. Reduce levels of disruption and violence in the schools;

b. Prevent or reduce substance abuse among youth;

c. Increase academic and social success in school;

d. Increase access to appropriate mental health services for students as needed; and

e. Increase school readiness of children in their first five years of life.

7. An external evaluator and an evaluator assigned by the Federal Government are an integral part of the grant process. The evaluations are expected to provide Milwaukee Public Schools with information to determine what strategies and programs are most supportive in reaching the intended goals of safe and healthy schools.

* * * * *

(Item 2) Informational Report on Receiving a Federal Department of Labor Grant — Futures First Initiative

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

Administration's Report

1. Milwaukee Public Schools Administration applied for a federally funded grant opportunity in summer of 2007 entitled "Building School District-based Strategies for Reducing Youth Involvement in Gangs and Violent Crime Through a Workforce Development Approach." This opportunity required partnerships with the local juvenile justice system, the Mayor's Office, the Milwaukee Area Workforce Investment Board (MAWIB), the Milwaukee Police Department, and the U.S. Attorney's office.

2. The opportunity to apply for these funds was presented to 20 urban school districts with the expectation that ten one-year awards of up to $2.35 million would be funded. Milwaukee Public Schools submitted an application to the U.S. Department of Labor on June 18, 2007, for a project titled *Futures First Initiative*. On June 29, 2007, the district received a two-year award notification in the amount of $4.8 million (Attachment 1, Award Notification, to the minutes of your Committee's meeting).

3. 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, however, require additional 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 with that addition of 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 and through case management, intervention, prevention, engagement, and support services.

4. The *Futures First Initiative* is coordinated through an Advisory Committee comprised of required and other partners. Meeting every other week, this group developed the final proposal submitted to the Department of Labor, identified partner high schools, and will continue to work across the institutions represented to align services to best meet student needs.

5. The *Futures First Initiative* will partner with five high school sites which include seven high schools. The schools are Bradley Tech, Genesis, James Madison Academic Campus, Milwaukee African American Immersion High School, South Division, Transition High School, and Truth Institute. These schools were identified as partners based in the theory of change presented in the grant proposal. The *Futures First Initiative* is committed to a two-level theory of change where services are targeted to identified students and where school-wide or community-wide services support all students within that

context. If school-wide and/or community-wide services are in place, it increases the likelihood of success for students receiving the targeted services (Attachment 2, Theory of Change; Attachment 3, Snapshot, to the minutes of your Committee's meeting).

6. The school-wide services include Violence Free Zones (VZF) and/or the implementation of small high schools or small learning communities. The community-wide services include the implementation of the Milwaukee Safe Streets Initiative in police districts two and five. The partner high school sites are in either police districts two or five, are implementing VFZ efforts, and are participating in small high school or small learning community efforts.

7. The services offered to schools and students will be managed through 12 positions and a contracted project coordinator. Of the 12 positions, six are anticipated as staff of the Milwaukee Area Workforce Investment Board (MAWIB). MPS will seek an intergovernmental agreement and/or pursue proposals through an RFP process to provide for the employment readiness, placement, and support services funded through this grant. Six of the positions are MPS positions. Three guidance counselors, two social workers, and one transition specialist will provide case management, counseling, intervention, prevention, engagement and support services at each of the five high school locations (Attachment 4, Service Management Plan, to the minutes of your Committee's meeting).

8. The case management team will identify youth, enroll them in the initiative, conduct an assessment of each student's needs, and align services to those needs. 265 students will be enrolled across the partner high schools. Additional intervention, prevention, engagement and support services will be provided by local community-based organizations. An open-ended RFP is seeking proposals through which the district will contract for services. Examples of the services include anger-management classes, leadership development, AODA services, and driver's license recovery.

9. The U.S. Department of Labor established outcomes in five areas. Should the *Futures First Initiative* demonstrate success, additional funding may be available, subject to federal appropriations. The established outcomes are:

a. Gains in literacy and numeracy

b. Long-term employment placement

c. Reductions in youth recidivism

d. Improvement in retention of formerly incarcerated youth

e. Improvement in the 9th grade promotion rate

f. Reduction in the number of youth involved in gangs and crime

Director Bonds moved to accept the informational report, with the direction to the administration to provide the full grant application to committee members prior to the informational report.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence and President Blewett—7.

Noes—None.

Temporarily absent—Director Thompson—1.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Delegate: Director Spence

Major Activities:

- ERSEA/FPA Manager and five Family Partnership Associates attended a two-day "Nurturing Parent Training" facilitated by Carmen Ray on December 4 and 5.
- Curriculum Generalist conducted a 24th Annual Parent Training Conference informational meeting on December 6 for conference participants.
- Curriculum Generalist, ERSEA/FPA Manager, and Family Partnership Associates attended an "Establishing Goals Follow up Training" with Melissa Velez on December 7.
- Family Partnership Associates conducted home visits during Family Partnership Building Week, December 10-14.
- Management staff attended the "Building Positive Relationships with Families" training with Mable Jones on December 12.
- Family Partnership Associates attended a training session with Mable Jones on December 12.
- Curriculum Generalist, three Family Partnership Associates, and two Head Start parents attended the 24th Annual Parent Training Conference on December 14-17.
- Family Partnership Associates assisted the Head Start teachers in the December Parent Meetings.
- Management staff facilitated Head Start staff retreat on December 19.
- Family Partnership Associates attended social work meeting on December 20.
- Early Childhood Development Education Manager participated in an Independent Panel Hearing on December 18.
- Head Start staff meeting held on December 10.
- ERSEA meetings held on December 3 and December 17.
- Head Start recruitment meeting held on December 4.
- Management meetings held on December 7 and December 21.
- Policy Council Meeting held on December 12, 2007, at which Mable Jones facilitated a Program Governance training from 5:00 p.m. to 7:30 p.m. at Central Office.
- Health Team conducted student Dental Days at Thirty-Fifth Street, Thurston Woods, and Congress.
- Health Team conducted student lead testing at Thirty-Fifth Street and Thurston Woods.

The next Policy Council Meeting will be held on Wednesday, January 9, 2007, at 5:00 p.m.. at Central Office, room 206/208.

* * * * *

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

Submitted by: President Blewett

- Past recipients of Excellence Awards, including the MPA, are going to be interviewed and the information will be posted on the Web. An attempt is being made to schedule the interview sessions for the morning of January 14 at the REACH Center/MPA office building. Workgroup members, Implementation Team members, and Executive Partners will be asked to participate.
- The MPA Executive Director finalist will soon be interviewed by the Executive Partners.
- Implementation Team members are doing a final review of the latest update of the new MPA website before it goes live.
- An overarching research agenda for the district will be developed. Volunteer assistance from the Implementation Team and elsewhere is being sought by Deb Lindsey at MPS.
- A group of people, including the MPA Leadership Team, MPS personnel and higher-education representatives, will be meeting on December 21 to begin discussing professional development and some of the alignment issues between the Strategic Plan and the DIFI Plan. The Implementation Team had some discussion about MPS staffing changes to take place as a result of the DIFI Plan.
- The MPA is preparing to have an initial conversation around its role in a STEM initiative and discuss some goals and objectives. A brainstorming session with a group of people from math, science, MPS, and elsewhere is being scheduled for early January. The Implementation Team held some discussion on issues surrounding STEM and the math and science graduation requirements in particular.
- Antonio Rodriguez, Acting MPS Science Curriculum Specialist, presented information to the Implementation Team on the plan for science education K-12 at MPS, including goals, activities and intended outcomes. There was some discussion about the lack of attention to science in many classrooms, possible reasons for this, as well as some thoughts and ideas for improvement. Some discussion was also held on what would be important to successful implementation of science professional development. Several Implementation Team members have volunteered to help with various areas of science initiatives and activities, and suggestions were given of various groups that could possibly assist with the April 24 district Science Fair. The MPA will assist with getting the word out concerning this event and asking for partners' assistance in doing the same and volunteering to assist with the event.
- The Implementation Team discussed the value of student input and may bring in students to future meetings to share their voice on certain topics to help inform the work of the MPA.
- Information was distributed to MPA members regarding (1) a symposium taking place March 2-3, 2008, at UWM for middle- and high-school teachers on the holocaust, and (2) the free Milwaukee Area Academic Alliance in English workshop on the use of technology to engage students to learn more in their English/language arts classes, taking place February 2, 2008, at UWM.
- A summary of the study of the MPS Literacy Coach Initiative for Years 1 and 2 was distributed to the Implementation Team and will be discussed in the future.
- The most intense work at this time in the Teacher & Principal Quality Work Group is alignment of the new mentoring program with school-based induction support. A white paper is being crafted, and a chart is being created of all mentoring sources in the district.
- The Family Literacy & Tutoring Coordinator and Work Group are heavily involved with the PAPAS (Pastors As Partners Adopting Schools) Program. Pilot schools are: Brown, Clarke, Hopkins, Lloyd, Genesis School of Business, and Milwaukee African American Immersion High School. The large number of needs identified by the principals will require multiple churches to adopt each school.

The next step is for the pastors and principals to build relationships and discuss where they want to begin. The churches surrounding each school have been mapped out. Suburban churches are also involved and are trying to identify resources. Work is in progress on an MOU between PAPAS and MPS. Nobie Reed, a parent and work group and Implementation Team member, is helping pastors to work with parent coordinators. Assistance is being given in organization of the work at the schools, and pastors will be trained on NCLB laws.

- Ways to build teacher recruitment into churches will be thought about.
- The new Comprehensive Literacy Work Group has reviewed the literacy coach reports to determine the impact on future work and has discussed the pacing guide, professional development, the relationship of the DIFI Plan to literacy, and revision of workgroup goals. Creation of the work plan is next.
- The 100 Math Teacher Leader (MTL) positions for Spring 2008 have been discussed with principals, MTLs, and the Implementation Team, and an information packet has been distributed.
- Math Teacher Leader meetings took place on December 6 and 13. The 8th- and 9th-grade groups were included along with K-8 and the focus was on sampling and the concept of the mean. For additional updates on the work of the Milwaukee Mathematics Partnership (MMP), please see the September, October, and November issues of *The MMP Messenger*.
- NEA Foundation grant update:
    - Action Research Fellows have been selected to present their work at the National Holmes Partnership Conference in January. Dr. Christine Anderson will join them and give the MPA's presentation on Learning Teams.
    - Dr. Anderson and Catherine Thome, the new MPS Director of District and School Improvement, have met regarding alignment of work and discussion about professional development.
    - The next NEA Foundation professional development day for the Learning Teams of the NEA Focus Schools is being planned for January 12 at Alverno College.
    - School visitations to support the reform work continue.
    - Professional Development Academy meetings have been taking place at UWM for a summer workshop.

The next MPA Partners Meeting is scheduled for March 14, 2008, at 7:30 a.m. at the REACH Center, 2342 North 27th Street, Room 116.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

(Item A) Communication 0708C-008 from Ms. Stephanie Sandy Requesting to Present a New Teacher-training Program to the Committee on Innovation/School Reform

To the Office of Board Governance,

I am requesting an opportunity to make a 10 to 15 minute presentation to the Innovation/School Reform Committee of Milwaukee Public Schools Board of Directors. I want to introduce the committee to

a fresh and innovative teacher training program offering teachers turnkey ways to integrate physical movement into the classroom. The program is called YogaKids' Tools for Schools. The program links movement and creative activities to the subjects covered daily in MPS classrooms. It works with and supports existing core curriculum and standards, helping teachers achieve classroom goals. Using yoga as a catalyst, the program reaches and teaches all kinds of learners.

Thank you for your attention to this request. I look forward to hearing from you.

Sincerely,
Stephanie Sandy
Certified YogaKids Teacher and Trainer (CYKT) (YKT)

Referred to the Committee on Innovation/School Reform.

* * * * *

RESOLUTIONS

Resolution 0708R-074

by Director Bonds

WHEREAS, Pursuant to Wisconsin Statutes, Section 119.32(1), "The board shall elect by roll call vote at a regular meeting a superintendent of schools whenever that office becomes vacant. The superintendent of school shall be a person of suitable learning and experience in the art of instruction and shall have practical familiarity with the most approved methods of organizing and conducting a system of schools"; and

WHEREAS, Wisconsin Statutes, Section 119.32(7), was revised in 1991 to include the following: "Notwithstanding ss.115.28(7), 118.19(1) and 121.02(1)(a), the board may elect a superintendent of schools and may employ a business manager who are not licensed by the department"; and

WHEREAS, Wisconsin Statutes, Sections 115.28(7), 118.19(1), and 121.02(1)(a), dictate that a superintendent must be licensed by the Wisconsin Department of Public Instruction (DPI); and

WHEREAS, State licensure is one means of ensuring that a superintendent is a person of suitable learning and experience in the art of instruction; and

WHEREAS, Milwaukee — the largest and, arguably, the most complex district in the state — is currently the only public school district that does not require DPI licensure of its superintendent; and

WHEREAS, To ensure the most effective and efficient educational organization possible, the citizens of Milwaukee deserve the most competent, qualified superintendent; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors require any candidate for the district superintendent position to be appropriately licensed by the Wisconsin Department of Public Instruction or to have significant experience, at least two years, as a superintendent or deputy/assistant superintendent in an urban school district; and be it

FURTHER RESOLVED, That DPI licensure and/or significant experience as referenced above become a requirement for all future superintendents and candidates for superintendent of the Milwaukee Public Schools.

Referred to the Committee on Legislation, Rules and Policies.

The Board recessed from 8:45 to 8:51 PM and from 10:36 to 10:53 PM.

The Board adjourned at 11:13 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 8, 2008

Special meeting of the Board of School Directors called to order by Vice President Spence at 5:46 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin (5:50 PM), Morales, Petersons, Spence, Thompson, and President Blewett (5:50 PM)—9.

Absent—None.

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

2nd REVISION
January 8, 2008

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m., on Tuesday, January 8, 2008, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive and take action on reports of the Independent Hearing Panel of the Milwaukee Board of School Directors (student expulsion reports); and
2. to consider and take action on a proposed evaluation instrument for the Superintendent of Schools; and
3. to consider employment, compensation, and performance evaluation data relative to the terms of an employment agreement for the Superintendent of Schools.

In regard to Item 1, 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 3, and pursuant to Wisconsin Statutes 19.85(1)(c), which provides that a governmental body may convene in executive session for the purpose of "considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility," the Board may convene in executive session for the purpose stated above.

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

EUGENE JONES
Asst. Board Clerk

(Item 1) Reports of the Independent Hearing Panel of the Milwaukee Board of School Directors

Because more than 30 days will have passed between the December 2007 and January 2009 regular Board meetings, the Board must take action on expulsion reports formulated from hearings held after the dates of the reports which the Board considered at its regular meeting in December; therefore, following are the 21 reports of the Independent Hearing Panel of the Board of School Directors for the following dates and times presented for the Board's consideration and determination:

December 17, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
December 18, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
December 19, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
December 20, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
December 21, 2007, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 3, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 4, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.

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

Director Thompson moved to approve the reports of the Independent Hearing Panel.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and Vice President Spence—9.

Noes—None.

President Blewett in the Chair.

With respect to Item 2, Director Hardin moved to hold consideration until after the Board has considered Item 3.

Director Goldberg moved a substitute, that the Board approve the evaluation instrument as proposed, with the understanding that there would be revisions, and that the 05-06 and 06-07 data and other revisions discussed would be added to the instrument.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Falk, Goldberg, Morales, Petersons, Spence, Thompson and President Blewett—7.

Noes—Director Hardin—1.

Voting “present”—Director Bonds—1.

With respect to Item 3, Director Thompson 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 terms of an employment agreement for the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

The Board retired to executive session at 6:58 PM.

The Board adjourned from executive session at 8:08 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 17, 2008

Special meeting of the Board of School Directors called to order by President Blewett at 9:10 PM.

Present—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—8.

Absent and excused—Director Goldberg—1.

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

January 14, 2008

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 7:00 p.m. (or immediately following the special meeting of the Committee on Finance/Personnel scheduled to begin at 6:30 p.m.) on Thursday, January 17, 2008, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering the following items from the report formulated from the special meeting of the Committee on Finance/Personnel:

1. Action on Recommended Administrative Appointments and Promotions for DIFI (District Identified for Improvement) and SIFI (Schools Identified for Improvement) Positions

2. Action on a Sole-source Contract with Scholastic for the Read 180 Reading Intervention Program

In regard to Item 1, above, the Board may retire to executive session under the provisions of Wisconsin Statutes, Chapter 19.85(1)(c), in order to consider employment, promotion, compensation or performance-evaluation data of any public employee over which the Board has jurisdiction or exercises responsibility. The Board may reconvene in open session to take action on matters considered 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 Hardin moved to suspend Board Rule 1.08 (2) (b), in order to receive and consider the report of the special meeting of the Finance/Personnel Committee formulated earlier in the evening.

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

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

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 a Sole-source Contract with Scholastic for the Read 180 Reading Intervention Program

Background

1. In October 2007, the Administration and the Wisconsin Department of Public Instruction presented an informational item regarding implementation of the MPS District Improvement Plan to the Milwaukee Board of School Directors. This item contained a list of high-leverage strategies from the Wisconsin Department of Public Instruction that district personnel must carry out due to the district's DIFI (District Identified for Improvement) status under the No Child Left Behind Act (NCLB):

a. restructuring of the district through the MPS District and School Accountability Model under the NCLB;

b. summer school with a mathematics and reading focus in all SIFI (School Identified for Improvement) schools, starting in the summer of 2008;

c. individually tailored, differentiated SIFI principal leadership;

d. extended reading and math opportunities in all SIFI schools, starting with the 2008-09 school year:

grades K-3 — 90-minute reading block and 60-minute mathematics block;

grades 4-8 — 60-minute reading block and 60-minute mathematics block;

high-school reading intervention courses; and

e. development of a plan for extended calendars in 2008-09 for one or two SIFI schools. Funds for extended calendars will be determined after a review of district plans by the Department of Public Instruction.

2. Due to the urgency in implementing the high-leverage strategies as outlined by the Wisconsin Department of Public Instruction and in addressing the extended-reading opportunities in identified SIFI schools, the Administration has developed a plan to begin immediately upon the Board's approval. This plan is designed to improve teaching and learning for students in the subgroups identified by the Wisconsin Department of Public Instruction.

3. An earlier Title I Supplemental Improvement grant approved by the Board in fall 2007 funded reading teachers to teach this intervention class.

4. The Administration is proposing that middle- and high-school students at SIFI schools who are not proficient in reading begin taking reading-intervention classes, effective immediately upon the Board's approval. In order to accomplish this, the Administration is proposing implementation of the Read 180 Reading Intervention Program at identified SIFI schools for students in grades six through nine. Students at these schools (grades six through nine) who are not proficient in reading will be targeted for Read 180 support. The Division of Research and Assessment has generated a list of these students.

Administration's Analysis

5. The Read 180 Program is a research-based intervention program that addresses the high-leverage strategies necessary for struggling middle- and high-school students. This program addresses:

a. Wisconsin reading-assessment framework;

b. vocabulary development;

c. comprehension skills;

d. writing skills;

e. non-fictional text;

f. daily progress monitoring; and

g. summative and formative assessment system

6. The Read 180 Program is implemented through the use of research-based strategies that are reflected in the software and printed materials. It is a curriculum that targets adolescent learners and provides differentiated instruction based upon ongoing assessment. Assessment data are available within the program at the student, classroom, school, and district levels.

7. Read 180 is a combination of explicit instruction by the classroom teacher, flexible grouping, computer-assisted instruction, and ongoing assessment. This program differentiates instruction based on individual student needs as identified by pre-and post-assessment as well as daily progress monitoring. The assessment system facilitated by the use of technology places each student at the appropriate reading level and monitors and adjusts for each student's instructional needs.

8. This program supports the implementation of the MPS K4-12 Reading Curriculum Pacing Guide, the MPS Comprehensive Literacy Framework, and the learning needs that are reflected in the data from the WKCE.

Strategic Plan Compatibility Statement

9. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 3, that leaders and staff demonstrate continuous improvement through focused professional development; Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs be supportive of and responsive to students and families; Goal 6, that the district be accountable for measurable results; and Goal 7, that the district's central services departments support student learning.

Statute, Administrative Policy or Board Rules Statement

10. This item is consistent with Administrative Policy 3.09(3), Purchasing and Bidding Requirements.

Fiscal Impact Statement

11. This item authorizes expenditures not to exceed $1.6 million. The State of Wisconsin has provisionally approved funding for Read 180 under the Supplemental School Improvement Grant that the

district will receive to support DIFI implementation. Funding will be contained in the account RDG -0-I-TV8-DW-ECTS. The request is being presented to the Board pursuant to Administrative Policy 3.09(3), Purchasing and Bidding Requirements, for receiving sole-source consideration and has been approved by the Superintendent's designee as a sole-source vendor because Read 180, a copyrighted program, differentiates instruction based on individual student needs as identified by pre- and post-assessment as well as daily progress monitoring.

Implementation and Assessment Plan

12. Upon approval by the Board, the Administration will implement the Read 180 Reading Intervention Program for targeted students in grades six, seven, eight, and nine at identified SIFI schools. The Administration is in the process of communicating with the Wisconsin Center of Educational Research (WCER) about the WCER's conducting an external evaluation of the effectiveness of the Read 180 program relative to supporting students at identified SIFI schools.

Committee's Recommendation

Your Committee recommends that the Board approve the sole-source contract with Scholastic, as attached to the minutes of your Committee's meeting, for up to $1.6 million to provide the Read 180 Reading Intervention program from Fall of 2008 through June 2009.

* * * * *

Director Hardin moved that the Board accept the Committee's recommendation.

Director Bonds moved a substitute, to adopt the Committee's recommendation and to direct the administration of identify the funding source, if the DPI were to eliminate or reduce the $1.6 million funding.

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

Ayes—Directors Bonds, Hardin and Morales—3.

Noes—Directors Falk, Petersons, Spence, Thompson and President Blewett—5.

Director Falk moved a substitute, that the Board (1) approve the Sole-source contract with Scholastic as attached to the item for up to 1.6 million dollars to provide the Read 180 Reading Intervention Program from January 28, 2008, through June 2009; (2) direct that the administration allocate additional resources to these schools at the beginning of the Spring '08 semester for the purpose of scheduling of students and implementation of this program at no expense to these schools; and (3) that the administration report back to the Board by the regular January Board meeting, regarding all elements of the implementation of the program and thereafter provide monthly reports on the progress of the program.

The substitute motion was adopted, the vote being as follows:

Ayes—Directors Falk, Hardin, Petersons, Spence and Thompson—5.

Noes—Directors Bonds, Morales and President Blewett—3.

There being no further business, the other item having been held in Committee, the Board adjourned at 10:15 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 29, 2008

Special meeting of the Board of School Directors called to order by President Blewett at 7:46 PM.

Present—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson, and President Blewett—7.

Absent and excused—Directors Goldberg and Morales—2.

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

January 25, 2008

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 7:30 P.M. on Tuesday, January 29, 2008, (or immediately following the meeting of the Committee on Finance/Personnel, which is 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 developing a negotiating strategy for the sale or other disposition of public properties. Discussion will include the surplus properties at the following locations:

5575 N. 76th
6577 N. 107th St
North of 1940 N. 36th St.
500 E. Center St.

Additional properties may be discussed, but addresses cannot be disclosed for competitive or bargaining reasons.

The Board may retire to executive session pursuant to Wisconsin Statutes, Section 9.85(1)(e), which allows a governing body to go into closed session for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.

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 9.85(1)(e), for the purpose of deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence, Thompson, and President Blewett—7.

Noes—None.

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

The Board adjourned from executive session at 9:24 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
JANUARY 31, 2008

Regular meeting of the Board of School Directors called to order by President Blewett at 6:50 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—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 proud to present the "Excellence in Education Award" posthumously in honor and memory of:

Caleb Edward Gottinger,
Scholar/Athlete/2006 Graduate
Riverside University High School

Caleb Gottinger graduated from Riverside University High School in 2006. During his four years as an outstanding student and athlete, he had a positive impact on many individuals at the school, as well as throughout the district and metropolitan Milwaukee community. Caleb was known for many reasons, including his big smile, open heart, kind and giving nature, motivating personality, success as a competitive swimmer, and his ability to rally others to support a good cause.

Though Caleb and his siblings were home-schooled through grade eight, the Gottingers are strong supporters of public education and the MPS Recreation Program and are dedicated to the City of Milwaukee as longtime residents. The family has a strong commitment to and presence at Riverside University High School — Caleb's sister Hannah graduated from the school in 2004, and other siblings are currently attending — Abigail, class of 2008; Esther and Lydia, class of 2010; and Silas, who will be enrolling and becoming a member of the class of 2013.

All of the Gottinger children have been active participants in the programs offered by the MPS Recreation Department, especially those focusing on swimming. It was through such programs that Caleb developed a strong interest and expertise in the area of competitive swim. He was an integral member of the Riverside varsity swim team for four years and was widely recognized for his accomplishments as a competitive swimmer specializing in distance events — specifically the 200 freestyle and 500 freestyle. Some of these accomplishments include qualifying to compete at the State Meet all four years and placing first at the State Meet in the 200 freestyle during his junior year, being named an All American and breaking many Riverside swim records. Those records include the 50 freestyle, 200 freestyle, 500 freestyle, 100 fly and several relays — 200 freestyle relay, 200 medley relay, and the 400 freestyle relay.

Caleb broke some records his freshman year and continued to break more and re-break others through his four years at Riverside. Some of the records remain unbroken. In addition, Caleb was highlighted through various media outlets for his swimming accomplishments. The *Milwaukee Journal Sentinel* named Caleb as a *Preps Plus Athlete of the Week*, and he was featured on several television news segments.

After graduating from Riverside University High School, Caleb attended Kenyon College in Ohio. He continued his passion for swimming as a successful member of the varsity swim team, competing in distance events.

A testament to the life he lived to support others, Caleb's influence has lived on in many areas and continues to positively affect many people. For example, the Milwaukee Aquatics Association was formed in his honor to support current efforts in place relative to swim instruction and competition for city students. The goals of the Milwaukee Aquatic Association are to increase water safety awareness, foster existing swim lesson programs and make them more accessible, and improve the quantity and quality of aquatic programs available in the Milwaukee area. A second example is that Caleb was an organ donor, with seven direct recipients (both lungs, heart, liver, both kidneys, spleen) and at least 12 indirect recipients. The family worked with the Wisconsin Donor Network and Lifeline of Ohio to facilitate this life-giving donation.

Mr. and Mrs. Gottinger and their family are especially appreciative of the Riverside school community for the outpouring of love and support. The following are some quotations from individuals associated with the school who played an important role in Caleb's life:

> A year since his passing and two years since his graduation, Caleb's memory continues to reverberate through the corridors of Riverside High. In my classroom, he sat in the last seat of the first row. He was not the perfect boy. He was after all an adolescent. But Caleb had a charismatic personality that charmed both his peers and teachers and gave quiet witness to Christian values in this most public of places, a public high school. Rather than haunt us, his memory continues to delight us as we rediscover him there like initials carved into a tree or find him there like handprints in a concrete sidewalk. Indelibly impressed, Riverside High will not forget Caleb Gottinger.
>
> *— Mr. Phil Blenski, Caleb's 11th-grade English teacher*
>
> "The apple doesn't fall far from the tree" is a cliché, yet so appropriate when I reflect upon Caleb as an outstanding student, celebrated athlete, and true friend to many at Riverside University High School. I say this because not only his parents, but his sisters and brother as well, exemplify what I remember of Caleb. He was an outstanding member of the Riverside University High School community and his family continues that tradition. He was a conscientious and hardworking student. He was an exceptional athlete. What made him stand out in the crowd of all the great Riverside students was his involvement with a diverse group of friends. The RUHS community is forever grateful to Caleb and the entire Gottinger family.
>
> *— Dr. Dan Donder, Principal, Riverside University High School*
>
> I salute the steadiness and daily smile you brought to everyone here at Riverside. I admire your incredible athletic talent, your tenacity in all things and especially the care and respect you brought to all those around you. From the faculty and staff, thank you for your wonderful years here, for inspiring us, for making us laugh, for the unquestioned goodness you seemed to spread just everywhere. You taught us well.
>
> *— Ms. Jean Fleet, Caleb's World History Teacher*
>
> My memories of Caleb always make me smile. He was a bright, talented, and fun-loving young man. Caleb is still an inspiration to the students at RUHS and his siblings.
>
> *— Ms. Ela Kiblawi, Caleb's Calculus teacher*

Caleb Edward Gottinger was the most amazing student athlete the Riverside High School Boys Swim Team has had. He never failed to challenge his teammates, other competitors, his coaches, and most of all himself. He never failed to work hard in practice and always gave his best effort whether it was in a classroom or pool.

Caleb always showed respect for his teammates and reached out to younger swimmers with guidance. He was a perfect role model and base to build a team upon. Watching him compete is something that I will never forget. His pre-race antics, the way he moved through the water, and how he reacted when he reached a personal goal.

In lots of ways Caleb inspired many people by what he achieved and accomplished. Caleb was gifted and all people saw that. He accomplished goals that most could not reach. But in his eyes he could always get better or faster and that's what made Caleb special. He never settled for anything but the best.

— Mr. Jason McEvilly, Caleb's Swim Coach

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

* * * * *

Other Awards and Recommendations

STUDENTS

Sam Keller, Jr., a senior at Riverside University High School, recently signed a National Letter of Intent to attend and play Division 1 baseball at Grambling State University in Grambling, Louisiana. Sam is a two-time all-conference baseball and football player. Sam's achievements have also included academic honors, such as 2004-Current GPA of 3.333 with Advanced Placement program curriculum; 2004-Current RUHS Honor Roll Recipient throughout his high-school career; 2004 Current Top Teens of America Member (Wisconsin Chapter); and 2006 Current RUHS National Honor Society Member.

His numerous accomplishments include:

BASEBALL:

2005 Honorable Mention, All City Conference (Utility Player)
2005 1st Team, All City Conference (1st Base)
2006 Honorable Mention, WI State, District 6 (1st Base)
2006 City Conference (Gold Division) Batting Champion with .478 Avg.
2006 Best Hitter Award, RUHS
2007 1st Team, All City Conference (1st Base)
2007 Honorable Mention, WI State, District 6 (1st Base)
2007 Team MVP Award, RUHS

Summer 2007 — Participated and represented Wisconsin on Team Wisconsin
Summer 2007 — Participated in the Milwaukee Brewers Classic at Miller Park

FOOTBALL:

2004 Freshman Player of the Year, RUHS
2005 Sophomore Player of the Year, RUHS
2006 1st Team, All City Conference (Defensive End)
2007 1st Team, All City Conference (Linebacker)

◊ ◊ ◊ ◊

Jeremy Kuklinski, a junior at Pulaski High School, is ranked number one in Wisconsin in the 103-pound division in Wisconsin Interscholastic Athletic Association Division I wrestling. During his sophomore year, he qualified for the state tournament, where he won two matches, finishing in the top eight in his division, just short of placing. He has competed for the first time at the USA Wrestling Junior National Championships in Fargo, North Dakota, after training alongside four other City Kids Wrestling Club members at the Wisconsin Wrestling Federation's National Training Camp.

◊ ◊ ◊ ◊

Gustavo Martinez, a fifth-grade student from Allen Field School, has been selected as the First-Place winner in the Elementary School 3rd-5th-grade category in National Association for Bilingual Education's (NABE) 2008 Nationwide Writing Contest, "Proud to be Bilingual."

He will be traveling to Tampa, Florida, along with a parent and his bilingual teacher, Betty Keller, to the NABE Convention on an all-expense-paid trip. At the awards luncheon on February 2, 2008, Gustavo will be reading his essay in both languages, and after that, he will be presented with a cash prize of $1,000.

A special recognition goes to Betty Keller for finding the time from her busy schedule to sit down with every single participating student in this contest to make sure they followed the guidelines.

SCHOOLS

Students from Vieau Elementary School were recently featured in the November/December issue of *American Girl* magazine. Vieau students Vicente Campos and Diana Nunez are quoted in the magazine, relaying their experience participating in the Danceworks Mad Hot Ballroom and Tap competition last spring. Their website features a video of the students dancing the salsa, and another picture on the web features students Corina Lopez and Daniel Ibarra.

STAFF/DEPARTMENTS

State Superintendent Elizabeth Burmaster commended 31 educators who earned Wisconsin's ten-year Master Educator License in 2007.

The majority of Wisconsin's 2007 master educators were among the first cadre of Wallace Fellows. They were part of the Wisconsin Urban Schools Leadership Project, funded with a grant from the Wallace Foundation. The mid-career principals worked with the Department of Public Instruction, University of Wisconsin-Madison, University of Wisconsin-Milwaukee, and Cardinal Stritch University in Milwaukee, as well as with national consultants, to develop a national model of exemplary urban school leadership and to inform state policy regarding the identification of a master urban school leader. They also collaborated on strengthening school learning communities and identifying the fundamental attributes an urban administrator needs to successfully lead a school and support student achievement.

Milwaukee Public Schools principals among Wisconsin's 2007 master educators are:

Lorraine Applewhite, Congress Elementary School

Maria Lourdes Castillo, Vieau Elementary School

Kristi Y. Cole*, Humboldt Park Elementary School

Cynthia Ellwood, Hartford Avenue Elementary School

Bridget J. Hartney, Sixty-Fifth Street Elementary School

Christine Kadow, Fernwood Montessori School

Yvette D. Martel, Milwaukee Spanish Immersion School

Virginia R. McFadden, Milwaukee French Immersion School

Rogers Onick, Morse Middle School

Dawn M. Rice, Carson Academy of Science

Martha B. Wheeler-Fair, Starms Discovery Learning Center

* Kristi Cole is no longer principal at Humboldt Park — She has been promoted to the position of Project Director of the MPS Safe Schools/Healthy Students Initiative and is now at MPS Central Services.

Educators must develop portfolios that show mastery of the state's teacher, pupil services, or administrator standards to earn a master educator license. The portfolio-development process takes from one to two years and includes work samples, a video of exemplary practice, student work, and other supporting information that document contributions to the profession and improved student learning. Three assessors in the applicant's field evaluate each master educator license application.

The master educator license is one of three stages for licensure in Wisconsin for professional education. The initial license is a five-year license granted to an individual who has completed an approved educator preparation program. To move to the professional educator level, an initial educator designs and completes a professional-development plan that demonstrates increased proficiency in Wisconsin standards for teachers, pupil services professionals, or administrators. The master educator license is a voluntary, 10-year license. Educators must hold a master's degree and have five years of experience at the professional educator stage of licensure. Any teacher who achieves National Board for Professional Teaching Standards certification may be granted a Wisconsin Master Educator license. The state now has 552 educators who hold licenses at the master educator level.

* * * * *

APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of October 16 and 30, November 1, 13, 29, and December 4 and 18, 2007, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Request to Authorize the Submission of the Federal Application for Unexpended Head Start Program Funds in the Amount of $750,000 for the Purchase of Curriculum and Supporting Materials

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

The MPS Head Start Program has the opportunity to apply for unexpended program funds from the 2007 grant period. The amount of this funding is $750,000.

The Administration is proposing the purchase of curriculum and supporting materials with this funding.

On December 12, 2007, President Bush signed "Improving Head Start for School Readiness Act of 2007," reauthorizing the Head Start Program. Public Law 110-134 authorizes Head Start through September 30, 2012. This law contains significant revisions to the previous Head Start Act. One of the

major requirements in this Act is in the area of grantee administration, management and governance. This section specifically calls for the Head Start agency, MPS, to ensure that any curricula used in its program is based on scientifically valid research and is age- and developmentally appropriate.

In addition to the above requirement, the Division has previously shared research that indicates that one way of closing the achievement gap is the alignment of children's education experiences from pre-k through grade three. The purchase of a scientifically valid curriculum will begin this alignment.

Pursuant to Head Start Performance Standard 1304.50(G)(2), Governing Body Responsibility, the MPS Head Start Policy Council approved this action on January 9, 2008.

The Administration recommends that the Board approve the submission of the federal application for unexpended program funds in the amount of $750,000 to support the activities and program components as described above.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Goldberg moved to approve approve the submission of the federal application for unexpended program funds in the amount of $750,000 to support the activities and program components as described in the communication.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and President Blewett—8.

Noes—None.

Recused—Director Spence—1.

* * * * *

(Item B) Action on a Disallowance of a Claim

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claim:

Notice of Claim served on Milwaukee Public Schools by Mr. Robert N. Meyeroff, attorney, on behalf of Alanna Brown, for injuries and damages allegedly sustained by Alanna Brown at the Central Services Building on December 3, 2007

Claim is being made in the sum of $50,000.

Wausau Insurance Companies, the third-party administrator who investigates general liability claims filed against the school district, has requested that this claim 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 months in which to bring suit, if she so desires.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

On the motion of Director Thompson, the claim was disallowed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

(Item C) Action on a Negotiated Labor Agreement with Local 1616 (Technical Employees)

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 (Technical Employees) —
Two (2) -year contract (July 1, 2006, through June 30, 2008)

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

Highlights of Contract Resolution between
the Milwaukee Board of School Directors and Local 1616
July 1, 2006, through June 30, 2008

1. Two (2) -year contract (July 1, 2006, through June 30, 2008).
2. Replace printing of contract with publishing of contract on the Portal.
3. Clarification of retiree coverage.
4. Consistent with City's modifications, bargained the extension of creditable service for active military service to employees retiring during window.
5. Health & Productivity Management (H & PM) program.
6. Accumulated Leave Program (403b).
7. Voluntary political deductions.

8. Salaries: 7/01/06.....1.00%
1/01/07.....1.00%
7/01/07.....1.00%
1/01/08.....1.00%
6/30/08.....0.25%

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

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Bonds moved to approve the contract as highlighted above.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

(Item D) Informational Report on the Implementation and Progress of Read 180 in SIFI Schools

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Administration proposed, and the Board accepted, that middle- and high-school students at SIFI (Schools Identified for Improvement) schools who are not proficient in reading take a reading-intervention class, effective January 28, 2008. Students at these schools (grades six through nine) who are not proficient in reading will be taking Read 180. The Division of Research and Assessment has generated a list of these students.

1. The Read 180 Program is implemented through the use of research-based strategies that are reflected in the software and printed materials. It is a curriculum that targets adolescent learners and provides differentiated instruction based upon ongoing assessment. Assessment data is available within the program at the student, classroom, school and district levels.

2. Read 180 is a combination of explicit instruction by the classroom teacher, flexible grouping, computer-assisted instruction, and ongoing assessment. This program differentiates instruction based on individual student needs as identified by pre- and post-assessment as well as daily progress monitoring. The assessment system facilitated by the use of technology places each student at the appropriate reading level and monitors and adjusts for each student's instructional needs.

3. There are 16 SIFI schools being served through the READ 180 intervention program. There are 38 teachers teaching READ 180 as required in the DIFI plan.

4. The following actions have been taken, at no cost to the schools, to implement the READ 180 program at the identified sites:

- All identified schools have designated rooms for the READ 180 classroom. These rooms have been assessed for additional needs by a technology team.
- All identified rooms have been wired. Accommodations are being made in sites that are being leased by the district.
- All computers have been delivered and set up.
- Reprogramming help has been provided to all schools on December 5 and January 15, with additional follow-ups to those who requested help.
- The READ 180 teachers received a two-day introductory training on Jan. 23-24. Forty people attended Day One training, and 14 schools were represented. Scholastic will offer a follow-up at a later date. All teachers attending the training will be prepared to start teaching the first day of class. These teachers will be receiving professional development at least one day a month.
- Principals will receive a half day in-service on February 20 to introduce them to the program.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

* * * * *

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on a Request to Suspend Board Rule 1.02(1) and to Reschedule the Regular February 2008 Board Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular monthly meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the February 2008 Board meeting would be held on February 28. Due to a scheduling conflict, however, School Board Director Bruce Thompson has requested that the Board reschedule that meeting to Thursday, February 21.

If the Board does choose to change the date of the February 2008 regular Board meeting, it will have to vote to suspend Board Rule 1.02(1) and to change the date of the meeting to the date of its choosing.

A copy of the *tentative* Board calendar for February 2008 has been provided for reference.

Respectfully,

LYNNE A. SOBCZAK
Board Clerk/Director

Director Bonds moved to suspend Board Rule 1.02 (1).

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

Director Hardin moved to leave the regular February Board meeting on the regularly scheduled date of February 28, 2008.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

Abstaining from voting—Director Thompson—1.

* * * * *

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

(Item A) Action on Reports of Student Expulsions

The 41 reports of the Independent Hearing Panel of the Board of School Directors for the following dates and times are being presented for the Board's consideration and determination:

January 7, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 8, 2008, at 11:30 a.m.
January 9, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 10, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 11, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 14, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 15, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 16, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 17, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 18, 2008, at 9:30 a.m. and 11:30 a.m.
January 22, 2008, at 9:30 a.m. and 2:00 p.m.
January 23, 2008, at 9:30 a.m.
January 24, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 25, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 28, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
January 29, 2008, at 9:30 a.m. and 2:00 p.m.

The summaries of expulsions for January 2008 are also included.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following item:

Innovation/School Reform Committee, Report #2, Item 1, an Instrumentality Charter School Petition from Independence Academy.

On the motion of Director Spence, the balance of the reports was accepted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Spence 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, 2007.)

2007-08 School Year	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
Total MPS IEP Students	17,286	17,279	16,628	16,719	16,847	17,027				
Initial Evaluations Completed (cumulative)	109	180	221	467	1017	1646				
% Special Ed	79%	78%	71%	66%	65%	61%				
Re-evaluations Completed (cumulative)	1	10	51	368	846	1286				
% Special Ed Needs Identified (continue)	100%	80%	61%	75%	78%	81%				

2. Data-Management Services — Special Services Information Management System (SSIMS) Project Status Report As of December 2007

   - Assisted callers and processed Data Extract Forms.
   - Continued trainings for both new and veteran special services staff.
   - Continued ongoing efforts with Spectrum K12 School Solutions regarding the remaining Phases of our IDEA 2004 Project.
   - Determined a projected testing/implementation date of March 2008 for the next phase of the IDEA Project.
   - Worked on development and data validation related to the District's compliance data.

3. Milwaukee Public Schools Policies and Procedures Document

   a. As a condition of funding under the Individuals with Disabilities Education Act (IDEA), all local educational agencies (LEAs), including the Milwaukee Public Schools, are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires LEAs to establish written policies and procedures for implementing state and federal special education requirements. Model Local Educational Agency Special Education Policies and Procedures have been developed by the Wisconsin Department of Public Instruction (DPI) to help each LEA meet its obligation to establish and implement special education requirements. An LEA may establish special education requirements by adopting the model policies and procedures.

   b. The state special education statutes, subchapter V, chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. LEAs in Wisconsin must also comply with IDEA's regulations; therefore, the model policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, chapter PI 11, Wis. Admin. Code. The underlying law can be found by using the following tools:

      (1) the table of contents to the IDEA Regulations found at 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006);

      (2) the table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and

      (3) the table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

   c. The Milwaukee Public Schools has adopted the DPI's Model Local Educational Agency Special Education Policies and Procedures (see attachment #1 to this item.) The document is used by Administration and school staffs as a reference tool and for staff-development activities to promote understanding of and compliance with special education requirements. The draft document of this attachment was used as a resource in the development of the IEP Procedural Handbook (Revised Fall 2007) that has been distributed to all special education staff and administrators.

4. The Individualized Education Program (IEP)

   a. At a recent meeting of the Milwaukee Board of School Directors' Committee on Special Education, members of the Committee requested that a demonstration of an IEP meeting be made to the Committee. The Administration will, therefore, provide a mock IEP meeting at the Committee's January meeting. This will serve to demonstrate the federal

and state-mandated requirements, as well as to demonstrate the use of the web-based IEP system. The following information includes basic procedural background to assist the observer in understanding the requirements of the IEP process.

b. The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires that the basic building block of all service provision for students identified with a disability under IDEA be the individualized consideration of the educational needs of the child. To meet these requirements, an individualized education program team (IEP team) must first meet to determine eligibility by identifying a disability or impairment and need for special education. Once that determination is made, the team determines the educational needs of the child by developing an individualized education program (IEP) and ultimately recommends a placement. Descriptions of key components of this process are as follows:

(1) CHILD FIND

The District must identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities, who are in need of special education and related services, including:

- children attending private schools;
- children who have been made wards of the state, county, or child welfare agency under chapter 54 or 880;
- children who are not yet three years of age;
- highly mobile children, such as migrant and homeless children; and
- children who are suspected of having disabilities even though they are advancing from grade to grade.

(2) REFERRAL

(a) The District accepts and processes referrals of children suspected of having disabilities. MPS has written procedures for accepting and processing referrals. Licensed school personnel who reasonably believe a child has a disability are required to make a referral. Parents/guardians and other Non-MPS personnel may also refer a student for an IEP evaluation.

(b) Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If the LEA receives a referral for a child who is attending a school under its jurisdiction under the full-time open enrollment law or a tuition waiver, the LEA provides the name of the child and related information to the LEA of residence. Whenever the LEA receives a referral for a resident child attending school in another LEA under the full-time open enrollment law or a tuition waiver, the LEA of residence provides the name of the child and related information to the LEA of attendance.

(c) MPS accepts written referrals or assists parents/guardians in writing written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a child with a disability. The LEA documents and dates the receipt of each referral.

(d) At least annually, MPS informs parents and persons required by law to make referrals about the referral and evaluation procedures.

(e) Information and inservice opportunities are provided to licensed MPS staff to familiarize them with the LEA's referral procedures.

(3) IEP TEAM MEMBERSHIP

(a) In order to ensure that all appropriate aspects of the child's performance and skills are considered in the determination, state law requires that a team of individuals be convened. This team looks at the child through a variety of important lenses to ensure a complete and appropriate analysis of the child. The properly composed IEP team consists of:

- parent/legal guardian of a child with or suspected of having a disability;
- at least one regular education teacher of the child, if the child is, or may be, participating in the regular education environment;
- at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the LEA who is qualified to provide or supervise the provision of special education, is knowledgeable about the general education curriculum, and is knowledgeable about and authorized to commit the available resources of the school district (may be another member of the team if the criteria are met);
- an individual who can interpret the instructional implications of the evaluation results, who may otherwise be a team member;
- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both;
- a department-licensed speech or language pathologist, when documenting a speech or language impairment and the need for speech or language services;
- at the discretion of the parent or school district, other individuals who have knowledge or special expertise regarding the child, including related service personnel, as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or public LEA) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child; and
- at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the child is attending a public school in a non-resident school district under the full-time open enrollment law or a tuition waiver under Wis. Stat.§ 121.84(1)(a) or(4).

(b) In addition to the above, MPS will invite the following (when appropriate):

- to the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and
- the student, when the purpose of the meeting will be consideration of the post-secondary goals for the child and the transition services

needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the LEA takes other steps to ensure consideration of the student's preferences and interests;

- the Part C service coordinator or other representatives of the Part C System, if requested by the parent at the initial IEP Team meeting for a child previously served under Part C of the IDEA.

(4) IEP TEAM ATTENDANCE

(a) An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the LEA agree, in writing, that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

(b) An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the LEA consent to the member's being excused, and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting.

(5) PARENTAL PARTICIPATION IN IEP TEAM MEETINGS

(a) MPS staff take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- scheduling the meeting at a mutually agreed upon time and place.

(b) The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance;
- informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request that the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

(c) Beginning no later than in the first IEP that will be in effect when the child is 14, the notice also:

- indicates that a purpose of the meeting is the consideration of the post-secondary goals and transition services for the child;
- indicates that the MPS will invite the student; and
- identifies any other agency that will be invited to send a representative.

(d) If neither parent can attend, staff members use other methods to ensure parental participation, including individual or conference calls. The District may conduct meetings without a parent in attendance if the staff is unable to

convince the parents that they should attend. In this case, the staff maintains a record of its attempts to arrange a mutually agreed upon time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

(e) The MPS staff takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

(f) Subject to the timeline requirements contained in this policy, if, at any meeting during the process of the evaluation, development of the IEP, or placement of the child, the parents of the child or the District staff determine that additional time is needed to permit meaningful parental participation, the District shall provide it. Upon request, the parent is provided with a copy of the most recent evaluation report at any meeting of the IEP team.

(g) The District gives the parent a copy of the child's IEP at no cost to the parent.

(6) IEP TEAM DUTIES

The IEP team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an IEP for the child; and
- determines the special education placement for the child.

(7) TIMELINE

(a) Within 15 business days of receiving a referral, MPS sends to the child's parents a request for consent to evaluate the child; however, if the District determines that no additional data are necessary, the child's parentis are notified of that determination within 15 business days of receiving the referral. The District determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed.

(b) The 60-day period does not apply:

- if the child transfers into this LEA before the previous LEA has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;
- if the child's parent repeatedly fails or refuses to produce the child for the evaluation; or

- if a child is being evaluated for a specific learning disability, and the timeline is extended by mutual written agreement of the child's parents and IEP team.

(c) The MPS must conduct a meeting to develop an IEP and determine placement within 30 days of a determination that a child is a child with a disability.

(d) If the parents of the child or MPS staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement, that additional time is needed to permit meaningful parental participation, the MPS IEP Team provides it.

(8) EVALUATION

(a) As part of an initial evaluation of a child, and as part of any re-evaluation of a child, the IEP team and other qualified professionals, as determined by MPS staff:

- review existing evaluation data on the child, including evaluations and information provided by the child's parents; previous interventions and the effects of those interventions; current classroom-based, local, or state assessments; classroom-based observations; and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identify the additional data, if any, that are needed, to determine:
  - whether the child has a particular category of disability and the educational needs of the child, or in case of a re-evaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
  - the present levels of academic achievement and related developmental needs of the child;
  - whether the child needs special education and related services, or in the case of a re-evaluation of a child, whether the child continues to need special education and related services; and
  - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals specified in the child's IEP and to participate, as appropriate, in the general education curriculum.

(b) The District administers such assessment and other evaluations as may be needed to produce the additional data.

(c) The review of existing evaluation data on the child may occur without conducting a meeting. Parental consent is not required before reviewing existing data as part of an evaluation or re-evaluation or administering a test or other evaluation that is administered to all children, unless, before administration of that test or evaluation, the LEA requires consent for all children.

(d) Screening of a student by a teacher or specialist to determine appropriate instructional strategies for implementation of the curriculum is not considered to be an evaluation for eligibility for special education and related services.

(e) MPS must provide the parents of the child with proper written notice of any evaluation procedures which the agency proposes to conduct and the names of the individuals who will conduct the evaluation, if known.

(9) INITIAL IEP EVALUATIONS

(a) MPS staff obtain informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation, however, does not constitute consent for placement for receipt of special education and related services.

(b) In a case in which the child is a ward of the state and is not residing with his/her parent, the LEA is not required to obtain informed consent from the parent for an initial evaluation if:

— the LEA cannot, after reasonable efforts, locate the parent of the child;

— the rights of the parents of the child have been terminated in accordance with state law; or

— the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law, and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

(c) If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the LEA may, but is not required to, pursue the initial evaluation by through mediation or due process.

(d) If a parent of a child who is home-schooled or parentally placed in a private school does not provide consent, or the parent fails to respond to a request to provide consent, the LEA cannot use mediation or due process and is not required to consider the child as eligible for services.

(e) MPS does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the LEA.

(10) IEP TEAM'S DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND RE-EVALUATION)

Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP team determines whether the child is, or continues to be, a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the team draws upon information from a variety of sources, including aptitude and achievement tests, parental input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The LEA ensures that information obtained from all of these sources is documented and carefully considered.

(11) RE-EVALUATION

(a) In conducting re-evaluations, the IEP team:

- evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability, and
- re-evaluates a child with a disability in accordance with the law if the LEA determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a re-evaluation, or if the child's parent or teacher requests a re-evaluation. The IEP team shall re-evaluate a child no more than once a year unless the child's parents and the LEA agree otherwise, and at least once every 3 years unless the child's parent and LEA agree that a re-evaluation is unnecessary.

(b) An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these circumstances, the District provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her post-secondary goals.

(c) In conducting a re-evaluation, the team obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The team proceeds without consent only if the LEA has taken reasonable measures to obtain the consent, and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an IEP meeting without a parent in attendance. If the parent of a child enrolled in public school or seeking to be enrolled in public school refuses to provide consent, MPS is not required to pursue the re-evaluation, but may pursue the re-evaluation through mediation or due process.

(d) If a parent of a child who is home-schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a re-evaluation, the LEA cannot use mediation or due process and is not required to consider the child as eligible for services.

(e) If the IEP team and other qualified professionals, as appropriate, find that no additional information is needed to determine whether a child continues to be a child with a disability and to determine the child's educational needs, the LEA notifies the child's parents of that finding and the reasons for it. The parent has a right to request an assessment to determine whether the child continues to have a disability and to determine the child's educational needs. MPS conducts such an assessment if the parent requests it.

(12) EVALUATION REPORT

When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The LEA gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents.

(13) EVALUATION SAFEGUARDS

(a) When MPS evaluates a child with a disability or who is suspected of having a disability, the IEP team:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;
- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and ensures all of the following:
  - — assessments and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;
  - — any assessments given to the child have been validated for the specific purposes for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such assessments or evaluation materials;
  - — the child is assessed in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
  - — assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used; and
  - — the evaluation report includes documentation of determination of eligibility for special education. A copy of the evaluation report, including the documentation of eligibility, is given to the child’s parents.

(b) The evaluation of each child with a disability is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. MPS ensures that assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

(c) Assessments are selected and administered so as best to ensure that, if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment’s results accurately reflect the child’s

aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the skills whcih the test purports to measure).

(14) DETERMINATION OF DISABILITY

(a) An evaluation conducted by an IEP team focuses on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team meets the evaluation criteria when conducting tests and using other evaluation materials in determining a child's disability.

(b) A child shall be identified as having a disability if the IEP team has determined from an evaluation that the child has an impairment that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. As part of an evaluation or re-evaluation conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

- the child's needs that cannot be met through the regular education program as structured at the time when the evaluation was conducted;
- modifications, if any, that can be made in the regular education program — such as adaptation of content, methodology, or delivery of instruction — to meet the child's needs, as identified by the IEP team, that will allow the child to access the general education curriculum and meet the educational standards that apply to all children; and
- additions or modifications, if any, that the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum, and other supports.

(c) A child will not be determined to be a child with a disability if: the determinant factor for that determination is

- lack of appropriate instruction in reading, including the essential components of reading instruction; or
- lack of appropriate instruction in math; or
- limited English proficiency.

(15) DEVELOPING REVIEWING AND REVISING IEPS

(a) At the beginning of each school year, the District has, in effect, an IEP for each child with a disability within its jurisdiction. MPS ensures that a meeting to develop an IEP and determine placement is conducted within 30 days of determination that the child is a child with a disability. The District also ensures that an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. MPS develops and implements an IEP for each child with a disability served by that agency, including children placed in or referred to a private school or facility by the LEA.

(b) The District ensures that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The District also ensures that each teacher and provider responsible for implementing a child's IEP is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. MPS provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good-faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

(16) DEVELOPMENT OF THE IEP

(a) In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child. The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;
- instruction in Braille and the use of Braille in the case of a child who is visually impaired, unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media — including an evaluation of the child's future needs for instruction in Braille or the use of Braille — that instruction in Braille or the use of Braille is not appropriate for the child;
- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
- whether the child requires assistive technology devices and services.

(b) If, when considering these special factors, the IEP team determines that a child needs a particular device or service in order to receive a free appropriate public education, the IEP team includes a statement to that effect in the IEP.

(c) The child's regular education teacher, as a member on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies, supplementary aids and services, program modifications, and supports for school personnel. The MPS gives a copy of the IEP to the child's parents with the notice of placement.

(17) REVIEW AND REVISION OF THE IEP

(a) The IEP team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the IEP as appropriate to address:

- any lack of expected progress toward the annual goals and in the general education curriculum;
- the results of any re-evaluation;
- information about the child provided to or by the parents;
- the child's anticipated needs; or
- other matters.

(b) In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section. To the extent appropriate, the regular education teacher of the child, as a member on the IEP team, participates in the review and revision of the IEP of the child.

(c) If a participating agency other than MPS fails to provide transition services described in the IEP, the LEA reconvenes the IEP team to identify alternative strategies to meet the transition objectives fro the child, as set out in the IEP.

(18) AMENDMENTS TO THE IEP

(a) In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and MPS may agree not to convene an IEP team meeting for the purposes of making those changes and instead may develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, MPS staff informs the child's IEP team of those changes.

(b) Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending, rather than redrafting, the IEP. MPS gives the child's parent a copy of the revised IEP with the amendments incorporated.

(19) CONTENT OF THE IEP

The IEP for each child with a disability includes:

(a) a statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;

(b) a statement of measurable annual goals for the child, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress through the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;

(c) for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

(d) a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:

— advance appropriately toward attaining the annual goals;

— be involved in and make progress in the general education curriculum and to participate in extracurricular and other non academic activities; and

— be educated and participate with other children with disabilities and nondisabled children in the activities described above;

(e) an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general education curriculum and in extracurricular and other nonacademic activities;

(f) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state or district-wide assessments;

(g) if the IEP team determines that a child must take an alternate assessment instead of participating in a particular regular state-wide or LEA-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;

(h) the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration, and location of those services and modifications;

(i) beginning not later than in the first IEP that will be in effect when the child is 14, and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;

(j) a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;

(k) a description of how the child’s progress toward attaining the annual goals will be measured; and

(l) a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

(20) PLACEMENT

MPS ensures that an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement, which is based upon and implements the child's IEP, is determined at least annually and in uniformity with the least-restrictive-environment provisions described below.

(21) LEAST RESTRICTIVE ENVIRONMENT

The LEA ensures the following:

(a) Unless the IEP requires a different arrangement, the child is educated in the school which he or she would attend if not disabled.

(b) The placement is provided as close as possible to the child's home.

(c) In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

(d) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

(e) To the maximum extent appropriate, a child with a disability — including a child receiving publicly funded special education in a public or private institution or other care facility — is educated with children who are not disabled.

(f) Special classes, separate schooling, or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(g) MPS ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(h) MPS ensures that a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.

(i) The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.

(j) MPS provides or arranges for nonacademic and extracurricular services and activities, including meals and recess periods, so each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

(k) The LEA ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

(22) NOTICE OF PLACEMENT AND CONSENT FOR PLACEMENT

(a) Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s). MPS obtains informed and written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

(b) MPS makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, MPS cannot provide special education or related services and cannot use mediation or due-process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

(c) If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, MPS will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the LEA requests consent. In these cases, MPS is not required to convene an IEP team meeting or to develop an IEP for the child for the special education and related services for which the LEA requests such consent.

Supportive Documentation/Attachments to the Minutes of Your Committee's Meeting

Attachment #1	Milwaukee Public Schools Special Education Policies and Procedures (Also found on MPS Portal, DPI Website
Attachment #2	Special Education Procedural Safeguards Notice (DPI Website, MPS Portal, School-based IEP staff)
Attachment #3	*Special Education in Plain Language* (DPI Website, MPS Parent Information Center)
Attachment #4	*Introduction to Special Education* (DPI Website, MPS Parent Information Center, School Building Coordinator)

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Morales presented the following reports for the Committee on Innovation/School Reform:

TO THE BOARD OF SCHOOL DIRECTORS:

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

Report #1

(Item 1) Informational Report on the Impact of the Milwaukee Mathematics Partnership (MMP) on the Milwaukee Public Schools, the University of Wisconsin-Milwaukee, and the Milwaukee Area Technical College (MATC)

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

Administration's Report

1. The Milwaukee Mathematics Partnership (MMP) is a partnership of the Milwaukee Public Schools, the University of Wisconsin-Milwaukee, and the Milwaukee Area Technical College. The partnership began in September 2003 from a National Science Foundation grant (NSF). External evaluations of the MMP, which have been ongoing since 2003, indicate key components of effective school leadership involving achievement in mathematics.

2 Dr. Carl Hanssen from Hanssen Consulting and Dr. Cindy Walker, Evaluation Researcher from the University of Wisconsin-Milwaukee, will provide to the Board's Committee on Innovation/School Reform a general overview of the data collected and analyzed regarding the MMP's impact in Milwaukee Public Schools.

3. Drs. Hanssen and Walker will indicate how the professional-development efforts of the MMP were examined at schools, and how the initiatives of the MMP are linked to improved mathematics achievement.

4. As NSF funding for the MMP will expire in August 2008, sustainability of the MMP will hinge on the district's ability to support the mathematics teacher leaders (MTL) in each school and the mathematics teaching specialists (MTS) as the district's facilitators of mathematics professional development. The recently approved State budget for 2007-09 included the Governor's support of $10 million to assist MPS in maintaining the leadership model developed by the MMP. The $10 million will provide 100 schools with mathematics teacher leaders as well as eight mathematics teaching specialists to work with the school leaders.

5. Continued analysis of the MMP will demonstrate how mathematics achievement has improved since 2003 and to what degree the MMP has played in this increase in student achievement.

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(Item 2) 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 2006-07 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.

3. The 2006-07 Report Card presents three-year trends in performance for state and district-level 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, mobility and stability rates, suspension rates, and enrollment information — are reported. New to the Report Card this year are ACT results, along with AP/IB (Advance Placement/International Baccalaureate) data. 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 sixth 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.

6. Administrators (school-based and Central Services) will utilize information in the 2006-07 Report Card to inform instructional planning and program evaluation and to define future research and policy needs.

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Report #2

(Item 1) Report and Possible Action on an Instrumentality Charter School Petition from Independence Academy

Background

1. On January 4, 2008, Independence Academy submitted a petition to establish an MPS instrumentality charter school to serve 100 students in grades 9-12, beginning in the 2009-10 school year. Due to time constraints, and pursuant to State Statue 118.40, Charter Schools, which states that "Within 30 days after receiving a petition under sub (1m) the school board shall hold a public hearing," it is recommended that public testimony regarding the level of employee and parental support for the establishment of the charter school be given this evening.

2. Within 30 days after the public hearing, State Statue 118.40 requires the Board to either grant or deny the petition.

3. Subsequent to the Committee's meeting, and after the members of the MPS Charter School Review Panel have met to review the charter school petition, and the petition writers have given a presentation regarding their passion, commitment, and support for the Independence Academy School, the Panel will forward its recommendation to the Board.

Analysis

4. The mission of the Independence Academy is to provide effective, meaningful, and functional educational services to individuals with autism spectrum disorders, ages 14-22.

5. The school proposes:

   a. a program to serve special education students with an educational and medical diagnosis of autism spectrum disorder;

b. To use the exemplary and research-driven TEACCH educational model;

c. an educational program with a community-based vocational learning approach;

d. Job-skills training necessary for the world of work, including productivity, job quality, appropriate behavior in the work place, stamina, and independence; and

e. transition-planning to help children and their families locate and access community resources.

Strategic Plan Compatibility Statement

6. The recommendation is compatible with and supports the MPS Strategic Plan.

Statute, Administrative Policy, or Board Rule Statement

7. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and MPS Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

8. Upon the Board's approval, the FY2010 budget will allocate funds to MPS instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Report

Your Committee reports having given public hearing regarding the Independence Academy's instrumentality charter school petition in compliance with State Statute 118.40, Charter Schools, which requires public hearing within 30 days of a petition's submission.

Your Committee also reports having directed the Charter School Review Panel to bring its recommendation directly to the Board to comply with State Statute 118.40, which requires the Board to either grant or deny the petition within 30 days after the public hearing.

The Board Clerk advised the Board that the petitioners had withdrawn their petition.

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COMMITTEE ON FINANCE/PERSONNEL

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Finance/Personnel presents the following reports:

Report #1

(Item 1) Action on Recommended Administrative Appointments and Promotions Relating to the DIFI/SIFI (District Identified for Improvement/School Identified for Improvement) Status

Background

The Milwaukee Public Schools has been designated as a District Identified for Improvement (DIFI) under the No Child Left Behind Act and has consequently received Supplemental Title I grant funds from the Federal Department of Education, to be administered by the Wisconsin Department of Public Instruction, in the amount of 3.7 million dollars.

Committee's Recommendation

Your Committee recommends that:

1. the following individuals be promoted to the classification of DIFI/SIFI and Student Achievement Supervisor, effective upon assignment following approval by the Board:

2(r)	Sharonda Robinson	DIFI/SIFI and Student Achievement Supervisor Office of the Superintendent	Schedule III, Range 10A $86,101.42
5(nr)	Marcia Staum	DIFI/SIFI and Student Achievement Supervisor Office of the Superintendent	Schedule III, Range 10A $94,352.00
2(r)	Takisha Weatherall	DIFI/SIFI and Student Achievement Supervisor Office of the Superintendent	Schedule III, Range 10A $76,046.98

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

Funding of these positions will be 75% from the Supplemental Title I Grant and 25% from the Title I Grant. The hiring of the remaining six (6) supervisors is in progress.

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

2. the Board direct the Administration to explore the feasibility of suing the U.S. Department of Education to object to the No Child Left Behind Act (NCLB) and to receive funding for MPS to cover the cost of the unfunded mandates of NCLB;

3. the Board direct the DIFI/SIFI and Student Achievement Supervisors to provide monthly informational reports to both the Board and the Title I Council regarding student achievement; and

4. the Board direct the Administration to find out if MPS can sign on to current legal action regarding NCLB and file friend-of-the-court briefs on behalf of these lawsuits.

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

Report #2

(Item 1) Action on Monthly Finance and Facilities Matters: Award of Contracts; Authorization to Make Purchases; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; Quarterly Report of Contracts Awarded Between $25,000 and $50,000; and Acceptance of Donations

Award of Contracts

Below are contract award recommendations for January 2008 Adequate funding is available in the accounts as noted below.

AUDIO/VIDEO SURVEILLANCE SYSTEM

Bay View High School

Prime Contractor
Faith Technologies, Inc.
d/b/a Town & Country Electric, Inc.
3720 N. 124th Street, Suite P
Wauwatosa, WI 53222

Low Bidder, Base Bid of.....$55,850.00

Funds are budgeted for the Bay View High School audio/video surveillance system project from FY08 School Fund, contracted services for building modifications, account code MBM00BDHBV EMMB (W.O. #2-741554). Project is to begin on February 4, 2008, and is scheduled for completion on March 21, 2008.

REMODELING

Genesis High School @ North Division Multiplex

Prime Contractor
Rupel Construction, Inc.
401 Wilmont Drive, Unit D
Waukesha, WI 53189

Low Bidder, Base Bid of.....$469,800.00

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	1,359	64	121	25%	25%	$13,962.50	15%	100	10

Funds are budgeted for the Genesis High School @ North Division Multiplex remodeling project from FY04 Major Maintenance Remodeling Fund, contracted services for remodeling, account code FAR00MRPND ECNCHSD4 (W.O. #2-754545). Project is to begin on February 1, 2008, and is scheduled for completion on August 8, 2008.

Construction Contracts

Total construction contract dollars awarded.....$525,650.00
Total dollars HUB participation.....$173,922.50
% of HUB participation.....33.09
% Minority employees within company.....0.50
% Women employees within company.....0.95

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

Authorization to Enter into Contracts for Technology Services To Be Funded in Part by the E-Rate Program

The Administration requests authorization to enter into contracts for technology services to be funded in part by the E-Rate-program, a federal program designed to provide funding to schools and libraries for the purpose of developing, implementing, and maintaining Internet connectivity. The District has participated in this program from its inception in 1998. The program pays a high percentage of the cost of these services, based upon each school's free and reduced-price lunch rate.

The Schools and Libraries Division (SLD) has a mandatory process which requires the District to select vendors in a competitive manner and to sign contracts before filing applications for reimbursement with the SLD. Below is a list of vendors selected by the District through the RFP process, along with the recommended contract amounts.

RFP	Vendor	Description	Amount	E-Rate Share	MPS Share
582	WiscNet	Internet	$96,361.64	$80,943.77	$15,417.87
581	Inacom	SmartNet	71,475.20	36,309.96	35,165.24
580	Mitel	PBX Maintenance	279,299.95	135,156.32	144,143.63
		TOTAL	$447,136.79	$252,410.05	$194,726.74

The Administration includes "out language" in the contracts with these vendors, stating that the contracts are valid only upon SLD's approval of the applications and upon the Board's approval of the District's share to be proposed in the FY09 budget.

The above contracts total $447,136.79, of which $252,410.05 is expected to be reimbursed through the E-Rate Program. The remaining $194,726.74 will be funded by MPS and, upon the Board's approval, allocated to non-E-Rate-eligible schools. The FY09 proposed budget will include funding in budget code EQM00TECTC-EMTC (Technical Services — Maintenance Contracts).

It should be noted there were no responses to RFP-582. As a result, the District will piggyback on the state contract (WiscNet) for Internet services.

RFP-581 INACOM

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$71,475	145	7	55	YES (WBE)	100%	100% WBE*	$71,475	Prof Service	Prof Service

RFP-580 MITEL

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$279,300	5	0	1	NO	0%	NA	NA	NA	NA

RFP-553 Authorization To Enter into a Contract with the Institute for Research and Reform in Education (IRRE) To Continue Implementation of the "First Things First" Framework

The Administration requests authorization to enter into a contract with the Institute for Research and Reform in Education (IRRE) for the period FY08 through FY12. The professional services are a continuation of implementation of the First Things First (FTF) framework initially funded through grants from the Bill & Melinda Gates Foundation. IRRE was selected through the District's ongoing request for proposal RFP-553. Following review of its RFP response, IRRE received approval to provide technical assistance and professional development services.

This contract will be funded through a grant from the U.S. Department of Education, and the vendor will provide technical assistance, professional development, instructional coaching, and implementation monitoring for schools implementing the First Things First framework. The total amount of the contract is not to exceed $1,502,000 over a five-year period. Because these services are being funded through a five-year grant, the Administration requests that the Board waive its policy for contracts not to exceed three years.

Annual budgets will be as follows:

FY08 ..... $750,000
FY09 ..... $610,000
FY10 ..... $96,500
FY11 ..... $36,500
FY12 ..... $9,000
Total..... $1,502,000

The schools receiving services through the contact are:

Bradley Tech High School
Pulaski High School
James Madison Academic Campus
Custer High School
Vincent High School Account codes FY08

Budget codes to charged for the above services are SDV0SS28IV-ECNS (Small Learning Communities — Consulting Contracts) and SD10SGS8CI-ECNS (Gates Small Learning Communities — Consulting Contracts)

Institute for Research and Reform in Education

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$1,502,000 (5-yr contract — grant term)	--	--	--	NO	0%	NA	NA	NA	NA

NA = Not Applicable; -- = Not Available

RFP-573 Authorization To Enter into a Contract with The Segal Company for Consulting Services for a Comprehensive Fringe Benefit Benchmark Analysis

The Administration requests authorization to enter into a contract with The Segal Company for consulting services to perform a comprehensive fringe benefit benchmark analysis. This analysis seeks to compare the District's fringe benefit package for 2006 and 2007 with other local and national organizations.

The District issued Request for Proposal (RFP) 573 in October 2007 in response to Resolution 0708R-007, regarding a fringe benefit analysis. Of the three firms that responded to the RFP, two firms provided responsive proposals. The RFP evaluation team recommended Segal for a contract award.

The contract will commence on February 1, 2008, and is expected to be completed within 90 days. The cost not to exceed is $132,500 for an analysis of up to 25 organizations, which is the anticipated response rate. The budget code to be charged is DWC00EMBDW-EMDI (District-Wide Hospital and Surgical Insurance).

Segal

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$183,000	*	*	*	NO	5%	10% (MBE)	$18,300	Prof. Service	Prof. Service

*Not Available

RFP 572 Authorization To Enter into a Contract with CDG and Associates for the Provision of Reclassification Studies and Position Classifications

The Administration requests authorization to enter into a contract with CDG and Associates for the purpose of providing services in conducting reclassification studies and position classifications. CDG was selected through the request-for-proposal process (RFP-572). Services will include:

- meeting with department heads and supervisors and incumbents to determine job duties and levels of responsibilities;
- developing job descriptions to conform to established MPS standard format;
- recommending classifications for ranges on MPS established salary schedules and providing documented rationale for the determinations; and
- presenting documentation to the Compensation Review Committee for the final consensus on the study.

This contract is for one year, with the option to extend for two additional one-year periods upon mutual consent. The contract period commences on February 1, 2008.

The annual cost for the contract, which is dependent upon the number of position classifications and reclassification studies required or requested by departments and divisions, may exceed $50,000. The budget codes of the individual departments and divisions will be charged the costs associated with the studies for their areas. The hourly rate for reclassification reviews is $125.00.

CDG & Associates

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$216,000	15	2	5	YES (DWBE)	10%	100% (DWBE)	$216,000	Prof. Service	Prof. Service

RFP-583 Authorization to Enter into a Contract with KC Management Group for the Development of an Intervention-Management System

The Administration requests authorization to enter into a contract with KC Management Group for the design and development of an intervention-management system for non- special-needs students. KC Management was selected through the request-for-proposal process (RFP-583). Three responses to the RFP were received. KC Management was judged to have the most responsive proposal.

The contract will commence on February 1, 2008, and the amount will not exceed $168,000. The budget code to be charged is SYS0S1F8TC-ECNS (Title 1 — Consulting Services).

KC Management

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$168,000	45	25	15	YES SBA	10%	100% SBA	$168,000	Prof. Service	Prof. Service

Purchasing Request Summary — January 2008

Total contract dollars to be awarded.....$2,131,637
Total dollars eligible for HUB participation.....$473,775
Total HUB dollars $473,775
% of MBE participation.....0.9
% of WBE participation 13.5
Total HUB Participation.....22.2%

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 November 30, 2007, 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	$ 909,651,860	$ 34,186,537	$ 943,838,397	$ 7,607,175	$ 95,481,571	$ 848,356,826	10%
Categorically Aided	190,584,262	27,241,905	217,826,167	16,994,665	39,609,956	178,216,211	18%
School Nutrition	32,149,828	25,669	32,175,497	5,365,389	7,488,433	24,687,064	23%
Construction	22,955,464	29,773,464	52,728,928	20,398	2,720,913	50,008,015	5%
Extension	13,629,616	1,063,479	14,693,095	59,701	1,012,212	13,680,883	7%
Total All Funds	$ 1,168,971,030	$ 92,291,054	$ 1,261,262,084	$ 30,047,328	$ 146,313,085	$ 1,114,948,999	12%

Below is a summary of expenditures as of November 30, 2007, 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 Expenditures, Commitments & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 909,651,860	$ 34,186,537	$ 943,838,397	$ 100,617,890	$ 390,099,578	$ 553,738,819	41 %
Categorically Aided	190,584,262	27,241,905	217,826,167	21,378,474	80,075,498	137,750,669	37%
School Nutrition	32,149,828	25,669	32,175,497	2,989,568	9,206,507	22,968,990	29%
Construction	22,955,464	29,773,464	52,728,928	2,214,916	51,729,569	999,359	98%
Extension	13,629,616	1,063,479	14,693,095	701,006	5,129,568	9,563,527	35%
Total All Funds	$ 1,168,971,030	$ 92,291,054	$ 1,261,262,084	$ 127,901,854	$ 536,240,720	$ 725,021,364	43%

[1]Represents Board-approved transfers during fiscal year 2008 and appropriations for purchases encumbered in fiscal year 2007.

Respectfully submitted,
Michelle J. Nate
Chief Finance and Operations Officer

Monthly Report on Expenditures

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2007, through November 30, 2007.

School Operations Fund

Expenditures, commitments and encumbrances through November totaled $390,099,578, or 41% of the revised budget.

District Contingent Fund

The balance at November 30, 2007, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2007 ..... $ 1,000,000

Approved Transfers:

None..... - 0

Balance — November 30, 2007 ..... $ 1,000,000

Construction Fund

Expenditures, commitments and encumbrances through November totaled $51,729,569, or 98% of the revised budget.

Extension Fund

Expenditures, commitments, and encumbrances through November totaled $5,129,568, or 35% of the revised budget.

Revenues And Expenditures
Current-Year Versus Three-Year Average
As of November 30, 2007

	Revenues Percent Realized		Expenditures Percent Expended	
Fund	Current Year	3-Yr Avg.	Current Year	3-Yr Avg.
School Operations	10%	10%	41%	40%
Categorically Aided	18%	15%	37%	33%
School Nutrition	23%	13%	29%	31%
Construction	5%	6%	98%	97%
Extension	7%	6%	35%	40%

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 2007 quarterly reports of contracts between $25,000 and $50,000. This report, which includes information for October, November, and December 2007, is an informational report, and no action is required.

Month	School/Department	Project Description	Contractor/Vendor	HUB%	Amount
Oct07	Franklin School	Library Shelving	The Buckstaff Company	0%	$28,495.62
	Scott School	Cooling Tower	Jerry Johnson Sales, LLC	0%	$34,299
	Communications & Public Affairs	School Selection Catalog	Hi Liter Graphics, LLC	0%	$30,954
Nov07	Central Services Administration Building	Data Center Fire Protection	Cintas Fire Protection	0%	$42,880.00
	Technology	Software Compiler	Oracle USA, Inc.	0%	$30,500
Dec07	Recreation	Winter '08 Recreation Guide	Warner Offset, Inc.	0%	$39,718
				Total	$206,846.62

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Audubon	Boxtop Contributions	$483.25	Special Olympics
Browning School	William Tyroler & Barbara Ingram	$500.00	College Scholarship Fund
Browning School	Janice Dubin	$50.00	College Scholarship Fund
Browning School	Funds Raised from the 2nd-Grade Classrooms	100.00	College Scholarship Fund
Garland School	Roundy's Supermarkets	$168.80	"We Care" Program
Garland School	Lifetouch	$161.00	Donation
Garland School	General Mills Box Tops for Education	$370.60	Donation

School	Donor	Amount	Gift or Purpose
Garland School	Reinheimer Family	$200.00	Donation
Hartford University School	Caven Ciezki	$2,500.00	Donation of Baldwin Upright Piano to the Music Department
MLK	Briggs & Stratton Corporation Foundation, Inc.	$5,000.00	Eighth-Grade Trip
MLK	Schnoll Insurance Services, Inc.	$200.00	Clothes for needy students
Lincoln Center of the Arts	Milwaukee Area Retired Teachers' Association, Inc.	$500.00	Choir performance
Lowell School	Computers for Education	$50.00	Gift Card to Wal-Mart from Fund Raiser
MacDowell Montessori School	Dorothy Inbusch Foundation, Inc.	$5,000.00	Drama/Arts
Milwaukee High School of the Arts	Brad Krause & Bicki Sell	$800.00	Computer (Mac) Peripheral & Software System Only
Milwaukee High School of the Arts	Meagan Johnson	$500.00	Visual Arts Department
Milwaukee German Immersion School	German Consulate General	$14,700.00	Support for German Immersion Program
Milwaukee Spanish Immersion School	Our Lady of Lourdes	$314.80	Donation
Pulaski High School	Patricia Harris	$500.00	Pulaski's Pom & Dance Team
Riley School	Frederick Pinkowski	$100.00	Any school needs
River Trail/Avante' Bohmann	Star of Hope Foundation, Inc.	$1,000.00	Student Expenses
School-To-Work Transition Program for Students with Disabilities	BonTon (Boston Store) Elder-Beerman	$110.00	Community Days Coupon Sales Bonus Money to be used for the Student Aid Fund benefiting students
School-To-Work Transition Program for Students with Disabilities	Charles & Rosemary Winterhalter	$100.00	To Student Aid Fund to assist students with transition goals and to help obtain and maintain competitive employment.
Sixty-eighth Street Early Childhood Center	Mrs. M. Rogers	$50.00	Christmas Donation
Sixty-eighth Street Early Childhood Center	Mrs. Diane Wicht	$50.00	Christmas Donation
Washington High School of Information Technology	Washington High School Alumni Association	$1,475.00	Purchase digital camcorder, digital camera, portable HD, memory card, 500 DVDs
Washington High School of Information Technology	United Water	$250.00	I Fair
Washington High School of Information Technology	Adecco Technical	$1,000.00	I Fair

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 Delia Campbell SUPAR	School Secretary I $20,683.56/yr.	12-04-07
2 Teneasha Ellis Hawthorne	School Secretary I $20,683.56/yr.	12-17-07
	PROMOTIONS	
2 Annette Fayne Office of Board Governance	Secretary III $41,013.06/yr.	12-03-07
2 Tracy Harris Office of the Supt District and School Improvement	Secretary II $39,060.06/yr.	01-07-08
2 Sandra Harrison Office of Classified Staffing	Human Resources Assistant $35,198.16/yr.	01-07-08
5 Elizabeth Peterson Hi-Mount	School Kitchen Manager II $20,709.50/yr.	12-11-07
5 David Sumner Kluge	School Kitchen Manager I $18,248.14/yr.	01-07-08
5 Christine Sween Technology	Sr. Technology Support Analyst $48,605.80/yr.	12-17-07
	CHANGES IN STATUS	
Caroline Arnold[1] South Division	Handicapped Children's Assistant $15,352.46/yr.	12-10-07
Deborah Cook[2] Diversified & Comm. Engagement	School Secretary I $33,522.06/yr.	01-14-08
Sandra Davis[1] Milw. Sign Language School	Handicapped Children's Assistant $15,352.46/yr.	12-20-07
Leila Friedrich[3] Recreation & Community Service	School Secretary I $33,522.06/yr.	01-28-08
Tiffany Henderson[1] South Division	Handicapped Children's Assistant $15,352.46/yr.	12-10-07

Maria Lopez[3]	School Secretary I	01-02-08
Compliance/Mgmt Service	$33,522.06/yr.	
Angelica Luna[3]	School Secretary I	12-17-07
Bay View	$27,028.80/yr.	
Esmeralda Ortiz[4]	School Secretary I	12-17-07
Maryland	$13,920.00/yr.	
Yolanda Robinson[5]	Boiler Attendant	01-02-08
F&M — 39th Street	$38,289.42/yr.	
Sarita Rushing[6]	School Secretary I	01-03-08
Milw. School of Entrepreneurship	$24,144.00/yr.	
Tracy Warwick[5]	Boiler Attendant Trainee	01-02-08
Gaenslen	$33,290.14/yr.	

[1]From substitute to regular
[2]Voluntary demotion from School Secretary II
[3]From a 10-month to a 12-month position
[4]From a 10-month position to a 10-month hourly position
[5]Demotion for failure to obtain required certification
[6]From a 10-month hourly position to a 10-month position

Approval of Certificated Appointments

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r	Brett A. Bartel Early Childhood — EEN	B	$34,858.00	0	12/06/2007
5,nr,b	Kiernan H. Butz Grade 7	B	$34,858.00	0	12/10/2007
5,r,b	Mark A. Delaney Multi-categorical Special Education	B	$34,858.00	0	01/03/2008
5,r	Joseph Duellman Social Studies	B	$34,858.00	0	01/04/2008
5,r	Kathryn L. Flynn Speech Pathology	B	$34,858.00	0	01/03/2008
5,r	Jeffrey Goodwine Health & Physical Education	B	$45,679.00	7	12/10/2007
5,r	Megan Heinzel Speech Pathology	B	$34,858.00	0	01/03/2008
5,r,b	Susan G. Liimatta Grade 2	BB	$49,470.00	8	12/03/2007
5,r	Jillian Lueschow Speech Pathology	B	$34,858.00	0	01/03/2008
5,r	Maud C. McGraw Grade 4	B	$34,858.00	0	12/21/2007
5,nr	Steven J. Swartout English	B	$34,858.00	0	01/03/2008

Approval of Certificated Appointments — School Social Workers

5,r	Lori A. Sanders School Social Worker	2A	$47,450.00	0	01/03/2008
5,r	Jennifer L. Scherer School Social Worker	2A	$47,450.00	0	01/03/2008
5,r	Lisa M. Stevens School Social Worker	2A	$47,450.00	0	01/03/2008

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
Personal Leave Extension, to June 2008:		
Sanchez, Teresa	Leave	January 2008
Childrearing Leave, to June 2008:		
Ayala, Angelique	Sarah Scott	February 2008
Belott, Cheryl	Samuel Morse	March 2008
Bonde, Carolyn	Engleburg	January 2008
Castillo-Raclaw, Angela	Forest Home	December 2007
Gross, Julie	Elm Creative Arts	April 2008
Sabbatical Leave, to June 2009:		
Byrd, Lisa	Metro High School	August 2008

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Mora Anderson-Snowden	Teacher	01/28/08
Barbara Berdes	Teacher	06/16/08
M. Lourdes Castillo-Uribe	Principal	01/25/08
Donald Dey	Teacher	01/04/08
Michael Flower	Teacher	01/25/08
Paul Gremmer	Teacher	06/16/08
Kristin Guse	Teacher	02/08/08
Shahnah Holt	Teacher	01/14/08
Kathleen Howard	Teacher	06/16/08
Sally Kellman	Teacher	01/17/08
Katie Kroening	Teacher	01/28/08
Elba Marrero	Specialist	11/30/07
Sandra Meyer	Teacher	06/16/08
Sarah Miller	Teacher	12/31/07
Gordon Olson	Teacher	06/16/08
Angela Scherbarth	Teacher	01/06/08
Jessica Wallace	Teacher	12/21/07
Larry Williams	Principal	12/28/07

Correction from December 2007 Board Report

Rescind	Susan Norris	Soc. Worker	01/02/08

Correction from November 2007 Board Report

Rescind	Cassie Baczanski	Speech Path	01/02/08

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
Madelyn Barnett	Steamfitter	Fac. & Main. Services12-15-07
Craig Winstead	Carpenter	Fac. & Main. Services12-29-07

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for December 2007 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)	Dana Bates	Mentor/Induction Coordinator — Human Resources Department of Human Resources	Schedule III, Range 10A $94,352.00
2(r)	Regina Stingley	Manager, Head Start ERSEA and Family Partnership Division of Early Childhood Education	Schedule III, Range 7A $68,705.06
5(r)	Andrew Rossa	Assistant Recreation Supervisor Div. of Recreation & Community Svcs.	Schedule III, Range 4A $64,263.00
5(nr)	Judith Walker-Wied	DIFI/SIFI and Student Achievement Supervisor Office of the Superintendent	Schedule III, Range 10A $94,352.00

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) Approval of Prevailing Wage Rates

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

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

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

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 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 5) Receipt of the Fiscal Year-End 2007 Audit Reports: MPS Financial Statements; Management Letter; Early Retirement Supplement 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 Virchow, Krause & Company, LLP, (VK) to perform audit services for the years ending June 30, 2005, 2006, and 2007.

2. VK has completed the June 30, 2007, year-end reports identified below. The reports are presented for Board consideration.

- Financial Statements
- Management Letter dated June 30, 2007, 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 VK will be present at the committee meeting to answer any questions from Board members.

Receipt of the Financial Statements for the Year Ended June 30, 2007

5. State statute 120.14 requires school boards to provide for the audit of school district accounts and certification of the audit. The objectives of the audit are to:

(a) express the auditor's opinion concerning whether financial statements present fairly, in all material respects, the financial position, results of operations, and cash flows of the district in conformity with generally accepted accounting principles;

(b) report on the internal controls relevant to an audit of the financial statements; and

(c) report on MPS's compliance with laws and regulations which could have a material effect on the financial statements.

6. The report was incorporated into the district's Comprehensive Annual Financial Report (CAFR), issued to the Board on December 26, 2007, 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, VK performs a review of the district's internal control structure to determine the auditing procedures that are necessary to express an opinion on the district's financial statement. This review culminates with the issuance of a Management Letter which presents the auditor's observations on various district management and internal control issues and makes recommendations.

8. The district has submitted responses to the VK Management Letter's observations and recommendations. The responses, which are included in the Management Letter, were reviewed by VK and Audit Services to determine if the action plans identified in the response will resolve the noted observations. Action plans contained in the district administration's response when implemented by management should help to resolve most of the audit observations noted in the report.

9. The Management Letter also includes a report on the status of progress on the district's implementation of the recommendations contained in the prior year's Management Letter.

10. The prior year's Management Letter included 19 recommendations that required follow-up by MPS administration. VK has reported that management's actions resolved six of the recommendations. Thirteen recommendations which require additional management action and further audit evaluation are being carried forward to FY08. VK reported that additional MPS management action and/or VK audit evaluation is required to fully address the resolution of these 13 recommendations.

Receipt of Audit Reports for the Early Retirement Plans

11. The district administers two early retirement plans, The Early Retirement Supplement and Benefit Improvement Plan and The Supplemental Early Retirement Plan for Teachers. A separate audited financial statement is issued annually for each plan. The audits were completed and are presented tonight for Board discussion.

Receipt of the Fiscal Year-End 2007 Federal and Single Audit Report

12. The district is required under P.L. 98-502, Single Audit Act of 1984, and the Single Audit Act Amendments of 1996, P.L. 104-156, to have an audit of district programs funded with state and federal funds. The objectives of the single audit are to:

(a) determine whether the schedules of federal and state financial assistance are presented fairly in relation to the financial statements taken as a whole;

(b) report on the auditor's determination whether the internal control structure provides reasonable assurance of compliance with federal, state, and other laws and regulations; and

(c) express an opinion on whether the organization complied with the specific terms and conditions of its major federal and state award programs.

13. The Federal and Single Audit Report includes the district's corrective action plans to correct the current-year findings and the district's report on the status of the prior year's corrective action plans.

Receipt of the Comprehensive Annual Financial Report

14. The Department of Finance has completed and issued to the Board on December 26, 2007, 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, 2007;
2. the VK Management Letter for the Year Ended June 30, 2007, and accept district administration's response to the VK Management Letter;
3. the Early Retirement Supplement and Benefit Improvement Plan for the Year Ended June 30, 2007;
4. the Supplemental Early Retirement Plan for Teachers for the Year Ended June 30, 2007;
5. the Report on Federal and State Awards for the Year Ended June 30, 2007; and
6. the Comprehensive Annual Financial Report for the Year Ended June 30, 2007.

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

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(Item 6) Action on an Extension of an Agreement with the Milwaukee Police Department for the Use of Jackie Robinson Building

Background

1. In December 2006, the Administration entered into an agreement with the Milwaukee Police Department (MPD) to allow the MPD to temporarily use the vacant Jackie Robinson Middle School for "Active Shooter Training." This training prepares officers to better respond to hostage and other critical situations while preparing in a real-world environment.

2. The agreement was structured to cover a six-month period, with an option for a second six months if the District did not identify another use for the facility. The training takes place on pre-determined days as were identified in the agreement.

3. On Tuesday, January 16, 2007, a special meeting of the full Board was held to discuss this issue along with two other unrelated items. As a result of that meeting, the Board approved the agreement for the temporary use of Jackie Robinson Middle School by the Milwaukee Police Department and directed that all future temporary use agreements for vacant schools be brought to the Board for approval.

4. On Thursday May 31, 2007 the Board approved a six-month extension of the agreement under the same terms and conditions as those of the initial agreement. This extension expired on December 31, 2007.

Administration's Analysis

5. The Administration has not identified another use for the vacated Jackie Robinson Middle School. The facility is currently being evaluated by The Boerke Company in order to identify the highest and best use for the facility.

6. The Milwaukee Police Department has requested to continue use of the facility throughout 2008. All terms and conditions of the initial agreement would continue, including the provision to add additional days with prior written consent. A copy of the proposed agreement and the dates requested for 2008 is attached.

7. There are no rental charges proposed for the use of the facility. The District provides a modest level of services in support of the agreement, such as opening the building on the days of training, disposing of trash, maintaining heat to 60 degrees, removing snow when required for parking, and ensuring that two restrooms are functional. The majority of responsibility for use of the building rests with the Milwaukee Police Department. They are responsible for: providing supervision while officers are on site; cleaning of the restrooms; repairs to any damages that may occur; turning off all lights; securing (lock and alarm) the building at the end of the day; collecting all trash; and paying for any false alarms triggered by MPD personnel.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about allocation of resources for district programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

9. The recommendation is consistent with Administrative Policy 5.01(3), Rentals and Services (Leases), except that the proposed agreement does not require a base rental charge equal to the comparable net lease rate of commercial property in the area.

Fiscal Impact Statement

10. This item does not authorize expenditures. The majority of services provided by the District in support of this agreement already are being done as part of routine maintenance of a vacant building. The requirement for the removal of snow in order to provide parking is estimated at $100 per occurrence. This amount will be absorbed by the Division of Facilities and Maintenance Services.

Implementation and Assessment Plan

11. Upon approval by the Board, a six-month extension to the existing agreement will be prepared and executed.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve a six-month extension of the current agreement, as attached to the minutes of your Committee's meeting, with the Milwaukee Police Department for the use of the vacant Jackie Robinson Middle School, or for an alternate location to be chosen by the Administration if the Jackie Robinson site is not available, for training exercises with the same terms and conditions as the existing agreement and with an option for an additional six-month extension; and

2. waive the requirement for 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.

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(Item 7) Action on an Agreement with the Federal Bureau of Investigation for the Use of Jackie Robinson Middle School

Background

1. Robinson Middle School was closed effective July 1, 2004, and the Board declared this property as surplus at its meeting of March 2006.

2. On January 16, 2007, the Board approved an agreement for the temporary use of Jackie Robinson Middle School by the Milwaukee Police Department for "Active Shooter Training." On Thursday, May 31, 2007, the Board approved a six-month extension of the agreement under the same terms and conditions as those of the initial agreement. The extension expired on December 31, 2007.

3. In January 2008, the Milwaukee Police Department is requesting approval of an additional six-month extension under the same terms and conditions of the initial agreement.

4. The Federal Bureau of Investigation (FBI) has requested to use the Robinson facility and other vacant facilities, as available, for tactical training of law enforcement officers employed by or trained by the FBI, beginning February 1, 2008 and ending on June 30, 2008, with an option for one additional six-month extension. The training would take place on pre-determined days that do not conflict with the agreement submitted for approval between the Milwaukee Police Department and the Milwaukee Public Schools. A copy of the proposed agreement between the Federal Bureau of Investigation and Milwaukee Public Schools and the dates requested for 2008 is attached.

Administration's Analysis

5. The Administration has not identified another use for the vacated Jackie Robinson Middle School. The facility is currently being evaluated by The Boerke Company in order to identify the highest and best use for the facility.

6. There are no rental charges proposed for the use of the facility. The District provides a modest level of services in support of the agreement, such as opening the building on the days of training and removing snow when required for parking. The majority of responsibility for use of the building will rest with the FBI. They are responsible for: providing supervision while all law enforcement personnel are on site; making 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

7. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about allocation of resources for district programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

8. The recommendation is consistent with Administrative Policy 5.01(3), Rentals and Services (Leases), except that the proposed agreement does not require a base rental charge equal to the comparable net lease rate of commercial property in the area.

Fiscal Impact Statement

9. This item does not authorize expenditures. The services provided by the District in support of this agreement already are being done as part of routine maintenance of a vacant building. The requirement for the removal of snow in order to provide parking is estimated at $100 per occurrence. This amount will be absorbed by the Division of Facilities and Maintenance Services.

Implementation and Assessment Plan

10. Upon approval by the Board, the attached agreement will be finalized and executed.

Committee's Recommendations

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 five months, commencing on February 1, 2008, and ending on June 30, 2008, for the use of the vacant Jackie Robinson Middle School or other vacant sites that may be available for tactical training of law enforcement officers employed by or trained by the FBI, with an option for one additional six-month extension; and

2. waive the requirement for 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.

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by: President Blewett

1. Several Implementation Team and Work Group members were interviewed on January 14 as a follow-up to the MPA for the Program of Distinction Award for the Balanced Literacy Initiative received from the Wisconsin PK-16 Council in 2003. A video is being created and will be posted on the Program of Distinction's website.

2. The Executive Partners have interviewed the finalist for the position of MPA Executive Director. Discussions are in progress with this person concerning the position.

3. Gerard Randall was recognized and thanked for his service as Executive Partners Chair and for all his work, vision, leadership, energy, support, and strong advocacy for the MPA over the years. Tim Sheehy, President of the Metropolitan Milwaukee Association of Commerce, and Carlos Santiago, Chancellor of the University of Wisconsin-Milwaukee, will serve as the new Co-chairs of the MPA Executive Partners.

4. For those not already aware, one of the MPA Executive Partners has a new name: the Private Industry Council (PIC) has been renamed the Milwaukee Area Workforce Investment Board (MAWIB).

5. On December 21, the MPA convened a meeting of MPA Leadership Team members, MPS personnel, and higher-education representatives to meet with the new MPS Director of District & School Improvement, Catherine Thome, and discuss the district's DIFI Plan and its relationship to the Strategic Plan and professional development needs in the schools. Further discussions will take place concerning this alignment and how it relates to the work of the MPA and specifically the work groups. The MPA will continue to align the initiatives of the work groups in appropriate support.

6. On January 16, the MPA convened a meeting concerning a possible STEM (Science, Technology, Engineering, Math) initiative with a group of people who work with science, technology, engineering, math, and current STEM activities or initiatives. Current roles and relevant activities were shared. Discussion began on a role for the MPA, on who should be involved in further discussions, on funding issues, and on next steps.

7. Representatives of the Leadership Team met with Executive Partners and discussed several issues, including staffing.

8. Various information was sent to MPA members, including information on how to access the 2006-07 District Report Card data.

9. Several Implementation Team members have volunteered to serve on a work group for development of an overarching research agenda for the district. The first meeting will be scheduled in the near future.

10. The Implementation Team held some discussion about parental involvement/inclusion in grants. Some areas that need to be addressed were identified. Information to inform future discussions and work is being sought. Discussion was also held on a number of issues surrounding the DIFI Plan and its implementation.

11. Dr. Carl Hanssen, the external evaluator for the Milwaukee Mathematics Partnership (MMP), and Dr. Cindy Walker, the internal evaluator, gave a short presentation at the December MPA Partners meeting on the results of the Year 4 evaluation of the MMP, covering the areas of district trends, student achievement, Learning Teams, and distributed leadership. A presentation was also given to the Milwaukee Board of School Directors' Committee on Innovation/ School Reform on January 8.

12. Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) update:

(a) At least 100 applications were received for the 100 funded MTL (math teacher leader) positions, and letters have gone out to schools receiving these funded positions. Some schools will have a different person in the MTL position. Approximately 10 percent of schools will be posting for an MTL.

(b) A draft MPS functional plan for mathematics was developed and submitted for review. It is for work beyond NSF funding and for next summer.

(c) K-7 Math Teacher Leader meetings took place on January 10 and 17. The 8th- and 9th-grade MTLs met at the end of January.

(d) Math presentations were given at the Association of Math Teacher Educators Conference in Tulsa and the NSF Math-Science Partnership Meeting in Washington, DC.

(e) The MMP is sponsoring a day for high-school math teachers to come and examine results from the high-school math-readiness test. Teachers will look at the results and think about how to use them with students. Teachers will also have opportunity to be trained on scoring constructed-response items.

(f) In February, the MMP is sponsoring Learning Team meetings on the 12, 13, 22, and 23. The main focus will be scoring constructed-response items for grades 3-9 and having Learning Teams look at the results and talk about what further changes are needed in their schools.

(g) Two math proposals have been funded: One is an ESEA Title IIa grant administered by the UW-System for a three-year project that will fund another math fellowship program that will allow K-8 teachers to obtain a math minor, with teachers of grades 4-8 being targeted. The other grant is for a one-year project, the Geometry Knowledge for Teaching Project, for elementary, middle-school and K 8 teachers that will start up in June. A core of teachers will be involved in this project, and each will work with a peer partner from his or her school.

(h) Work is being done on a letter of intent and a proposal to NSF for available funding of Phase II Partnership Projects for three years at $700,000 per year. The focus must be on a specific innovative area of work in which some impact has been demonstrated. Research and evaluation will be the focus of this proposal.

(i) For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the December 2007-January 2008 issue of the "MMP Math Minutes."

13. The Teacher & Principal Quality Work Group gave a brief update at the December MPA Partners meeting on current induction efforts. Major areas of work at this time are mentors, PI34 and mapping of student teacher placements.

(a) Simple visuals have been created for walking teachers through the process of moving from their portfolios to their required professional development under PI34. They were developed for use at higher-education institutions as well. They are posted on the New Teacher page of the MPS website. Information will be included in the revision of the Induction Handbook.

(b) A chart summary of existing mentoring programs at MPS has been completed.

(c) A short white paper on comprehensive induction is in the process of completion.

(d) A set of rules and responsibilities for both district and school-based mentors is in the finalization stage.

(e) A series of maps concerning student-teacher placements is being created that will show such things as the locations of student-teachers, the number of student-teachers in each school, UWM student-teacher placements, other higher-education institution student placements, and DI schools and student teachers.

(f) The Teacher Induction Handbook will be revised to contain new information. Discussion is taking place concerning broadening this to include all new employees.

14. At the December MPA Partners meeting, Betty Smith, MPA Family Literacy & Tutoring Coordinator, gave a demonstration of the Tutoring and Family Services Directory on the MPA website, showing how a person can volunteer to become a tutor and how a family can find services. She explained how service providers can be listed and showed some of the information that is available regarding services. Work needs to be done on increasing the number of after-school programs as well as marketing and institutionalizing this electronic directory.

15. Family Literacy & Tutoring Work Group update:

(a) Family Reading Parties Kits have been purchased and are going to bilingual parent coordinators.

(b) Tutor training has been revised. The first tutor training for high-school students took place on January 15.

(c) Involvement with the literacy conference for elementary students will take place again this year. It will be held at Cardinal Stritch University on March 12.

(d) Pastors and principals of pilot schools in the PAPAS Program (Pastors As Partners Adopting Schools) have met together. Hopkins School is already well ahead with its church partner.

(e) Several work group members will be attending the upcoming National Literacy Conference.

16. Linda Post, Cris Anderson, Dan Donder, and Jane Jaskolski gave a presentation on January 26 at the Holmes Partnership Conference on the effectiveness of Learning Teams.

17. NEA Foundation grant update:

(a) The Action Research Fellows, along with Cris Anderson and Linda Tiezzi Waldera, Teacher Research Facilitator, gave a presentation at the Holmes Partnership Conference at the end of January on their work in action research.

(b) There were 141 Learning Team members from NEA Focus Schools in attendance at the January 12 NEA Foundation professional development day held at Alverno College. The summary of the evaluation shows that the information presented on DIFI, Kolb's learning styles inventory, mathematics for all classroom teachers, and writing across the curriculum was very much appreciated. Participants rated the professional development at 3.7 on a 4.0 scale.

(c) Visitations were made to high schools.

(d) Planning is in progress for future focus groups with teachers and administrators at Pulaski High School to determine successes, additional areas for concentrated work, and professional development needs.

(e) Work continues with the Professional Development Academy at UWM to prepare a summer session for NEA Focus School teachers and principals.

The next MPA Partners Meeting is scheduled for March 14, 2007, at 7:30 a.m. at the REACH Center, 2342 North 27th Street, Room 116.

* * * * *

(Item 2) Report of the Board's Delegate to the Head Start Program

Submitted by Director Spence

Major Activities

1. Management Staff attended the 2nd Ed Plan Review Workshop held on January 8 at Central Office.

2. Head Start Principal Meeting was held on January 10.

3. Curriculum Generalist and Family Partnership Associates attended a "Positive Talk Training" with the Ray's Consulting Group on January 11.

4. The Health Team and the Family Partnership Associates conducted parent meetings on oral health care on January 16 and 18 and during the week of January 28.

5. Family Partnership Associates attended Social Work Meeting on January 17.

6. Health Team Meetings were held on January 14 and January 17.

7. Head Start staff meeting was held January on January 4.

8. ERSEA meetings took place on January 9, 16, 23, and 30.

9. Management meetings took place on January 4, 11, 17, and January 25.

10. Policy Council meeting took place on January 9, 2008, from 5:00 p.m. until 7:00 p.m. at Central Office.

11. Management Staff and four family partnership associates enrolled 21 students during the MPS Recruitment Campaign "Our Lights are On" on January 9 from 3 p.m until 8 p.m.

12. Head Start Program Coordinator conducted family partnership associates interviews.

13. Bill Welch, Region V Technical Assistant, provided ongoing TA consultation

14. Head Start Program participated in Three-Choice enrollment in January and has enrolled approximately 114 students.

The next Policy Council Meeting will be held on Saturday, February 9, 2008, at 12:00 P.M. at Central Office, Room 103.

Services Provided

1. The Program Coordinator and management staff conducted a Head Start principal meeting.

2. The Health Team and the Family Partnership Associates conducted parent meetings on oral health care.

3. Members of the Health Team volunteered at Marquette University for the city-wide Dental Day on Saturday, January 19, 2008, from 8:00 a.m. until 12:00 p.m.

4. Family partnership associates were at school sites twice a week during the month of January to complete 2008-2009 Head Start registrations. As of January 21, 2008, 219 students have been enrolled.

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REPORT OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) January 2008 President's Report to the Board

Submitted by President Blewett

Meeting with Governor Jim Doyle

1. On Tuesday, January 8, 2008, President Blewett met with Governor Jim Doyle and Superintendent Andrekopoulos to discuss state funding of education, especially in regard to Milwaukee Public Schools. President Blewett thanked Governor Doyle for the Governor's inclusion of various budget items — including the math initiative, the poverty aid, increased breakfast funding, and increased SAGE funding — that are designed to help the Board provide a higher level of services to Milwaukee's students.

2. President Blewett shared with Governor Doyle information prepared by the MPS legislative office regarding the level of state aid for Milwaukee Public Schools in comparison with suburban school districts.

3. The three leaders also discussed the proposed expansion of vouchers that would use Milwaukee property taxes to support suburban high schools.

4. During their discussion, President Blewett shared information from the MPS governmental relations staff regarding the percentage of students with Individualized Education Plans (IEPs) in Milwaukee's private schools (about .5%) and within MPS (about 17%).

5. Governor Doyle thanked President Blewett and Superintendent Andrekopoulos for their focus on achievement in MPS and agreed that the three leaders should continue to meet on a regular basis.

Testimony before the State Assembly's Education Reform Committee

6. On Tuesday, January 8, 2008, President Blewett testified before the Assembly Education Reform Committee. (Below is the on-line link to the actual testimony. Testimony begins at minute 36:35 and ends at minute 56:30.)

01.08.08 | Assembly Committee on Education Reform Part 3
http://www.wisconsineye.com/wisEye_programming/ARCHIVES-committees.html

7. President Blewett expressed the Board's opposition to the expansion of the Milwaukee Parental Choice Program and to the way in which the program is currently funded, as it places an unfair burden on Milwaukee taxpayers. He expressed opposition to Assembly Bill 637, which would increase taxes in Milwaukee in order to subsidize private suburban schools.

8. President Blewett explained that, given both the difficult financial situation which the district endured last year and the difficult financial situation anticipated this year, the MPS Administration is

already working with the Milwaukee Board of School Directors to develop a reasonable and responsible budget. Regardless of the steps that MPS takes, the costs related to the MPCP, currently at about $54 million, are expected to increase.

9. This piece of legislation would essentially add insult to injury by increasing the voucher tax and sending Milwaukee taxpayer dollars to suburban and private schools.

Arts Education Board Advisory Committee

10. In accordance with the Board's action on October 30, 2007, President Blewett has contacted and held a number of conversations and meetings with MPS arts education administrators and teachers; other educational organizations, including administrative and teaching staff from the UWM Fine Arts Department, the Milwaukee Institute of Art and Design (MIAD), and the Department of Public Instruction (DPI); parents; other local and statewide arts and arts education organizations; and members of the philanthropic community to gather information and to discuss the charge of the Board's Arts Education Advisory Committee.

11. In these conversations, President Blewett has learned of local and statewide efforts regarding arts education that will have an impact on the committee's work, so he is working to align the Board's efforts with efforts at the local, state, and federal levels. He requests the Board's patience with the process, since much is at stake and since much will be unfolding at several different levels in the next few months.

12. Based on the Board's previous action and on the work that he has completed, President Blewett plans to give the following charge to the board's arts education advisory committee:

a. to determine the status of arts education within the MPS Strategic Plan and to offer recommendations for improving the Strategic Plan vis à vis arts education;

b. to assess the current state of arts education within MPS and offer recommendations to meet the Board's vision as articulated within the Strategic Plan;

c. to assess the district's capacity for working with partner organizations and to offer recommendations for building capacity as an arts education partner; and

d. finally, to study models of arts education used in other districts worldwide and to offer recommendations based on this study.

13. President Blewett is pleased to report that the Board's action and his subsequent work, along with the Board's investment in the MPS Arts Initiative, has created an atmosphere of excitement at the local, state, and national level.

Meeting with MPS Business and Career Partners

14. On November 13, 2007, President Blewett invited local business partners currently working with career and technical programs in MPS to a lunch meeting. Over 20 people attended the meeting, beginning a dialogue on the role of the Milwaukee Board of School Directors in helping to prepare our students for the workforce of the future and on how the Board can build capacity by partnering with these businesses and agencies. As a result of this meeting, the President has asked the Office of Board Governance to set up a worksession for the Board and our partners who help us with career, technical, and business education.

What's Ahead

15. In early February, President Blewett will attend the National School Board Federal Relations Networking Conference. He has asked the Office of Board Governance to prepare materials in response to a request from the National School Board Association (NSBA) about any board actions regarding NCLB and ways to fix the legislation. That package will include whatever action the Board may take at this evening's meeting.

16. In addition to participating in the planned NSBA events, President Blewett plans to attend the Council of Urban Boards of Education's Forum and the Pre-K Legislative Committee's meeting. (President Blewett had accepted an invitation to serve on the NSBA's Pre-K Legislative Committee last year.)

NEA:National Education Association

Great Public Schools for Every Child

Contact: Brian Washington (202) 822-7823

January 24, 2008

Voters Agree the Arts are Necessary for Students Competing in a Global Economy

Poll shows why 'No Child Left Behind Act' needs to be amended

WASHINGTON — A new national poll shows the majority of voters surveyed understand the importance of subjects like art and music in developing the imagination — which they believe is critical for children to acquire skills necessary to prosper in the future.

According to The Imagine Nation , a random phone survey of one thousand likely registered voters, 80 percent believe the arts develop the imagination and the critical, intellectual and personal skills students need to be successful in a global economy.

The survey, which was conducted in December 2007, also shows:

— *85 percent agree* the basics alone are not enough for a 21st century workforce without the skills and ability to be imaginative, creative and innovative

— *78 percent agree* standardized testing does not encourage students to perform beyond the average and does not fully develop the imagination of students

— *87 percent believe* science, engineering, technology and math—when integrated with the arts—provide students with a set of skills and values necessary to promote innovation.

John Wilson, the executive director of the National Education Association, a cosponsor of the poll, also believes it draws more attention to why the No Child Left Behind Act—which Congress may reauthorize this year—needs to be amended.

"This poll confirms voters — many of them being parents — understand two key problems with current education policy under the No Child Left Behind Act," said Wilson. "There's too much attention paid to standardized testing and not enough to the arts and helping our children develop 21st century skills."

Wilson and NEA both participate in the Partnership for 21st Century Skills. It's a coalition of education and business groups designed to position creativity, innovation, critical thinking and problem solving skills at the center of K–12 education.

The Imagine Nation also found that 57 percent of voters would be more likely to vote for a candidate who supported funding for building the capacities of the imagination among public school students. Among swing voters — identified in the poll as the "imagination constituency" — it is 72 percent.

"It's time to put partisan politics aside in the interest of our children," said Wilson. "Our elected officials must commit to putting the necessary resources behind those policies and ideas we know prepare them for the future."

###

The National Education Association is the nation's largest professional employee organization, representing 3.2 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators and students preparing to become teachers.

* * * * *

RESOLUTIONS

Resolution 0708R-075

by Director Hardin

WHEREAS, Student safety is a primary concern of the Milwaukee Board of School Directors; and

WHEREAS, At a special meeting on May 1, 2007, the Milwaukee Board of School Directors voted to adopt a motion which authorized the Board President to establish and appoint a Task Force on Youth Safety and Anti-Violence, to include representatives from the community, the MPS Administration, the Board, and the schools to present a report to the Board's Committee on Safety and Climate in July 2007; and

WHEREAS, President Blewett gave the Task Force its charge as follows:

> The Milwaukee Board of School Directors' Task Force on Youth Safety and Anti-Violence will develop short-term goals related to safety and make its initial recommendations to the Board's Committee on Safety and Climate in July 2007; and

WHEREAS, The Task Force's work should be completed and its recommendations for a long-term district-wide Safety Plan should be presented to the Board's Committee on Safety and Climate during March 2008; and

WHEREAS, It is the Task Force's obligation to submit recommendations that promote safety in schools and the surrounding neighborhoods in collaboration with parents, community residents, and law enforcement officials; and

WHEREAS, Since the onset of the Task Force's work, there has been a great deal of attention diverted from safety, with concentration centered on development of a strategic plan that will increase student achievement; and

WHEREAS, The Safety Task Force has also faced the obstacle of working with one Safety Director in its efforts toward development of a comprehensive safety plan, only to be required to begin again with a new Safety Director; and

WHEREAS, The Safety Taskforce has continued to have difficulty getting timely and accurate information required to fulfill its charge and make meaningful recommendations towards development of an effective safety plan; and

WHEREAS, The amount of time which the taskforce members have volunteered in this advisory role proves their commitment and dedication in helping MPS create safe learning environments for its students; and

WHEREAS, The Safety Task Force wants to present recommendations that will create safe schools supporting optimum learning environments, opportunities for student success, and a welcoming environment for parents and the community; now, therefore, be it

RESOLVED, That, in light of the internal changes and obstacles that the Safety Taskforce has encountered in its quest to make effective recommendations towards the development of a comprehensive safety plan, the Board extend the timeline for submission of its proposal; and be it

FURTHER RESOLVED, That the Safety Task Force be allowed additional time to compile information, work with the new Director of School Safety, and incorporate new policies and procedures related to safety that the district has implemented since the development of the taskforce in its proposal for a district-wide comprehensive safety plan; and be it

FURTHER RESOLVED, That the Safety Task Force be required to submit its proposal for a comprehensive safety plan to the Board by August 2008.

Referred to the Committee on Safety and Climate.

Resolution 0708R-076

by Director Hardin

WHEREAS, The MPS Strategic Plan commits the district to making effective progress in student achievement, graduation, and post-graduation success; and

WHEREAS, MPS has made effective progress towards many strategic goals, including parental involvement and satisfaction, student academic achievement, student and faculty safety, and community partnerships; and

WHEREAS, These improvements have not yet resulted in improvements in students' retention or graduation rates; and

WHEREAS, On July 26, 2007, the Milwaukee Board of School Directors adopted an Action Plan to Improve Milwaukee Public Schools; and

WHEREAS, The Action plan gives the expectations, goals, and targets to be used as a blueprint for the transformation of the district; and

WHEREAS, Within the Plan, there is a promise to improve student achievement and a plea for an unprecedented level of discipline and trust from the Milwaukee community; and

WHEREAS, Along with asking for that trust, Milwaukee Public Schools must provide a mechanism to ensure transparency when reporting the progress of implementation and goals, with expected percentages of improvement outlined in reporting on the plan; and

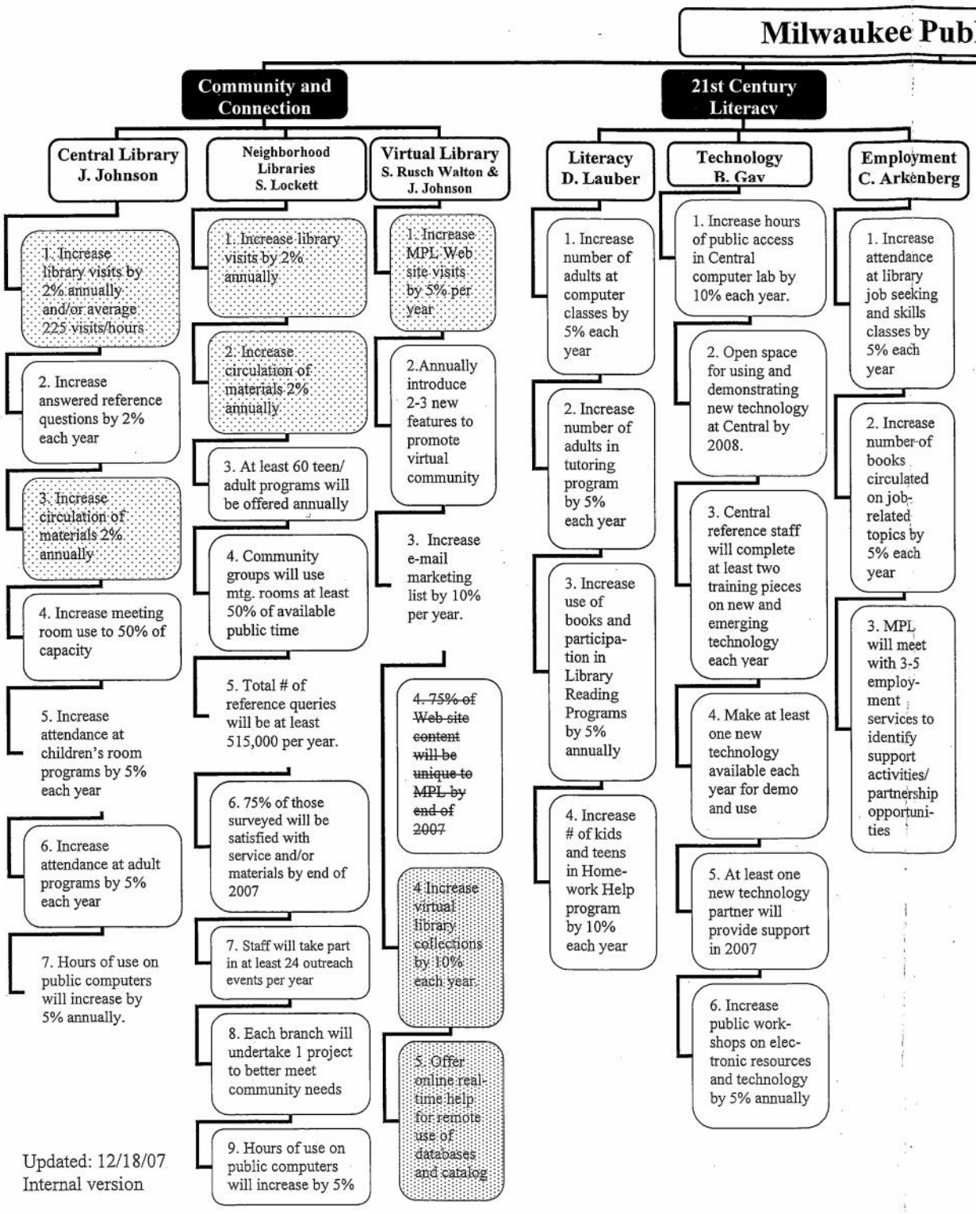
WHEREAS, In December of 2007, the Milwaukee Public Library Board adopted a strategic plan with a detailed structure of who is responsible for what and what percentage of increase towards goals should be expected and by when; and

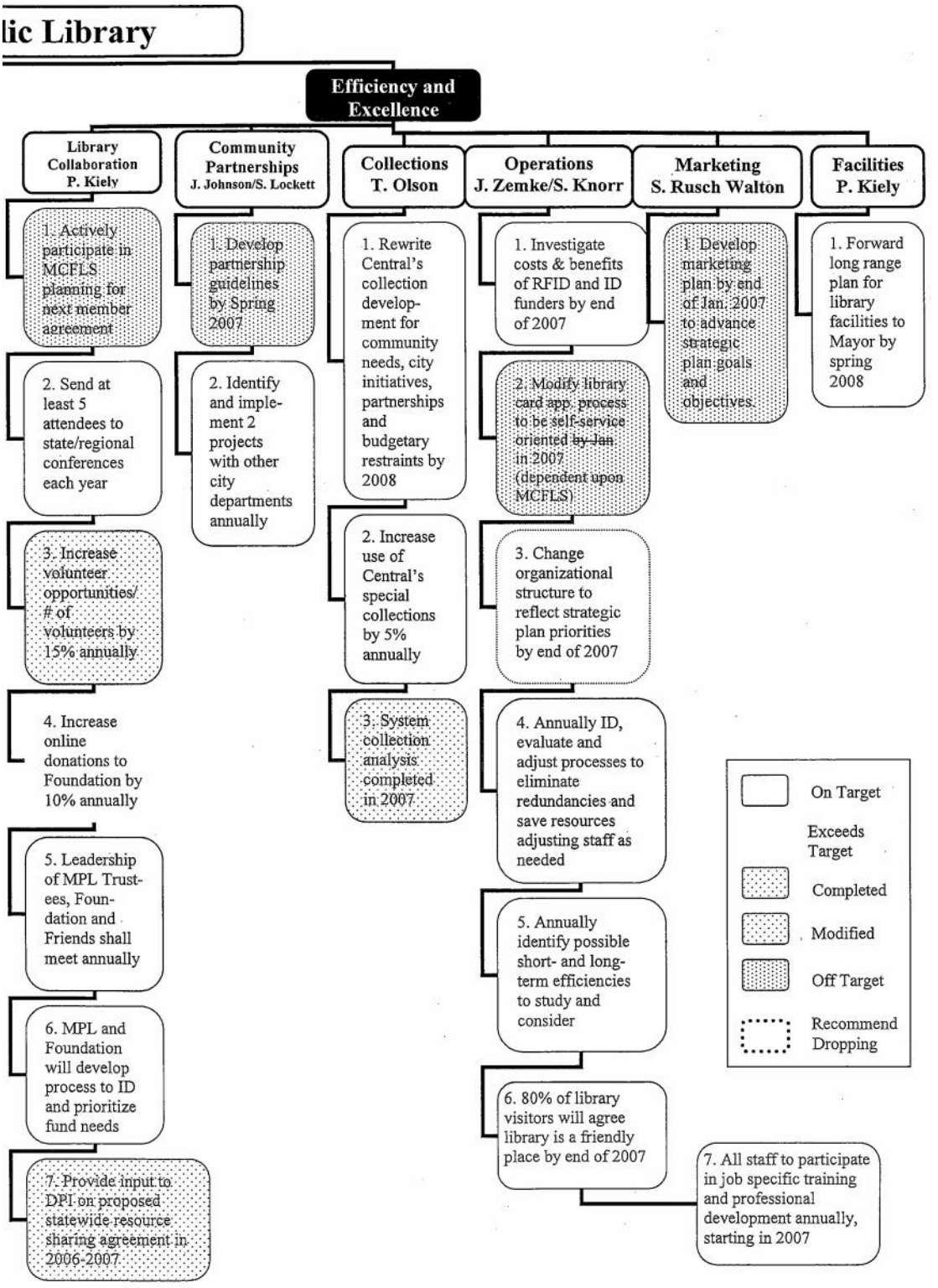
WHEREAS, The organization of the attached flow chart connects goals to expected outcomes within a particular time frame; and

WHEREAS, Those who worked in collaboration, as well as the general Milwaukee community, deserve to have a reporting format that is easy to process and that is user-friendly; now, therefore, be it

RESOLVED, That Milwaukee Public Schools use the attached format as a mechanism for reporting to the Board and to the general public progress made towards goals outlined in the Action Plan adopted by the Board in July 2007; and be it

FURTHER RESOLVED, That the Administration present a draft of the model for reporting progress on the MPS Action Plan to the Board for its approval by the March 2008 Board cycle.


Milwaukee Pub
Community and Connection
21st Century Literacy
Central Library J. Johnson
Neighborhood Libraries S. Lockett
Virtual Library S. Rusch Walton & J. Johnson
Literacy D. Lauber
Technology B. Gav
Employment C. Arkenberg
1. Increase library visits by 2% annually and/or average 225 visits/hours
2. Increase answered reference questions by 2% each year
3. Increase circulation of materials 2% annually
4. Increase meeting room use to 50% of capacity
5. Increase attendance at children's room programs by 5% each year
6. Increase attendance at adult programs by 5% each year
7. Hours of use on public computers will increase by 5% annually.
1. Increase library visits by 2% annually
2. Increase circulation of materials 2% annually
3. At least 60 teen/ adult programs will be offered annually
4. Community groups will use mtg. rooms at least 50% of available public time
5. Total # of reference queries will be at least 515,000 per year.
6. 75% of those surveyed will be satisfied with service and/or materials by end of 2007
7. Staff will take part in at least 24 outreach events per year
8. Each branch will undertake 1 project to better meet community needs
9. Hours of use on public computers will increase by 5%
1. Increase MPL Web site visits by 5% per year
2.Annually introduce 2-3 new features to promote virtual community
3. Increase e-mail marketing list by 10% per year.
~~4. 75% of Web site content will be unique to MPL by end of 2007~~
4 Increase virtual library collections by 10% each year.
5. Offer online real-time help for remote use of databases and catalog
1. Increase number of adults at computer classes by 5% each year
2. Increase number of adults in tutoring program by 5% each year
3. Increase use of books and participation in Library Reading Programs by 5% annually
4. Increase # of kids and teens in Homework Help program by 10% each year
1. Increase hours of public access in Central computer lab by 10% each year.
2. Open space for using and demonstrating new technology at Central by 2008.
3. Central reference staff will complete at least two training pieces on new and emerging technology each year
4. Make at least one new technology available each year for demo and use
5. At least one new technology partner will provide support in 2007
6. Increase public workshops on electronic resources and technology by 5% annually
1. Increase attendance at library job seeking and skills classes by 5% each year
2. Increase number of books circulated on job-related topics by 5% each year
3. MPL will meet with 3-5 employment services to identify support activities/ partnership opportunities
Updated: 12/18/07
Internal version



Referred to the Committee on Strategic Planning and Budget.

Resolution 0708R-077

by Director Blewett

WHEREAS, On January 8, 2002, President Bush signed into law the *No Child Left Behind* (NCLB) *Act of 2001*, which applies to all school districts and schools within states that accept federal Title I dollars; and

WHEREAS, The Milwaukee Board of School Directors supports the goals of NCLB to raise student achievement, close the achievement gap, and ensure that each child has a highly qualified teacher; and

WHEREAS, The Milwaukee Board of School Directors continues to welcome the accountability for improving student and school performance; and

WHEREAS, The Milwaukee Board of School Directors has had five years of operational experience in implementing NCLB; and

WHEREAS, The Milwaukee Board of School Directors has identified improvements that could be made to NCLB that would eliminate barriers to full implementation of the federal law; and

WHEREAS, The National School Boards Association (NSBA) has developed draft legislation based on input from local school boards across the nation that would address the concerns of local school boards and improve the implementation of NCLB; and

WHEREAS, In April 2006, the NSBA Delegate Assembly re-affirmed its support of federal legislation that is consistent with the NSBA draft legislation; and

WHEREAS, In January 2007, Representative Don Young (R-AK-AL) introduced legislation, the *No Child Left Behind Improvements Act of 2007*, H.R. 648, that is consistent with the NSBA draft legislation and has strong bipartisan support from the bill's co-sponsors, Representatives Mike Ross (D-AR-4), Thaddeus McCotter (R-MI-11), Charlie Melancon (D-LA-3), Todd Platts (R-PA-19), Steven Rothman (D-NJ-9), and Jo Bonner (R-AL-1) ; now therefore, be it

RESOLVED, That the Milwaukee Board of School Directors urge Tammy Balwin, Steve Kagen, Ron Kind, Gwen Moore, David R. Obey, Thomas Petri, Paul Ryan, and F. James Sensenbrenner to fully support H.R. 648 by becoming a co-sponsors of the bill; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors seek the support of local community and civic leaders and appropriate members of the Wisconsin State Senate in encouraging representatives for Milwaukee to become co-sponsor s of H.R. 648, and be it

FINALLY RESOLVED, That copies of this resolution be sent to members of the Wisconsin U.S. Congressional delegation, the Governor, the members of the Wisconsin State Senate, local public governing officials, and the State Superintendent, Elizabeth Burmaster.

Vice President Spence in the Chair.

In accordance with notice previously given, Director Blewett moved to suspend Board Rule 1.10(1) in order to take immediate action on Resolution 0708R-077 above.

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

Ayes—Directors Blewett, Bonds, Falk, Goldberg, Hardin, Morales, Petersons and Vice President Spence—8.

Noes—Director Thompson—1.

Director Blewett moved that that we that we add our support for H.R. 648 to our legislative agenda and that we add our support for full funding of the No Child Left Behind Improvements Act.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Goldberg, Hardin, Morales, Petersons and Vice President Spence—8.

Noes—None.

Abstaining from voting—Director Thompson—1.

President Blewett resumed the Chair.

Resolution 0708R-078

by Director Bonds

WHEREAS, As elected officials, it is the Board's responsibility to ensure that initiatives adopted are well researched, analyzed, and determined to be in the best interest of the children of Milwaukee; and

WHEREAS, To make informed and fiscally responsible decisions, the Board needs to be equipped with the most current, complete, timely, and accurate information as possible; and

WHEREAS, When items for consideration are submitted by Board Directors, there are usually timeframes attached as requested response dates; and

WHEREAS, Many resolutions introduced by Board Directors require timely information for expedience in action; and

WHEREAS, Due to time constraints, the Board is sometimes presented with items asking for approval with very little analysis of the effect of implementation on areas of utmost importance, such as the budget or student achievement; and

WHEREAS, The forum for extended and continuous dialog in an effort to flesh out important questions of how proposed initiatives would affect the district is not during Board meetings, when items are presented for approval; and

WHEREAS, It is imperative that the Board receives complete, independent research and analysis of items brought forward for approval before items are introduced; and

WHEREAS, To ensure that the Board receives the independent information vital to making informed decisions, there must be a fiscal review section; and

WHEREAS, There should be a process in place for items introduced by Board Directors to ensure a continuous cycle for response and analysis; and

WHEREAS, The process should help to facilitate an expeditious response for possible Board action and provide the Board with an initial analysis for items introduced; and

WHEREAS, Every other major governmental unit within Milwaukee County, except MPS, has an independent area of operation designated specifically for fiscal review processes; and

WHEREAS, In 1988, the Mayor of Milwaukee formulated a fiscal review area within the City's Legislative Reference Bureau as a dual-check system on funding relative to developing and advancing initiatives; and

WHEREAS, Since 1963, the State Legislature has had a fiscal review area independent of that of the Governor, with its own staff to examine and formulate recommendations on fiscal and other matters introduced to the executive branch; and

WHEREAS, The Board could have its own staff to provide an initial response to resolutions and other items initiated by Board members, which would help to decrease the workload of the Administration as well as provide the Board with an avenue through which to receive independent, timely information; now, therefore, be it

RESOLVED, That the Board establish a Fiscal Review Area within the Office of Board Governance to perform initial analysis of all items initiated by Board Directors; and be it

FURTHER RESOLVED, That the Office of Board Governance be equipped with adequate fiscal personnel (new and existing) and resources that fully support the Fiscal Review function by the start of the 2008-2009 budget year.

Referred to the Committee on Strategic Planning and Budget.

The Board adjourned at 8:20 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 7, 2008

Special meeting of the Board of School Directors called to order by President Blewett at 6:41 PM.

Present—Directors Bonds, Falk, Morales, Spence, Thompson, and President Blewett—6.

Absent and excused—Directors Goldberg, Hardin and Petersons—3.

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

February 1, 2008

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Thursday, February 7, 2008, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to receive an update concerning strategy with respect to litigation in which it 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 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(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 Bonds, Falk, Morales, Spence, Thompson, and President Blewett—6.

Noes—None.

The Board retired to executive session at 6:46 PM.

The Board adjourned from executive session at 7:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
FEBRUARY 28, 2008

Regular meeting of the Board of School Directors called to order by President Blewett at 6:49 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, and President Blewett—8.

Absent and excused—Director Thompson—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:

Traveain Keith Finley
12th-Grade Student
Hamilton High School

Traveain Finley, is a senior at Hamilton High School and a National 2008 Council for Exceptional Children's (CEC) *Yes I Can* award winner in the category of employment. Traveain's name was submitted after winning the CEC local chapter 31 *Yes I Can* award in May 2007.

Traveain's dream since he was eight years old has been to become a radio DJ. His inspiration for his dream was his mother's having introduced him to "old school music" as well as a very dynamic DJ that he listened to at that time. Ever since then, he began practicing his pitch, tone, inflection, presentation, and "on air" personality. Next came putting together play lists of his favorite artists, including Robin Thicke, Minnie Riperton, Earth Wind and Fire, Keith Sweat, Barry White, and Alexander O'Neal, to name a few. Traveain states that he will spin rap music if requested, but that he prefers old school and R&B.

With the help of staff in the MPS School-to-Work Transition Program, Traveain has been able to get on-air time at radio station WJMR, FM 98.3, with DJ Earl Stokes. He has also provided DJ services to students enrolled in the-extended-school-year program held at Hamilton this past summer as well as performing at a retirement party and a weekly "gig" at a nursing home. Launching his DJ business has become his number one priority as he completes his final year in high school.

Traveain is a true winner who every day overcomes what others take for granted and is a successful and actively involved Hamilton High School student. His high-school program over the last five years has been a blend of both regular and special education classes. He has grown over the years from requiring full adult support in the regular education classes to a point where he is now able to arrange his own natural

supports from among his peers. He successfully deals with his own personal health issues related to cerebral palsy and his cognitive disability, uses a power wheelchair, has limited fine motor skills, uses assistive technology devices to DJ, completes assignments and email, and yet has turned his passion, perseverance, and beautiful personality into assets that have helped him succeed in fulfilling his lifetime dream.

One of the extra-curricular activities in which Traveain has been involved while at Hamilton is the Helping Hands Service Learning Club, in which students with and without disabilities work together on school and community service projects.

Traveain is the embodiment of *Yes I Can*. He has had many people who helped him fulfill his dream, but at the same time he has inspired others to be their very best through his positive attitude, perseverance, and his infectious smile.

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

MPS Finalists/Winners of Dr. Martin Luther King, Jr., Speech Contest

This year's Dr. Martin Luther King, Jr., speech contest saw a greater extension to the community as students continued to share the power of their words with many different audiences. The goal of increasing awareness and participation throughout the community was facilitated with the support of the media. which promoted the special event with coverage before it took place and with advertisements afterward, thanking the schools for participating.

The following MPS students were finalists at this year's Dr. Martin Luther King, Jr., Speech Contest:

Grade K-2 Division
Erica Allen, Lloyd Street Global Education School
Isabel Beltran, J.W. Riley Elementary School
Elle Davidson, Elm Creative Arts School
Libby Vander-Woude, Parkview Elementary School

Grade 3-5 Division
Larry Brown, Frances Starms
Adanna Coggs, Congress Elementary School
Helen Fetaw, Ninety-fifth Street School
Kiante Hampton, Hawthorne Elementary School
Morgan Hines, Golda Meir K-8 School
Sashay Keaton, Engleburg Elementary School
Patrick McLinden, Elm Creative Arts School
Charda Ward, Bruce Elementary School
Lisa Yang, Bethune Academy

Grade 6-8 Division
Chardea Bell-Taylor, Grantosa Drive K-8 School
Miela Fetaw, Morse Middle School
Maya George, Golda Meir K-8 School
Jamal Hegwood, Frances Starms
Lanisha Leggett, Keefe Avenue K-8 School
Alexes Reinhard, Burdick K-8 School
Katie Tuchel, Burdick K-8 School

Grade 9-10 Division
Lydia Eiche, Milwaukee High School of the Arts
Romal Meredith, Riverside University High School

Grade 11-12 Division

Laura Clark, Milwaukee High School of the Arts
Jessica Holden, Rufus King International Baccalaureate High School
James Patrick, Milwaukee African American Immersion High School
Terrance Phipps, Kilmer High School

On Saturday, December 8, the following MPS finalists were recognized as first-place winners at the final competition sponsored by We Energies:

Grade K-2 Division

Elle Davidson, Elm Creative Arts

Grade 3-5 Division

Kiante Hampton, Hawthorne Elementary School

Grade 11-12 Division

Jessica Holden, Rufus King International Baccalaureate High School

These first-place winners presented their speeches at the Dr. Martin Luther King, Jr., Day community celebration on Sunday, January 20, 2008, at the Marcus Center for the Performing Arts.

Special Recognition — National Board for Professional Teaching Standards (NBPTS) Certification

More MPS teachers are attempting, and receiving, certification from the National Board for Professional Teaching Standards (NBPTS). The number of Milwaukee teachers certified was recently increased from 25 to 33, with an additional 14 candidates currently in the process.

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, offset the $2,500 application fee, and provide mentoring support to candidates during the process.

To become certified, candidates examine every aspect of their teaching practices. Throughout the process, teachers document their knowledge of the subjects 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 staff newly certified by the National Board and their schools:

Thomas Brown, Morgandale Elementary
Margaret Fischer, Milwaukee Spanish Immersion School
Paula Henn, Greenfield Bilingual School
Kristi Hepp, Milwaukee Sign Language School
Katherine Katter, Milwaukee High School of the Arts
Kerry Mess, Rufus King International Baccalaureate High School
Laurie Pusich, Milwaukee French Immersion School
Melisa Sykora, 95th Street School

* * * * *

Other Awards and Commendations

STUDENTS

Shane Covington, a Riverside University High School senior, has signed a letter of intent to attend Indiana University in the fall of 2008. Covington primarily has been a running back for the Riverside football team, but was also an accomplished passer and receiver.

Covington's achievements indicate the caliber of student athlete that Indiana University will be receiving. He is a two-time All-Conference and All-Area honoree and also was named Utility Player of the Year and selected for the 2008 Wisconsin All-Star Game. Covington rushed for 504 yards and six touchdowns on 71 carries in his senior season, in addition to passing for 608 yards and seven scoring strikes.

Scout.com named Covington the Number 3 prospect, and Rivals.com named him the Number 5 prospect in Wisconsin. He is listed as the Number 83 wide receiver nationally by Scout.com, and Prep Star named him an All-Midwest Region selection.

Covington was also an All-Conference selection as a junior after rushing for 780 yards and eight touchdowns on 78 carries. He also caught 30 balls for 478 yards with two touchdowns when the Riverside team went 11-2 in 2006 and became the first City Conference school since 1985 to earn a trip to the WIAA semifinals.

Covington earned varsity letters in football and in track and field. He placed second in the 4x100 relay in the WIAA State Championship meet in three consecutive years. He finished third in the nation in the triple jump in 2006 (46'-ll") and fifth nationally in the long jump (22'-02"). He has also been a two-time Student of the Month at Riverside and intends to study sports marketing and management. Shane has been selected to participate in the 2008 Wisconsin Football Coaches Association All-Star game in Oshkosh next summer.

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Acacia Thomas, a fifth-grade student at Lloyd Street Global Education School, was named the Grand Prize winner in an essay contest which U.S. Cellular® and AM 1640 Radio Disney recently sponsored for students in grades 3-5. The theme of the contest was "How My Family Connects." Acacia's essay talked about how she connects with her family through visiting each other during summer and spring breaks, by talking on the phone, and by text-messaging and sending e-mails. Acacia mentioned in her essay that her great grandma is the person who text-messages the most in their family!

As the Grand Prize winner, Acacia won a $50 gift card to the Shops of Grand Avenue, a $50 U.S. Cellular gift certificate, and a Radio Disney Rockin' Recess at her school. In addition, U.S. Cellular awarded $1,000 to Lloyd Street Global Education School in honor of Acacia's essay.

Demond Cloyd, also a 5th-grader at Lloyd Street, was a runner-up in the contest. He won a $50 gift card to the Shops of Grand Avenue and a $50 U.S. Cellular gift certificate and was also recognized at the Radio Disney Rockin' Recess.

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SCHOOLS

Rufus King International Baccalaureate High School, Wisconsin Conservatory of Lifelong Learning, and Spotted Eagle High School were named Bronze Medal Winner's in *U.S. News and World Report's 2008* "America's Best High Schools." This distinction recognizes that all of their students are performing above the average in statistical projections for Wisconsin.

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STAFF/DEPARTMENTS

The Student Support Personnel Team at the Wisconsin Conservatory of Lifelong Learning earned the 2008 Support Personnel Accountability Report Card for Wisconsin (SPARC-W) Pioneer Award from the Wisconsin School Counselor Association. Their SPARC-W showed how they prepare and analyze results to guide program development to assist all student in developing their academic, personal/social, and career goals. The school's team, which is led by the school counselor, also includes the building administrators, school psychologist, school social worker, speech pathologist, and secretaries. The school is among the first 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 building.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January 8, 17, 20, and 31, 2008, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on Negotiated Labor Agreements with Local 950 (Operating Engineers) and Local 150 (Food Service/Handicapped Children's Assistants/School Nursing Associates)

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 units:

Local 950 (Operating Engineers) —
Two-year contract (January 1, 2007, through December31, 2008)

Local 150 (Food Service/Handicapped Children's Assistants/School Nursing Associates) —
Two-year contract (July1, 2006, through June30, 2008)

It is the recommendation of the Superintendent that the Board approve and adopt the above contracts as highlighted in the following summary documents.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

Settlement Highlights

Contract between the Milwaukee Board of School Directors
and
Local 950

January 1, 2007, Through December 31, 2008

1. Two-year contract (January 1, 2007, through December 31, 2008).
2. Clarification of retiree coverage.
3. Health and Productivity Management (H & PM) Program.
4. Life Insurance — Standardized Benefit
5. Consistent with City's modifications, bargained the extension of creditable service for active military service to employees retiring during window.
6. Fee-reimbursement for required licenses.
7. Salaries:

1/01/07	1.50%	
7/01/07	0.63%	plus increase at maximum rate, in accordance with the schedule described in negotiating note
1/01/08	2.25%	

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

Contract between the Milwaukee Board of School Directors
and
Service Employees' International Union, Local 150-Fs

July 1, 2006, Through June 30, 2008

1. Two-year contract (July 1, 2006, through June 30, 2008).
2. Formation of Labor Management Committee.
3. Clarification of retiree coverage.
4. Accumulated Leave Plan (403B).
5. Health and Productivity Management (H&PM) Program.
6. Consistent with City's modifications, bargained the extension of creditable service for active military service to employees retiring during window.
7. Increase in pay for food service assistant in charge.
8. Salaries:

Effective 7/01/06	1.00%
Effective 1/01/07	1.00%
Effective 7/01/07	1.00%
Effective 1/01/08	1.00%
Effective 6/30/08	0.25%

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

Director Spence moved that the Board approve and adopt the above contracts as highlighted in the summary documents above.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

* * * * *

(Item B) Action on Proposed Revisions to the MPS Non-Instrumentality Charter School Model Contract

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

Section 118.40 of the Wisconsin State Statutes provides authority to the Milwaukee Board of School Directors to contract for the establishment of charter schools within the district. At its meeting on April 27, 1999, the Board adopted Administrative Policy and Procedure 9.12, Charter Schools, which include guidelines for the development of the model charter school contract.

On July 31, 2003, and December 20, 2006, the Board approved the Administration's recommendation to revise the model contracts to reflect current policies and procedures.

In order to remain consistent with the most current information available from the Wisconsin Department of Public Instruction, it is necessary to revise the model non-instrumentality charter school contract to provide clarity and updates that are vital for compliance with state and federal expectations.

Representatives from the Wisconsin Department of Public Instruction, MPS Office of Board Governance, MPS district staff, and the Office of the City Attorney held numerous conversations to identify and address contract concerns and to update the non-instrumentality model charter school contract to address state and federal expectations. In accordance with Administrative Policy 9.12, Charter Schools, the Superintendent's designees, in consultation with the Office of the City Attorney and the Office of Board Governance, developed contract modifications, as indicated in the attachment (under separate cover), for the Board’s consideration.

The content of the proposed changes focus primarily on clarity of language of existing practices and on clarity related to the exemptions which non-instrumentality charter schools receive relative to MPS administrative policies and procedures and Wisconsin State statutes. The proposed changes also clarify the role of the school governance structure in non-instrumentality charter schools.

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; 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.

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.

The non-instrumentality model contracts will become effective upon the Board’s approval. Once approved, the non-instrumentality charter school contracts will be amended during the 2007-08 school year to reflect the model contract changes approved by the Board. The amended contracts will be implemented immediately.

This item does not authorize expenditures.

The Administration recommends that the Board:

1. approve the proposed revisions to the MPS non-instrumentality charter school contracts, as provided in the attachment; and

2. authorize the Administration to revise the MPS non-instrumentality charter school contract and to implement the current non-instrumentality charter school contracts to reflect these modifications during the 2007-08 school year.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

Director Spence moved that the Board suspend Board Rule 1.09(2) in order to give public hearing on the communication.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

After opportunity for public hearing was given, Director Hardin moved that the Board approve the recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

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COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Possible Action on Suspension of Board Rule 1.02(1) and Rescheduling of the Regular March 2008 Board Meeting

Office of
Board Governance

TO THE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.02(1) provides that the regular monthly meetings of the Board shall be held on the last Thursday of each month. Under the provisions of this Rule, the March 2008 Board meeting would be held

on March 27, during the Spring Break; therefore, the Board may wish to reschedule the regular March 2008 Board meeting from March 27 to another date of its choosing.

If the Board does choose to change the date of the March 2008 regular Board meeting, it will have to vote to suspend Board Rule 1.02(1) and to change the date of the meeting to a date of its choosing.

A copy of the *tentative* Board calendar for March 2008 has been attached for reference.

Respectfully,

LYNNE A. SOBCZAK
Board Clerk/Director

Director Morales moved to suspend Board Rule 1.02(1) to consider rescheduling the regular March 2008 Board meeting.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

Director Hardin moved to move the regular March 2008 Board Meeting to Wednesday, March 19, 2008.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

* * * * *

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

(Item A) Action on Reports of Student Expulsions

The 32 reports of the Independent Hearing Panel of the Board of School Directors for the following dates and times are attached for the Board's consideration and determination:

January 30, 2008, at 11:30 a.m.
January 31, 2008, at 9:30 a.m.. 11:30 a.m., and 2:00 p.m.
February 1, 2008, at 9:30 a.m.. 11:30 a.m., and 2:00 p.m.
February 4, 2008, at 9:30 a.m.. 11:30 a.m., and 2:00 p.m.
February 5, 2008, at 9:30 a.m. and 11:30 a.m.
February 7, 2008, at 9:30 a.m.. 11:30 a.m., and 2:00 p.m.
February 11, 2008, at 9:30 a.m.. 11:30 a.m., and 2:00 p.m.
February 12, 2008, at 9:30 a.m.. 11:30 a.m., and 2:00 p.m.

February 13, 2008, at 9:30 a.m.. 11:30 a.m., and 2:00 p.m.
February 15, 2008, at 9:30 a.m.
February 20, 2008, at 11:30 a.m.
February 21, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
February 22, 2008, at 9:30 a.m.
February 25, 2008, at 11:30 a.m.
February 26, 2008, at 9:30 a.m.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence and President Blewett—7.

Noes—None.

Temporarily absent—Director Goldberg—1.

REPORTS OF STANDING COMMITTEES

Director Spence moved to suspend Board Rule 1.08(2)(b) in order to receive the Report of the Committee on Special Education for action this evening.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

Director Spence moved to suspend Board Rule 1.08(2)(b) in order to receive the Report of the Committee on Safety and Climate for action this evening.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 3, a request to amend the Non-Instrumentality Charter School Contract with Seeds of Health, Inc., to increase the number of seats at Veritas High School;

Innovation/School Reform Committee, Item 4, report of the Charter School Contract Review Team and action on a request to renew the Non-Instrumentality Charter School Contract with V.E. Carter Development Group, Inc., for Carter School of Excellence;

Innovation/School Reform Committee, Item 5, report of the Charter School Contract Review Team and action on a request to renew the Non-Instrumentality Charter School Contract with Hmong American Peace Academy, Ltd., for Hmong American Peace Academy;

Innovation/School Reform Committee, Item 6, report of the Charter School Contract Review Team and action on a request to renew the Non-Instrumentality Charter School Contract with La Causa, Inc., for La Causa Charter School;

Finance/Personnel Committee, Item 3, recommended Administrative Appointments and Promotions;

Finance/Personnel Committee, Item 6, a resolution regarding reopening the Andrew S. Douglas Facility to house a middle school program;

Finance/Personnel Committee, Item 7, a resolution regarding reopening the Jackie Robinson Facility to house a middle school program; and

Strategic Planning and Budget Committee, Item 2, a resolution to review and revise the budget-amendment process.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Spence 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) Action on a Request for Approval to Apply to the Department of Public Instruction for the Renewal of a Waiver for up to 50 MPS Schools from Special Education Rules Concerning Categorical Labels for Students Who Qualify for and Receive Special Education Services

Background

1. The Administration is recommending the Board's approval to seek a renewal of a waiver from Wisconsin Statutes 115.76(5) and 115.782(2)(b)2a to free a maximum of district schools from the necessity of providing categorical labels for students who qualify for and receive special education services. Such approval would extend the current waiver for an additional four-year approval period (until June 2012). In accordance with State Statute 118.38, the Board must hold a public hearing prior to submitting a waiver request to DPI.

2. Current state special-education regulations require that a child found by an IEP team to be disabled and in need of special education be given a categorical designation in one of eleven areas at the end of the evaluation process. This designation is necessary for the child to receive special education services; however, such categorical labels are not required by the federal Individuals with Disabilities Education Improvement Act-2004 (IDEA) law.

3. On April 10, 2000, the Board, after holding a public hearing as required by state law, requested and was granted a four-year waiver from this regulation by the Wisconsin Department of Public Instruction (DPI) in order to allow the District to classify students as disabled and in need of special education without the use of categorical labels. In January of 2004, the Board, after holding a public hearing as required by state law, requested an extension of the original waiver. The waiver extension was granted by the Department of Public Instruction via letter dated July 8, 2004. The Department of Public Instruction granted the 2004 waiver renewal to expand the non-categorical pilot to include up to 50 schools

4. The non-categorical model of identification is implemented by utilizing the processes included in Optimizing Success through Problem Solving (OSPS), a district initiative that has been used in the district since 1999. Attachment #1 to the minutes of your Committee's meeting, entitled *"Optimizing Success Through Problem Solving Non-Categorical Special Education Eligibility Determination,"* provides a description of this model of identification. The outcomes of OSPS have been presented to the Board on several occasions over the last several years.

5. The problem-solving process focuses on interventions within the regular education classroom and on the child's responses to those interventions. When the intensity of the problem and the level of resources necessary are beyond those which can be provided in regular education, a formal referral for determining special education eligibility is initiated. A referral will also be initiated at any time if requested by a parent or others. As the evaluation process relies primarily on information already collected during interventions, measuring a student's response to interventions, the process should be completed in a shorter time than is traditionally required.

Administration's Analysis

6. Among the reasons for seeking DPI's waiver to use non-categorical determinations for special education is that research — while finding little support for the idea that unique treatment or teaching methods work for specific learning disabilities, cognitive disabilities, emotional or behavioral disabilities, etc. — does support the view that the same teaching methods work equally well for virtually all students with disabilities. Use of the techniques of good teaching is good teaching for every student.

7. Our district uses a non-label-driven service delivery, a model consistent with research and best practices. In addition, mega analyses indicate that the use of intelligence tests as a comparison measure with academic or language functioning (the IQ discrepancy) is not essential to accurate classification. Use of problem-solving processes and measures identifies the same students with learning, language, and behavioral concerns as are found using a traditional approach.

8. The non- categorical model is currently being used at 14 schools:

Burdick	Humboldt Park
Curtin	Maryland Ave
Forest Home	Milwaukee French
Goodrich	Neeskara
Grand Avenue	68th St. EC
Hartford	Starms
Honey Creek	Wheatley

9. Outcomes information is provided in Attachment #2 to the minutes of your Committee's meeting. An analysis of data on the non-categorical special education eligibility determination procedures at these schools indicates that the process is delivered with integrity, benefits students, and is parent-friendly. The assessment approach, which uses authentic data and response to intervention, not only

identifies the same students as does a more traditional categorical approach, but also offers educators, students, and parents pertinent data for instructional planning and educational decision making. IEP team members using this approach are able to fine tune their assessments to the specific needs of the child and avoid multiple meetings and repeated assessments aimed at finding a label so the child will qualify.

10. The assessment data are directly related to intervention. Students referred for evaluation avoid the negative effects of having a categorical label and begin to receive interventions shortly after a referral. Parents also avoid grappling with the negative effects of the label and find the process to be child-focused and understandable.

Strategic Plan Compatibility Statement

11. This waiver request supports the following MPS Strategic Plan Goals:

Goal 1: That students meet or exceed Wisconsin Academic Standards and graduate prepared for higher education, careers, and citizenship.

Goal 2: That school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility.

Statute, Administrative Policy or Board Rules Statement

12. The recommendation is to request a waiver from Wisconsin Statutes 115.76(5) and 115.782(2)(b)2a in order to remove the necessity of providing categorical labels for students who qualify for and receive special education services. Such approval would continue to allow implementation of non-categorical identification in 50 district schools by the expiration of the four-year approval period. State Statute 118.38 requires the Board to hold a public hearing prior to submitting a waiver request from DPI.

Fiscal Impact Statement

13. This request for a waiver would have no fiscal impact.

Implementation and Assessment Plan

14. After public hearing and upon the Board's approval, the Administration will submit the request for the renewal of the waiver to the Department of Public Instruction for consideration and approval.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's request to submit to the Department of Public Instruction a request for renewal of the waiver for up to 50 MPS schools from Wisconsin Statutes 115.76(5) and 115.782(2)(b)2a in order to remove the necessity of providing categorical labels for students who qualify for and receive special education services.

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

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(Item 2) 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, 2007.

	2007-08 School Year									
	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
Total MPS IEP Students	17,286	17,279	16,628	16,719	16,847	17,027	17,167			
Initial Evaluations Completed (cumulative)	109	180	221	467	1017	1646	2196			
% Special Ed	79%	78%	71%	66%	65%	61%	59%			
Re-evaluations Completed(cumulative)	1	10	51	368	846	1286	1649			
% Special Ed Needs Identified (continue)	100%	80%	61%	75%	78%	81%	81%			

2. Data-Management Services — Special Services Information Management System (SSIMS) Project Status Report as of December 2007

   - Assisted callers and processed data-extract forms
   - Continued trainings for both new and veteran special services staff
   - Continued ongoing efforts with Spectrum K12 School Solutions regarding the remaining phases of our IDEA 2004 Project
   - Determined a projected testing/implementation date of March 2008 for the next phase of the IDEA Project
   - Worked on development and data validation related to the District's compliance data.

3. Medicaid Update: Medicaid School-Based Services Benefit

   a. The school-based services (SBS) benefit has been established according to §49.45(39), Wis. Stats. This benefit is designed to increase federal funding to Wisconsin schools to help pay for medically related special education and related services. In part it was developed to offset the shortfall in federal funding through the Individuals with Disabilities Education Improvement Act (IDEA) from the original promised level. The SBS benefit defines the services that can be reimbursed by Wisconsin Medicaid as *medically necessary services* provided to Medicaid-eligible children. The Wisconsin Medicaid SBS benefit covers only those services that are listed in the IEP. Each public-school child who receives school-based services must have an IEP.

   b. As stated in §1905(a) of the Social Security Act, Wisconsin Medicaid can reimburse providers only for medical services; therefore, under the SBS benefit, *Wisconsin Medicaid can reimburse SBS providers only for the following types of services performed:*

      (1) Speech and language pathology (SPL), audiology, and hearing services for children with speech, language, or hearing disorders that adversely affect their functioning;

      (2) Physical therapy services, when they identify, treat, rehabilitate, restore, improve, or compensate for medical problems;

      (3) Occupational therapy services, when they identify, treat, rehabilitate, restore, improve, or compensate for medical problems that interfere with age-appropriate functional performance;

      In regard to items (1) through (3), above, the following services are covered, if identified in the child's IEP:

- evaluation and re-evaluation to determine the child's need for the services (if the service results in the development or revision of an IEP); recommendations for a course of treatment; and provision direct-treatment interventions;
- individual therapy/treatment or group therapy/treatment in groups of two to seven children; and
- medical equipment, as identified in the IEP, intended for only one child for use at school and home

(4) Nursing services, when appropriate for the child's medical needs and specifically identified in the child's IEP.

(a) Covered nursing services under the SBS benefit, as described in §HFS 107.36, Wis. Admin. Code. Services, include, but are not limited to:

- evaluation and management services, including screens and referrals for health needs;
- treatment;
- medication management.

(b) All charges for time that a nurse spends with the child conducting activities that are included in the child's IEP may be submitted to Wisconsin Medicaid for reimbursement.

(c) Like all school-based services, nursing services identified in the IEP must have outcome-based goals. The goals must be detailed in either the IEP, if there are student goals, or in the IHP, if there are nursing goals. Goals for medication management must be identified as well (e.g., seizure medication to prevent and/or treat seizures).

(d) The child's IEP must identify each specific nursing service (e.g., medication management, suctioning, dressing changes, nebulization treatment, G-tube feeding). Durable medical equipment related to nursing services are not covered school-based services.

(5) Psychological services, counseling, and social work services, including diagnostic or active treatments intended to reasonably improve the child's physical or mental condition. The following services are covered if they are identified in the child's IEP:

- diagnostic testing and evaluation that assess cognitive, emotional, and social functioning and self-concept;
- therapy and treatment that plan, manage, and provide a program of psychological services, counseling, or social work services to children with psychological or behavioral problems;
- crisis intervention;
- treatment, psychological counseling, and social work services to individuals or groups of two to 10 individuals.

c. Wisconsin Medicaid covers other developmental testing, assessments, and consultations when resulting in a new or revised IEP. These services must be performed *face-to-face* with the child by a licensed health professional. Staff providing these services must be DPI-licensed.

(1) Covered school-based developmental and testing services include evaluations, tests, and related activities performed to determine if motor, speech, language, or psychological problems exist, or to detect developmental lags in the determination of eligibility under the Individuals with Disabilities Education Act (IDEA).

(2) School-based testing and assessment services performed by therapists, psychologists, social workers, counselors, and nurses are included in the covered school-based services for their respective professional areas and should be billed accordingly.

d. Providers of school-based services may submit claims for specialized medical transportation that a child would not otherwise receive in the course of attending school.

(1) The specialized medical transportation, which must be listed in the child's IEP, may include, but is not limited to, the following:

- a specialized medical vehicle (SMV) (equipped with a ramp or lift), where the child requires a ramp or lift;
- transportation in any vehicle where an aide is required to assist the child;
- a specially adapted bus for a child with a disability who is not able to ride a standard school bus;
- a vehicle routed to an area that does not have school bus transportation that the child requires because of a disability.

(2) Wisconsin Medicaid reimburses SBS providers for transportation only on days when a child is receiving a covered school-based service (other than transportation) in the following situations:

- transportation to and from school when a child receives a covered school-based service at school;
- transportation to and from an off-site location to receive a covered school-based service, provided the child is in school that day. In this case, transportation between school and home is not covered.

e. Durable medical equipment (DME) is a covered school-based service when:

- the need for the equipment is identified in the child's IEP;
- only one child uses the equipment;
- the child uses the equipment at school and at home (i.e., the child, not the SBS provider, owns the equipment);
- the equipment is not covered under Wisconsin Medicaid's DME benefit.

Wisconsin Medicaid reimburses for DME related to SLP, audiology and hearing services, PT, and OT when the equipment meets these criteria.

f. Medicaid administrative and outreach costs are reimbursable under the administrative claiming provision.

g. The following services are not covered under the SBS benefit:

- art, music, and recreational therapies
- diapering
- durable medical equipment covered under HFS 107.24, Wis. Admin. Code
- general classroom instruction and programming (for example, developmental guidance in the classroom)

- general research and evaluation of the effectiveness of school programs
- kindergarten or other routine screening provided free of charge, unless resulting in an IEP referral
- non-medical feeding that is not tube feeding or part of a medical program, such as a behavior-management program
- program coordination of gifted and talented students or student-assistance programs
- services, including school health program services, which are not in the child's IEP
- services performed by providers who are not certified for school-based services
- services that are strictly educational, vocational, or pre-vocational in nature or without a defined medical component — for example, vocabulary development, specialized (adaptive) physical education classes, rote learning skills (e.g., counting, name printing, and coin labeling)
- staff development and in-services to school staff and parents
- any non-face-to-face activities (i.e., the child is not present)
- any services listed under s. 504 of the Rehabilitation Act of 1973, unless specifically listed in the child's IEP.

h. Additional Restrictions:

- The District may not require parents to incur an out-of-pocket expense, such as the payment of a deductible or co-pay amount.
- The District may not use a student's benefits under a public benefits or insurance program if that use would decrease available lifetime coverage or any other insured benefit; result in the family's paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school; increase premiums or lead to the discontinuation of benefits or insurance; or risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
- The use of school-based Medicaid claiming does not affect the lifetime Medicaid benefit available to the child.

i. Parental Consent. The District may not bill Medicaid for covered services in a student's IEP unless and until the District obtains parental consent for billing. Prior to October 2007, the District accessed parental permission to bill Medicaid as part of the original permission that was granted by the parent upon application fro Medicaid benefits. Effective October 2007, the Department of Public Instruction clarified the relationship between Medicaid and the requirements of IDEA and the Family Education Rights and Privacy Act (FERPA). Permission must be secured as described in the DPI Bulletin 07.02, "Parental Consent to Bill Wisconsin Medicaid for Medically-Related Special Education and/or Related Services" (Attachment #1 to the minutes of your Committee's meeting). The District is working to incorporate this requirement into the IEP process. Families have received the necessary permission documents. A sample of the parental consent document is found as Attachment #2 to the minutes of your Committee's meeting.

j. Reimbursement. Wisconsin received 60% federal reimbursement for claims submitted. Of that dollar amount, the State General Fund retains 40% to offset the state's contribution to special education. The District receives the remaining 60%. (In other words, of every dollar that is submitted as part of the federal claim, MPS receives 36 cents).

(1) The Milwaukee Public Schools has participated in Medicaid reimbursement since 1999. Annual revenues for eligible services are as follows:

FY 99-00 .....$4,890,917.67
FY 00-01 .....$4,385,035.22
FY 01-02 .....$3,957,392.62
FY 02-03 .....$2,698,423.40
FY 03-04 .....$3,606,377.91
FY 05-06 .....$4,007,522.62
FY 06-07 .....$3,553,237.93

(2) Effective FY08-09, the district will no longer be able to claim for IEP transportation services or to participate in administrative claiming. The District is projecting a loss of $1,100,000 in revenues as a result of this change.

(3) The District is also estimating an additional loss of $1,000,000 in revenues because of the additional requirement in securing parental permission in order to bill for Medicaid reimbursement.

(4) The District, through the Department of Legislative Affairs, is currently working with the Council of Great City Schools and other support organizations to examine the impact of these changes and to develop a strategy to maximize the resources that are available to the District through Medicaid.

4. Hypothetical Parental Complaint Scenario

a. The Special Education Oversight Action Plan (SOAP) calls for a parental dispute resolution system (PDRS) that affords parents and students access to information and strong school-based and district-level support to resolve issues and concerns in a timely manner. The District has committed to multiple complaint-resolution strategies, both informal and formal, for families.

b. Each month, the Department of Special Services presents a hypothetical situation or scenario that incorporates the topic (or related topics) that are featured as part of the agenda of that month's meeting of the Milwaukee Board of School Directors' Committee on Special Education. In addition, the scenarios are constructed to present to the Board and to the public illustrations of problem-resolution strategies that may be employed by the parent and the District.

(This scenario reflects an example of concerns that could be expressed by parents associated with the issue of an IEP change of placement to one that is less restrictive. In order to protect confidentiality, no identifying information has been included in this hypothetical situation).

Background Information:

A student was evaluated outside of Wisconsin and found to have a special education disability in the area of autism. While attending that district, the student spent a high percentage of his day in an isolated special education classroom with other children who also had autism. The student and his family then moved to Milwaukee. It was determined that student's needs did not warrant a most-restrictive-placement (MRP) setting, and he was placed in a school that uses cross-categorical placements for students with disabilities. This meant that he would spend more time in classes with regular education students and with students who have learning or other disabilities.

The parent then complained to Central Services personnel about the placement, maintaining that the student would not receive the same amount of individual attention in Milwaukee Public Schools as he did in his previous school.

Intervention:

The Least Restrictive Environment mandate requires that students with disabilities receive their education in an environment with the least possible amount of separation from the students' non-disabled peers. When there is uncertainty about an appropriate placement, the district should make an effort to educate a student in a less restrictive environment before trying a more restrictive one.

This information was shared with the parent who lodged the complaint. The parent was told that special education teachers who hold multiple certifications in special education areas are trained to provide services that as outlined in the child's IEP. It was stressed that the student would be provided instruction at his level and at his pace. The parent was also told that if problems arose, another IEP team meeting could be held to consider a more restrictive setting.

Resolution:

The parent agreed to a cross-categorical placement in a district school on a trial basis. She requested the opportunity to visit the program before the actual implementation her child's change in placement. She later reported that her son made a positive transition to the new setting and that she was please with his progress. She also shared the observation that she had always wanted her child to share educational opportunities with non-disabled students. She now realized that such opportunities were more readily available in the proposed cross-categorical placement.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Morales 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 the Milwaukee Art Museum and Programs that Serve the Milwaukee Public Schools

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

Administration's Report

1. There are many strong community partners that work with the Milwaukee Public Schools to provide support to the students, teachers and families in our district. The Milwaukee Art Museum (MAM) has worked with the MPS Art Department for over forty years to provide learning opportunities through the arts.

2. The Milwaukee Public schools have booked 345 individual visits over the 06-07 school year. This reflects over 100 school visits and 11 visits for other programs provided at the Milwaukee Art Museum. These numbers reflect an increase in the number of students and schools that have visited MAM: In 2001-02, there were only 66 schools that visited; in 2006-07, this increased to 122 MPS schools.

3. The district's art curriculum specialist sits on the Milwaukee Art Museum's Education Committee. This provides the opportunity for an open dialogue to focus on the educational challenges that

are faced within MPS, as well as a time to share with community members what the most recent district initiatives include and how the Milwaukee Art Museum can support these efforts.

4. As schools have reduced their art allocations, the role of the Milwaukee Art Museum has expanded to design arts programs which serve elementary through high-school students and teachers. These programs explore interdisciplinary curriculum applications and support state standards and MPS Learning Targets.

5. The Milwaukee Art Museum does not work in isolation, but collaborates with other organizations to promote the integration of the arts with literacy, science, history, culture and even music. These collaborations include:

a. the Creative Sharp Literacy program, which serves 3rd- and 4th-grade students, connects reading, writing, and the visual arts;

b. a new program, developed by Discovery World and MAM, targeted at middle-school students;

c. the Junior Docent Program, which offers multiple visits to elementary school students and culminates in a graduation ceremony at the Museum, in which the 5th-graders act as docents and provide a tour for their families; and

d. the MPS Student Nutrition and Wellness Walk and Rally: Bodies in Motion kickoff event in October, hosted by MAM. Award-winning student posters were displayed at the Museum for the event. Schools participated in exercise and a walk to focus on healthful lifestyles.

* * * * *

(Item 2) Informational Report and Follow-up to Resolution 0607R-025 by Former Director Dannecker Regarding a Plan for Sustaining and Improving MPS Arts Education

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

Administration's Report

1. In March 2007, the Milwaukee Board of School Directors adopted Resolution 0607R-025, regarding a plan for sustaining and improving arts education in MPS, by former Director Dannecker and directed the Administration to report back to the Board with a plan for sustaining and improving MPS arts education.

2. Milwaukee Public Schools strongly supports arts education and has committed significant resources to arts education, including $1 million in FY07 and again in FY08 for the Arts Partnership. The Arts Partnership initiative has leveraged an additional $2 Million in cash and in-kind donations during the last two years to support arts program opportunities for MPS students.

3. In response to Resolution 0607R-025, the district's five arts-based schools — Milwaukee High School of the Arts, Lincoln Middle School of the Arts, Roosevelt Middle School of the Arts, Elm Creative Arts School, and Tippecanoe — formed the Arts-Based Collaborative (ABC) to investigate the structure and educational delivery models used at these schools. ABC includes the principal, an artistic director, a parent, and two teachers from each of the schools. The University of Wisconsin-Milwaukee assisted in defining the composition of the collaborative, and school governance councils selected specific members. The ultimate goal of the collaborative is to develop a feasible model for sustaining arts education.

4. During FY07 and FY08, ABC has met on a consistent basis to establish a common vision and mission among the schools. Members had the opportunity to visit the Houston School district and have received and studied material from a number of other school districts with arts-based curriculum. ABC has learned that successful K-12 arts programs *frequently* share two common characteristics:

- a clearly defined art curriculum that distinguishes among the artistic skills, knowledge, and abilities that students are expected to achieve in an arts-centric program versus arts curriculum goals for schools that do not have an arts focus; and
- a single K-12 campus with state-of-the-art studios, equipment, and furnishings that are shared by all grade spans. In a "campus" model, the best art teachers in the district serve as an arts "think tank" to develop and implement best practices relative to an arts-based curriculum and to assist the non-arts-centric schools with programming.

5. The study of successful programs shows that defining and aligning the arts curriculum is required before space-needs of district arts programs can be established. To this end, the group has set as a priority the alignment of MPS arts curriculum to state and national standards.

6. The arts-based curriculum is being developed by identifying incremental steps and arts experience at each grade point necessary to culminate in eligibility for university arts education. The arts curriculum will be a unified, sequential arts program within which students will easily move into different levels of their arts expertise.

7. ABC is working with Teaching and Learning staff to extend arts Learning Targets to a K-12 document which would be consistent with a K-12 arts curriculum. The goal is to have arts Learning Targets established in time to offer guidance in the FY10 school budget process.

8. The Milwaukee High School of the Arts (MHSA) has taken a lead role in arts-curriculum alignment with a goal to align its own curriculum so that it conforms to national standards and so that arts and academic curriculum work to reinforce each other by the end of FY09. In the fall of this year, physical education and dance curriculums were aligned so that dance students now receive physical education credit for dance classes and so that all students receive exposure to dance through physical education classes. This is consistent with DPI practices. An alignment of music and theater curriculums is in process in the current semester. As a first step, placing advanced theater and dance students on a block schedule has allowed MHSA to align after-school performance programming in these two disciplines to the school curriculum.

9. The Milwaukee High School of the Arts is also acting as the "virtual campus" hub. In this role: MHSA provides resources to the other schools in the form of sharing best practices in arts education, encouraging lower-grade student attendance at MHSA performances, and working on joint-performance and exhibit opportunities with lower grade spans.

* * * * *

(Item 3) Action on a Request to Amend the Non-Instrumentality Charter School Contract with Seeds of Health, Inc., to Increase the Number of Seats at Veritas High School

Background

1. On May 30, 2000, the Milwaukee Board of School Directors approved the initial five-year charter school contract with Seeds of Health, Inc., establishing Veritas High School as a non-instrumentality charter school. The initial contract was followed by a renewed contract approved on June 23, 2005. The current contract term is for five years, beginning with the 2005-2006 school year and ending on the last regularly scheduled school day of the 2009-10 school year. Veritas High School is located at 3025 West Oklahoma Avenue.

2. Seeds of Health, Inc., has partnered with Milwaukee Public Schools for more than twenty years and has nurtured the development of several programs, including Veritas High School. The focus of Veritas High School is to offer a small, safe, personalized environment for the college-bound student. *Veritas* is Latin for "Truth." Students are provided an education grounded in positive character values, social ethics, and strong personal principles. Small class size, a rigorous curriculum, personal attention and support, and project-based education combined with cutting-edge technology allow Veritas students to realize their full potential.

3. The curriculum at Veritas High School meets the MPS requirements for high-school graduation with courses offered in a wide variety of disciplines, including English, foreign language, mathematics, social studies, the sciences, computer science, and fine arts. The results of the 2006-07 Wisconsin Knowledge and Concepts Examination in reading, language arts, math, science, and social studies show that Veritas students exceeded the state proficiency requirements in all subject areas. A special intercession program offers students an innovative approach to gaining elective opportunities for enrichment and for remediation.

4. Parents and students have expressed satisfaction at Veritas, as reflected in systematic and consistent input through telephone interviews and surveys administered regularly each year.

5. During the course of the initial and renewed contract terms, the school has requested that the Board increase its enrollment to better accommodate its school community. The Board approved contract modifications to increase the number of seats at Veritas High School as indicated in the following chart:

Date of Board Approval	Requested Number of Seats	Increase in FTE Pupils
August 2, 2001	30	From 120 to 150
February 28, 2002	10	From 150 to 160
March 27, 2003	10	From 160 to 170
June 23, 2005 (Contract Renewal)	2	From 170 to 172
January 26, 2006	18	From 172 to 190

Administration's Analysis

6. The executive director of Seeds of Health, Inc., contacted the Division of Diversified Community Schools with a request to add 60 full-time-equivalent students (FTEs), effective with the 2009-2010 school year, increasing the current enrollment from 190 FTEs to 250 FTEs. The executive director of Seeds of Health, Inc., indicated that the additional 60 seats are necessary in order to respond to the requests from parents and the community.

7. Veritas High School continues to demonstrate sound academic success and, therefore, is a prime candidate for the additional seats to serve more students. The Administration supports the request to amend the charter school contract with Seeds of Health, Inc., to add 60 FTEs, increasing the current enrollment from 190 FTEs to 250 FTEs at Veritas High School.

8. Diversified Community Schools requested an amendment be drafted by the City Attorney's Office. The amendment states the following:

> Notwithstanding anything to the contrary in the model contract approved by the Board on December 21, 2006, Charter school shall be authorized to enroll and receive funding in the 2009-2010 school year of the Contract for up to a total of 250 FTE pupils in grades 9 through 12.

Strategic Plan Compatibility Statement

9. The recommendation 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 be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; and Goal 5, that school staffs be supportive and responsive to students and families.

Administrative Policy or Board Rules Statement

10. This contract amendment 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 Administrative Policy 9.12 and the Board-adopted budget.

Implementation and Assessment

12. Upon approval by the Board, implementation will ensue in accordance with the MPS charter school enrollment process.

Fiscal Impact Statement

13. Adoption of this item alone does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the charter contract with Seeds of Health, Inc., as attached to the minutes of your Committee's meeting, to add 60 FTEs in the 2009-2010 school year, increasing the current enrollment from 190 FTEs to 250 FTEs at Veritas High School. The amendment states the following:

> Notwithstanding anything to the contrary in the model contract approved by the Board on December 21, 2006, Charter school shall be authorized to enroll and receive funding in the 2009-2010 school year of the Contract for up to a total of 250 FTE pupils in grades 9 through 12.

Director Goldberg moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—7.

Noes—Director Falk—1.

* * * * *

(Item 4) Report of the Charter School Contract Review Team and Action on a Request to Renew the Non-Instrumentality Charter School Contract with V.E. Carter Development Group, Inc., For Carter School of Excellence

Background

1. On July 31, 2003, the Milwaukee Board of School Directors approved a five-year charter school contract with V.E. Carter Development Group, Inc., to establish Carter School of Excellence as a non-instrumentality charter school, beginning with the 2003-2004 school year and ending on the last regularly scheduled school day of the 2007-08 school year. Carter School of Excellence is located at 2001 West Vliet Street. The current contract specifies services for 280 full-time-equivalent students (FTEs) in grades K4 through grade five. The Carter School of Excellence's 2007 State Aid Enrollment Count was 277 students, including 27 students (9.75%) with special education needs.

2. The V.E. Carter Development Group, Inc., has been servicing children and families for more than 35 years and is the oldest African-American-owned and -operated child-development center in Milwaukee. The V.E. Carter Development Group, Inc., has a long-standing reputation of treating the whole child through early childhood programs, social services, childcare, a parent center, a nursing department, and transportation. Thousands of children and families have been strengthened as a result of the child and family support provided.

3. During the 2004-05 school year, the Carter School of Excellence chose to accommodate a request from the African refugee communities to provide educational services for refugee families relocating in Milwaukee. On June 23, 2005, the Board took action to amend the charter school contract with V.E. Carter Development Group, Inc., to increase the student enrollment from 200 FTEs to 216 FTEs for the remainder of the 2004-05 school year. On June 23, 2005, the Board also amended the contract to consolidate the educational program at V.E. Carter Development Group, Inc., and the Carter school of Excellence, increasing the FTEs to 280 students, beginning with the 2005-06 school year and continuing for the remainder of the contract term.

4. On August 31, 2006, the contract with V.E. Carter Development Group, Inc., was amended to include a provision for the SAGE (Student Achievement Guarantee in Education) program to begin with the 2006-07 school year and to continue contingent upon the continuation of the Carter charter school contract with Milwaukee Public Schools.

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

Administrations Analysis

6. The Charter School Contract Review Team met on January 29, 2008, to review the charter school contract with V.E. Carter Development Group, Inc., and to evaluate information provided by MPS Diversified Community Schools and various Central Services staff. Representatives from the Carter School of Excellence attended the meeting and provided additional information. The Charter School Contract Review Team finalized the Charter School Contract Review Checklist and recommendation (see the attached Charter School Contract Review Checklist).

7. The Charter School Contract Review Team recommends renewal of the non-instrumentality charter contract for three years with the V.E. Carter Development Group, Inc., for Carter School of Excellence and that the school attend to the areas in which it was found to be non-compliant or partially compliant. The Superintendent has concurred with the recommendation.

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 be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; and Goal 5, that school staffs be supportive and responsive to students and families.

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.

Implementation and Assessment

10. Upon the Board's approval of this item, the contract-renewal process will be initiated in anticipation of developing a renewed contract to be presented to the Board for consideration.

Fiscal Impact Statement

11. This item does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the FY09 Board-adopted budget

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team to renew the three-year non-instrumentality charter school contract with the V.E. Carter Development

Group, Inc., for Carter School of Excellence 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.

Director Spence moved to approve the charter school contract renewal for three years, with annual reviews.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

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(Item 5) Report of the Charter School Contract Review Team and Action on a Request to Renew the Non-Instrumentality Charter School Contract with Hmong American Peace Academy, Ltd., for Hmong American Peace Academy

Background

1. On February 23, 2004, the Milwaukee Board of School Directors approved a four-year charter school contract with Hmong American Peace Academy, Ltd., to establish Hmong American Peace Academy Charter School as a non- instrumentality charter school, beginning with the 2004-2005 school year and ending on the last regularly scheduled school day of the 2007-08 school year. Hmong American Peace Academy Charter School is located at 1418 South Layton Boulevard. The current contract specifies services for 375 full-time-equivalent students (FTEs) in grades K4 through eight. The Hmong American Peace Academy's Charter School's 2007 State Aid Enrollment Count was 396 students, including 2 students (2.41%) with special education needs.

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

Administration's Analysis

3. The Charter School Contract Review Team met on January 29, 2008, to review the Hmong American Peace Academy's charter school contract and to evaluate information provided by MPS Diversified Community Schools and various Central Services staff. Representatives of the Hmong American Peace Academy attended the meeting and provided additional information. The Charter School Contract Review Team finalized the Charter School Contract Review Checklist and recommendation (see the attached Charter School Contract Review Checklist).

4. The Charter School Contract Review Team recommends renewal of the non-instrumentality charter contract for five years with Hmong American Peace Academy, LTD., for Hmong American Peace Academy Charter School and that the school attend to the areas in which it was found to be non-compliant or partially compliant. The Superintendent has concurred with the recommendation.

Strategic Plan Compatibility Statement

5. 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 be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; and Goal 5, that school staffs be supportive and responsive to students and families.

Administrative Policy or Board Rules Statement

6 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.

Implementation and Assessment

7. Upon the Board's approval of this item, the contract-renewal process will be initiated in anticipation of developing a renewed contract to be presented to the Board for consideration.

Fiscal Impact Statement

8. This item does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the FY09 Board-adopted budget

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Charter School Contract Review Team to renew the five-year non-instrumentality charter school contract with the Hmong American Peace Academy, Ltd., for Hmong American Peace Academy 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.

Director Spence moved to approve charter school review team's recommendation to renew the charter school contract for three years with an annual review.

Director Petersons moved a substitute, to approve the charter school review team's recommendation.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Morales, Petersons, and President Blewett—6.

Noes—Director Spence—1.

Temporarily absent—Director Hardin—1.

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(Item 6) Report of the Charter School Contract Review Team and Action on a Request to Renew the Non-Instrumentality Charter School Contract with La Causa, Inc., for La Causa Charter School

Background

1. On July 31, 2003, the Milwaukee Board of School Directors approved a five-year charter school contract with La Causa, Inc., to establish La Causa Charter School as a non-instrumentality charter school,

beginning with the 2003-2004 school year and ending on the last regularly scheduled school day of the 2007-08 school year. La Causa Charter School is located at 1643 South 2nd Street. The current contract specifies services for 500 full-time-equivalent students (FTEs) in grades K4 through grade eight. The La Causa Charter School's 2007 State Aid Enrollment Count was 481 students, including 30 students (6.24%) with special education needs.

2. The focus at La Causa Charter School is to bring high-quality programming to children who are English-language learners. Located on the near south side of Milwaukee, children from this diverse urban community receive instruction in technology programs, space programs from NASA, and robotics programs.

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

Administration's Analysis

4. The Charter School Contract Review Team met on January 29, 2008, to review the charter school contract with LaCausa, Inc., and to evaluate information provided by MPS Diversified Community Schools and various Central Services staff. La Causa's representatives attended the meeting and provided additional information. The Charter School Contract Review Team finalized the Charter School Contract Review Checklist and recommendation (see the attached Charter School Contract Review Checklist).

5. The Charter School Contract Review Team recommends renewal of the non-instrumentality charter contract for five years with the La Causa, Inc., for La Causa charter school and that the school attend to the areas in which it was found to be non-compliant or partially compliant. The Superintendent has concurred with the recommendation.

Strategic Plan Compatibility Statement

6. 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 bee accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families.

Administrative Policy or Board Rules Statement

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

Implementation and Assessment

8. Upon the Board's approval of this item, the contract renewal process will be initiated in anticipation of developing a renewed contract to be presented to the Board for consideration.

Fiscal Impact Statement

9. This item does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the FY09 Board-adopted budget

Committee's Recommendation

Your Committee recommends that the Board:

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 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.

Director Spence moved to renew the charter school contract for three years with an annual review, with the administration and the charter school to monitor student improvement, with an invitation to request an extension of that three-year contract with a demonstration of improved student achievement.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales and Spence—6.

Noes—Director Petersons and President Blewett—2.

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(Item 7) Action on a Request to Close the Kosciuszko Middle School Grades 6-8 Program and Amend the Kosciuszko Middle/Montessori Instrumentality Charter School Contract

Background

1. On July 20, 2006, the Milwaukee Board of School Directors approved a five-year instrumentality charter school contract with Kosciuszko Middle/Montessori School located at 971 West Windlake Avenue. The contract term ends on the last regularly scheduled school day of the 2010-11 school year.

2. On February 5, 2008, the Superintendent received a letter from the Kosciuszko School Governance Council dated January 31, 2008, that stated,

> Please be advised that after a thorough analysis of enrollment and financial projections, the Kosciuszko Community has determined that we will not have the fiscal resources available to offer quality middle school programming for the 2008-09 school year. Therefore, we are recommending closing the middle school program and ask that you bring this request to the Board of School Directors for approval as soon as possible. A timely resolution will allow staff, students, and parents the opportunity to make decisions regarding their options. Please know that should the Board approve this request, the Kosciuszko school community is fully prepared to do whatever is necessary to make the transition as smooth as possible for our students and their families. We are also requesting that the Montessori program remain housed at Kosciuszko and expand by 2 primary classes (K3-K4) next year; continuing to grow into a K-8 program as outlined in the Charter contract. The Montessori program continues to be very successful and is a popular option with parents.

3. This item seeks authorization to close the Kosciuszko Middle/Montessori Instrumentality Charter School middle-school grades 6-8 program, located in the Kosciuszko multi-plex facility at 971 W. Windlake Avenue, at the close of the 2007-08 school year due to low enrollment and the fiscal inability to sustain a quality middle-school-design educational program and amend the charter school contract to reflect the change. The Kosciuszko Montessori Instrumentality Charter School's education program would continue, and the school's name would be Koscisuzko Montessori School.

4. Enrollment data for Kosciuszko Middle School affirm that the enrollment at Kosciuszko has declined from a high of 731 students in September 2000 to an enrollment of 299 students in September 2007. This represents a 59% reduction within a span of seven years. The significant decline in enrollment is shown in the following chart:

Year	Enrollment
2000	731
2001	747
2002	676
2003	645
2004	491
2005	442
2006	355
2007	299

5. During the January 2008 three-choice school-selection process, only 23 sixth-grade students selected Kosciuszko Middle School as their first choice for the 2008-09 school year. The Fall 2008 projected enrollment for the Kosciuszko Middle School program is 235. The school has been unable to develop a balanced FY09 proposed budget with the per-pupil funding allocation.

Administration's Analysis

6. The Kosciuszko enrollment on January 11, 2008, (official January enrollment report) was 296, which included 75 sixth-graders, 97 seventh-graders, and 124 eighth-graders. Ninety-five percent of the students participate in free or reduced lunch. Seventy-two students (24.3%) receive special education services. The demographic enrollment statistics are 71% Hispanic, 23% African-American, 4% Caucasian, and 2% Other. Sixty-nine percent of the students live in the attendance area. The FY09 Kosciuszko middle-grades' regular education transportation cost was estimated to be $47,390.

7. Kosciuszko Middle/Montessori School currently includes a bilingual program. The bilingual enrollment on January 11, 2008, (official January enrollment report) included 30 grade-6 students, 39 grade-7 students, and 55 grade-8 students. The Administration recommends moving the bilingual program to Wedgewood Park Middle School, located at 6506 W. Warnimont Avenue. Wedgewood Park currently has one bilingual classroom at each of the middle-grade levels. The expansion would strengthen the bilingual program. Kosciuszko staff members would have the opportunity to interview for positions at Wedgewood Park, consistent with collective bargaining agreements.

8. English-as-a-Second-Language support currently provided to the middle-grades students at Kosciuszko Middle/Montessori School will be reassigned prior to the opening of school in Fall 2008, based on student enrollment data.

9. The Kosciuszko middle-school program has five special education classes. The Administration recommends moving the bilingual multi-categorical support to Wedgewood Park Middle School, located at 6506 W. Warnimont Avenue, and holding the two monolingual multi-categorical support services in a Third-Friday 2008 adjustment account awaiting Fall enrollment data. District staff will work with K-8 school administrators in proximity to the Kosciuszko attendance area to determine appropriate placements for the two most-restrictive-placement classes. Memorandums of understanding will be pursued to move the two most-restrictive-placement classes intact to the identified sites. Special education staff will work with the parents to ensure a smooth transition for the students.

10. In early March 2008, Student Services staff will send a letter to the parents/guardians of all current sixth- and seventh-grade Kosciuszko students, detailing the 2008-09 enrollment options and transportation policies. A Central Services team will hold a Fall enrollment opportunity at Kosciuszko to assist parents/guardians in the school-selection process. Parents/guardians of incoming sixth-grade students who selected Kosciuszko as their first choice in the January 2008 school selection process will also be contacted to explain their enrollment options.

11. The ALAS instrumentality charter high school will continue to be housed at the Kosciuszko facility.

Strategic Plan Compatibility Statement

12. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility; Goal 5, that school staffs be supportive and responsive to students and families; and Goal 6, that the district be accountable for measurable results.

Statute, Administrative Policy, or Board Rules Statement

13. The recommendation is consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

14. This item does not authorize new expenditures.

Implementation and Assessment Plan

15. The Administration will implement the middle-grades program placement and student assignment process as explained in the Administration's analysis.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the Kosciuszko Middle/Montessori Instrumentality Charter School's request and the amendment to the charter school contract, as attached to the minutes of your Committee's meeting, to eliminate the current middle-grades program and rename the school Kosciuszko Montessori School, effective for 2008-09, due to low enrollment and the fiscal inability to sustain a quality middle-school-design educational program;
2. direct the Administration to relocate the Kosciuszko bilingual middle-grades program to Wedgewood Park Middle School;
3. direct the Administration to explore options for shuttle busing for students moving from Kosciuszko to Wedgewood; and
4. direct that students who were not aware of the new Wedgewood bilingual program during the Three-Choice process be given the opportunity to attend Wedgewood if there is room.

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; Award of Sole-Source Contracts; Authorization to Make Purchases; 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 are contract award recommendations for February 2008. Adequate funding is available in the accounts as noted below.

ELEVATOR MODIFICATIONS

North Division High School Multiplex

Prime Contractor
Braun Thyssenkrupp Elevator
N56 W13535 Silver Spring Drive
Menomonee Falls, WI 53051

Low Bidder, Base Bid of.....$77,334.00

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	94	3	7	0%	0%	N/A	0	0	0

Funds are budgeted for the North Division High School Multiplex's elevator modifications project from FY08 Major Maintenance Construction Fund, contracted services for elevators, account code FAR00MM2ND ECNCELV8 (W.O. #2-732680). Project is to begin on March 3, 2008, and is scheduled for completion on August 22, 2008.

Burroughs Middle School

Prime Contractor
Otis Elevator Company
6070 North Flint Road
Milwaukee, WI 53209

Low Bidder, Base Bid of.....$70,850.00

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	92	4	7	0%	0%	N/A	0	0	0

Funds are budgeted for the Burroughs Middle School's elevator modifications project from FY08 Major Maintenance Construction Fund, contracted services for elevators, account code FAR00MM2BG ECNCELV8 (W.O. #2-732679). Project is to begin on March 3, 2008, and is scheduled for completion on August 22, 2008.

GYMNASIUM & POOL LOCKER REPLACEMENT

South Division High School

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

Low Bidder, Base Bid of.....$278,700.00

Prime Contractor Info				HUB			COIN	Required Student Hrs.	
	# of Employees								
Certified	Total	Minorities	Women	Req.	Submitted	Value	Req. Pct.	Paid Employmt	Ed'l Experience
Yes	41	3	7	10%	100%	278,700.00	25%	200	10

Funds are budgeted for the South Division High School's gymnasium & pool locker replacement project from FY08 Major Maintenance Construction Fund, contracted services for lockers, account code FAR00MM2SD ECNCLKR8 (W.O. #2-730712). Project is to begin on March 4, 2008, and is scheduled for completion on August 22, 2008.

GYMNASIUM LOCKER REPLACEMENT

Custer High School

Prime Contractor
Burkhart Construction Corporation
12800 W. Silver Spring Drive
Butler, WI 53007

Low Bidder, Base Bid of.....$236,000.00

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	25	2	2	10%	77.3%	182,440.00	25%	200	10

Funds are budgeted for the Custer High School's gymnasium locker replacement project from FY08 Major Maintenance Construction Fund, contracted services for lockers, account code FAR00MM2CT ECNCLKR8 (W.O. #2-738072). Project is to begin on March 4, 2008, and is scheduled for completion on August 22, 2008.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$662,884.00
Total dollars HUB participation.....$461,140.00
% of HUB participation.....69.57
% Minority employees within company.....6.76
% Women employees within company.....11.68

Award of Sole-source Contracts

Budget Item	Budget Description	Requested Amount	HUB % Set
Bicycle Federation of Wisconsin	The Administration requests authorization to enter into a contract with the Bicycle Federation of Wisconsin for the purpose of providing the Safe Routes to School Program, which consists of two curricula: Walking Wisdom and Bike Drivers Education. Twenty-four schools and Summer CLC programs will receive services annually. The contract is for one year, with the option to extend for an additional one-year period. The initial contract commences on March 1, 2008, and runs through February 28, 2009. The annual award amount is $108,000. Funding for this contract is from the District's Wisconsin Department of Transportation Safe Routes Grant. Budget Code: CSV-0-S-SA8-RC-ECNS. (Contracted Services).	$108,000	0%
Totals		$108,000	$0

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

Bid-5472 Authorization to Purchase Boilers

The Administration requests authorization to award B-5472 for hot water boilers to Heat & Power Products, the lowest bidder. The boilers will be installed at the following locations:

School	Boiler Type	Unit Cost	Total Cost
Clarke Street	3-Fulton 50 HP	$ 19,350	$ 58,050
Urban Waldorf	3-Fulton 50 HP	$ 19,350	$ 58,050
Total Award			$ 116,100

The following individual school budget codes will be charged: FAR00MM2CK-ECNC; FAR00MM2UW-ECNC; (Major Maintenance — Construction Contracts)

Heat & Power Products

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$116,100	*	*	*	NO	*	*	*	*	*

Purchasing Request Summary — February 2008

Total contract dollars to be awarded..... $116,100
Total dollars eligible for HUB participation..... $116,100
Total HUB dollars ..... $...0
% of MBE participation..... 0
% of WBE participation 0
Total HUB Participation..... 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, 2007, 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	$ 909,651,860	$ 34,186,537	$ 943,838,397	$ 143,504,644	$ 238,986,215	$ 704,852,182	25%
Categorically Aided	190,584,262	35,161,623	225,745,885	20,541,540	60,151,496	165,594,389	27%
School Nutrition	32,149,828	25,669	32,175,497	3,998,834	11,487,267	20,688,230	36%
Construction	22,955,464	29,773,464	52,728,928	12,898	2,733,810	49,995,118	5%
Extension	13,629,616	1,063,479	14,693,095	141,992	1,154,204	13,538,891	8%
Total All Funds	$ 1,168,971,030	$ 100,210,772	$ 1,269,181,802	$ 168,199,908	$ 314,512,992	$ 954,668,810	25%

Below is a summary of expenditures as of December 31, 2007, 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, Commitments & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 909,651,860	$ 34,186,537	$ 943,838,397	$ 69,256,913	$ 449,686,361	$ 494,152,036	48%
Categorically Aided	190,584,262	35,161,623	225,745,885	17,992,991	94,947,127	130,798,758	42%
School Nutrition	32,149,828	25,669	32,175,497	4,951,705	14,285,508	17,889,989	44%
Construction	22,955,464	29,773,464	52,728,928	870,361	51,773,045	955,883	98%
Extension	13,629,616	1,063,479	14,693,095	539,056	5,725,299	8,967,796	39%
Total All Funds	$ 1,168,971,030	$ 100,210,772	$ 1,269,181,802	$ 93,611,026	$ 616,417,340	$ 652,764,462	49%

[1]Represents Board-approved transfers during fiscal year 2008 and appropriations for purchases encumbered in fiscal year 2007.

Respectfully submitted,

Michelle J. Nate
Chief Finance and Operations Officer

Monthly Report on Expenditures

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2007, through December 31, 2007.

School Operations Fund

Expenditures, commitments and encumbrances through December totaled $449,686,361, or 48% of the revised budget.

District Contingent Fund

The balance at December 31, 2007, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2007 ..... $ 1,000,000

Approved Transfers:

None..... −0

Balance — December 31, 2007..... $ 1,000,000

Construction Fund

Expenditures, commitments and encumbrances through December totaled $51,773,045, or 98% of the revised budget.

Extension Fund

Expenditures, commitments and encumbrances through December totaled $5,725,299, or 39% of the revised budget.

District Contingent Fund
1-10-4-876-600-981-510000-0000
SCF-0-0-CTG-DW-ECTG0000

Revenues and Expenditures
Current-year Versus Three-year Average
As of December 30, 2007

	Revenues		Expenditures	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	25%	26%	48%	48%
Categorically Aided	27%	23%	42%	43%
School Nutrition	36%	24%	44%	45%
Construction	5%	7%	98%	98%
Extension	8%	8%	39%	59%

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	Aria Investments	150.00	Used copier for printing
Bradley Tech	Aria Investments	1,200.00	New fire alarm devices
Bradley Tech	Theo Omo	$100.00	Metric socket sets for student use
Carson Academy	Katherine Clark	$100.00	Two DVD players to support the curriculum
Carver Academy	The US Charitable Gift Trust	$1,000.00	Black College Tour, Washington, D.C.
Cass Street School	Brady Street Association	$80.00	Donation
Congress School	Spencer & Joanne Korté	$557.40	Coats for 15 students to keep them warm for winter
Congress School	Precious Adult Family Home LLC	$100.00	Beta Club donation
Curtin School	Kemps Nickels for Schools	$386.25	Gym equipment
Curtin School	Pick'n Save We Care Program	$53.31	Donation
Curtin School	Pick'n Save We Care Program	$54.49	Donation
Dover Street School	Lori Jelinek	$50.00	Dover Common Council trip to Chicago in May 2008
Kosciuszko Middle School	Educators Credit Union	$500.00	Playground equipment
MacDowell Montessori School	Elizabeth A. Brinn Foundation	$2,100.00	Drama club
MacDowell Montessori School	Gorman & Company, Inc.	1,000.00	Renovation of front door
Maple Tree Elementary School	Target Corporation	$150.00	Volunteer program
Maple Tree Elementary School	General Mills Box Tops for Education	$157.60	Donation
Milwaukee German Immersion School	Rich Bersch	$100.00	To purchase physical education equipment
P-5 Schools	Half-Priced Books — Greenfield	Undetermined	14 boxes of children's books for student use
Riverside University High School	Riverside Foundation	$11,242.00	Computers for newspaper lab
Silver Spring Elementary School	Milwaukee Catholic Home	$250.00	Health fair
Twenty-first Street School	Flynn Family Foundation	$150.00	Artist in residence
Victory School	American Society of the Italian Legions of Merit	$1,000.00	K4-K5 Italian Immersion program
Vincent High School	Susan Buss	$1,150.00	1989 Pontiac for auto body class — hands-on training
Whittier School	Whittier PTO	$700.00	Purchase classroom supplies

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts, sole-source contract, 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	
2	Alicia Crawford Project Stay	School Secretary I $20,683.56/yr.	01-28-08
5	Marie Hantke Audubon	School Secretary I $27,839.56/yr.	01-09-08
5	Cindy Johnson Carson Academy	School Secretary I $20,683.56/yr.	01-07-08
5	Cheryl Polka Story	School Secretary I $20,683.56/yr.	01-28-08
		PROMOTIONS	
2	Wayne Vaden Building Operations	School Engineer I $35,641.58/yr.	01-28-08
		CHANGES IN STATUS	
	William Fender[1] 35th Street	School Engineer I $40,515.02/yr.	01-28-08
	Katherine Jackson[2] Longfellow	Handicapped Children's Assistant $15,352.46/yr.	01-03-08
	Adrienne Patton[2] Marshall	Handicapped Children's Assistant $15,352.46/yr.	01-14-08
	Sandra Tiller[2] Longfellow	Handicapped Children's Assistant $15,352.46/yr.	02-06-08

[1]Demotion from School Engineer II
[2]From substitute to regular

Approval of Certificated Appointments

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
2,r,a	Aminah Abdal-Bari Cross-categorical	B	$34,858.00	1	01/28/2008

5,r	Renee N. Albrecht Business	D	$40,702.00	1	01/22/2008
5,r	Jenna Anderson Grade 1	B	$34,858.00	1	01/28/2008
5,r	Laine Andrzejewski Kindergarten	B	$34,858.00	1	01/29/2008
5,r	Andrea Arkin Grade 3	B	$34,858.00	1	01/28/2008
5,r,a	Adriana Balistreri Mathematics	B	$34,858.00	1	01/28/2008
5,r	Leslie Barczak Grade 4	B	$34,858.00	1	01/28/2008
2,r	Crystal Bennett Grade 1	B	$34,858.00	1	01/28/2008
5,r	Angela J. Bidne Grade 3	B	$34,858.00	1	02/11/2008
5,r	Megan Bolinski English	B	$34,858.00	1	01/28/2008
2,r,a	Michael D. Burress Social Studies	B	$34,858.00	1	01/28/2008
2,r,a	John C. Butts III Multi-categorical Special Education	B	$34,858.00		01/28/2008
4,r,a	Zaachila L. Casas Early Childhood Special Education	B	$34,858.00	1	01/28/2008
2,r,a	Joseph T. Clayton Multi-categorical Special Education	B	$34,858.00	1	01/28/2008
4,r	Iris M. Colon Cross-categorical	BB	$55,214.00	1	01/24/2008
5,r	Maria D'amato Mathematics	B	$34,858.00	1	01/28/2008
5,r	Emilie C. Dederich Grades 5-6	B	$34,858.00		02/05/2008
2,r,a	Niani K. Drew Yarbrough Reading	B	$34,858.00	1	01/23/2008
5,nr.a	Brian D. Erdmann Cross-categorical	B	$34,858.00	1	01/28/2008
4,r,a	Jose E. Garcia Mathematics	B	$34,858.00	1	01/28/2008
5,r	Heath Garland Mathematics	B	$34,858.00	1	01/28/2008
5,r	Shawn Gerou Science	B	$34,858.00	1	01/28/2008
5,r,a	Jennifer K. Glueckstein Kindergarten	B	$34,858.00	1	01/28/2008
2,r,a	Carolyn Harmon Mathematics	D	$62,600.00	13	01/23/2008
5,nr	Matthew Harmon Mathematics	B	$34,858.00	1	1/29/2008
5,r,a	Stacy M. Hoyt Multi-categorical Special Education	B	$34,858.00	1	01/28/2008
5,r	Jane C. Janicki Reading	BB	$51,091.00	10	01/28/2008

5,r,a	Greta A. Johansen Spanish	B	$34,858.00	1	01/28/2008
5,r	Melissa Johnson Multi-categorical Special Education	B	$34,858.00	1	01/28/2008
5,r	Patrick Kennelly Social Studies	B	$34,858.00	1	01/28/2008
5,r,a	Megan J. Kuehl Mathematics	B	$34,858.00	1	01/28/2008
5,nr	Jenna Lassila English	B	$34,858.00	1	1/4/2008
5,r	Kim LeFlore Grade 4	B	$34,858.00	1	01/29/2008
5,r	Ashley Ledvina Early Childhood Special Education	B	$34,858.00	1	01/28/2008
5,r,a	Nikki Logan Multi-categorical Special Education	B	$34,858.00	1	01/28/2008
5,r,a	Andrea M. Loss English	BB	$51,091.00	10	02/4/2008
5,r,a	Kathleen R. Lotz Reading	BB	$52,713.00	11	01/28/2008
5,r	John Lyons English	B	$34,858.00	1	01/31/2008
5,r	Mark McCormick English	B	$34,858.00	1	01/28/2008
5,r	Liddell-Jegen McGuire English	B	$34,858.00	1	01/31/2008
5,r	Courtney Miller Mathematics	B	$34,858.00	1	01/28/2008
5,r,a	Lora K. Mitchell Multi-categorical Special Education	C	$60,986.00	13	02/01/2008
5,nr	Pamela Moore English	B	$34,858.00	0	01/28/2008
5,r	Sarah Neuman Social Studies	B	$34,858.00	1	01/29/2008
5,r	Jennifer Oswald Cross-categorical	B	$34,858.00	1	01/25/2008
5,r	Despina E. Papageorge Reading	B	$34,858.00	1	02/11/2008
4,r,a	Yuliana G. Pequeno Bilingual Education	B	$34,858.00	1	01/28/2008
3,r	Christopher K Pfaller Mathematics	B	$34,858.00	1	02/05/2008
5,r	Kandi R. Phelps Kindergarten	B	$34,858.00	1	01/28/2008
5,r	Melissa L. Prast Grade 4	B	$34,858.00	1	02/22/2008
4,r,a	Erica Ramos Multi-categorical Special Education	B	$34,858.00	1	01/28/2008
5,nr,a	Kimberly A. Romero Multi-categorical Special Education	B	$34,858.00	1	01/28/2008
5,r	Lesley A. Sauer Grades 3-4	B	$34,858.00	1	01/28/2008

5,r	Molly Schiebel Grade 2	B	$34,858.00	1	01/14/2008
5,nr	Cynthia Schoonover Mathematics	B	$34,858.00	1	01/28/2008
5,r	Patricia R. Smith Multi-categorical Special Education	B	$34,858.00	1	01/28/2008
5,r	Nicole Sowinski Spanish	B	$34,858.00	1	01/28/2008
5,r	Elizabeth Stetter Guidance	B	$34,858.00	1	01/03/2008
5,nr	Sarah J. Suddendorf Science	B	$34,858.00	1	02/04/2008
2,r,a	Tawana T. Taylor Multi-categorical Special Education	B	$34,858.00	1	01/28/2008
5,r,a	Melissa J. Tempel Bilingual Education	BB	$41,349.00	4	02/04/2008
5,nr	Amy Todd English	B	$34,858.00	1	01/28/2008
5,nr	Megan Walker Spanish	B	$34,858.00	1	02/04/2008
5,nr,a	Erin E. Watton Early Childhood Special Education	BB	$41,349.00	4	01/28/2008
5,nr	Jesse Weinberg Music	B	$34,858.00	1	01/28/2008
5,nr	Andrew Wellinghoff Science	B	$34,858.00	1	01/28/2008
2,r	Twannette Whitney Grade 5	B	$34,858.00	1	02/05/2008
5,r	Joshua Zallar Music	B	$34,858.00	1	01/28/2008

Approval of Certificated Appointments — School Nurses

2,r	Charonda P. Farrington School Nurse	B	$36,026.00	1	01/28/2008
5,r	Jennifer L. Zinda School Nurse	B	$36,026.00	1	01/28/2008

Approval of Leaves of Absence

	Present Assignment	Effective From
Child Rearing Leave, to June 2008:		
Sumners, Joclyn	Starms DLC	January 30, 2008
Sabbatical Leave, to June 2009:		
Zieske, Jr., Richard	MHSA	August 1, 2008

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Darrren Ackley	Teacher	12/31/07
Marilyn Allen	Teacher	06/16/08
Marjorie Baye	Teacher	06/16/08
Mark Carter	Assist. Prin.	08/20/07
Elin Chavez	Teacher	01/25/08
Thomas Chojnacki	Teacher	01/25/08
Shannon Keepers	Teacher	02/01/08
Mary Krupp	Teacher	06/16/08
Otilio Leon	Teacher	01/29/08
Joan LoPresti	Teacher	10/01/08
Ronald Mejia	Teacher	02/28/08
Janet Miller	Principal	12/10/07
Betty Misurek	Teacher	06/16/08
Mary Nemeth	Teacher	01/25/08
Meredith Newton Halstead	Teacher	06/16/08
James S. O'Keefe	Teacher	06/16/08
Barbara Rawling	Teacher	06/24/08
Robin Ryan	Teacher	01/25/08
Jacquelyn Scudder	Principal	06/19/08
Lisa Stevens	Soc Worker	01/14/08

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
Sharon Bruder	School Engineer III	01-31-08
Donna Gales	General Ed. Assistant	01-02-08
Irmina Roche	School Secretary I	01-02-08

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for January 2008 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)	Pamela Ewaldt	Curriculum Generalist Forest Home Avenue School	Schedule III, Range 6C $67,043.00
2(r)	Donna Edwards	Human Resources Administrative Assistant II Department of Human Resources	Schedule III, Range 2A $42,966.07
5(r)	Scott Hirsch	School Safety Supervisor Division of School Safety and Security	Schedule III, Range 2C $34,079.00

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

Director Hardin moved that the Board retire to executive session to consider Item 3, under provisions of Wisconsin Statutes 19.85(1)(c). The Board may reconvene in open session to take action.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence and President Blewett—7.

Noes—Director Goldberg—1.

The Board retired to executive session at 11:25 PM.

The Board reconvened in open session at 12:04 AM.

Director Goldberg moved to approve the administration's recommendations.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Goldberg, Morales, Petersons and Spence—5.

Noes—Director Hardin—1.

Voting "present"—Director Bonds and President Blewett—2.

* * * * *

(Item 4) Action on a Request for Authorization of a Two-Year Extension of the Contract with Virchow, Krause & Company LLP for the Annual Audit of Financial Statements and Accounts

Analysis

1. State Statute 120.14 requires school boards to provide for the audit of school district accounts and certification of the audit. In addition, Board Rule 2.06(5) requires all of the Board's books and accounts to be audited annually by a certified public accountant.

2. In September 2004, Request for Proposal (RFP) 446, for an audit of the financial records and accounts covering fiscal years (FY) 2005, 2006, and 2007 and audits of membership counts for FY 2006, 2007, and 2008 ,was issued. The RFP, which was issued to 20 certified public accounting firms and eight historically underutilized business (HUB) outreach agencies, included a request that each firm include a proposed fee to extend services for an additional two years. Proposals were received from two firms: KPMG LLP and Virchow, Krause & Company LLP.

3. On February 24, 2005, the Milwaukee Board of School Directors authorized the Office of Board Governance to retain the services of Virchow, Krause & Company LLP (VK) to perform audit services for the years ending June 30, 2005, 2006, and 2007. The current contract between MPS and VK includes a 20% MBE (Minority Business Enterprise) commitment.

4. VK, at the request of the Office of Board Governance-Audit Services, has submitted a letter of intent to extend the audit services contract. The letter indicates agreement to the terms and conditions set forth in the contract dated April 5, 2005, with a change in the fixed fee that is related to a change in the scope of services.

5. The American Institute of Certified Public Accountants has issued Statement on Auditing Standards Numbers 104 through 111 that are effective for the year ended June 30, 2008, and after. These new standards will have a significant impact on the amount of time which the district's external auditor must devote to the audit of MPS's financial statements. An article appearing in the June 2007 issue of the *Government Finance Review* published by the GFOA (Government Finance Officers Association) describes the new audit standards and estimates that the new audit standards alone will likely increase audit fees by 10 to 15 percent. VK estimates that the audit cost resulting from these new standards will be $20,000 annually.

6. The district is further required to implement GASB (Governmental Accounting Standards Board) Numbers 43 and 45 related to its accounting and reporting of its other post-employment life and healthcare insurance benefits for the years ended June 30, 2008, and after. The accounting for these benefits will require an actuarial valuation of these benefits and the creation of a Fund 73. VK has advised the district that they need to perform additional audit procedures related to (a) the information provided by the actuary, and (b) information provided by management and disclosed in the footnotes to the financial statements and in the required supplementary information. The additional audit cost resulting from the district's implementation of these new accounting regulations will be $2,000 annually.

7. The "fixed fee" and "scope" sections of the contract will be amended to address the issue of the increased costs and hours of service related to the new Statement on Auditing Standards Numbers 104 through 111 and GASB Numbers 43 and 45. VK's revised two-year extension fee is $294,800 and $308,500 for FY2008 and FY2009, respectively. The revised fee represents an increase of 13.6% and 18.8%, respectively, over the FY2007 audit fees.

8. Based on historical information and interviews with other governmental agencies, it is estimated that the issuance of a RFP for the annual audit would result in increases that equal or exceed the fees proposed by VK. In addition, additional MPS resources would need to be dedicated to familiarize a new firm with MPS's business systems and processes.

Committee's Recommendation

Your Committee recommends that the contract between MPS and VK for the audit of the financial records and accounts be extended two years to cover FY2008 and FY2009 and the audit of the membership counts for FY2009 and FY2010 for an amount not to exceed $603,300.

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

* * * * *

(Item 5) Report on School Performance and Financial Audits of Riverside University High School, River Trail School, and Robert M. LaFollette School

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

Background

1. At its meeting on September 27, 2007, the Board adopted an annual audit plan that included 25 school performance and financial audits.

2. Since January 1, 2008, the following three school performance and financial reviews have been completed and issued as part of the annual plan of school performance and financial reviews to be completed:

Report #	Audit
2007-93	Riverside University High School
2008-01	River Trail School
2008-05	Robert M. LaFollette School

These reports are scheduled for presentation at the February meeting of the Committee on Finance/Personnel.

3. The reports, provided under separate cover, include the school administrator's response to the audit and the action plans that the school intends to implement to address the audit recommendations.

4. The Office of Board Governance audit staff is available to present an overview of the audits and to answer questions about the audits. District administrators and the school principals are available to respond to questions about the principals' responses to the audit recommendations.

* * * * *

(Item 6) Action on Resolution 0708R-065 by Director Bonds Regarding Reopening the Andrew S. Douglas Facility To House a Middle School Program

Background

At its November 29, 2007 meeting, the Board referred Resolution 0708R-065 by Director Bonds to the Finance and Personnel Committee:

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 a means to achieve their educational goals of today in preparation for the workforce of tomorrow; and

WHEREAS, To support the part of the vision statement that "we must have strong and true partnerships with parents and all those in the community who influence and affect our students and families," MPS must continue to offer a variety of educational choices for all students; and

WHEREAS, The increase in the K-8 school offerings has led to the closing of almost all of the district's traditional middle schools, reducing the number of options for students and parents who desire a traditional middle school as an educational option; and

WHEREAS, No large-scale studies have been presented to the Board comparing middle schools that fully implement the middle-school philosophy with K-8 schools; and

WHEREAS, Without the academic advantage of converting schools to K-8 schools having been proven, there must be other options at the middle-school level; and

WHEREAS, The only middle schools on the north side are schools with specialties that consistently have had waiting lists each year; and

WHEREAS, Currently, there are no traditional middle schools within the Milwaukee Board of School Directors' 3rd District, on Milwaukee's north side, north of Walnut to Silver Spring, and east from the river to the 3rd District's western boundary; and

WHEREAS, Within the 3rd District, there are 15 elementary feeder schools, including LaFollette, Keefe Avenue, Green Bay, Franklin and Martin Luther King Elementary school, with no middle-school option for students in the area; and

WHEREAS, Students from these 15 elementary schools who choose a traditional middle-school option are being bused across town because there is no option within walking distance or even close to the north side; and

WHEREAS, Busing costs are increased because all of the northside middle schools have been closed, including Sarah Scott, Malcolm X, Jackie Robinson, and Andrew Douglas; and

WHEREAS, Besides increased busing costs, there is a consistent pattern of closing buildings that have been named to honor great African Americans, with a resultant loss of heritage; and

WHEREAS, It is time for MPS to look at the successes which our middle schools, such as Roosevelt School of the Arts, are having and to replicate such offerings to ensure that more children and their families choose MPS as their first educational offering; now, therefore, be it

RESOLVED, That the Board direct the Administration to create a traditional middle-school option on the north side, using the feeder schools to recruit students; and be it

FURTHER RESOLVED, That the Administration make use of the Andrew S. Douglas building for the location for the following reasons:

- this would be consistent with the District's Strategic Plan and the African American Education Council's recommendation to decrease busing costs;
- the location is suitable, as it was previously used as a traditional middle school;
- it offers another option for parents and students who do not choose the K-8 model;
- there are many feeder schools in the area to populate the school; and
- there is a possibility of increasing parental involvement when students are not bused; and be it

FURTHER RESOLVED, That, to decrease costs to the District of using this building, the Administration look at combining some of the elementary schools in the Board's 3rd District that are in close proximity to each other; and be it

FURTHER RESOLVED, That the Administration bring back a plan for implementation, with the school to open in the fall of 2008, for approval of the Board by December 2007.

Administration's Analysis

1. If the Board directs the Administration to reopen the Andrew Douglas facility, a middle school program for students in grades 6-8 could include the following features:

- A career and technical education focus
- A year-round calendar
- Project Lead the Way component
- Community Learning Center

2. If the Board chooses to direct the Administration to open a middle school at the Andrew Douglas facility, the following options could be explored for student enrollment:

a. Close the city-wide Milwaukee Education Center middle school program located at 227 W. Pleasant St. The September 2007 enrollment at Milwaukee Education Center was 638, and the Fall 2008 enrollment projection is 501, a projected decrease of 137 students, or 21.5%. The September 2007 MEC enrollment included 120 bilingual students (Language Proficiency Levels 1-5). Under this option, a bilingual middle grades program would open at Audubon Technology and Communication Center Instrumentality Charter School located at 3300 S. 39 St. Ninety-one percent (530 regular education and 51 special education students) of Milwaukee Education Center students are transported. The FY09 MEC transportation costs are projected to be $436,575.

b. Close the city-wide Grand Avenue Middle School program located at 2430 W. Wisconsin Ave. The September 2007 enrollment at Grand Avenue Middle School was 458, and the Fall 2008 enrollment projection is 360, a projected decline of 98 students, or 21.4%. Eighty-six percent (367 regular education and 26 special education students) of the Grand Avenue Middle School students are transported. The FY09 Grand Avenue Middle School transportation costs are projected to be $282,596.

3. If the Board chooses to direct the Administration to close the Milwaukee Education Center middle school program to enable middle grades students to attend a middle school at the Andrew Douglas facility, the additional following options could be explored for cost savings:

a. Create an 11-classroom Professional Development Center at the Marshall facility located at 4141 N. 64th St.

b. Relocate the Curriculum Resource Center currently housed on the third floor in the Professional Development Center attached to the Milwaukee Education Center at 234 W. Galena St. to the Marshall Professional Development Center at 4141 N. 64th St.

c. Relocate the Curriculum Materials Development Center currently located on the fourth floor in the Professional Development Center attached to the Milwaukee Education Center at 234 W. Galena St. to the Marshall Professional Development Center at 4141 N. 64th Street.

d. Identify a relocation site for the Teacher Evaluation and Mentoring (TEAM) Program currently located on the fourth floor in the Professional Development Center attached to the Milwaukee Education Center at 234 W. Galena St.

e. Identify a relocation site for Alliance Instrumentality Charter High School currently located on the second floor in the Professional Development Center attached to the Milwaukee Education Center at 234 W. Galena Street. The September 2007 enrollment at Alliance was 112~~,~~ and the Fall 2008 enrollment projection is 124, an 11% increase.

f. Identify a relocation site for DIAL (Downtown Institute of Arts and Letters) Instrumentality Charter High School currently sharing space with the Milwaukee Education Center middle~~–~~school program located at 227 W. Pleasant Street. The September 2007 enrollment at DIAL was 178~~,~~ and the Fall 2008 enrollment projection is 159, a decline of 19 students~~,~~ or 10.7%.

g. Create a parent center at the Grand Avenue facility located at 2430 W. Wisconsin Ave.

4. Special education services would be relocated aligned with the projected student enrollment at each site.

5. For any of the school closing and opening options the Board chooses to pursue, the following staffing adjustment options could be explored:

a. Close Milwaukee Education Center Middle School and Grand Avenue Middle School and reassign staff consistent with collective bargaining agreements.

b. Explore the merger of Milwaukee Education Center Middle School and Grand Avenue Middle School into a middle school at the Andrew Douglas site and secure memorandums of understanding for staff assignment.

6. Reopening the Andrew S. Douglas facility to house a middle~~-~~school program would restore the posthumous honor bestowed upon Mr. Douglas, an outstanding African American educator, principal, and district administrator who provided exemplary service to Milwaukee Public Schools.

7. The September 2007 enrollment in traditional and instrumentality charter middle schools was 8,213. The Fall 2008 projected enrollment for traditional and instrumentality charter middle schools is 6,870. That is a projected enrollment decline of 1,343 students, or 16.4%. In 2008-09 Milwaukee Public Schools traditional and instrumentality charter schools will include 58 K-8 schools, three schools in transition to K-8 status, nine middle schools, two grades 6-12 schools and four schools with customized grade spans including middle grades students. Middle school principals have stated that a minimum enrollment of 500 students is required to implement the middle school program design.

8. The Andrew Douglas facility located at 3620 N. 18th St. was closed in June 2006. In 2004-05, the last year of the Andrew Douglas Middle School at the Douglas facility, 371 students were enrolled in grades 6-8. The cost savings that resulted from facility closure have been distributed on a per-pupil basis to all traditional and instrumentality charter schools.

9. The Administration has conducted two studies of outcomes in the middle grades, examining differences for students in K-8 and middle school configurations. Both of the research studies were conducted by Gary Cook, Ph.D., embedded researcher with MPS from the Wisconsin Center for Educational Research at UW-Madison. The research was conducted to answer the following questions:

- Are there significant differences in student engagement (attendance rates, suspension rates, tardiness, and perceptions of climate) between K-8 and middle schools?
- Are there significant differences in student achievement (percent proficient) and attainment (average scale scores) between K-8 and middle schools?
- How do K-8 and middle schools differ in terms of value-added academic growth in math and reading?

The first study examined data from 2002-03 and 2003-04 and the update covered data from the 2004-05 school year. Findings from the two studies indicate that outcomes are generally more positive for

students in the middle grades in K-8s than for students in middle schools. A second update to the research will be completed in 2008, with an additional focus on high schools. The research will address whether or not students' outcomes in high school are related to the middle grade school configuration.

Strategic Plan Compatibility Statement

10. The Administration's recommendation supports the MPS Strategic Plan Goal 6, The district is accountable for measurable results.

Statute, Board Policy or Rule Statement

11. Administrative Policy 5.01(8)(b) Facilities states "….The Board shall take action by December 31 on specific schools that will be closed the following school year…." Should the Board choose to close schools effective for the 2008-09 school year, a waiver of the December 31 deadline would be needed.

12. The Administration's response to the Board resolution is consistent with Administrative Procedure 5.01(2), Facilities Retirement~~,~~ as it relates to the closing of a school, building consolidation and consolidation principles.

Fiscal Impact Statement

13. This item does not authorize expenditures. The Administration will bring fiscal impact information (e.g., facility, relocation, transportation) to the Board in March 2008~~,~~ reflecting the direction the Board gives to the Administration.

Implementation and Assessment Plan

14. If the Board chooses to direct the Administration to pursue any of the options provided in response to the Board resolution, the Administration will meet with school communities affected (parents, school governance councils, staffs) to explain the proposed options and survey parents relative to their willingness to have their students attend the identified proposed Fall 2008 program locations. The Administration will report the results back to the full Board in March 2008.

15. The Administration will inform the collective bargaining units of the potential impact on staff of the options which the Board chooses to direct the Administration to pursue.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to:

1. for the 2008-2009 school year, reopen the Andrew Douglas facility located at 3620 N. 18th St. as a middle-school program for a minimum of 500 students in grades 6-8 with an educational program that includes the following features:
   - a career and technical education focus
   - a year-round calendar
   - Project Lead the Way component
   - Community Learning Center
   - opportunities for extracurricular and sports programs
   - Re-name the school Booker T. Washington Career & Technical Education School by waiving Administrative Policy 5.02(6), Naming Facilities; and
   - an onsite parent center; and
2. close the Grand Avenue Middle School.

Director Bonds moved to waive Administrative Policy 5.02(6), Naming Facilities, in order to consider the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence and President Blewett—8.

Noes—None.

Director Bonds moved to approve the Committee's recommendation, but for the 2009-2010 school year.

Director Hardin moved a substitute:

for the 2009-2010 school year, reopen the Andrew Douglas facility located at 3620 N. 18th St. as a middle-school program for a minimum of 500 students in grades 6-8 with an educational program that includes the following features:

- a career and technical education focus;
- a year-round calendar;
- Project Lead the Way component;
- Community Learning Center;
- opportunities for extracurricular and sports programs;
- an onsite parent center; and

that the administration provide ongoing updates on the development and implementation of the program; and

that the new school community suggest the name for their new school.

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

Ayes—Bonds, Hardin and President Blewett—3.

Noes—Directors Falk, Goldberg, Petersons and Spence—4.

Abstaining from voting—Director Morales—1.

Director Falk moved a substitute motion, to direct the administration to establish a community cluster with schools in and around the Douglas Middle School to engage the community K-12 education which may include the creation of a new middle school, with recommendations coming before the Board no later than October 2008, and that a hearing be conducted at the committee level at the March Innovation/School Reform Committee meeting on the closing of the Grand Avenue Middle School Program.

The substitute motion was adopted, the vote being as follows:

Ayes—Directors Falk, Goldberg, Morales, Petersons and Spence—5.

Noes—Director Bonds and President Blewett—2.

Voting "present"—Director Hardin—1.

* * * * *

(Item 7) Action on Resolution 0708R-066 by Director Bonds Regarding Reopening the Jackie Robinson Facility To House a Middle School Program

Background

At its November 29, 2007 meeting, the Board referred Resolution 0708R-066 by Director Bonds to the Finance and Personnel Committee:

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 a means to achieve their educational goals of today in preparation for the workforce of tomorrow; and

WHEREAS, To support the part of the vision statement that "we must have strong and true partnerships with parents and all those in the community who influence and affect our students and families," MPS must continue to offer a variety of educational choices for all students; and

WHEREAS, The increase in the K-8 schools offering has led to the closing of almost all of the district's traditional middle schools and has reduced the number of options for students and parents who desire a traditional middle school as an educational option; and

WHEREAS, No large-scale studies have been presented to the Board comparing middle schools that fully implement the middle- school philosophy with K-8 schools; and

WHEREAS, Currently, there are no traditional middle schools within the Milwaukee Board of School Directors' 3rd District, on the north side of Milwaukee, north of Walnut to Silver Spring, and east from the river to the western boundary of the 3rd District; and

WHEREAS, The only middle schools on the northside are schools with specialties that have consistently had waiting lists each year; and

WHEREAS, Within the 3rd District, there are 15 elementary feeder schools — including Lafollette, Keefe Avenue, Green Bay, Franklin, and Martin Luther King Elementary school — with no middle-school option for students in the area; and

WHEREAS, Students from these 15 elementary schools who choose a traditional middle-school option are being bused across town because there is no option within walking distance or even close to the northside; and

WHEREAS, Busing costs have increased because all of the northside middle schools have been closed, including Sarah Scott, Malcolm X, Jackie Robinson, and Andrew Douglas; and

WHEREAS, Besides increased busing costs, there is a consistent pattern of closing buildings that have been named to honor great African Americans, with a resultant loss of heritage; and

WHEREAS, Without the academic advantage of converting schools to K-8 schools having been proven, there must be other options at the middle-school level; and

WHEREAS, It is time for MPS to look at the successes which our middle schools, such as Roosevelt School of the arts, are having and to replicate such offerings to ensure that more children and their families choose MPS as their first educational offering; now, therefore, be it

RESOLVED, That the Board direct the Administration to create a traditional middle-school option on the northside, using the feeder schools to recruit students; and be it

FURTHER RESOLVED, That the Administration make use of the Jackie Robinson School building for the location for the following reasons:

- this would be consistent with the District's Strategic Plan and the AAEC's recommendation to decrease busing costs;
- the location is suitable, as it was previously used as a traditional middle school;
- it offers another option for parents and students who do not choose the K-8 model;
- there are many feeder schools in the area to populate the school; and
- there is a possibility of increasing parental involvement when students are not bused; and be it

FURTHER RESOLVED, That, to decrease costs to the District of using this building, Administration look at combining some of the elementary schools in the Board's 3rd District that are in close proximity to each other; and be it

FURTHER RESOLVED, That the Administration bring back a plan for implementation, with the school to open in the fall of 2008, for approval of the Board by December 2007.

Administration's Analysis

1. If the Board directs the Administration to reopen the Jackie Robinson facility, a middle school for students in grades 6-8 could be developed and implemented in phases that feature a multiple-intelligences gifted and talented educational program.

2. If the Board chooses to direct the Administration to open a middle school at the Jackie Robinson facility, the following options could be explored for student enrollment:

a. Close the Burroughs Middle School program located at 6700 N. 80th St The September 2007 enrollment at Burroughs Middle School was 517~~,~~ and the Fall 2008 enrollment projection is 406, an enrollment decline of 111 students, or 21.5%. Eighty-three percent (383 regular education and 45 special education students) of the Burroughs Middle School students are transported. The FY09 Burroughs Middle School transportation costs are projected to be $339,430. Burroughs Middle School is currently a Level 2 School Identified for Improvement. Merge the Burroughs attendance area with the Northwest Secondary School attendance area.

b. Close the grades 6-8 program at Thurston Woods K-8 School located at 5966 N. 35th St.. The September 2007 enrollment at Thurston Woods K-8 School was 440 (352 K-5 and 88 Grades 6-8) and the Fall 2008 enrollment projection is 427. The loss of 13 students represents an enrollment decline of 3.0%.

c. Close Carleton Elementary School located at 4116 W. Silver Spring Dr. The September 2007 enrollment at Carleton Elementary School was 264~~,~~ and the Fall 2008 enrollment projection is 237. The 27-student loss represents an enrollment decline of 10.2%. Divide the Carleton attendance area and merge the segments with the Browning, Hampton, and Thurston Woods attendance areas for kindergarten through grade 5 students.

3. Special education services would be relocated aligned with the projected student enrollment at each site.

4. For any of the school closing and opening options the Board chooses to pursue, the following staffing adjustment options could be explored:

a. Close Burroughs Middle School and Carleton Elementary School and reassign staff consistent with collective bargaining agreements.

b. Explore the relocation of Burroughs Middle School to the Jackie Robinson and memorandums of understanding for staff assignment.

5. Reopening the Jackie Robinson facility to house a middle school program would restore the posthumous honor bestowed upon Mr. Robinson, an outstanding Milwaukee African American role model and baseball player.

6. The September 2007 enrollment in traditional and instrumentality charter middle schools was 8,213. The Fall 2008 projected enrollment for traditional and instrumentality charter middle schools is 6,870. That is a projected enrollment decline of 1,343 students, or 16.4%. In 2008-09 Milwaukee Public Schools traditional and instrumentality charter schools will include 58 K-8 schools, three schools in transition to K-8 status, nine middle schools, two grades 6-12 schools and four schools with customized grade spans including middle grades students. Opening another middle school will require middle grade adjustments to existing schools. Those adjustments potentially include school closures, mergers or grade reconfigurations. Middle school principals have stated that a minimum enrollment of 500 students is required to implement the middle school program design.

7. The Jackie Robinson facility located at 3245 N. 37th St. was closed in June 2005 due to declining middle-school enrollment. In 2004-05, the last year of the Jackie Robinson Middle School, 225 students were enrolled in grades 6-8. The cost savings for the facility closure have been distributed on a per-pupil basis to all traditional and instrumentality charter schools.

8. The Administration has conducted two studies of outcomes in the middle grades, examining differences for students in K-8 and middle school configurations. Both of the research studies were conducted by Gary Cook, Ph.D., embedded researcher with MPS from the Wisconsin Center for Educational Research at UW-Madison. The research was conducted to answer the following questions:

- Are there significant differences in student engagement (attendance rates, suspension rates, tardiness, and perceptions of climate) between K-8 and middle schools?
- Are there significant differences in student achievement (percent proficient) and attainment (average scale scores) between K-8 and middle schools?
- How do K-8 and middle schools differ in terms of value-added academic growth in math and reading?

The first study examined data from 2002-03 and 2003-04 and the update covered data from the 2004-05 school year. Findings from the two studies indicate that outcomes are generally more positive for students in the middle grades in K-8s than for students in middle schools. A second update to

the research will be completed in 2008, with an additional focus on high schools. The research will address whether or not students' outcomes in high school are related to the middle grade school configuration.

Strategic Plan Compatibility Statement

9. The Administration's recommendation supports the MPS Strategic Plan Goal 6, The district is accountable for measurable results.

Statute, Board Policy or Rule Statement

10. Administrative Policy 5.01(8)(b) Facilities states …. "The Board shall take action by December 31 on specific schools that will be closed the following school year …." Should the Board choose to close schools effective for the 2008-09 school year, a waiver of the December 31 deadline would be needed.

11. The Administration's response to the Board resolution is consistent with Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation, and consolidation principles.

Fiscal Impact Statement

12. This item does not authorize expenditures. The Administration will bring fiscal impact information (e.g., facility, relocation, transportation) to the Board in March 2008 reflecting the direction which the Board gives to the Administration.

Implementation and Assessment Plan

13. If the Board chooses to direct the Administration to pursue any of the options provided in response to the Board resolution, the Administration will meet with school communities affected (parents, school governance councils, staffs) to explain the proposed options and survey parents relative to their willingness to have their students attend the identified proposed Fall 2008 program locations. The Administration will report the results back to the full Board in March 2008.

14. The Administration will inform the collective bargaining units of the potential impact on staff of the options the Board chooses to direct the Administration to pursue.

Committee's Recommendation

Your Committee reports that it is holding Resolution 0708R-066 in committee for one year.

Your Committee recommends that the Board direct the Administration to close the grades 6-8 program at Thurston Woods K-8 School, located at 5966 N. 35th Street.

Director Bonds moved that the administration be directed to

(1) reopen the Jackie Robinson facility located at 3245 North 37th Street as a middle school for students in grades six through eight, and develop and implement in phases a multiple-intelligences education program, with opportunity for extracurricular and sports programs; and

- •rename the school the Louis Armstrong Beacon School of Music and Arts by waving Administrative Policy 5.01(6), Naming Facilities;
- •exploration of an Artist in Residency program at the school;
- •with a CLC component;

•with a proposed year-round school calendar.

(2) close the grades six through eight program at Thurston Woods K-8 School located at 5966 North 35th Street, for the fall of 2009;

(3) merge Carleton Elementary School located at 4116 West Silver Spring Drive, divide the Carleton attendance area and merge the segments with Browning, Hampton, Kluge, 35th Street School and Thurston Woods attendance areas for kindergarten through grade 5 students for fall of 2008; and

(4) authorize the administration to proceed with the above immediately upon Board approval for implementation of fall in 2009.

Director Spence moved to suspend Administrative Policy 5.01(6) regarding naming of school facilities in order to allow the Board to consider this item.

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

Ayes—Directors Bonds, Falk, Goldberg, Morales, Petersons, Spence and President Blewett—7.

Noes—None.

Temporarily absent—Director Hardin—1.

The question being on Director Bonds' original motion, it failed of adoption, the vote being as follows:

Ayes—Directors Bonds and Hardin—2.

Noes—Directors Falk, Goldberg, Morales, Petersons and Spence—5.

Voting "Present"—President Blewett—1.

Director Bonds moved that the administration be directed to

reopen the Jackie Robinson facility located at 3245 North 37th Street as a middle school for students in grades six through eight, and develop and implement in phases a multiple-intelligences education program, with opportunity for extracurricular and sports programs; and

•rename the school the Louis Armstrong Beacon School of Music and Arts by waving Administrative Policy 5.01(6), naming facilities;

•exploration of an Artist in Residency program at the school;

•with a CLC component;

•with a proposed year-round school calendar.

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

Ayes—Directors Bonds, Hardin and President Blewett—3.

Noes—Directors Falk, Goldberg, Morales, Petersons and Spence—5.

Director Spence moved to place the item on file.

The item was placed on file, the vote being as follows:

Ayes—Directors Falk, Goldberg, Morales, Petersons and Spence—5.

Noes—Directors Bonds, Hardin and President Blewett—3.

* * * * *

(Item 8) Action on a Request for Authorization to Enter into a Lease Agreement with Cricket Communications, Inc., a Delaware Corporation, to Erect Cellular Transmission Antennas at Milwaukee French Immersion and Phillis Wheatley Schools

Background

1. The Administration is requesting authority to enter into a lease agreement with Cricket Communications, Inc., a Delaware Corporation, to erect a Wireless Communication Facility at Milwaukee French Immersion and Phillis Wheatley Schools, generating $23,000 per year for each school.

2. The Board has previously approved eight leases:

- three with Sprint Spectrum for towers at Hamilton High School, Juneau High School, and Garden Homes Elementary School;
- one with AT&T for a tower at Riverside High School; and
- four with T-Mobile for towers at Juneau High School, Milwaukee High School of the Arts, Vincent High School, and Hampton Elementary School.

Administration's Analysis

3. The Administration has received a new request from Cricket Communications, Inc., a Delaware Corporation, to erect cellular transmission towers/antennas at Milwaukee French Immersion and Phillis Wheatley Schools. Exterior cabinets will be installed on raised platforms on the roofs to house the electronic equipment.

4. All costs associated with the installation, maintenance, and operation of the tower will be borne by Cricket Communications. In addition to the $1,000.00 non-refundable application fee, MPS will receive rent of $23,000 per year. The initial term of the lease shall be five years, with the option for Cricket

Communications 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.

5. Under Administrative Policy 5.01, Facilities; Administrative Policy 5.03, Siting and Installation of Wireless Communication Facilities on District-Owned Land or Building Space; and Administrative Procedure 5.01(3), Rentals and Services (Leases), "Any revenue generated by the lease fees at school sites that exceed district expenses shall be placed in the local school budget."

6. The Administration projects that revenue of $23,000 per year, increasing at three percent every year, will be allocated to the budgets of the Milwaukee French Immersion and Phillis Wheatley Schools for a minimum of five years. The rent for FY08 will be prorated, if necessary, based on the actual date of the commencement of work.

7. 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.

8. It is anticipated that the terms and conditions of the lease with Cricket Communications will be similar to the current leases that the District has with other cellular providers.

Strategic Plan Compatibility Statement

9. The recommendation is consistent with the District's Strategic Plan, III, District and Community Support, Goal 6, that the district be accountable for measurable results.

Statute, Administrative Policy, or Board Rules Statement

10. 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.

Fiscal Impact Statement

11. This item does not authorize expenditures. All costs associated with the installation, maintenance, and operation of the antenna will be borne by Cricket Communications. The Administration projects that revenues of $23,000 per year for each school, increasing at three percent every year, for a minimum of five years will be allocated to the budgets of Milwaukee French Immersion and Phillis Wheatley Schools. The additional funding will begin in either FY08 or FY09.

Implementation and Assessment Plan

12. 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 authorize the Administration to enter into Lease Agreements with Cricket Communications, as attached to the minutes of your Committee's meeting, to erect wireless communication facilities at Milwaukee French Immersion and Phillis Wheatley Schools in accordance 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 be $23,000;
- rent will be escalated by three percent each year, beginning with the second year of the initial term.

All other terms and conditions of the leases will be similar to the current leases which the district has with other cellular providers.

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

* * * * *

(Item 9) Action on a Request for Authorization to Enter into an Intergovernmental Agreement with the City of Milwaukee Relating to Reimbursable Debt

Background

1. The City of Milwaukee (the City) periodically issues debt for school purposes at the request of Milwaukee Public Schools (MPS), and the City is reimbursed by MPS for certain debt issues.

2. The City and MPS desire to formalize an agreement upon which the debt service on reimbursed school debt is paid by MPS.

Administration's Analysis

3. This resolution authorizes an intergovernmental cooperation agreement (the Agreement), copy attached, wherein the City agrees to issue debt on behalf of MPS for various purposes at the request of MPS. The proceeds of the debt are used to make various improvements, including those that MPS budgets for the Americans with Disabilities Act.

4. The Agreement applies to debt for which the debt service is reimbursed to the City by MPS and applies (1) to such reimbursable debt as has already been issued, (2) to refundings of existing reimbursable debt, and (3) to new reimbursable debt.

5. The terms of the Agreement include MPS agreeing to reimburse the City in full the ongoing debt service for reimbursable debt, plus allocable portions of the costs of issuance for the debt. This provision is consistent with current practice. The Agreement includes Exhibits to be used as forms to document the various steps of the debt issuance process. For example, Exhibit 3, entitled Request for Additional Reimbursed School Debt to be issued by the City, formalizes the Board request to the City to issue reimbursable debt. Exhibit 2 to the Agreement, entitled Acknowledgement of Reimbursed School Debt issued by the City, recognizes the issuance of debt for MPS purposes and acknowledges that MPS will reimburse the resulting debt service to the City. Each of these forms requires authorization of the Board President and the Superintendent and is to be given to the City.

6. Additional provisions of the Agreement include MPS authorizing the City to refinance existing reimbursable debt as opportunities arise, provided that the refunding does not increase the debt service to be reimbursed.

7. The agreement further sets out procedures concerning the use of variable rate debt for financing MPS reimbursable debt. Within this provision, MPS must affirmatively consent to the use of variable rate debt for new debt issues by giving written notice to the City in the form of Exhibit 4 of the agreement, Consent to the Issuance of Reimbursed School Debt as Variable Rate Debt. This consent requires the authorization of the Superintendent and the Board President.

8. Also, the agreement stipulates that MPS consent is not required for the City to refinance exiting variable rate debt with variable rate debt. As of the date of this resolution to the Board, there is no reimbursable debt that is variable rate. Therefore, this provision would apply to future issuances.

9. The Agreement was reviewed and approved by the Common Council of the City of Milwaukee on November 21, 2007.

Strategic Plan Compatibility Statement

10. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about allocation of resources for district programs, functions, and operations and supports Goal #7, central services departments' support of student learning.

Statute, Administrative Policy or Board Rules Statement

11. The recommendation is consistent with Board administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

12. This resolution does not authorize expenditures.

Implementation and Assessment Plan

13. Upon approval by the Board, the Board President and the Superintendent will execute the Agreement.

Committee's Recommendation

Your Committee recommends that the Board approve the Intergovernmental Cooperation Agreement with the City of Milwaukee, as attached to the minutes of your Committee's meeting.

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

* * * * *

(Item 10) Action on a Request for a P.L.A.N. Loan to MacDowell Montessori School to Construct a New EntryWay

Background

1. In October of 2002, the MPS Board of School Directors approved the implementation of the Project Loan Acquisition Network (P.L.A.N.). Through the PLAN program, a centralized fund was created into which participating schools have voluntarily deposited portions of their carryover balances for a period of one to three years. MPS schools are then given the opportunity to submit applications to the PLAN Board of Directors to secure low interest loans from the centralized fund to complete projects that they may have difficulty financing under certain constraints. Schools that borrow funds make the commitment to make repayments over the course of one to three years. By using the PLAN management tool, the Division of Finance and PLAN members have worked to help the district and participating schools mitigate a number of problems caused by fiscal instability at the state, local and school levels.

2. In January of this year, MacDowell Montessori School submitted a request to borrow $132,712.70 in order to construct a new glass entryway and vestibule to improve traffic flow in and out of the building. MacDowell also requested that it be allowed to repay the loan over 10 years, which is outside of the traditional three-year repayment window currently used with PLAN. Recognizing that the 10-year repayment period is beyond that allowed under existing guidelines, MacDowell has agreed to pay 3% interest annually on the amount of the loan outstanding.

Administration's Analysis

3. MacDowell's loan request was submitted in accordance with the wishes of the school's school governance council and has been reviewed and approved by the PLAN Executive Committee.

4. The MacDowell administration has worked with the Division of Facilities and Maintenance on a design for the new entryway that is more prominent and welcoming than is the current main entrance. In addition, the design improves traffic flow and will enhance safety and security.

5. The PLAN Executive Committee and the Administration are prepared to support the loan, subject to a number of considerations:

a. The loan will be granted and remain in good standing as long as MacDowell maintains a current-year deficit at year-end that does not exceed 2% of the school's Board allocation. If a significant deficit recurs, full payment of the outstanding principal will be required in the following budget year.

b. Conversely, if a surplus in excess of 2% is realized, MacDowell would be required to commit the surplus over 2% to loan repayment to accelerate retirement of the debt.

c. The loan will be subject to reconsideration if any changes are made with regard to MacDowell's management status.

Strategic Plan Compatibility Statement

6. The Administration's recommendation 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 2, that school communities work together for improvement in academic achievement; Goal 5, that school staffs be supportive and responsive to students and families; and Goal 7, that the district's central services departments support student learning.

7. The Project Loan Acquisition Network responds to the MPS Strategic Plan's goal of "maintaining financial stability while decentralizing decision-making authority."

Statute, Administrative Policy, or Board Rules Statement

8. According to Administrative Policy 3.04, Fund Transfer Authority, the Board's approval is needed for fund transfers exceeding $100,000 between departments, programs, schools, or special accounts.

Fiscal Impact Statement

9. This item authorizes a transfer in the amount of $132,712.70, Account code: GN6-0-0-BDK-MC-ECSP

Implementation and Assessment Plan

10. MacDowell Administration officials, as well as the MacDowell school governance council, have agreed to the plan and to the conditions of the loan. MPS Finance personnel, along with the PLAN Executive Committee, will monitor compliance with the agreements stipulated in the loan and revisit the agreement accordingly. MPS Finance staff will ensure the proper and timely transfer of loan repayment.

Committee's Recommendation

Your Committee recommends that the Board approve the PLAN loan to MacDowell Montessori School for the construction of a new glass entryway.

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

* * * * *

(Item 11) Action on a Extension of and Amendment to 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. In December 2006, the Milwaukee Board of School Directors entered into 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 (see Attachment #2 to this item). The term of the initial agreement was January 2007 through January 2008. The term of the agreement is subject to two extensions upon mutual agreement.

2. The Administration is requesting that the original contract agreement for the services of MUTT be extended for an additional year. In addition, at the advice of the City Attorney's office, paragraph 10 of the original agreement has been deleted because "…it is not an accurate statement of the legal liabilities of the parties with respect to the actions or omissions of their respective employees, agents and officers." The deleted paragraph originally read as follows:

> 10. The Milwaukee County Behavioral Health Division and MPS shall be solely liable for all acts undertaken by their respective employees, agents and officers.

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

4. The Center for Disease Control, National Center for Health, *Statistics Report* (2006) has additional information that reports that 16% of US children ages 4 to 17 years had parents who talked with healthcare providers about concerns regarding their children's behavioral and emotional health and wellbeing. According to the CDC, approximately only one-third of the children with mental health needs receive treatment for their problems.

Administration's Analysis

5. As a result of ongoing discussions about behavioral needs and supports for students with and without disabilities, the District has implemented a number of preventions, early interventions, 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.

6. 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 am to 4:30 pm. MUTT responds to the designated MPS referral staff and comes immediately to the school to:

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

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

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

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

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

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

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

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

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

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

8. Outcomes form the first year of the agreement are as follows:

January 2007-January 2008 MPS MUTT RESPONSE LOG	
School	**Number of Individual Cases (Year 1)**
African American Immersion	2
ALAS	1
Alcott	1
Alliance	2
Bay View	3
Bradley Tech	2
Burroughs	4
Cass	1
Custer	2
Doerfler	1
Eighty-first	2
Fifty-third	1
Foster and Williams	4
Fritsche	7
Gaenslen	1
Grant	1
Greenfield	3
Hamilton	5
Holmes	1
King	2
Kosciuszko	2
Lad Lake/Synergy	1
Madison	1

January 2007-January 2008 MPS MUTT RESPONSE LOG	
School	**Number of Individual Cases (Year 1)**
MEC (Milwaukee Education Center)	1
Metropolitan	3
Mitchell	3
Milwaukee Leadership Training Center	4
MILLI Milwaukee Learning Laboratory and Institute)	1
Milwaukee School of Languages	1
Milwaukee School of Entrepreneurship (MSE)	1
Morgandale	1
Morse	2
Muir	1
Northwest Secondary	1
Professional Learning Institute	1
Project Excel	1
Pulaski	7
Reagan	2
River Trail	1
Riverside	3
Roosevelt	2
Sarah Scott	3
Sherman	4
Silver Spring Academy	2
South Division	3
Spotted Eagle	2
Thurston Woods	1
Truth	1
Washington Complex	3
Wedgewood	17
WCLL	1
Total Schools Served = 52	**Total Individual Cases = 123**

Reasons for Referral to the Dedicated MUTT Team	
Absconding	Homicidal Ideation
Attention Deficit Hyperactivity Disorder	IEP Meeting
Aggressive Behavior	Impulsivity
Autism	Medication Non-compliance
Bipolar Disorder	Mental Health Issues
Class refusal	Mental Illness
Cognitive Disabilities	Mutism
Defiance	Post Traumatic Stress Disorder
Depressive Disorders	Schizophrenia
Developmental Disabilities	School Interruption
Delinquency	School Refusal
Disruptive Behavior	Self Injury
FISS Meetings	Suicidal Ideation
Hallucinations	Threatening Behavior
Home/family issues	Violence

9. Additional Outcome Data

- Total Number of Youth Served (Year 1 of Agreement) 256
- Additional Face-to-Face Crisis Interventions, Follow-up Visits, Meetings etc. (after initial contact with the students) 124
- Youth and Family Contacts 215
- Follow-up visits/meetings with youth and families at home School 41
- IEP (Individual Education Plan) and FISS (Family Intervention and Support Services) meetings attended 10
- Inpatient Treatment Admittance (CAIS, Rogers, Aurora)
  - — Admissions for inpatient evaluation and treatment 16
  - — Admissions to day treatment programs 6
    - URGENT Medication Clinic Referrals 8
- Students referred to the REACH (pre-adjudication wrap-around services) program launched December 2007 30

10. The MUTT team and MPS staff developed a user survey to track outcomes and to determine areas of needed improvement to be made in overall services and outcomes. The following survey results have been collected over the period from August 2007 to the present.

a. School Staff Survey Responses

- Would the students have been suspended or otherwise removed from schools if MUTT/MPS had not been involved?

  Yes 57%

  No/Not Applicable (cases were not candidates for suspension, mental health concerns, or suicide ideation) 43%

- If the student was suspended or otherwise removed from school, were support services provided by MUTT/MPS at the time of the incident?

  Yes (support services were provided, even though the child had to be removed) 60%

  Not Applicable (student was not removed from school) 37%

  No *(This survey goes on to explain that they have had little follow-up over the past 2 years. We do not have the staff or school name on this survey and think it is possible they are speaking of the original MUTT services, as our team has not been in existence for 2 years.)* 3%

- If the student remained in the building, were strategies for working with the student within the school provided by MUTT?

  Yes 70%

  Not Applicable 13%

  No (In some of these surveys the students did not remain in the building) 7%

Additional feedback on the NO answers was as follows:

— MUTT does serve its purpose as another intervention.

— MUTT is very helpful at sharing the information they receive on their home visit

— MUTT has been helpful; a revised survey could have a section to cover other issues.

— MUTT has been good in coming to follow-up meetings (IEP) and providing follow-up with the parents and the students and giving them follow-up support.

— Staff was not really given resources for working with the student at the time of the incident; they [MUTT] usually calm the situation down and go.

b. Parent Survey Responses

- Did MUTT/MPS explain their role in working with your child?

  Not at all....0
  Somewhat....0
  Yes 36%
  Very Much 64%

- Were you provided with information on services available within the community?

  Not at all....0
  Somewhat....0
  Yes 55%
  Very Much 45%

- How satisfied are you with MUTT/MPS services?

  Not at all....0
  Somewhat....0
  Neutral 0
  Satisfied 9%
  Very Satisfied.... 91%

Strategic Plan Compatibility Statement

11. 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, that school staffs be supportive and responsive to students and families; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

12. 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 because the Mobile Urgent Treatment Team (MUTT) currently provides services to MPS and, due to the county services involved, there were no competitive vendors.

Fiscal Impact Statement

13. 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 (Crisis Response Initiative, payment to municipality).

14. This extended Intergovernmental Agreement runs from January 2008 through January 2009. The remainder of the cost ($180,000) will be supported by Wraparound Milwaukee.

Implementation and Assessment Plan

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

Committee's Recommendation

Your Committee recommends that the Board approve the extension of and amendment to the Intergovernmental Agreement with Milwaukee County Behavioral Health Division-Wraparound Milwaukee (Attachment #1 to this item in 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, 2008, through January 31, 2009.

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

* * * * *

COMMITTEE ON COMMITTEE ON SAFETY AND CLIMATE

Director Hardin presented the following report for the Committee on Safety and Climate:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Safety and Climate presents the following report:

(Item 1) Action on Resolution 0607R-034 by Director Morales Regarding a Collaboration with the Office of the State Public Defender to Avoid Jail Time for Children Who Have Committed Minor Criminal Offenses

Background

At its meeting on July 24, 2007, the Board discharged Resolution 0607R-034 by Director Morales from the Committee on Legislation, Rules and Policies and referred it to the Committee on Safety and Climate:

> WHEREAS, The Milwaukee Public Schools, by its nature and by its legal charge, has as its primary obligation the education of children within the City of Milwaukee; and
>
> WHEREAS, While in order to meet that obligation, MPS must maintain discipline within its schools and classrooms, the purpose is defeated if disciplinary action against students does not take into account, or even supersedes, the district's primary mission; and
>
> WHEREAS, Section (3) of Administrative Policy 8.23, Weapons in the Schools (and Criminal Offenses), acknowledges the importance of balancing the district's need to maintain

discipline with the educational needs of expelled students not only by mandating that students expelled from the Milwaukee Public Schools for non-violent offenses be offered educational services in a variety of settings — including, among others, MPS alternative, partnership, or charter schools — but also by allowing the Independent Hearing Panel the option of recommending educational services for students who have been expelled for violent offenses; and

WHEREAS, Members of the Office of the State Public Defender have sought to avoid jail time for children who have committed minor criminal offenses by working out deals with prosecutors that involve the children committing to stay in school; and

WHEREAS, Not only do such incentives help prevent children from being introduced to an environment which may set them on the wrong path at such an early age, but they also help MPS in its mission by inducing children to stay in school; and

WHEREAS, The State Public Defender is unable to make such deals with prosecutors when a child cannot attend class in a district school because he or she has been expelled from the district without services; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to work with the Office of the State Public Defender to determine where MPS policies, procedures, and practices stand as an impediment to the goal of avoiding jail time for children who have committed minor criminal offenses; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to work with the Office of the State Public Defender to determine — to the extent that they will not interfere with the district's mission to educate to the best of its ability all the children under its charge; be detrimental to the health, welfare, and wellbeing of the district's students; or conflict with federal, state, or local rules, regulations, or laws — what changes must be made to the policies, procedures, and practices of the district as they relate to student expulsions in order to facilitate the avoidance of jail time for children convicted of minor criminal offenses; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to report to the Board no later than 90 days after the adoption of this resolution the results of its collaboration with the Office of the State Public Defender and its recommendations for changes in the policies, procedures, and practices of the district as they relate to student expulsions and the avoidance of jail time for children convicted of minor criminal offenses.

Administration's Analysis

1. The Milwaukee Board of School Directors and the Administration have consistently expressed interest in exploring alternatives to expulsions and suspensions. The Administration is taking an active role in working with the community to develop strategies for positive approaches to support students relative to district discipline policies and procedures.

2. The Safe Schools/Healthy Students Initiative creates integrated, collaborative delivery systems that increase access to programs and services for students. One of the activities that is part of this initiative is to identify alternatives to expulsions and suspensions through collaboration with community partnerships. Numerous community partners involved with this initiative are engaging in discussion around this topic. Current partners on the Safe Schools/Healthy Students Initiative's Alternatives to Expulsions and Suspensions Committee include the Milwaukee County District Attorney's Office, the Milwaukee County Juvenile Justice System, the Milwaukee Police Department, and the Milwaukee County Behavioral Health Division, including Wraparound Milwaukee.

3. One of the primary goals of the Safe Schools/Healthy Students Initiative's Alternatives to Expulsions and Suspensions Committee is to identify alternatives to expulsions and suspensions. This goal parallels the intent of Resolution 0607R-034 — the avoidance of jail time for children convicted of minor criminal offenses.

4. The Office of School and Community Support has been in communication with the Office of the State Public Defender to invite participation on the Safe Schools/Healthy Students Initiative's Alternatives to Expulsions and Suspensions Committee. The Office of the State Public Defender has responded positively and accepted the invitation.

5. Once the Committee has built consensus regarding best practices and recommended changes in administrative policies and procedures as they relate to expulsions and suspensions, the information will be shared with the Board via an informational item in June 2008.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS Strategic Plan Goal 7, that the district's central services departments support student learning, and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

9. Upon approval by the Board, the Administration will continue collaboration with a representative from the Office of the State Public Defender via the Safe Schools/Healthy Students Initiative's Alternatives to Expulsions and Suspensions Committee.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0607R-034 by Director Morales as amended:

> FURTHER RESOLVED, That the Milwaukee Board of School Directors direct the Administration to report to the ~~Board~~ Committee on Safety and Climate no later than ~~90~~ 120 days after the adoption of this resolution the results of its collaboration with the Office of the State Public Defender via the Safe Schools/Healthy Students Initiative's Alternatives to Expulsions and Suspensions Committee and its recommendations for changes in the policies, procedures, and practices of the district as they relate to student expulsions and the avoidance of jail time for children convicted of minor criminal offenses.

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

* * * * *

(Item 2) Action on Resolution 0708R-059 by Director Bonds Regarding a Climate Study of Central Services and a Staffing-Needs Assessment

Background

At its meeting on October 30, 2007, the Board referred Resolution 0708R-059 by Director Bonds to the Committee on Safety and Climate:

> WHEREAS, The functions of the Milwaukee Public Schools Central Office are essential to student success; and

WHEREAS, It is this Board's fiduciary responsibility to the public to ensure that funds allocated for central administrative duties are used in the most efficient and effective manner; and

WHEREAS, Although the district's current organizational structure lists many new positions and there have been changes to the staffing requirements, recruitment needs, fiscal resources, and allocation methods of the district, there has been little actual change in the Central Office; and

WHEREAS, District policies, procedures, and practices need to be aligned to reflect organizational changes 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 staff morale, internal and external communication, and possible duplication of services; and

WHEREAS, Within the MPS Central Administration, there are both 10-month and 12-month positions which can be a focus for the assessment of staffing needs; and

WHEREAS, The Milwaukee Public Schools continues to operate under various fiscal constraints which place restrictions on the district's ability to raise funds to meet its education objectives and other requirements; now, therefore, be it

RESOLVED, That the Board direct the Administration to contract with a Board-approved independent consultant to conduct a climate study of Central Office and a staffing-needs assessment; and be it

FURTHER RESOLVED, That the study include rationales for all 12-month positions within Central services and suggested positions that can be 10-month positions rather than 12-month positions and the cost savings to the district, along with the effect on the schools if changes were to be made; and be it

FURTHER RESOLVED, That the Administration bring a recommendation for contracting back to the Board by September 1, 2008; and be it

FURTHER RESOLVED, That the consultant report the findings of the analysis to the Board.

Administration's Analysis

1. The Administration currently administers a school-based instrument designed to survey constituents on topics known to affect school quality. This survey does not include MPS Central Administration.

2. The Administration concurs with the recommendation to administer a climate study of Central Office and a staffing-needs assessment. In order to conduct an independent study of the climate and morale of staff assigned to Central Services, the Administration recommends that the Board direct the Administration to solicit proposals in order to identify a qualified vendor. The vendor would design a climate study to assess staff morale, including issues related to communication, reorganization, and satisfaction with job roles and responsibilities.

3. The staffing-needs assessment study should include rationale for all 12-month positions within Central Services and suggest positions that can be reduced to 10-month resulting in a cost-savings to the district. The study should also include what effect the reduction in work-year would have on schools if the changes were implemented.

Strategic Plan Compatibility Statement

4. The Administration's recommendation supports the MPS Strategic Plan Goal 7, that the district's central services departments support student learning.

Statute, Administrative Policy or Board Rules Statement

5. The recommendation is consistent with Board administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

6. This item does not authorize expenditures. The Administration will bring the recommendation for contracting back to the Board by September 1, 2008. Fiscal impact information will also be provided.

Implementation and Assessment Plan

7. Upon approval by the Board, the Administration will bring a recommendation for contracting back to the Board by September 1, 2008.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution and:

1. authorize the Administration to seek an independent contractor to conduct the climate survey and staffing needs assessment for Central Administration; and

2. direct the Administration to bring a recommendation for contracting back to the Board by September 1, 2008; and

3. direct the Administration to report the findings of the analysis to the Board when the climate study and staffing needs assessment have been completed.

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

* * * * *

(Item 3) Action on Resolution 0708R-075 By Director Hardin to Extend the Deadline for Submission of the Task Force on Youth Safety and Anti-Violence's Proposal for a Comprehensive Safety Plan

Background

At its meeting on January 31, 2008, the Board referred Resolution 0607R-075 by Director Hardin to the Committee on Safety and Climate:

WHEREAS, Student safety is a primary concern of the Milwaukee Board of School Directors; and

WHEREAS, At a special meeting on May 1, 2007, the Milwaukee Board of School Directors voted to adopt a motion which authorized the Board President to establish and appoint a Task Force on Youth Safety and Anti-Violence, to include representatives from the community, the MPS Administration, the Board, and the schools to present a report to the Board's Committee on Safety and Climate in July 2007; and

WHEREAS, President Blewett gave the Task Force its charge as follows:

> The Milwaukee Board of School Directors' Task Force on Youth Safety and Anti-Violence will develop short-term goals related to safety and make its initial recommendations to the Board's Committee on Safety and Climate in July 2007; and

WHEREAS, The Task Force's work should be completed and its recommendations for a long-term district-wide Safety Plan should be presented to the Board's Committee on Safety and Climate during March 2008; and

WHEREAS, It is the Task Force's obligation to submit recommendations that promote safety in schools and the surrounding neighborhoods in collaboration with parents, community residents, and law enforcement officials; and

WHEREAS, Since the onset of the Task Force's work, there has been a great deal of attention diverted from safety, with concentration centered on development of a strategic plan that will increase student achievement; and

WHEREAS, The Safety Task Force has also faced the obstacle of working with one Safety Director in its efforts toward development of a comprehensive safety plan, only to be required to begin again with a new Safety Director; and

WHEREAS, The Safety Taskforce has continued to have difficulty getting timely and accurate information required to fulfill its charge and make meaningful recommendations towards development of an effective safety plan; and

WHEREAS, The amount of time which the taskforce members have volunteered in this advisory role proves their commitment and dedication in helping MPS create safe learning environments for its students; and

WHEREAS, The Safety Task Force wants to present recommendations that will create safe schools supporting optimum learning environments, opportunities for student success, and a welcoming environment for parents and the community; now, therefore, be it

RESOLVED, That, in light of the internal changes and obstacles that the Safety Taskforce has encountered in its quest to make effective recommendations towards the development of a comprehensive safety plan, the Board extend the timeline for submission of its proposal; and be it

FURTHER RESOLVED, That the Safety Task Force be allowed additional time to compile information, work with the new Director of School Safety, and incorporate new policies and procedures related to safety that the district has implemented since the development of the taskforce in its proposal for a district-wide comprehensive safety plan; and be it

FURTHER RESOLVED, That the Safety Task Force be required to submit its proposal for a comprehensive safety plan to the Board by August 2008.

Analysis

1. At a special meeting on May 1, 2007, the Milwaukee Board of School Directors voted to adopt a motion which, in part, authorized the Board President to establish and appoint a Task Force on Youth Safety and Anti-Violence to include representatives from the community, the Administration, the Board, and the schools to present a report to the Board's Committee on Safety and Climate in July 2007.

2. The Task Force on Youth Safety and Anti-Violence held its first meeting on Tuesday, June 26, 2007, at which time President Blewett explained the action of the Milwaukee Board of School Directors of May 1, 2007, and gave the Task Force its charge as follows:

> The Milwaukee Board of School Directors' Task Force on Youth Safety and Anti-Violence will develop short-term goals related to safety and make its initial recommendations to the Board's Committee on Safety and Climate in July 2007. The Task Force's work should be completed and their recommendations for a long-term district-wide Safety Plan should be presented to the Board's Committee on Safety and Climate during March 2008.

3. The Task Force on Youth Safety and Anti-Violence presented its first report to the Committee on Safety and Climate on July 24, 2007.

4. Since its inception, the Task Force has met ten more times. In addition, there have been several meetings of the various subcommittees which the Task Force has established.

5. In order to facilitate the work of the Task Force on Youth Safety and Anti-Violence, the Administration will take the necessary steps to provide requested information and continue to develop a positive working relationship. The Administration will put forth every effort possible to foster strong relations and open communication between the Task Force on Youth Safety and Anti-Violence and the Director of School Safety.

Strategic Plan Compatibility Statement

6. The creation and work of the Task Force on Youth Safety and Anti-Violence supports the MPS Strategic Plan, Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rules Statement

7. Board Governance Policy 2.10, Board Advisory Committees, paragraph (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, and an appropriate letter recognizing the contributions made will be transmitted to all members of the committee. The Board shall have the sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee. No committee shall be charged with the implementation, if any, of its report. Any action stemming from any report shall rest with the Board and the Administration.
>
> (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.
>
> (c) All other special Board-appointed committees, councils, task forces, and commissions shall be dissolved on June 30 of each year.
>
> (d) After June 30 of each year, the full Board will review the need for these committees, task forces, councils, and commissions; if it is found that they are still needed, the president of the Board shall appoint members anew as is done with committees of the Board.

8. If the Board wishes to adopt Resolution 0708R-075 in order to extend its work until August 2008, or any time after June 30, 2008, it will have to waive the requirements of Board Governance Policy 2.10, paragraph (7).

Fiscal Impact Statement

9. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt the initial resolved and both "further resolved" portions of Resolution 0708R-075.

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

* * * * *

(Item 4) Action on a Request to Approve an Intergovernmental Cooperation Agreement Between Milwaukee Public Schools and Milwaukee Police Department Regarding Implementation of the School Resource Officer Model

Background

1. On June 29, 2006, the Board received an informational report that included recommendations from the School Safety Planning Advisory Committee. One of the recommendations was to have a Milwaukee Police Department (MPD) presence in our schools via School Resource Officers.

2. On November 30, 2006, the Board approved the collaborative development (with the Mayor and Chief of Police) of the following school security pilot models to increase safety in our schools:

- School Resource Officers (SRO) Model involves the assignment of a squad (two officers) to a specific high school. The officers' activities include conducting criminal investigations and prevention and intervention activities at the school.

- Cluster Resource Officers Model involves the assignment of a squad (two officers) to a high school cluster consisting of elementary and middle schools that generally feed into that high school. The primary purpose of the officers in this assignment is to respond to calls for police assistance by the "cluster schools." A secondary purpose is to provide intervention and prevention activities at the cluster schools.

3. The characteristics that MPS would like the SROs to have include a strong desire to be an SRO, and specific skills and training in interacting with school age youth. This information has been communicated to the Milwaukee Police Department and is consistent with their selection process.

4. The identified sites for the two models were Bradley Tech High School for the SRO Model and Custer High School, Edison (grades 6-12), Thurston Woods, and Thirty-fifth Street School for the Cluster Resource Officers Model.

5. An additional request by the Board to provide the community an avenue to provide feedback regarding the pilots was accomplished by the Administration. Four community based organizations acted as conduits to receive concerns regarding the pilots. The agencies included NAACP, Milwaukee Urban League, United Community Center and Southside Organizing Committee. Attached is a sample letter that was sent to all four agencies requesting them to continue acting as a conduit to receive community feedback relative to the proposed expanded SRO model, pending Board approval. Also attached is a copy of the letter that was sent to parents/guardians prior to implementation of the original pilots informing them of the process to submit feedback to the community organizations. Upon Board approval, a similar letter will be drafted and sent to all parents/guardians with students assigned to the schools identified for the proposed expanded SRO model.

6. 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 models. The agreement included language allowing extension of the models through the first semester of the 2007-08 school year. Milwaukee Public Schools and the Milwaukee Police Department agreed to extend the agreement to cover the first semester of the 2007-08 school year. Extensions beyond this date would require a new agreement.

7. Feedback relative to the SRO model has been very 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 attitude displayed toward the students.

8. In order to determine if the SRO pilots had an effect on the perceptions of MPD officers, a brief survey was developed and administered in the pilot schools with both students and staff. The first survey was administered prior to the arrival of MPD officers while the second was administered in June. At both

Bradley Tech and Custer, improvements in perceptions were noted between the pre- and post-surveys for both students and staff. The most significant positive changes were observed in the responses of Custer students, but students from both Custer and Bradley Tech showed changing perceptions about whether MPD officers could be trusted and whether they treated people fairly, regardless of ethnicity or gender.

9. Because the SRO model was so successful and the Cluster model proved to be less effective, the SRO Pilot Program Focus Committee, in conjunction with the respective principals, decided to transform the Cluster model to the SRO model. These adjustments proved to be positive for the school community.

10. Since one of the intended outcomes of the SRO pilots was improved discipline, suspension data was also analyzed. In the three months prior to the launch of the program in 2006-07, Bradley Tech staff recorded an average of 51 suspensions per month related to personal and physical safety. In the first three months of the program, there was an average of 31 such suspensions recorded each month, a 39% reduction. At Custer, there was a 10% reduction, declining from an average of 60 per month to 54. And in 2007-08, first semester data reveals a 25% reduction over the same period last year.

11. The Milwaukee Police Department also reported positive information about the program. Both schools reported fewer calls for police service from their respective locations. The need for after school patrols was also minimized at both schools.

Administration's Analysis

12. The Administration has continued collaborating with the Milwaukee Police Department to develop an Intergovernmental Agreement to extend the SRO model to include five schools. In addition to Bradley Tech and Custer, Hamilton, Pulaski and Vincent High Schools will be added. The Office of the City Attorney drafted the agreement as attached.

13. 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 total number of SROs (expanded from four to ten) will be funded by MPS and MPD — each paying for half of the total costs. It is especially important that implementation of the SRO model continues in MPS to support safety in our schools.

14. 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

15. 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 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; Goal 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

16. This item is consistent with Administrative Policies and Procedures.

Fiscal Impact Statement

17. This item authorizes expenditures. The cost to implement this model through the second semester of the 2008-09 school year is not to exceed $375,000. The funds are in OGA-0-0-CRR-DW-ELPC (Intergovernmental Agreement — Crisis Initiative). $2.75 million has been allocated to the Crisis Response Initiative. $1.4 million of this amount has been set aside for safety-related issues, including pending Board items.

Implementation and Assessment Plan

18. 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.

19. At this time, there are enough trained personnel to rotate officers in to assure two are assigned to each location on student attendance days. In addition, the Administration will work closely with the Milwaukee Police Department to recommend scheduling training for SRO officers on non-student attendance days.

20. The Administration will facilitate parent and student representation on the SRO Pilot Program Focus Committee.

21. Upon Board approval, the Administration will send a letter to parents/guardians with students assigned to the five schools identified for the proposed expanded SRO model to inform them of the process to submit feedback to the community organizations.

Committee's Recommendation

Your Committee recommends that 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 Schools.

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

* * * * *

(Item 5) Action on Approval of an Intergovernmental Agreement between the State of Wisconsin by and through the Milwaukee County District Attorney's Office, Milwaukee County Children's Court, and the Milwaukee Board of School Directors Regarding an MPS Community Restorative Justice Prosecutor

Background

1. In May 2006, The Committee on Special Education recognized restorative justice as an effective tool for suspension prevention and intervention. Research in the St. Paul, Minnesota Public School system, found that over a three-year period out of school suspensions 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 1752 to 1154 over a three-year period after the institution of restorative justice.

2. The District Attorney's Office, through external grants, has been involved in restorative justice at Bradley Tech High School and Metropolitan High School. Recommendations from the schools' principals were very supportive of the process and the positive success rate in changing student behavior.

3. At the August 2007 Board meeting, the Administration reported that the restorative justice has 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. At the November 2007 Board meeting, the Board approved the Intergovernmental Agreement with the State of Wisconsin by and through the Milwaukee County District Attorney's Office.

5. In September 2007 Milwaukee Public Schools was notified of receiving a federally funded grant entitled Safe Schools/Healthy Students Initiative.

6. The Safe Schools/Healthy Students Initiative will develop community-wide approaches to create safe, respectful and drug free schools and to promote pro-social skills and healthy childhood development. Restorative justice is an integral part of this federally funded grant.

7. Two of the Safe Schools/Healthy Students Initiative grant partners are the Milwaukee County District Attorney and the Milwaukee County Children's Court. The expectation of these partners is to support restorative justice in the Safe Schools/Healthy Students Initiative schools.

8. As comments from the schools' principals currently receiving services from the MPS Community Restorative Justice Prosecutor were very supportive and many of the Safe Schools/Healthy Students Initiative Schools requested support for restorative justice, another MPS Community Restorative Justice Prosecutor to focus on the Safe Schools/Healthy Students Initiative Schools is being requested.

Administration's Analysis

9. Research shows that higher suspension rates lead to higher rates of juvenile incarceration.

10. Restorative justice is a framework for dealing with wrongdoing within the school and broader community that has received, and continues to receive national attention as a promising strategy to use in urban environments. As a process, restorative justice seeks to assess the harm done by criminal or other bad acts and then determines what needs to be done to repair the harm while holding the offender accountable for his/her actions. Additionally, restorative justice allows for a deeper development of community, social and emotional capacity.

11. The Office of the City Attorney has reviewed and approved the attached Intergovernmental Agreement between the State of Wisconsin by and through the Milwaukee County District Attorney's Office, the Milwaukee County Children's Court and the Milwaukee Board of School Directors Regarding a Safe Schools/Healthy Students Initiative MPS Community Restorative Justice Prosecutor.

Strategic Plan Compatibility Statement

12. 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 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

13. This item is consistent with administrative policy and procedure as well as state statutes.

Fiscal Impact Statement

14. This item authorizes expenditures not to exceed $96,000 per year. These funds are part of the Safe Schools/Healthy Students Initiative grant. Currently these funds are located in accounts GEN-0-S-HL8-IV-ECNS (Safe Schools/Healthy Students Initiative Budget 1 Contract Services — 60% from the Department of Education funds) and GEN-0-S-HF8-IV-ECNS (Safe Schools/Healthy Students Initiative Budget 2 Contract Services — 40% from the Health and Human Services funds).

Implementation and Assessment Plan

15. 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 attached Intergovernmental Agreement between the State of Wisconsin by and through the Milwaukee County District Attorney's Office, the Milwaukee County Children's Court and the Milwaukee Board of School Directors, to run from January 1, 2008, to June 30, 2011, and direct the Administration to begin executing the agreement at a cost not to exceed $96,000 per year.

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

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(Item 6) Action on Approval of an Intergovernmental Agreement between the State of Wisconsin by and through the Milwaukee County Behavioral Health Division, Including the Milwaukee County Wraparound Program, and the Milwaukee Board of School Directors Regarding an MPS Community Social Worker

Background

1. The Youth Risk Behavior Survey is given annually to middle school 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 suicide during the past twelve months. The Center for Disease Control, National Center for Health Statistics Report (2006) has additional information that reports that 16% of US children ages 4 to 17 years of age, had parents who talked with health care 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.

2. Wraparound Milwaukee has been involved in supporting Milwaukee Public Schools with the Milwaukee Urgent Treatment Teams (MUTT) since 1994. Recommendations from the schools' principals were very supportive of the teams and the positive success rate in changing student behavior.

3. In September 2007 Milwaukee Public Schools was notified of receiving a federally funded grant entitled Safe Schools/Healthy Students Initiative.

4. The Safe Schools/Healthy Students Initiative will develop community-wide approaches to create safe, respectful and drug free schools and to promote pro-social skills and healthy childhood development. Mental Health prevention and intervention is an integral part of this federally funded grant.

5. One of the required Safe Schools/Healthy Students Initiative grant partners is the Milwaukee County Behavioral Health Division which includes the Milwaukee County Wraparound Program. The expectation of this partner is to support Mental Health prevention and intervention in the thirty Safe Schools/Healthy Students Initiative schools.

Administration's Analysis

6. Research shows that 15% of youth suffer from a mental disorder accompanied by impairment. Services that follow or assist youth who are crossing major boundaries and divisions appear to have significant potential for improvement in the Milwaukee youth mental health system.

7. Wraparound Milwaukee is part of the Milwaukee County Human Services Department of the Milwaukee County Behavioral Health Division, which provides juvenile probation and child welfare services. Wraparound Milwaukee incorporates components of care that are integrated to meet the specific needs of each case, including sensitivity to the family's cultural and linguistic needs. Wraparound Milwaukee services includes individualized care coordination, a Child and Family Team which identifies and incorporates the family's support system into treatment plans, a 24-hour Mobile Urgent Treatment Team (MUTT), and a provider network which allows Wraparound to respond to multiple needs identified by families.

8. The Office of the City Attorney has reviewed and approved the attached Intergovernmental Agreement between the State of Wisconsin by and through the Milwaukee County Behavioral Health Division including the Milwaukee County Wraparound Program and the Milwaukee Board of School Directors regarding a Safe Schools/Healthy Students Initiative MPS community social worker. This social worker will act as a liaison between the Milwaukee County Behavioral Health Division and the thirty Safe Schools/Healthy Students Initiative schools. She/he will provide resources, information and support to families and schools to ensure that needs are being met and will compliment the social work services that are already provided by MPS. The Milwaukee County Wraparound Program will also provide support to MPS staff through training regarding mental health prevention, intervention and crisis.

Strategic Plan Compatibility Statement

9. 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 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

10. This item is consistent with administrative policy and procedure as well as state statutes.

Fiscal Impact Statement

11. This item authorizes expenditures not to exceed $96,000 per year. These funds are part of the Safe Schools/Healthy Students Initiative grant. Currently these funds are located in accounts GEN-0-S-HL8-IV-ECNS (Safe Schools/Healthy Students Initiative Budget 1 Contract Services — 60% from the Department of Education funds) and GEN-0-S-HF8-IV-ECNS (Safe Schools/Healthy Students Initiative Budget 2 Contract Services - 40% from the Health and Human Services funds).

Implementation and Assessment Plan

12. 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 Behavioral Health Division including Wraparound Milwaukee and the Milwaukee Board of School Directors, as attached to the minutes of your Committee's meeting, to run from January 1, 2008, to June 30, 2011, and direct the Administration to begin executing the agreement at a cost not to exceed $96,000 per year.

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

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COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Blewett 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 Status of the FY09 Budget

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

Administration's Report

1. FY09 budget preparations have been underway for several weeks now, and there are several changes to traditional MPS budget processes. Some of these are the result of the significant financial challenges faced by the District, including a somber state aid picture, and some are designed to simplify budget-building for school personnel.

2. Here are some of the key events and changes that have taken place. Some of them may already be familiar to the Board of School Directors.

a. The Administration is assuming, per the direction given by the Board, that the property-tax-levy-supported budget (Operations, Construction and Extension funds) will increase no more than 0.25%, or $2.4 million. This limit does not apply to categorical budgets, such as government or private grants, or to programs designed as self-supporting enterprise funds, such as School Nutrition Services.

b. The tax levy for the Milwaukee Parental Choice Program increases an estimated $2.8 million. Textbook costs will increase $1.5 million; yellow bus transportation, $1.9 million; and utilities, $400,000.

c. The chargeback/buyback system is replaced by a new, simpler method of budgeting for such optional services that schools may include in their budgets as purchase and delivery of bus passes, armored car services, educational maintenance, music classes, and additional special education supervisory time. Schools also were provided with price lists and can purchase services throughout the year.

d. Utilities no longer are included in school allocations; yellow bus service is not included in allocations for traditional schools.

e. An alternative service pool is created for Mosaic and instrumentality charter schools to allow them to maintain the levels of financial flexibility which they had in FY08.

f. Because of prepayments, the FY08 benefit rate of 61.5% decreases to 60.2% in FY09. The Administration also has requested an actuarial review of past benefit costs to determine if the FY09 rate can be further adjusted.

g. The FY08 average teacher salary of $53,300 increases to $56,500 due to negotiated raises.

h. The Wisconsin Common School Fund (library fund) now allows schools to spend 25% of their allocations on library computers and related software. The Common School Fund allocation is $40 per student.

i. Savings distributed to schools from school closings increase from $70.10 per student in FY08 to $73.71 per student in FY09, a $3.61 increase per student.

j. Traditional schools may reduce their art, music, and physical education staffing only with the approval of their administrative specialists. High schools may change their original plans for their high-school supplements only with approval of their administrative specialists.

k. SAGE and other class-size-reduction supplements increase from $11 million in FY08 to $14.6 million in FY09. The Administration continues to review possible ways to close the SAGE funding gap of up to $824,000.

l. The Administration also is aware that some schools are paying for nurses out of their school allocations, while other school nurses are centrally funded. Finance staff is examining ways to relieve schools of the burden, totaling about $730,000 district-wide, of paying for school nurses.

m. Total Title I allocations to schools remain at FY08 levels. Individual school allocations change due to changes in enrollment or the number of students qualifying for free or reduced-price meals.

n. School carryover amounts have grown over the past five years. The Administration has reviewed several different options for reducing school carryover amounts, both to ensure

that schools use available funding to benefit students and to maximize the district's eligibility for state aid. For this budget, the Administration plans to maintain the existing policy for school allocations, while centrally controlling some newer allocations. This will allow schools flexibility in meeting exigencies in their day-to-day operations while protecting the district's interests in ensuring specially designated funds are spent as intended. The Administration believes that this approach will reduce the total automatic school carryover amount by as much as $1.4 million, or 26.5% from the FY07 automatic carryover amount. The Administration will review the policy further for the FY10 budget year.

* * * * *

(Item 2) Action on Resolution 0708R-060 by Directors Spence, Thompson, and Petersons to Review and Revise the Budget-Amendment Process

Background

1. At its meeting on October 30, 2007, the Board referred the following Resolution 0708R-060 by Directors Spence, Thompson, and Petersons to the Committee on Legislation, Rules and Policies:

WHEREAS, According to Board Governance Policy 2.04(3), "An individual Board member has no legal right or power to act for the Board on his/her own, except when performing duties previously, expressly, and specifically authorized by the Board"; and

WHEREAS, Board Governance Policy 2.11(2) states that proposals for new policies or changes to existing policies may be submitted by any Board member and that all such proposals shall be presented at a regular Board meeting and shall be referred by the Board president to the appropriate committee(s) for study and recommendation; and

WHEREAS, Board Governance Policy 2.11(3) further directs that it is at the committee stage that the superintendent and/or the director of the Office of Board Governance shall submit their recommendations on the policy proposal and that, after consideration of the recommendations of the superintendent or the director of the Office of Board Governance, the committee shall submit its recommendations to the Board for approval; and

WHEREAS, The amendment and repeal of Board policies shall be done in the same manner as the proposals for new policies; and

WHEREAS, Board Rule 1.10(3) states that any action item submitted by a Board member shall be presented to the Board in the form of a resolution for consideration by the Board; and

WHEREAS, Board Rule 1.08 (1)(b) dictates that, unless the author(s) request otherwise, all resolutions by Board members will be scheduled for consideration at the next committee meeting following their introduction; and

WHEREAS, The Milwaukee Board of School Directors uses a budget resolution process for individual Board members to submit proposed budget amendment ideas for development and analysis by staff; and

WHEREAS, Board Governance Policy 3.03(5)(b) states that only decisions of the Board acting as a body are binding upon the superintendent and that, in the case of Board members or committees requesting information or assistance without Board authorizations, the superintendent can refuse such requests that, in the superintendent's judgment, require a material amount of staff time or funds or are disruptive; and

WHEREAS, The analysis of proposed resolutions and budget amendments submitted by individual Board members and the development of responsive items may require a

material amount of staff time and can be disruptive to the day-to-day operations of the district; now, therefore, be it

RESOLVED, That the Board review and revise the resolution and budget amendment processes to ensure that significant staff time is not required to analyze or respond to these items until after the full Board has decided to pursue the concept of the resolution or budget amendment and has directed staff to respond ; and be it

FURTHER RESOLVED, That review of the resolution and budget amendment processes and consideration of other options be scheduled for consideration by the Committee on Strategic Planning and Budget prior to the distribution of the FY09 proposed budget.

2. At its meeting on December 18, 2007, the Board discharged the Committee on Legislation, Rules and Policies from further consideration of the budget-amendment process as identified in Resolution 0708R-060 and referred consideration of the budget-amendment process to the Committee on Strategic Planning and Budget.

Analysis

3. Section (2)(c) of Administrative Policy 3.01, Annual Operating Budget, states:

The Administration shall consider budget preparation a year-round process and shall establish a budget calendar which shall present a plan of action for estimating and completing preparation of the annual budget in a fixed period. The calendar shall also be used as a guide for coordinating the budgetary activities, collecting budget data, and making budget decisions."

4. In compliance with this policy, each year, the Board adopts a calendar for the consideration and adoption of the next year's budget. The calendar runs from initial development of the proposed budget in January through May. Although the adopted calendar may vary in detail from year to year, it usually includes two opportunities in May for Board members to submit proposed amendments to the budget for in-depth analysis by the Department of Finance — the first prior to submission of the proposed amendments to the Board's Committee on Strategic Planning and Budget for public hearing and consideration for recommendation to the Board, and the second prior to the regular May Board meeting, at which the Board usually formally adopts the budget for the following year.

5. Once Board members have submitted their proposed amendments for analysis, the budget staff in the Department of Finance reviews each amendment to determine the means of implementation, impact on the budget, funding sources, etc. Staff then forward their analysis of each proposed amendment to the respective Board member, who can then determine whether to modify the amendment, submit it as is, or not submit it at all. The staffs of the Office of Board Governance and the Department of Finance are required to maintain the confidentiality of any draft budget amendments until the author(s) have decided to officially submit and publish them for consideration. In the last two or three years, once the proposed amendments have been published, the Superintendent and his staff have developed responses and recommendations regarding the proposed amendments.

6. Board members may also submit proposed amendments directly to the Committee on Strategic Planning and Budget or to the full Board without the benefit of any prior analysis.

7. The Committee on Strategic Planning and Budget holds a public hearing on all the proposed amendments which it receives, considers each amendment, then submits its recommendation for adoption of the next year's budget to the Board at its regular May meeting.

8. The Wisconsin Statutes, Ch. 119.16(8)(a), as reflected in Administrative Policy 3.01(2)(a)1 & 2, direct:

Annually before adopting its budget for the ensuing school year and at least 5 days before transmitting its completed budget under par. (b), the board shall hold a public

hearing on the proposed school budget at a time and place fixed by the board. At least one week before the public hearing, the board shall publish a class 1 notice, under ch. 985, of the public hearing.

9. At its regular May meeting — and after the public hearing mandated by the Wisconsin Statutes — the Board considers the recommendations of the Committee on Strategic Planning and Budget, along with any additional proposed amendments that it receives from Board members subsequent to the meeting of the Committee on Strategic Planning and Budget. The Board then adopts the budget for the next fiscal year.

10. The disposition of the 21 proposed amendments to the FY08 budget that were brought to the Committee on Strategic Planning and Budget at its meeting on May 17, 2007, is as follows:

Adopted	5	(24%)
Failed	3	(14%)
Withdrawn	13	(62%)

- *Failed* means that the Committee rejected the amendment.
- *Adopted* means that the Committee accepted the amendment for recommendation to the Board. (Note that this includes proposed amendments that were modified from the original to varying degrees before their final adoption by the Committee.)
- *Withdrawn* means that the author of the amendment withdrew it from consideration before it came to a vote.

11. At its meeting on May 31, 2007, the Board received 26 proposed amendments — the five recommended for adoption by the Committee on Strategic Planning and Budget, plus 21 submitted directly to the Board. The disposition of the 26 proposed amendments that were brought to the full Board at its meeting on May 31, 2007, is as follows:

Adopted	9	(35%)
Failed	6	(23%)
Withdrawn	11	(42%)

Statute, Administrative Policy or Board Rules Statement

12. Adoption of this resolution, as it relates to conducting a review of the current process for dealing with budget amendments from members of the Board, would not have any impact on current administrative policies or Board rules. Recommendations resulting from such a review, however, may require changes to current policies or rules. This would have to be determined once the review had been conducted and before any resultant recommendations have been submitted to the Board.

Fiscal Impact Statement

13. Adoption of this resolution, as it relates to conducting a review of the current process for dealing with budget amendments from members of the Board, would have no fiscal impact, other than the amount of staff time required to complete the proposed review.

Implementation and Assessment Plan

14. If the Board adopts the resolution, as it relates to conducting a review of the current process for dealing with budget amendments from members of the Board, the Office of Board Governance and the Administration will work together to conduct the review and to bring back recommendations to the Committee on Strategic Planning and Budget.

Committee's Recommendation

Your Committee recommends that the Resolved sections of the resolution be removed and the Board direct the Office of Board Governance and the Administration to work together to conduct the review of the budget-amendment process and to bring back recommendations to the Committee on Strategic Planning and Budget.

Director Bonds moved to place the item on file.

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

Ayes—Directors Bonds, Morales and President Blewett—3.

Noes—Directors Falk, Goldberg, Hardin, Petersons and Spence—5.

Director Goldberg moved to approve the Committee's recommendation.

The motion failed on a tie vote:

Ayes—Directors Falk, Goldberg, Petersons and Spence—4.

Noes—Directors Bonds, Hardin, Morales and President Blewett—4.

Director Falk moved to reconsider the motion to place on file.

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

Ayes—Directors Bonds, Falk, Hardin, Morales and President Blewett—5.

Noes—Directors Petersons and Spence—2.

Abstaining from voting—Director Goldberg—1.

Director Bonds moved to place the item on file.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales and President Blewett—5.

Noes—Directors Goldberg, Petersons and Spence—3.

* * * * *

NEW BUSINESS

REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by: President Blewett

- The new MPA website has gone live. The web address is:

  <http://www.milwaukeepartnershipacademy.org.>

- Final preparations are being made in anticipation of very soon having a new MPA Executive Director in place.
- Various information was sent to MPA member groups.
- Deb Lindsey, MPS Director of Research & Assessment, presented information to the Implementation Team concerning the reason for the district's DIFI (District Identified for Improvement) status under No Child Left Behind and what it means. The Annual Review of District Performance for 2006-07 — AYP (Adequate Yearly Progress) Worksheet was examined. Some discussion followed the presentation.
- Catherine Thome, MPS Director of District & School Improvement, shared with the Implementation Team an update on what the district is doing as a result of becoming DIFI. Some discussion took place on alignment; further discussion is needed. Implementation Team members were invited to join the focus group being formed to determine how to use both the WCER's (Wisconsin Center for Education Research) evaluation of the literacy coach initiative to make the initiative function as intended and the focus group being formed relative to the proper functioning of learning teams.
- Phyllis Anderson, MPS Title I Coordinator, shared with the Implementation Team a summary of parental-involvement activities through the Title I Office and distributed related materials. The Implementation Team discussed information presented and brought forward some other efforts and new ideas. A meeting will be scheduled for a group to hold further discussion on alignment of efforts around parental involvement.
- MPA work groups have continued their efforts. The new Literacy Work Group has formed its work plan for 2007-08, and it will soon be available on the MPA website. For a brief update on some of the work of the Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP), please see the February 2008 issue of the *MMP Math Minutes.*
- The Milwaukee Public Library received a grant from the National Endowment for the Arts, and they have launched an endeavor called "The Big Read" aimed at getting people to read literature. MPS is supporting this endeavor through a variety of activities. The selected book is *Their Eyes are Watching God.* Students, staff, parents, families, and community members are asked to participate. The district contact person is Mildred McDowell, Library/Media Specialist.
- NEA Foundation grant update:
  - Catherine Thome, Director of District & School Improvement; Jacqueline Patterson, the district's DIFI contact at DPI; and Board President Peter Blewett met with the Action Research Fellows on February 16 to discuss the DIFI Plan.
  - Focus groups were conducted at Pulaski High School with teachers, students, parents, administrators, school safety personnel, building representatives, and the learning team to determine successes, additional areas for concentrated work, and professional-development needs. Opportunities were also given for all staff working at Pulaski to comment. The MPA assisted with this effort.

The next MPA Partners Meeting is scheduled for March 14, 2007, at 7:30 a.m. at the REACH Center, 2342 North 27th Street, Room 116.

* * * * *

(Item 2) Report of the Board's Delegate to the Head Start Program

Major Activities

1. Management Meetings were held on February 1, February 8, February 14, February 21, and February 29. Discussions at these meetings focused on conducting the 2007-2008 Self Assessment, completing a risk-management analysis and an action plan, and preparing for the upcoming federal review.
2. Head Start Staff Meetings were held on February 4 and February 25. Discussions at these meeting focused on Family Partnership Building Week (February 11-15), enrollment of young three-year-olds, foster-care population, and parental-involvement strategies.
3. Self-Assessment site visits were completed on February 12 and February 13 at ALBA, Dover, Fletcher, Forest Home, Lincoln, and Silver Spring. The annual self-assessment is completed to ensure that the program is in compliance with federal guidelines and to provide the highest level of quality programming to Head Start Families.
4. Family Partnership Associates (FPAs) attended problem-solving training with Carmen Ray from Ray's Consulting on February 8, 2008. This training strengthened the FPAs' ability to share problem-solving strategies with Head Start Families.
5. A Policy Council meeting was held on February 9, 2008, at Central Office.
6. Head Start staff attended the Renewing the Promise Conference, February 11-14, 2008. Attendees reported the value of having the mission of the Head Start Program revisited. In addition, the management team received greater insight on the risk-management meeting and Head Start reauthorization.
7. FPAs attended a social work meeting on February 14, 2008.
8. Health Team meetings were held on February 4 and February 25. These meetings focused on the current status of health compliance, planning for March health-topic meetings, working with families of children with identified health conditions. and preparing for the self-assessment.
9. ERSEA Meetings were held on February 4, February 15, February 20, and February 27. Discussions at these meetings focused on Three-Choice Registration.
10. Technical assistance was provided by Bill Welch from the TA Network February 21, 2008.
11. Head Start staff will receive a presentation on foster care from Carlos Manriquez of Children Service Society of Wisconsin on February 25, 2008. This presentation focused on the rising number of foster care families in the Hispanic communities and strategies and community resources to help assist these families.
12. Ed plan review follow-up was conducted at La Causa on February 26, 2008.
13. A second ed plan review was held at Fletcher on February 28, 2008.

The next Policy Council Meeting will be held on Saturday, March 8, 2008, at 12:00 P.M. at Central Office, room 206/208.

Services Provided

1. The Health Team partnered with the Milwaukee Health Department to facilitate blood testing at the following schools: Green Bay on February 5; Rogers Street Academy on February 14; and Auer Avenue on February 22.

2. The Health Team held Dental Days at Kagel and Auer Avenue on February 22, 2008.

3. FPAs visited school sites and homes of Head Start families during Family Partnership Building Week (February 11-15) to complete Family Partnership Agreements. A total of 553 Family Partnership Agreements have been completed to date.

4. The Health Team and FPAs conducted Parent Center meetings throughout the month of February. The focus of these meetings was mental health. Parents received strategies on how to identify and cope with challenges that arise from everyday life.

5. On February 11, the Education Manager presented a workshop entitled "The Importance of Science: Early Childhood Hands-on Science (ECHOS)" at the Renewing the Promise Conference.

6. Cross-training of Head Start managers continues as the Head Start Interim Program Coordinator and Management Team provided orientation and in-depth training to the new ERSEA Manager, February 11-22, 2008.

7. The Health, Mental Health, and Disabilities Manager provided special education advocacy training to the FPAs on February 19 at Central Office.

8. The Head Start Interim Program Coordinator and Management Team provided training to the Family Partnership Associate mentor cohort from February 20 to 22.

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(Item 3) Report of the Board's Delegate to Title I

Submitted by: Director Hardin

Parental Involvement

Region V Conference

The National Coalition of Title I Parents, Region V, in collaboration with the Milwaukee Public Schools, has been planning the 32nd Annual In-service Conference. The conference's theme is "Involved Parents Equals Improved Performance." The conference will be held at the Hyatt Regency, 333 W. Kilbourn Avenue, Milwaukee, Wisconsin, from February 28 through March 2, 2008.

At the conference, the participants will learn more about parental involvement; making NCLB relevant; special education; strategies to advance students' skills in math, reading, and science; career preparation and advancement; health and wellness interest; and helping children and adults build and maintain confidence and healthy self-esteem.

During the conference, we will have school visitations on Thursday, February 28, 2008, from 9:00 until 11:00 a.m. We will visit a total of six elementary, middle, K8, high school, and non-public schools. We will also have interactive workshops that will leave participants wanting to learn more. On Thursday, February 28, 2008, we are hosting a fashion show moderated by our Parent Coach, Janie Hatton. On Saturday, March 1, we will have a banquet at which we will present special awards. Please see the "Conference at a Glance" below:

Conference at a Glance

WEDNESDAY, FEBRUARY 27, 2008

2:00 p.m.-4:00 p.m. ..... Registration
2:00 p.m.-4:00 p.m. ..... School Visitation Sign-up
6:00 p.m.-8:00 p.m. ..... Registration Re-opens
6:00 p.m.-8:00 p.m. ..... School Visitation Sign-up

THURSDAY, FEBRUARY 28, 2008

7:00 a.m.-8:00 a.m. ..... Inspirational Hour
8:30 a.m.-4:15 pm. ..... Registration
8:30 a.m.-12:00 pm. ..... School Visitations
9:00 a.m.-5:30 p.m. ..... Exhibits
9:00 a.m.-10:30 a.m. ..... Workshops, Session I
10:45 a.m.-12:15 p.m. ..... Workshops, Session II
12:15 p. m.-2:00 p.m. ..... Lunch (on your own)
2:00 p.m.-4:00 p.m. ..... Meet & Greet
4:15 p.m.-6:00 p.m. ..... Dinner (on your own)
6:00 p.m.-8:00 p.m. ..... OPENING GENERAL SESSION, Attendance Required
8:00 p.m.-10:00 p.m. ..... Fashion Show

FRIDAY, FEBRUARY 29, 2008

7:00 a.m.-8:00 a.m. ..... Inspirational Hour
8:00 a.m.-5:00 pm. ..... Registration
9:00 a.m.-5:30 p.m. ..... Exhibits
9:00 a.m.-10:30 a.m. ..... Panel Discussion
10:45 a.m.-12:15 p.m. ..... Workshops, Session I
12:15 p.m.-1:15 p.m. ..... Lunch (on your own)
1:30 p.m.-3:00 p.m. ..... Workshops, Session II
3:15 p.m.-4:45 p.m. ..... Workshops, Session III
5:00 p.m.-6:00 p.m. ..... State Meetings
6:00 p.m-7:00 p.m. ..... Dinner (on your own)
7:00 p.m.-9:00 p.m. ..... Musical Extravaganza
Shirley Sellers, Musical Coordinator

SATURDAY, MARCH 1, 2008

7:00 a.m.-8:00 a.m. ..... Inspirational Hour
9:00 a.m.-12:00 p.m. ..... Registration
9:00 a.m.-4:00 p.m. ..... Exhibits
9:00 a.m.-10:30 p.m. ..... Workshops, Session I
10:45 a.m.-12:15 p.m. ..... Workshops, Session II
12:15 p.m.-6:00 p.m. ..... Lunch (on your own); Free Time
7:00 p.m.-10:00 p.m. ..... Banquet
10:00 p.m.-12:00 a.m. ..... Dance

SUNDAY, MARCH 2, 2008

9:00 a.m.-12:00 Noon ..... Executive Board Meeting,
(Steering Committee and National Board Members)

12:00 Noon..... Benediction/Departure

THURSDAY, FEBRUARY 28, 2008
OPENING GENERAL SESSION

Regency Ballroom

6:00 P.M.

Conference Call to Order	Lula Robinson Chairperson Region V Milwaukee, Wisconsin
Presiding	Reverend William Tate Vice Chair Person Region V Detroit, Michigan
Invocation	Elder Christopher Tolvert Jabez Church of God in Christ Milwaukee, Wisconsin
Posting of Colors	Hamilton High School JROTC Milwaukee Public Schools
National Anthem	Sherry Green Parent Region V Milwaukee, Wisconsin
Introduction of Head Table	June Sheffield Treasurer Region V Detroit, Michigan
Welcome	Carmen Mills Local District Advisory Council Region V Milwaukee, Wisconsin
Greetings	Mayor Tom Barrett City of Milwaukee Milwaukee, Wisconsin
	Arleen Dansby-White Director Office of Instructional Leadership and Support Milwaukee Public Schools
	Ernestine Thomas Interim Chairperson National Coalition of ESEA Title I Parents Region IV Birmingham, Alabama
	Donna Lewis Steering Committee Region V Chicago, Illinois

Theme Emphasis	Doris Porter Steering Committee Region V Gary, Indiana
Entertainment	Boys 2 Men Benjamin Carson Academy Milwaukee Public Schools
Introduction of the Speaker	Cynthia Riley National Board Member Region V Milwaukee, Wisconsin
Keynote Speaker	William Campbell Coordinator, Just One Program Milwaukee Area Technical College Milwaukee, Wisconsin
Conference Overview	Alice Hill-Richards National Board Member Region V Chicago, Illinois
Closing Remarks	Reverend William Tate
Fashion Show	Janie Hatton, Coordinator

SATURDAY, MARCH 1, 2008
BANQUET PROGRAM

Regency Ballroom

6:00-8:00 P.M.

Presiding	Lula Robinson Chairperson Region V Milwaukee, Wisconsin
Invocation	Lonnie J. Anderson Principal Milwaukee African American Immersion Milwaukee Public Schools
Introduction of Head Table	Mark Evans Region V Flint, Michigan
Welcome	Minnie Pearce-Tate National Board Member Region V Detroit, Michigan
Entertainment	Tiara Seller Student Milwaukee School of the Arts Milwaukee Public Schools

Greetings	Director Peter Blewett President Milwaukee Board of Directors Milwaukee Public Schools
	William G. Andrekopoulos Superintendent Milwaukee Public Schools
	Aquine Jackson Ph.D. Chief Officer Office of School and Community Support Milwaukee Public Schools
Introduction of Speaker	Joseph Brown Retired Title I Coordinator Milwaukee Public Schools
Keynote Speaker	Patricia Ellis, Ed.D. Associate Vice President of Enrollment Services Cardinal Stritch University
Scholarship Award	Cynthia Riley Scholarship Chairperson National Board Member Region V Milwaukee. Wisconsin
Special Awards	Lula Robinson & Maggie Smith Region V Milwaukee, Wisconsin
Future Conference Site	Lula Robinson
Conference Remarks.	Phyllis A. Anderson Coordinator Title I Milwaukee Public Schools
Benediction	Lonnie J. Anderson
Dancing Under The Stars	

District Advisory Council (DAC)

Catherine Thome, the Director of District and School Improvement, was the speaker at the February 2008 DAC meeting. She spoke to the parents about the status of the district as it relates to the district's being identified as in need of improvement (DIFI). The parents wanted to receive a copy of the DIFI Plan, and Dr. Thome stated that she will be providing teachers and parents with an easier version to read.

Family Literacy Training

The Family Literacy Training focused on analysis of reading data and analysis of the district's math data for parents during the month of February. The auto-dialer was used to invite parents to the training, and more parents attended this month. The committee will be reviewing how we can reach more parents through different marketing strategies.

* * * * *

(Item 4) Report of the Board's Delegate to the Wisconsin Association of School Boards (WASB)

Submitted by: Director Hardin
(Attachments under Separate Cover)

Director Hardin attended the Wisconsin Association of School Boards (WASB) Delegate Assembly which was held January 23-25, 2008. The Assembly was well attended, and 322 delegates were in attendance at the forum.

1. Director Hardin, assigned as a delegate, attended events and various workshops for the General Assembly including: New Delegate Orientation, the Delegate Assembly Convention, and the Credentials Committee Report. Attached is the agenda for the WASB assembly for Board members' information.

2. The Policy and Resolutions Committee received 41 resolutions proposals from member boards by the September 15, 2007, deadline. Twelve resolutions were chosen for consideration by the Delegate Assembly. Attached is a list of the resolutions submitted by September 15, 2007, with explanations of why each resolution was approved or turned down and the resolutions that were adopted by the Delegate Assemblies in 2007.

3. Resolution 08-5, Tax Disclosure, and Resolution 08-07, Special Education Revenue Limit Exemption, did not make it to the floor, but were recommended for resubmission.

4. During the WASB convention, Director Hardin met various venders and attended a very informative exhibit on bullying networking which demonstrated what other districts are doing across the country regarding this serious problem. Director Harding established a valuable connection with the vendors and thought that it would be beneficial to Milwaukee Public Schools to explore what they are doing to combat bullying in schools. This meeting has not yet been scheduled.

The next WASB convention is January 21-23, 2009. If anyone has ideas or resolutions, now is the time to submit them so that they can be forwarded to WASB in a timely matter.

* * * * *

REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(item 1) February 2008 President's Report to the Board

Submitted by President Blewett
Attachment under separate cover

Attendance at the Federal Relations Network (FRN) Conference of the National School Boards Association (NSBA) and Meetings with U.S. Senators Feingold and Kohl and U.S. Representatives Moore and Obey

1. President Blewett attended the annual FRN Conference hosted by the National School Boards Association (NSBA), which was held February 3-5, 2008, in Washington, D.C. In addition to attending the events of the FRN conference, President Blewett, along with members from school boards around the state of Wisconsin, met with the legislative staff from the offices of Representatives Gwendolynne Moore and David Obey and Senators Russ Feingold and Herb Kohl. In attending the conference, President Blewett was afforded:

   - firsthand knowledge on what opportunities and challenges lie ahead for public education;
   - networking opportunities with key policy makers;

- effective lobbying techniques;
- a day on Capital Hill meeting with federal legislators to discuss issues directly affecting Milwaukee Public Schools.

2. President Blewett and other board members asked our federal legislators for their support of the following issues:

   - rapid reauthorization of No Child Left Behind Act (NCLB), with changes in NCLB in accord with the Board's legislative agenda;
   - a commitment to full funding of NCLB;
   - postponement of changes regarding Medicaid reimbursement and legislative support for postponing changes to Medicaid reimbursement. (Information regarding the negative impact of the change in Medicaid reimbursement is presented in the Monthly Report on Special Education Compliance that is part of the February 2008 report from the MPS Board's Committee on .Special Education.)

3. Through a collective voice in the FRN, school districts have a powerful advocate for public education. Board members who attend the FRN conference become members of the network, which requires an active commitment to advance legislative priorities on items that the MPS Board shares in common with the NSBA and which gives the MPS board an avenue to give input on key education issues and legislation.

4. Attached are copies of the federal, state, and district priorities relative to legislation and its impact on public education, and a copy of the agenda of events held during the conference.

5. On Tuesday, February 5, 2008, President Blewett met with representative from the offices of Representatives Gwendolynne Moore and David Obey and Senators Russ Feingold and Herb Kohl and elicited their support for changing and fully funding of the NCLB. In addition to articulating the changes as directed by the Board during the February 2008 Board meeting, President Blewett also expressed the Board's opposition to section 9528 of NCLB, regarding the release of contact information for MPS students to academic, military, and career-related recruiters without the active consent of the students' parents or guardians.

   President Blewett also expressed the Board's gratitude for the legislators' support for items consistent with the MPS Legislative Agenda.

6. During the meetings, President Blewett shared with the staff of our federal legislators the MPS Legislative Agenda and a document with an executive summary and full documentation of actions taken by the MPS Board regarding NCLB, which report was prepared by the MPS legislative office in concert with the Office of Board Governance.

7. President Blewett attended a special workshop, "Seeking New Diversity Answers," arranged by the Council of Urban Boards of Education (CUBE) on the 2007 decision by the U.S. Supreme Court which struck down racial aspects of student assignment. District representatives from Seattle, WA, and Louisville, KY, shared information about the Supreme Court's decision and its consequences for their districts and for the school-integration efforts nationwide.

8. President Blewett, a member of the NSBA's Pre-K Legislative Committee, attended a Pre-K Committee meeting on February 3, 2008. Attached are copies of the agenda and topics of the Pre-K Committee meeting.

9. President Blewett has supplied the Office of Board Governance with information relative to the abovementioned events to keep on file and make available for Board members to review.

Report from Dan Rossmiller of WASB

9. Attached is the Wisconsin Association of School Boards (WASB) summary of the Federal Relations Network Conference

Update on the MPS Board's Advisory Committee on Arts Education

10. As indicated in the January 2008 President's Report, President Blewett plans to give the following charge to the Board's Advisory Committee on Arts Education:

    a. to determine the status of arts education within the MPS Strategic Plan and to offer recommendations for improving the Strategic Plan *vis à vis* arts education;

    b. to assess the current state of arts education within MPS and offer recommendations to meet the Board's vision as articulated within the Strategic Plan;

    c. to assess the district's capacity for working with partner organizations and to offer recommendations for building capacity as an arts education partner; and

    d. finally, to study models of arts education used in other districts worldwide and to offer recommendations based on this study.

11. President Blewett has continued to meet with legislators, arts education advocates, and other interested parties to gather information regarding the Board's Advisory Committee on Arts Education.

12. President Blewett is pleased to report that Lieutenant Governor Barbara Lawton and he discussed the Board's action in light of present and proposed activity at the state level. The Lieutenant Governor shared information from the work that she and State Superintendent Elizabeth Burmaster have gathered in their roles as advocates for arts education. The Lieutenant Governor expressed enthusiasm for the Board's action, shared information regarding resources to assist the Board and its Advisory Committee in this task, and agreed to discuss this item regularly.

13. After receiving direction from the Board at the January 2008 meeting, and after continued meetings with arts-education advocates, President Blewett is pleased to announce that, with the support of the MPS Administration, he is calling for a citywide summit on arts education to take place during the Spring 2008 semester. This summit will probably take place in conjunction with the Milwaukee Public Schools' Biennial Music Festival.

Meeting with MPS Business and Career Partners

14. President Blewett has invited local business partners currently working with career and technical programs in MPS to a roundtable/worksession for the Board and our partners who help us with career, technical, and business education. The agenda for this meeting will include how the Board might develop policies and procedures to work with such organizations collaboratively to prepare our students to take their place in the workforce and how the Board can build capacity by partnering with these businesses and agencies. The meeting is tentatively scheduled for March 20, 2008. The time and location of the meeting will be forwarded to Board Members once it has been confirmed.

* * * * *

COMMUNICATIONS AND PETITIONS

The Board Clerk presented Communication 0708C-009 from County Supervisor Peggy West requesting a public hearing regarding the termination of the Kosciuszko Middle-School program.

Referred to the Committee on Innovation/School Reform.

* * * * *

RESOLUTIONS

Resolution 0708R-079

by Director Bonds

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 higher wages, 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 Board instruct the Administration to established a multi-cultural early childhood and Montessori school; and be it

FURTHER RESOLVED, The program be developed with components and funding for full-day 3k-5th-grade Montessori education and licensed childcare services within the building; 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 Americans, 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 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 April 2008 for the school to open in the 2009-2010 school year.

Referred to the Committee on Innovation/School Reform.

Resolution 0708R-080

by President Blewett

WHEREAS, The federal government enacts legislative policy that affects the nature, delivery, and financial wherewithal of public education; and

WHEREAS, Current federal education policy includes numerous unfunded mandates that directly affect local education policies and procedures; and

WHEREAS, The Milwaukee Board of School Directors, as school board members, have a responsibility to advocate for educational quality, local control, and funding adequacy; and

WHEREAS, MPS must take every opportunity available to advocate for the entire MPS community and to realize policies aligned with MPS legislative agenda; and

WHEREAS, MPS Board members need to establish relationships with federal lawmakers, to enable the Directors to advise federal legislators on legislation regarding education policy, to communicate to our legislators how federal policy directly affects MPS, and to ensure that our legislators have the knowledge and information necessary to support and advocate for the MPS legislative agenda; and

WHEREAS, Local school board members, as elected officials who serve constituents and who determine and evaluate education policy at the local level, have a unique perspective on education policy and have a duty to stand on the front lines of education and represent the interests of their local communities; and

WHEREAS, Local school board directors, with their perspective as representatives and policymakers, are better able to exercise their power as advocates of public education, and to advise federal policy makers about what works and what does not work in local school districts, if they have direct access to those legislators; and

WHEREAS, The National School Board's Association's Federal Relations Network (FRN) includes directors from school boards throughout Wisconsin, who participate through the Wisconsin Association of School Boards (WASB), and across the country, who are directly engaged in shaping federal policy and advising federal legislators; and

WHEREAS, Through the FRN and other organizations, such as the Council of Great City Schools, the MPS Board has the opportunity to make sure that the interests of the citizens of Milwaukee and of the MPS community are represented and that legislators are aware of the MPS legislative agenda; now, therefore, be it

RESOLVED, That every member of the Milwaukee Board of School Directors be allowed and encouraged to attend one legislative conference each year, not to be counted as their one trip per year, with appropriate funding allocations to be directed to the Board's FY09 budget to support the effort of establishing a continuum of lobbying and advocacy opportunities at the local, state, and federal levels; and be it

FURTHER RESOLVED, That the funding for Board members who choose not to attend a legislative conference be returned to the Board's budget.

Referred to the Committee on Strategic Planning and Budget.

The Board recessed from 9:28 to 9:43 PM.

The Board adjourned at 12:31 AM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 4, 2008

Special meeting of the Board of School Directors called to order by Vice President Spence at 6:38 PM.

Present—Directors Falk, Goldberg (6:42 PM), Hardin (6:45 PM), Morales, Petersons, Spence, Thompson, and President Blewett (6:45 PM)—8.

Absent and excused—Director Bonds—1.

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

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

Office of Board Governance

February 29, 2008

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Tuesday, March 4, 2008, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to receive an update concerning strategy with respect to litigation in which it 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 considered 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 Falk moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(g), for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Goldberg, Morales, Petersons, Thompson and Vice President Spence—6.

Noes—None.

The Board retired to executive session at 6:43 PM.

The Board adjourned from executive session at 8:31 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 11, 2008

Special meeting of the Board of School Directors called to order by President Blewett at 6:40 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—9.

Absent—None.

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

March 6, 2008

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Tuesday, March 11, 2008, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. To receive an update concerning strategy with respect to litigation in which it is or is likely to become involved; and
2. Appointment of Board Representative to the MATC Appointment Committee

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 considered 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

With respect to Item 2, Director Hardin having requested the Board President to replace her for the remainder of her term, President Blewett nominated Janet Mayes to serve as a Board representative to the MATC Appointment Committee.

Director Hardin moved that the Board name Janet Mays to serve as a Board representative to the MATC Appointment Committee.

The appointment was approved, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence and President Blewett—7.

Noes—None.

Voting "present"—Directors Goldberg and Thompson—2.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

The Board retired to executive session at 6:49 PM.

The Board adjourned from executive session at 8:35 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 13, 2008

Special meeting of the Board of School Directors called to order by President Blewett at 8:03 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Morales, Spence (8:06 PM), Thompson, and President Blewett—8.

Absent and excused—Director Petersons—1.

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

March 6, 2008

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 7:30 P.M. on Thursday, March 13, 2008, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. for the purpose of considering employment, compensation, and performance evaluation data relative to the terms of an employment agreement for 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.

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 Goldberg moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of considering employment, compensation, and performance evaluation data relative to the terms of an employment agreement for the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes— Directors Bonds, Falk, Goldberg, Hardin, Morales, Spence, Thompson, and President Blewett—8.

Noes—None.

The Board retired to executive session at 8:08 PM.

The Board adjourned from executive session at 9:00 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
MARCH 19, 2008

Regular meeting of the Board of School Directors called to order by President Blewett at 6:46 PM.

Present—Directors Bonds, Falk (7:05 PM), Goldberg (7:05 PM), Hardin, Petersons, Spence, Thompson (8:26 PM) and President Blewett—8.

Absent and excused—Directors Morales—1.

The Chair introduced Ms. Adriana Opio, a student from Grandview High School, who presented a speech on the 19th Amendment.

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:

Martha Wheeler-Fair, MPS Principal
Starms Early Childhood
Starms Discovery
Starms Monumental

Martha Wheeler-Fair is currently in her 34th year as an educator, 31 of which have been as an employee of Milwaukee Public Schools. As an MPS educator, she has served in a variety of roles, including teacher, diagnostic program support teacher, acting supervisor for the Department of Special Education, assistant principal, and — her current role — principal.

A proud MPS graduate, Mrs. Wheeler-Fair attended Wisconsin Avenue, Wells Junior High, and graduated from West Division. She received her undergraduate degree in elementary education from Marquette University, and her master's degree and administrator's license from UW-Milwaukee. Mrs. Wheeler-Fair and her husband, Mr. Adell Fair, principal of Kilmer South High School, chose Milwaukee Public Schools for their own children's education and believe this was a contributing factor to the professional and personal success they have achieved.

As the third-oldest of nine children, and the oldest girl in her family, Mrs. Wheeler-Fair was always in a position of caring for others and learning and growing together as a family. Based on this, she always knew that she would choose a profession with an essential mission to care for and help others. The field of education proved to be a perfect fit — Mrs. Wheeler-Fair has positively touched the lives of countless students during her career.

Mrs. Wheeler-Fair is credited with leading the development of the Starms Centers — in 1991, Starms Early Childhood (2616 W. Garfield Avenue); in 1995, Starms Discovery (2035 N. 25th Street); and in 1996, Starms Monumental (2407 W. North Avenue). She has served as the schools' principal since their inception and is grateful for the wonderful staff with which she has had the opportunity to work during the phenomenal journey of working cohesively to support students and their families.

The genesis of the model for the Starms Centers evolved from the practice of touching the lives of all children in the classroom and also through working with their families to gain support and to work together to educate the children in the best manner possible. The educational programming supports the whole child, with staff working together in teams and working closely with families. The school community is especially proud that the schools' namesake — esteemed educator Mrs. Frances Brock Starms — continues to be an integral member in having a positive impact on the lives of students.

Mrs. Wheeler-Fair has been consistently involved in professional development and community service throughout her career. The two areas of extensive professional development that have been especially significant to her school community are project-based learning (made possible by a grant from the Kellogg Foundation) and early reading empowerment (made possible by a grant from the Bader Foundation). Great academic improvement followed the institution of these models at the Starms Centers, and the school community is currently focusing on and making strides in mathematics and writing.

Mrs. Wheeler-Fair is always fully involved in all professional development activities for her school, as she is a true lifelong learner and understands the value of learning exactly what the teachers are being exposed to in order to fully support them. In addition, she and her staff have supported other educators by making presentations at the local, state, and national levels on topics such as working effectively with families, project-based learning, leadership, and successful practices in schools.

As an active member of Eta Phi Beta Sorority, Inc., Mrs. Wheeler-Fair has been involved in many community-service projects. The organization provides financial support to developmentally disabled children. Through various leadership roles which she has assumed in Eta Phi Beta, Mrs. Wheeler-Fair has advocated for and has been successful in obtaining additional resources for MPS schools.

Throughout her career, Mrs. Wheeler-Fair has received many awards and accomplished much. Some of the awards include the Metropolitan Milwaukee Alliance of Black School Educators' *Sarah Scott Administrative Leadership Award*, 1993; Wauwatosa Education Association's *Friend of Education Award*, 1994; University of Wisconsin-Milwaukee's *Education: "A Family Affair" Outstanding Leader Award*, 1996; University of Wisconsin-Milwaukee's *School of Education Alumni Award*, 1999; *The Brandt-Callaway Award*, 2000; Sigma Gamma Rho Sorority, Inc.'s *Outstanding Principal Award*, 2003; Metropolitan Multicultural Teacher Education Program's *Outstanding Service Award*, 2003; and *Milwaukee Times* newspaper's *Black Excellence Award*, 2006.

A recent accomplishment was her selection to participate with the Wallace Fellows Project. Mrs. Wheeler-Fair completed the rigorous requirements and, as a result, received a ten-year Master Administrator's License in July 2007.

When asked about her long and successful career as an educator in Milwaukee Public Schools, Mrs. Wheeler-Fair stated the following:

> One of the greatest opportunities I have had is working in Milwaukee Public Schools. While it is a large and complex organization, it is one that cares about children and families.

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

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Other Awards and Commendations

STUDENTS

Rufus King International Baccalaureate High School students Michael Balistreri, a senior; Raven Davis, a senior; Nadine Frassetto, a senior; Michael Guardalabene, a junior, and Ellis Schriefer, a senior, won the Wisconsin State Lifesmarts Championship on Friday, February 22, for the fourth time in seven years. They will represent Wisconsin at the 2008 National Lifesmarts Championship in Minneapolis, April 12-15, 2008. Rufus King won the National Lifesmarts Championship in 2004. Michael Balistreri is the team captain, and their advisor is Mark Guardalabene, a social studies teacher at Rufus King.

Lifesmarts is a team competition sponsored nationally by the National Consumers League and, within Wisconsin, by the Center for Consumer Affairs at the University of Wisconsin-Milwaukee's School of Continuing Education. The competition focuses on knowledge about consumer rights and responsibilities, personal finance, health and safety, environmental issues, and technology.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of February 7, and 28, 2008, were approved as printed.

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COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Negotiated Labor Agreement with PAMPS

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:

PAMPS —
Two-year contract (July 1, 2007, through June 30, 2009)

It is the recommendation of the Superintendent that the Board approve and adopt the above contract as highlighted on the following summary document.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND PAMPS JULY 1, 2007, THROUGH JUNE 30, 2009

1. Two- (2-) year contract (July 1, 2007, through June 30, 2009)
2. Clarification of retiree health coverage
3. Update of health- and productivity-management (H&PM) language
4. Creation of healthcare flexible spending account
5. Direct deposit of payroll checks
6. Modification of evaluation and disciplinary-process language
7. Modification of assignment language
8. Establish labor management committee
9. Salaries: 7/01/07.....2.5%
   7/01/08.....2.5%

   and adjustment to minimum salary effective July 1, 2007, additional contribution to WRS.

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

Director Goldberg moved to approve the agreement with PAMPS as listed above.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence and President Blewett—7.

Noes—None.

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

(Item A) Action on Reports of Student Expulsions for March 2008

The 25 reports of the Independent Hearing Panel of the Board of School Directors for the following dates and times have been provided under separate cover for the Board's consideration and determination:

February 27, 2008, at 11:30 a.m.
February 28, 2008, at 11:30 a.m. and 2:00 p.m.
February 29, 2008, at 9:30 a.m. and 2:00 p.m.
March 3, 2008, at 11:30 a.m.
March 4, 2008, at 11:30 a.m. and 2:00 p.m.
March 5, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
March 6, 2008, at 9:30 a.m.
March 7, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.

March 10, 2008, at 9:30 a.m. and 11:30 a.m.
March 11, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
March 12, 2008, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
March 13, 2008, at 9:30 a.m. and 11:30 a.m.

The monthly expulsion summaries are also included.

Director Hardin moved to accept the reports of the Independent Hearing Panel.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence and President Blewett—7.

Noes—None.

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REPORTS OF STANDING COMMITTEES

Director Goldberg moved to suspend Board Rule 1.08(2)(b) to consider the report of the Committee on Finance/Personnel.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence and President Blewett—7.

Noes—None.

Separate consideration was requested of the following items:

Special Education Committee, Item 1, the monthly report on Special Education Compliance;
Innovation/School Reform Committee, Item 4, a request to waive Administrative Policy 5.01(8)(B), Facilities, and close the Grand Avenue Middle School Program;
Finance/Personnel Committee, Item 2, a request for authorization to enter into a contract with Prism Technical Services for program-monitoring services for the Division of Diversity and Community Engagement;
Finance/Personnel Committee, Item 3, a request for authorization to enter into a contract with Broydrick & Associates for legislative liaison services; and
Finance/Personnel Committee, Item 6, a request to approve a contract with Sysco East of Jackson, Wisconsin, for prime vendor services for School Nutrition Services.

On the motion of Director Spence, the balance of the reports of the Standing Committees was accepted, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons, Spence and President Blewett—7.

Noes—None.

COMMITTEE ON SPECIAL EDUCATION

Director Spence 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:

COMMITTEE ON SPECIAL EDUCATION

(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, 2007

	2007-08 School Year							
	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Total MPS IEP Students	17,286	17,279	16,628	16,719	16,847	17,027	17,167	17,280
Initial Evaluations Completed (cumulative)	109	180	221	467	1017	1646	2196	2703
% Special Ed	79%	78%	71%	66%	65%	61%	59%	59%
Re-evaluations Completed (cumulative)	1	10	51	368	846	1286	1649	2115
% Special Ed Needs Identified (continue)	100%	80%	61%	75%	78%	81%	81%	80%

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of March 2008

- Assisted callers and processed Data Extract Forms.
- Continued trainings for new special services staff.
- Assisted users in using the district's special education software (Encore) and Medicaid software (MJ Care) via drop-in help sessions.
- Continued on-going efforts with Spectrum K12 School Solutions regarding the remaining Phases of our IDEA 2004 Project.
- Continued development and data validation related to the district's compliance data.
- Tested and implemented the district's Continuous Improvement Focused Monitoring (CIFM) software.

- Trained supervisors in using CIFM software and provided support via the SSIMS HELP Desk and drop in HELP sessions

3. Positive Behavioral Supports

a. The reauthorized IDEA continues, as it has in the past, to encourage the use of proactive measures or positive behavioral supports to prevent and or reduce the frequency of behavioral problems**.** One of the key characteristics to a high performing urban classroom is active engagement of students. Students with significant interfering behaviors and multiple absences due to disciplinary suspensions cannot be present and adequately engaged in their learning. This contributes to low performance and limited school success. In addition, research overwhelmingly indicates that removal of students through suspensions does not support growth and positive behavior changes, but rather serves to support and reinforce the problematic behaviors. Appropriate interventions that are educationally sound are interventions that are individually designed with the goal of teaching age appropriate behaviors which contribute to the social emotional wellness.

b. The Milwaukee Public Schools are committed to providing a safe and effective learning environment by recognizing that all students have a right to learn, teachers have a right to teach in a safe environment and that no individual or group has the right to undermine the goal of providing a quality education for all students.

c. As a result of ongoing discussions relative to social emotional wellness, the continuum of district-wide responses to behavioral issues and issues of behavior needs and supports for students with and without disabilities, the District has initiated a number of early interventions and supports to empower school staff and students to deal appropriately and effectively with acting-out behaviors in the classroom. Professional development and prevention activities are made available in many ways. Some examples are: Classroom Organization and Management Program skills (COMP), Crisis Prevention Intervention (CPI), peer-mediation, Restorative Justice, anti-bullying, Second Step (impulse control, empathy training, problem solving), Ropes and Challenges Course (team building, communication problem-solving listening, empathy building), Character Education, Safe Child (capacity for self protection), and Ready Set Relax Life Skills (assist with self control). Examples of Early intervention activities include Social Skills Building (respect, turn taking, making and keeping friends, conflict resolution, self esteem building), Peer Mediation-Conflict Resolution (active listening, problem solving and perspective taking) and Positive Adolescent Choices Training (anger coping or anger management). Focused intervention activities include functional behavior assessment and behavior intervention planning, referral to the Collaborative Support Team (CST), Problem-Solving team or IEP Team, Special Education services and individual/ small group counseling.

d. The District has initiated the development of an MPS Social Emotional Learning Fundamentals (SELF) Program that includes and analysis of each individual school's needs in the area of social emotional education, resources that are available within the school, and an action plan to address prevention, and intervention as needed. Schools were invited to participate in the process of data analysis to determine the social and emotional wellness needs within their school using the SELF. The project has attracted national attention and support for validation and standardization testing.

e. As a result of the data analysis, participating schools have incorporated in their Educational Plan a plan for both a rigorous academic plan as well as a plan for positive behavior supports and the development of the social supports that each child needs. The educational plan now also includes a section which focuses the school's planning on the ultimate goals of reducing suspensions and expulsions while developing a comprehensive system of behavioral supports for all learners within the school.

f. A well-functioning school is one that is able to focus all of its resources (times and budget) to universal design screening, systems, and curriculum that support all learners. These initial instruction and preventative systems promote healthy development for ALL learners and provides the appropriate supports for approximately 80% of the learners. Additional resources are focused on early and strategic interventions and progress monitoring. This includes systems that are in place for approximately 15% of students who are exhibiting some risk. Finally, schools need to have the capacity to access intensive interventions and systems of care for the students at greatest risk who generally include about 5% of the student population. The District supports many professional development opportunities to schools and individual teachers and administrators to increase their skills in the areas of problem solving, conflict resolution, positive behavioral support for all students, development of social and emotional well-being curriculum within the school and the classroom, classroom organization skills, violence reduction and prevention activities, as well as professional development and support for targeted skills development in the areas of emotional and behavioral disabilities. Additionally the District has targeted mental health and wellness of all students through its Student Health Initiative activities, and community partnerships with Aurora Health Care, Milwaukee Children's Hospital, the University of Wisconsin-Milwaukee, Milwaukee Police Department and Milwaukee County Wraparound Milwaukee.

g. The Individuals with Disabilities Education Improvement Act (IDEA) 2004 continues to place an emphasis on positive strategies and interventions to programmatically address the behavior of children with disabilities when that behavior interferes with the child's learning or that of others. For students with disabilities whose behaviors are problematic, the goal is to develop behavioral intervention plans that are based on child specific data gathered through the process of functional behavioral assessments. All school districts have a responsibility to focus on proactive approaches related to the behavioral needs of children with disabilities by working with the student to change his/her behavior rather than by relying solely on exclusionary practices. It is good practice to proactively address challenging behavior in an early and ongoing fashion even when that behavior will not result in a change in placement.

h. Positive interventions, strategies and supports are primarily addressed by modifying the environment and addressing behavior programmatically, teaching replacement behaviors and skills. When modifying the environment, the goal is to prevent the behavior from occurring by adjusting the causes of the behavior, the consequences, or both. Examples include:

- modifying or adjusting instructional strategies, curriculum and materials
- modifying or adjusting classroom seating, arrangement, or traffic patterns
- modifying or adjusting testing and evaluation procedures
- providing increased opportunities for students to make choices
- providing predictable classroom routines
- foreshadowing change
- cueing students
- having clear, consistent expectations and consequences in classrooms and
- throughout the school.

Addressing behavior programmatically by teaching replacement behaviors and skills means identifying alternative and more acceptable behaviors that serve the same function

for the student; teaching general complementary skills (such as reading comprehension if the student is avoiding classes where reading is stressed); and providing instruction in self-regulatory or self-control skills to assist the student in coping with and tolerating situations which have led to behavioral outbursts in the past. These skills also lead to generalization and to intrinsic motivation rather than reliance on an external reward system.

i. The Department of Public Instruction has issued an Information Update Bulletin entitled *Addressing the Behavioral Needs of Students with Disabilities*. (Attachment #1 to the minutes of your Committee's meeting) which describes the behavioral intervention planning process for students with disabilities. The concept of the least restrictive environment applies to the educational interventions that are considered for a student with disabilities who is experiencing behavioral challenges. There are a wide variety of interventions that are educationally sound and lead to positive behavioral changes. Two such educationally sound interventions that deal with modifications to the environment and positive behavioral supports are the use of calming spaces and the use of safe spaces for student with disabilities.

CALMING SPACES

Some students may become anxious or agitated in the classroom or other school environment. In some cases, increased anxiety or agitation may be prevented or minimized by allowing a student the use of sensory materials and objects within the classroom or other environment to regain their emotional balance and to reinforce student self-control. A less restrictive option, calming spaces include the designation of a separate area the classroom or a calming space outside of the classroom. The design of a calming space can be as simple as an area of the classroom that has been set aside for the student to be apart from the general stimulation including noises and visual distractions of the classroom. It can be in an adjoining cloak room or even set apart with a barrier, pop-up tent or small cabana within the classroom to create the sense of separate calming space. The calming space includes sensory materials that are soothing and pleasant to a student. The teacher instructs the student on the appropriate use of the sensory materials to assist the child to calm themselves. The teacher will assist the child to learn to identify times when the use of this calming space is indicated (increased anxiety, agitation etc.) Students can self select to access the space or be redirected by the teachers toward the calming space. Suggestions for sensory calming spaces include the use of alternative lighting (natural light or lamps), Carpeting or mats Organizational shelves/bins/baskets, reduced visual clutter, opportunities for students to make activity choices and instructions for use of equipment, (words with picture support). The following is a suggested list of items that might be included in this space:

Weighted/Resistance materials

- Blanket
- Shawl
- Lap Pads
- Balls
- Bean bags
- Body Sox

Movement

- Mats
- Balls

Auditory

- CD player
- Music
- White noise
- Headphones
- Noise-reduction headphones

Vibration

- Massagers

Miscellaneous

- Tent or cabana
- Soft scents (vanilla, banana)
- Large cushions/bean bag chairs
- Assorted fidget toys
- Time timer (visual timers)

Calming spaces are used frequently thought the district in a variety of special education classrooms. Teachers may refer to them as timeout or quiet rooms.

SAFE SPACES

The use of a Safe Space is a more restrictive. but educationally sound crisis intervention option to address the behavior of a student with a disability or disabilities that could result in harm to others and would otherwise require physical restraint.

A "Safe Space" is an alternative to physical restraint. The space is appropriate to use as a crisis intervention with some students instead of physical restraint to prevent the student from harming other people. The Safe Space is used only when a student is engaging in behavior that could result in harm to others. It is an intervention that must be written into the individual child's IEP. The use of the space requires direct instruction to the child regarding the behaviors that would result in the use of the space, as well as the strategies that a student would use to calm themselves while in the space, and the conditions that must be satisfied to exit the space.

A Safe Space has a door that can be held closed to prevent the student from leaving the room to engage in behavior that could result in harm to others. The **only** acceptable method to hold the door of a Safe Space closed is the Safe Space Handle System adopted by the district. All other devices or methods for securing doors of Safe Spaces are expressly prohibited unless determined by the Superintendent, the Director of Facilities and Maintenance and the Director of Special Services to be safer than the handle system.

Four MPS schools have volunteered to pilot the use of Safe Spaces as described below March through June 2008. The schools are Allen Field, Browning, Fritsche, and Northwest Secondary. The District is in the process of retrofitting the spaces with the approved door handles and lighting. The Department of Special Services will report back on the findings to the Board in July 2008. Appropriate Staff will be trained the prevention of escalation and de-escalation strategies, as well as the requirements, guidelines for the use of such spaces. Based on recommendation that result from the four pilot schools, additional schools will be identified for the project in fall 2008.

The Madison Public Schools currently utilize the Safe Spaces as an educationally based crisis intervention. An MPS Administrator, representative from the National Association for the Advancement of Colored People (NAACP) Education Committee and a Board member of the Milwaukee Board of Schools Directors viewed the space in August 2007 and interviewed a Madison District Administrator regarding the use of such spaces as educational interventions for student with disabilities.

MPS has developed the following guidelines for use of the Safe Spaces. These guidelines were based on the guidelines used by the Madison Public Schools. The guidelines were submitted to the City Attorney for review and were determined to be consistent with the *Guidelines for the Appropriate Use of Seclusion and Physical Restraint in Special Education Programs* which is published by the Department of Public Education (See attachment #2 to the minutes of your Committee's meeting).

Safe Spaces Guidelines

1. Safe Spaces are to be used only for students:
    - with disabilities,

- who are currently engaging in behavior that could harm others, and
- who have the use of the room specifically outlined in their IEPs.

2. Only administrators and certified staff (e.g., a student's IEP teacher or therapist) who have been trained in the use of the Safe Space have the authority to make the decision to place a student in a Safe Space and hold the door closed.

3. A Safe Space must be free of harmful objects that could be used as weapons in the event that a student attempts to physically assault another person or harm him or herself.

4. The student in a Safe Space must be visible to the supervising adult at all times.

5. If the door is closed a light must be on in the room. If the door to a Safe Space is open and the student requests the staff member to do so, the light may be turned off as long as adequate light is available from outside of the Safe Space for the adults to monitor the student's physical state.

6. If a student is involuntarily placed in a Safe Space the principal or educational leader must be immediately notified and, in consultation with the student's IEP teachers and a student services staff member, assess the child's condition. The principal or educational leader will determine if the continued use of the room is warranted and the length of time that will elapse prior to other actions being taken (e.g., allowing the student to move to a different space even if they have not calmed to the desired extent, calling the student's parent or guardian or calling the Mobile Urgent Treatment Team). If the principal or educational leader determines that continuation is not appropriate an alternative shall be identified and immediately implemented.

7. If the Safe Space door is being held closed by a staff member, two adults should be present to monitor the student from outside the Safe Space.

8. When the principal or educational leader determines that the student is no longer a threat to the safety of others staff members will cease holding the door closed. The door may remain closed or be opened to assist the student to recover from their distress. The decision to have the door open or closed may be based on the student's stated preference or historical information regarding the student's pattern of recovery.

9. Criteria for staff to open door and allow the student to leave the room are as follows:

- The student refrains from engaging in any physical aggression.
- The student refrains from any preliminary behaviors to physical aggression (e.g., engaging in behavior typically used to threaten or intimidate such as raising an arm with a fist made as if to hit another person).
- The student remains in the physical space designated by the adult authority figure without physical enforcement of boundaries (using adult bodies or walls/doors, etc.).
- The student follows one-step directions without agitation or defiance (following multiple step directions indicates less agitation, but is not necessary to exit Safe Space).
- The student follows a time-out procedure appropriate for his or her age and developmental level

10. Each time a student is placed in a Safe Space, the standard MPS log must be completed and each entry must include:

a. The student's first and last name,

b. The time he or she was placed in the room,

c. The time he or she was allowed to leave the room,

d. The behaviors resulting in the student's placement in the room,

e. The staff members present during the time the student demonstrated the behavior resulting in placement in the room,

f. The events preceding the behavioral incident,

g. Whether or not the door was secured at any time during the event,

h. How the student arrived at the room, and

i. Any comments or other significant information about the event.

11. Each time the safe space is used, the IEP teacher must contact the student's parents to inform them of the behavior of the student and the staff response.

12. The IEP teacher will provide supportive counseling and instruction to assist the student to respond in a non-assaultive manner in the future (including direct instruction to the student on ways he or she can prevent the use of the Safe Space).

IEP Documentation for the Use of Safe Spaces

1. Whenever possible, less restrictive interventions should be used prior to placing a student in a Safe Space and must be documented in the Behavior Intervention Plan (BIP) section of the IEP (e.g., verbal communications, use of sensory materials, and use of a calming space).

2. A functional behavioral assessment (FBA) must be conducted to identify antecedent and consequent conditions that may provoke the student's aggressive behavior and a behavior intervention plan based on this FBA must be completed to document the function-based interventions that are being implemented.

3. The student's IEP team must determine and document that the use of a Safe Space is appropriate for an individual student based on that student's history and current needs. The decision to use a Safe Space with a particular student should not be based primarily on a particular school's general practice. The standard to determine that the use of a Safe Space is necessary for a student is that the use of the room would be required regardless of the school the student attended (i.e. are there interventions available in any school that could prevent the use of the room in the school a student attends?).

4. The student's parents should be allowed to examine the room and observe a demonstration of the use of the room.

5. A Behavioral Intervention Plan (BIP) must include:

- A clear and specific description of the behaviors that may result in the use of a Safe Space (i.e., behaviors that would otherwise necessitate the use of physical restraint).
- A clear and specific description of the less restrictive interventions that may be attempted during a particular event prior to the use of a Safe Space to assist the student to regain self-control.
- A description of the physical guidance to be used if it is necessary to escort a student to a Safe Space.
- A description of the Safe Space specifically stating that the room has a door that can be held closed to prevent the student from leaving.
- Other actions to be taken by staff in the event that a student continues to be physically assaultive.

6. The use of a Safe Space with a particular student must be reviewed by the IEP team on a regular and consistent basis (each time the team meets).

7. If applicable, the student's outside service providers such as a behavioral psychologist, psychiatrist, therapist or counselor should be informed of the plan to use the Safe Space for that student.

Safe Spaces Emergency Procedures

1. An MPS staff member must be supervising a student the entire time that the student is in a designated Safe Space.

2. The Building Principal or Educational Leader will review and practice the fire evacuation from the Safe Space with staff authorized to place students in a Safe Space and secure the door.

3. In the event of an emergency (e.g., fire alarm, severe weather alert) the supervising staff member must immediately allow the student to leave the Safe Space and follow the evacuation procedures for that area of the building.

Guidelines for Administrative Oversight of Safe Spaces

1. A Safe Space, as discussed in these guidelines, is distinct from a detention or in-school suspension room. A Safe Space is:

   a. specifically designed for use by a single student and

   b. designed so that the door can be safely and securely held closed (i.e., a Safe Space Handle System is installed) in the event that a student is so violent that maintaining the safety of staff and other students would otherwise require the use of physical restraint.

2. The Safe Space Handle System will be installed only when the use of such an area is specified in the IEP of at least one student attending that school. If the use of a Safe Space is not specified in the IEP of at least one student in that school, the handle system will be removed and replaced with a standard lockset or latch set.

3. The Safe Space is to be used only for students with disabilities who have the use of such areas specifically outlined in their IEP when parents have fully participated in the development of the educational program outlined in the IEP and provided explicit informed consent via the IEP process.

4. An area that has been a Safe Space may be used for other purposes only when the handle system has been removed and:

   a. The Principal or Educational Leader and the Director of Special Services agree on the use,

   b. The environment has been substantially altered so as not to resemble a Safe Space, and

   c. There is a contingency plan for converting the space back to a Safe Space if necessary.

5. The Safe Space log must be completed each time the space is used for a student regardless of whether the door is closed or open, secured or unsecured. These data should be examined by a student's IEP programming team on a regular basis to determine the effectiveness of the procedure.

6. The Safe Space log for each school should be examined monthly by the principal or educational leader.

7. The Safe Space log for each school should be examined quarterly by the district-level administrator with oversight responsibility for the use of these rooms.

8. State of Wisconsin Building and Fire Codes define the minimum standards for any room that is to be occupied by a student in a public facility. Further information can be obtained from MPS Facilities and Maintenance Services.

9. The only acceptable method for securing the door of the Safe Space in MPS is the Safe Space Handle System that has been reviewed and approved by MPS facilities and maintenance.

10. The Department of Special Services will consider requests to provide funding for converting an area to a Safe Space. If approved for funding, the District will fund the conversion of the room.

11. Safe Spaces will be constructed in response to a demonstrated pattern of unsafe behavior on the part of a student with disabilities at the individual school. Require any school requesting a Safe Space to also identify a calming space that will be utilized as a less restrictive alternative than the Safe Space.

4. Hypothetical Parent Complaint Scenario

a. The Special Education Oversight Action Plan (SOAP) calls for a parent dispute resolution system (PDRS) that affords parents and students access to information and strong school-based and/or district level support to resolve issues and concerns in a timely manner. The District has committed to multiple complaint resolution strategies, both informal and formal, for families.

b. Each month the Department of Special Services presents a hypothetical situation or scenario that incorporates the topic (or related topics) that are featured as part of the monthly Milwaukee Board of School Directors Committee on Special Education agenda. In addition, the scenarios are constructed to present to the Board and to the public illustrations of problem resolution strategies that may be employed by the parent and the District.

Background Information:

(This scenario reflects an example of concerns that could be expressed by parents associated with the issues of whether or not the use of a safe space intervention was consistent with a student's IEP. In order to protect confidentiality, no identifying information has been included in this hypothetical situation).

The parent of a special education student, who attends an MPS elementary school with a Safe Space room, complained to the Parent Center that she was concerned that the school was going to use the room to seclude her son when he misbehaved. Her son was a student with a cognitive disability. Her son was not regarded as a student with severe behavior problems. He was not aggressive towards other students. He was not aggressive to staff. On occasion, he was not compliant to requests to begin his work. However, the student had become more responsive to such requests when his teacher initiated a simple reinforcement program that awarded points for a prompt response to staff requests.

Intervention:

Review of the individual education plan for the student who is the subject of this scenario determined that his IEP had not identified specific procedures in the child's behavior intervention plan that described use of a Safe Space during times of out of control behavior. Investigation of his history confirmed that he had no history of being restrained by staff. Most importantly, interview of administrators and teaching staff revealed that the student had never been escorted to the Safe Space. This finding was confirmed by inspection of the Safe Space Log maintained by the school.

However, the investigation determined that the school was utilizing the Safe Space for another student in the same special education classroom. The school applied for permission to institute a Safe Space program because it wanted to intervene with another special education student who was aggressive to peers and staff. During the times that the student had episodes of aggression, he required physical restraint by staff to prevent him from continuing the behavior. That student's IEP team had described the benefit of utilization of a Safe Space room for the student to regain self-control. Use of the room for this purpose was viewed as less restrictive than restraint of the student by one or more adults. With explicit parent permission, the procedure was incorporated into his IEP. The parent of that student had the opportunity to observe the room and to ask questions about the circumstances when it would be used.

Resolution:

The parent of the student who is the subject of this scenario was reassured that the Safe Space procedure would not be used for her son. She was further comforted that the procedure provide a more supportive and humane way for agitated students to regain composure and self-control. As a result of her complaint experience, she became an advocate for access of special education students to a procedure that might help them regain control in the school environment without reliance on the intervention of the Mobile Urgent Treatment Team or the police. Finally, she developed an appreciation for the school's use of positive behavior supports to encourage increased appropriate behavior.

Director Hardin moved to accept sections 1 2 and 4 of the report, and to direct the Administration to revise section 3 (Positive Behavioral Supports) to include policy, procedures and fiscal impact information and to bring this item back to the Committee and the Board as an action item.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Petersons, Spence and President Blewett—6.

Noes—Director Goldberg—1.

* * * * *

COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Morales 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 Regarding District and School Improvement Activities

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

Administration's Report

1. The District Identified for Improvement (DIFI) plan for Milwaukee Public Schools (MPS) was created by a cross divisional/departmental district team including teachers and principals with support from Learning Point Associates and the Wisconsin Department of Public Instruction. The MPS Strategic Plan served as a guide for developing the DIFI plan, which provides guidance on how to ensure proficiency for all MPS students. The DIFI plan was designed to positively change the face of student success in Milwaukee Public Schools.

2. The attachment to the minutes of your Committee's meeting is the DIFI Executive Summary, which was created to provide a snapshot for parents, teachers, and community.

3. The DIFI Director and Supervisors met with Learning Point Associates to begin discussion on how to evaluate the plan.

4. According to NCLB, the district did not meet Adequate Yearly Progress (AYP) in meeting established performance targets for school years 2004-05, 2005-06 and 2006-07. As a result of DIFI level 2 status, the State of Wisconsin Department of Public Instruction requires that the DIFI plan incorporate the following High Leverage Strategies to create an accountability structure including MPS Director of District and School Improvement, nine MPS DIFI supervisors, and DPI Director of DIFI:

a. Differentiated support for principals of SIFI schools

b. Extended reading and mathematics opportunities in all SIFI schools

1) 90-minute reading block and 60-minute mathematics block provided in grades K-5

2) 60-minute reading block and 60-minute mathematics block provided in grades 6-8

3) Reading intervention courses provided in middle school and high school

c. Highly qualified teachers in place in all classrooms

d. Extended, focused-learning opportunities at high schools identified for improvement (SIFI)

e. Academic summer school for students attending SIFI schools starting summer 2008 with a mathematics and reading focus for elementary, middle, and K-8 schools and a focus on credit recovery in high schools

f. Develop a plan for extended calendar in one or two SIFI schools

5. The DIFI plan includes strategies in reading and math for all students and assures that traditionally underperforming students in targeted subgroups receive specific interventions.

6. The DIFI Executive Summary will be distributed by email, the MPS portal, the District Advisory Council (DAC), MTEA, ASC website, and at the monthly principal meeting.

7. Currently, READ 180 is taking place in 16 SIFI schools, being taught by 39 classroom teachers, impacting approximately 2,268 students. READ 180 teachers participated in initial professional development training sessions in January and February. Follow-up small-group support sessions were held centrally for high-school and middle-school teachers. DIFI Supervisors conducted site visits to assist administrators and teachers with READ 180 regarding staffing, materials, technology, instruction, room set-up, and student enrollment. Scholastic representatives provided principals and school leaders with administrative training to further support READ 180 implementation.

8. The State Superintendent of Instruction and staff have been invited to present a general overview of what it means to be a District Identified for Improvement (DIFI), including a discussion of Sanctions for Title I Districts Not Making Adequate Yearly Progress, at an April meeting in the Central Services auditorium. District staff and community will have the opportunity to participate in a question-and-answer session following the general overview. When the date is scheduled, a notice will be disseminated to inform the Board, staff, and the community.

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(Item 2) Action on Resolution 0708R-021 by Director Bonds Regarding the I Have A Dream Program

Background

At its meeting on June 28, 2007, the Board referred Resolution 0708R-021 by Director Bonds to the Committee on Innovation and School Reform:

WHEREAS, Through MPS's partnership with the I Have a Dream Foundation, 50 1st-grade students at Clarke Street Elementary School will have the opportunity to be the first Dreamers of Milwaukee; and

WHEREAS, The I Have a Dream Program motivates and empowers students from low-income communities to reach their educational and career goals by providing long-term mentoring, tutoring and enrichment, and tuition assistance for higher education to students who otherwise would not have the opportunity; and

WHEREAS, The I have a Dream project has reached over 15,000 students from some of the country's most disadvantaged communities across 27 states and 66 U.S. cities; and

WHEREAS, The I have a Dream Program currently in practice at Clarke Street Elementary school has been successful, despite the fact that over 90% percent of the student body is eligible for free or reduced-price lunch, and 97% of the students are African-American; and

WHEREAS, The program provides comprehensive services to at-risk youth beginning in 1st grade and a continuum of support into their early twenties; and

WHEREAS, Although the District has demonstrated its support for the program through implementation at Clarke Street Elementary School, more students could benefit greatly from such an opportunity; and

WHEREAS, Legacy Bank, one of the District's community partners, has pledged $25,000 per year for the 16-year life of the program in an effort to show support; and

WHEREAS, The I Have a Dream Foundation is also partnering with the Office of Juvenile Justice and Delinquency Prevention's Gang Reduction Program (GRP) and the City of Milwaukee to bring the I Have a Dream Program model to the GRP Target Area; and

WHEREAS, If we have community partners such as Legacy Bank, the Next Door Foundation, and the City of Milwaukee making commitments to support and to offer the opportunity of the program to more Milwaukee children, then it is imperative that MPS also help; and

WHEREAS, The I have a Dream Program within Milwaukee Public Schools will help to create bright futures for the city's disadvantaged children and will help to change the face of Milwaukee as a whole; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan for continued support and expansion of the I Have A Dream program, including funding and steps to ensure that the maximum number of students possible have access to the benefits that the program offers after high school, such as higher-education dollars.

Administration's Analysis

1. The "I Have a Dream" Project was initiated by philanthropist Eugene Lang, who in 1981 made a promise to the sixth-grade class of P.S. 121 in East Harlem that he would provide financial support for a college education to every one of them who finished high school. In addition, Mr. Lang provided funding for year-round academic and cultural enrichment and assisted students and their families with access to needed social services. Ninety-percent of the students in that sixth-grade class went on to graduate from high school.

2. Over the past 27 years, the program has expanded to serve more than 15,000 students in over 16 states. According to the "I Have a Dream" Foundation website, "'I Have a Dream" Projects currently have had 80-100% of their children graduate in areas with "typical graduation rates of only 20-40%."

3. According to initial estimates provided by the "I Have a Dream" Foundation, approximately $2 million will be needed over sixteen years in order to support fifty MPS students beginning at third-grade. That sum includes the costs for support services for students over their school-age years as well as tuition costs related to higher-education programs. "I Have a Dream" Projects have traditionally been funded through "substantial personal contributions, while other projects raise a portion or all funds from

individuals, corporations, church and civic groups, local foundations and special events." The Milwaukee effort has already received 501c3 approval, has secured funding for higher-education tuition costs from local philanthropists, and is close to securing the needed initial operational costs for the launch of the program. Initial discussions are also taking place about expanding the program to additional schools within the city.

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 2, School communities work together for improvement in academic achievement; 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 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 administrative policies and procedures.

Fiscal Impact Statement

6. This item does not authorize expenditures. The MPS Administration will engage in fundraising efforts with other community partners.

Implementation and Assessment Plan

7. The MPS Administration will work with the I Have a Dream Foundation, the City of Milwaukee, the Office of Juvenile Justice and Delinquency Prevention, and other community partners to support the "I Have a Dream" effort at Clarke Street School. The MPS Administration will also work with its partners to expand the program to other eligible schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt the resolution with the resolved clause amended to read as follows:

   RESOLVED, That the Board direct the Administration to ~~develop a plan~~ assist our partners in planning for continued support and expansion of the I Have A Dream program, including ~~funding~~ efforts to assist our partners in fundraising and steps to help ensure that the maximum number of students possible have access to the benefits that the program offers after high school, such as higher-education dollars;

2. direct the Administration to allocate funding for Milwaukee Public Schools to commit up to $24,000 per year for two years to cover one-half of the cost of the program coordinator for the I Have a Dream program, to be effective in the FY09 budget; and

3. direct the Administration to release funds only when the City of Milwaukee provides a dollar-for-dollar match in the City's budget in support of the I Have a Dream program.

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

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(Item 3) Action on Resolution 0708R-019 by Director Bonds Regarding Continued Support of the First Things First Program

Background

At its meeting on June 28, 2007, the Board referred Resolution 0708R-019 by Director Bonds to the Committee on Innovation and School Reform:

WHEREAS, Milwaukee Public Schools continues to strive for increased student achievement to ensure success in further education and employment; and

WHEREAS, The District has partnered with various entities to aid in the quest of achieving this goal, to close the achievement gap, and to develop educational programs that will focus on improving achievement in literacy for all students; and

WHEREAS, Through its partnership with the Institute for Research and Reform in Education, the First Things First (FTF) program has helped MPS to increase math scores as a whole and has helped to increase the percentage of students scoring at proficient or advanced levels of high-stakes reading tests; and

WHEREAS, FTF is an educational 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; and

WHEREAS, Developed by IRRE in 1996, FTF strives to create meaningful change for all students — particularly young people in low-income communities; and

WHEREAS, The First Things First program has also been instrumental in other urban school districts in helping African-American and Hispanic students make dramatic gains in reading proficiency, in narrowing the racial gap with Caucasian students, and also in increasing their overall performance; and

WHEREAS, The District has demonstrated its support for the program through its implementation of the program in at least two high schools — a commitment made through an informational report to the Board on June 26, 2006, to invest in the program from July 1, 2006, through June 30, 2009; and

WHEREAS, With the successes which these schools have realized, it is imperative that the District continue to support the program and make provisions to expand the program to ensure that all Milwaukee public high schools are positioned to make such academic gains; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a plan for continued support of the First Things First program, including funding and steps to ensure that all of the District's high schools have access to the benefits that the program offers; and be it

FURTHER RESOLVED, That high schools that currently have the program be offered resources in continuing the program for the 2007-2008 school year.

Administration's Analysis

1. In June, 2006, the Administration presented an information 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" 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 "First Things First" framework provides a set of expectations and articulates the ways in which these expectations can be met by schools and districts. "First Things First" 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.

3. The evidence base supporting the First Things First framework continues to expand. At times, the research identifies elements that contradict earlier studies. Recently, a study released by the U.S. Department of Education's Institute of Education Sciences What Works Clearinghouse found that the First Things First program has no discernable effect on students being retained in school after one year of program implementation. Although an important dynamic to be aware of, creating real and lasting change that significantly improves outcomes for students in high school is work that cannot expected to produce instant results, or be expected to begin without challenge. Education reform takes time and commitment, a reality which is well supported in educational research.

4. Jim Connell, the President of the Institute for Research and Reform in Education (the developer of First Things First). points out that research by MDRC looked at schools in Kansas, Texas, Missouri, and Mississippi and found increased student attendance and graduation rates, reduced student dropout rates, and higher student test scores in a significant number of the schools studied. All of the schools had implemented the First Things First program for more than three years.

5. In Milwaukee, the early planning and implementation of the First Things First framework at Pulaski and Bradley Tech High School was supported by a $2.3 million grant from the Bill & Melinda Gates Foundation. The same foundation funded an additional request to support the planning and implementation for James Madison Academic Campus for $1 million.

6. Through these funds, the MPS Administration continues to work with IRRE to expand the planning and implementation processes and engage teachers in this effort. For example, in the spring of 2007, attention was focused on mathematics, with the addition of math consultants through IRRE. The consultants worked with Henry Kranendonk, MPS Mathematics Curriculum Specialist, and a group of teachers from each of the participating high schools. The work with teachers focused on taking existing Wisconsin Model Content Standards and MPS Learning Targets in mathematics and creating explicit benchmarks that students will be expected to demonstrate in 9th-grade algebra. These statements are written in student-friendly language and referred to as "I can" statements. Following the development of the 84 algebra benchmarks, teachers worked with IRRE consultants to develop a common assessment for each benchmark that will be used with all students. The purpose of this work is to create common understanding of what students are expected to know and be able to do across the four schools, and then measure student success in a predictable and reliable way. A common core curriculum in mathematics, where student learning is transportable across these schools, and teachers are able to support one another in improving their instructional practice, is one of the outcomes of this work.

7. The ongoing development of the approach to mathematics includes a bi-weekly opportunity for math teachers in these schools to meet with math instructional coaches to discuss the implementation of the "I Can" benchmarks, share lesson strategies, offer ways to refine the benchmarks, offer ideas to adjust the pacing of content, and to support one another in the effort.

8. This item directs the Administration to:

(1) develop a plan for continued support of the First Things First program, including funding and steps to ensure that all of the District's high schools have access to the benefits that the program offers; and

(2) offer to high schools that currently have the program resources in continuing the program for the 2007-2008 school year.

9. The Administration continues to pursue additional resources to support the ongoing planning and implementation of the First Things First framework. In the spring of 2007, the Administration

submitted a grant proposal to the U.S. Department of Education for funds to support small-learning-community planning and implementation. The proposal was awarded in September 2007 in the amount of $6.25 million over five years, beginning in the 2007-2008 school year. The award notification is included as attachment 1. These funds will support planning and implementation of the First Things First framework at Custer and Vincent High Schools, as well as provide additional resources to support the ongoing work at Bradley Tech and Pulaski High Schools and James Madison Academic Campus.

10. As the First Things First framework is implemented, opportunities to share lessons learned with other high schools in the district have emerged. The district's FTF implementers share strategies related to the development of block schedules, student advisories, teacher common planning time, and instructional coaching with other interested high schools. An example of this work is included in the development of a new report in eSIS. The student "Academic and Behavior Report" provides a teacher with up-to-date academic and behavioral information for each student. This report and the information it contains are a new tool when working with students in an advisory or advocacy period and during guidance opportunities. Developed for use in the implementation of the FTF framework, the report is available for use in any school in the district.

11. Through the additional U.S. Department of Education funds, the MPS Administration is developing a focused school-management team to supervise, support, and ensure implementation of the FTF framework in identified high schools. This team will comprise the district's Small Learning Community Coordinator, an administrative specialist, the school implementation facilitators, and two teacher instructional coaches. This team will also be available to share lessons learned and promising and best practices with other interested high-school teachers and leaders.

Strategic Plan Compatibility Statement

12. 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 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

13. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Fiscal Impact Statement

14. This item does not authorize expenditures. The budget for the U. S. Department of Education grant for the FY08 portion of $ 1.66 million has been created in grant project 531.

Implementation and Assessment Plan

15. The Administration will continue the planning and implementation of the FTF framework as specified in the U.S. Department of Education grant proposal.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution as amended.

RESOLVED, That the Board ~~direct~~ adopt the Administration's ~~to develop a~~ grant-funded plan for continued support of the First Things First program, including ~~funding and~~ steps to ensure that all of the District's high schools have access to the benefits that the program offers; and be it

FURTHER RESOLVED, That high schools that currently have the program be offered resources in continuing the program for the 2007-2008 school year.

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

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(Item ~~4~~) Action on a Request to Waive Administrative Policy 5.01(8)(B), Facilities, and Close the Grand Avenue Middle School Program

background

1. This item seeks authorization to close the Grand Avenue Middle School program, located in the Grand Avenue facility (2430 W. Wisconsin Avenue), at the close of the 2007-08 school year due to low enrollment and the fiscal inability to sustain a quality middle-school-design educational program.

2. Enrollment data for Grand Avenue Middle School affirm that the enrollment at Grand Avenue has declined from a recent high of 770 students in September 2000 to an enrollment of 458 students in September 2007. This represents a 41% reduction within a span of seven years. The significant decline in enrollment is shown in the following chart:

Year	Enrollment
2000	770
2001	740
2002	722
2003	696
2004	675
2005	605
2006	589
2007	458

3. The Grand Avenue enrollment on September 21, 2007, was 458. This included 118 sixth-graders, 165 seventh-graders and 175 eighth-graders. Eighty-four percent of the students participate in free or reduced lunch. There are 107 students (23%) receiving special education services. Grand Avenue offers a city-wide middle-school program. Currently 393 students receive transportation services at an estimated 2007-08 cost of $294,200.

4. The Neighborhood Schools Plan approved in 2000 significantly increased the number of schools offering K-8 programs. The Board also approved additional K-8 schools by separate Board action. The expansion of K-8 schools correlates with the decline in the Grand Avenue enrollment. Milwaukee Public Schools currently has 58 K-8 schools and six additional schools in transition to K-8 status.

5. The projected enrollment for the 2008-09 school year for Grand Avenue is 360 students. Following the January 2008 three-choice school-selection process, a total of 302 students were enrolled for the 2008-09 school year. This included 161 eighth-graders, 122 seventh-graders, and only 19 sixth-graders.

6. The decrease in students will prevent Grand Avenue from having the fiscal ability to sustain a quality middle-school program. If the school remains open for the 2008 school year, the school anticipates additional cuts in staff, including the elimination of an assistant principal position as well as math and reading classes. In addition, limited hours of access to the library would continue. Already this year, the school has cut technology and implementer and counselor positions, eliminated a Spanish class, and excessed several teachers. These cuts will impact class size.

Administration's Analysis

7. The Grand Avenue facility currently houses one other school that will continue at the Grand Avenue facility. Milwaukee Academy of Chinese Language, an instrumentality charter school, had a September 2007 enrollment of 172 students in grades K4-5, with 206 projected in grades K4-6 for next year.

8. On Thursday, February 7, 2008, members from the Administration, including the Director of Administrative Accountability, the Administrative Specialist assigned to Grand Avenue, and the Chief Financial Officer, met with the principal to discuss pending Board resolutions and the possible closing of Grand Avenue.

9. During the meeting of the Committee on Finance/Personnel on February 21, 2008, the potential closing of Grand Avenue was discussed as part of the Administration's responses to Board Resolutions. Although public testimony was allowed during this meeting, none was given relative to the potential closing of Grand Avenue.

10. In a letter dated February 27, 2008, the Grand Avenue school community concurred with the recommendation to close the school due to the inability to offer a quality school experience based on current enrollment projections for the 2008-09 school year.

11. The Administration worked closely with the Grand Avenue administration to develop a letter to be shared with the school community informing them that the recommendation to close the Grand Avenue Middle School program would be going forward for consideration and public testimony at the March meeting of the Committee on Innovation/School Reform.

12. Upon the Board's approval, the Department of Student Services staff will send a letter to the parents/guardians of all current sixth- and seventh-grade Grand Avenue students, detailing the 2008-09 enrollment options and transportation policies. A Central Services team will hold a Fall enrollment opportunity at Grand Avenue to assist parents/guardians in the school-selection process. Parents/guardians of incoming sixth-grade students who selected Grand Avenue as their first choice in the January 2008 school-selection process will also be contacted to explain their enrollment options.

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 and Goal 6, The district is accountable for measurable results.

Statute, Administrative Policy, or Board Rules Statement

14. Administrative Policy 5.01(8)(b), Facilities, states "…The Board shall take action by December 31 on specific schools that will be closed the following school year…" Should the Board choose to close schools effective for the 2008-09 school year, a waiver of the December 31 deadline would be needed.

Fiscal Impact Statement

15. This item does not authorize new expenditures.

Implementation and Assessment Plan

16. Pending the Board's approval, implementation is scheduled to begin immediately. Upon the Board's approval, parents/guardians of all current Grand Avenue students will be provided with information relative to registration procedures and timelines for the 2008-09 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's recommendation to close the Grand Avenue Middle School program, located in the Grand Avenue facility at 2430 W. Wisconsin Avenue, at the close of the 2007-08 school year due to low enrollment and the fiscal inability to sustain a quality middle-school-design educational program.

Director Hardin moved to leave Grand Avenue Middle School open at this time.

Director Goldberg moved a substitute, to accept the Committee's recommendation.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Falk, Goldberg, Petersons, Spence and Thompson—5.

Noes—Directors Bonds, Hardin and President Blewett—3.

* * * * *

(Item 5) Action on Resolution 0708R-003 by Directors Bonds and Petersons Regarding the Development of a Small Learning Community High School Responding to High-Demand Employment Areas

Background

At its meeting on May 31, 2007, the Board referred Resolution 0708R-003 by Directors Bonds and Petersons 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 a means to achieve their educational goals of today in preparation for the workforce of tomorrow; and

WHEREAS, To support the part of the vision statement that "we must have strong and true partnerships with parents and all those in the community who influence and affect our students and families," MPS must continue to offer a variety in educational choices for all students; and

WHEREAS, High demand, great pay, and shortages of employees are indicators of areas in which program offerings may be beneficial to all children, whether they plan to go to college or directly into the workforce; and

WHEREAS, There are both high demand and employee shortages in the areas of law enforcement, social work, criminal justice, and medicine; and

WHEREAS, In hopes of producing qualified individuals to fill vacancies in these areas, many local colleges are currently specializing in or developing degree programs in the areas; and

WHEREAS, In addition to the shortage of employees, there continues to be an under-representation of minorities in these fields within the City of Milwaukee; and

WHEREAS, African Americans lead the nation in incarceration and are over-represented in correctional institutions and under-represented in the jobs related to criminal justice; and

WHEREAS, Despite efforts to recruit to fill vacancies in the areas of law enforcement, social work, criminal justice, and medicine, companies are still unable to recruit qualified employees; and

WHEREAS, With these being the fastest-growing industries in the nation, certification in these fields would offer tremendous opportunities for MPS high-school students; and

WHEREAS, Preparing students in high school for internships, police aide positions, certified nursing assistants, etc. in these areas will give them the opportunity to gain the educational and employment experience needed to work in the field after high-school graduation or for pre-qualification for higher education in this area; and

WHEREAS, To maximize the effectiveness of such programs, MPS must make use of every partnership and outside funding source available to support the effort; and

WHEREAS, It is also important that similar programs within the District be at a centralized location that will allow the ability to maximize partnerships and to ensure the programs' success; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a high school with four learning communities: a law-enforcement community, a criminal justice community, a social work community, and a medical field community, and be it

FURTHER RESOLVED, That the Board direct the Administration to explore the use of the former Webster Middle School building for the location for the following reasons:

- the building offers adequate space;
- the location is approximately one mile from the police academy;
- a partnership may be formed with the nearby Silver Spring Neighborhood Center; and
- the building is in close proximity to various nursing homes; and be it

FURTHER RESOLVED, That the Administration bring back a plan for implementation for approval of the Board by December 2007, with the school to open in the 2008-2009 school year.

Administration's Analysis

1. The Milwaukee High School Redesign Initiative has supported schools seeking innovative changes, reconfigurations, or expansions in addition to the new small high schools and the small learning communities. The small-learning-community work currently includes Bradley Tech High School, Pulaski High School, and James Madison Academic Campus. Custer High School is currently in the planning year of the effort.

2. The planning includes activities supported by the technical assistance provider, the Institute for Research and Reform in Education. One of the planning activities includes the identification of themes for each small community of students and teachers. This theme provides the academic focus for the community and supports students in the investigation and preparation for careers related to the theme. The process of theme identification includes surveys of staff and students expressing interest in career areas or particular courses of study.

3. The resolution calls for the development of a high school with small learning communities focused on a law-enforcement community, a criminal justice community, a social work community, and a medical field community. Each of these areas are appropriate for small learning community themes and are recognized as areas of employment need and career opportunity of district students.

4. The identification of small learning community themes at Custer High School included a community prepared to and excited about addressing the areas of law-enforcement, criminal justice, social work, and related medical fields. The small learning community will be referred to as the Social Justice community.

5. The administration of Custer High School, along with the staff and students planning the Social Justice community, are developing a partnership with the University of Wisconsin Milwaukee and other local partners engaged in these careers areas. The staff and students at Custer are looking forward to the implementation of the Social Justice community and to opportunities to pursue careers in the identified areas beginning in the 2008-2009 school year.

6. The ongoing planning for the implementation of the Social Justice small learning community at Custer High School would duplicate the effort, should it be approved for implementation at the former

Webster Middle School site. The Webster Middle School site will remain available for other programmatic implementation with the Board's approval.

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 2, School communities work together for improvement in academic achievement; 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 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy, or board Rule Statement

8. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Fiscal Impact Statement

9. This item does not authorize expenditures.

Implementation and Assessment Plan

10. Upon approval by the Board, the Administration will continue the small-learning-community planning process at Custer High School

11. The school will be monitored and evaluated by MPS through established administrative accountability functions and functions of assessment and accountability, as well as through No Child Left Behind requirements.

Committee's Recommendation

Your Committee recommends that:

1. the Board adopt the resolution with the following change:

   • That the Administration develop a Small Learning Community High School with a community focused on law enforcement, criminal justice, social work, and the medical field, and locate this community at Custer High School; and

2. the name of the program be the School of Public Safety and Social Welfare.

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

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(Item 6) Action on an Item to Reconfigure Samuel Morse Middle School for the Gifted and Talented as a 6-12 Grade School to Begin in the 2009-2010 School Year

Administration's Analysis

1. In 1980, the Milwaukee Board of School Directors adopted and approved the concept of gifted and talented education programming as defined by the United States Office of Education. Children capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: general intellectual ability; specific academic aptitude; creative or productive thinking; leadership ability; visual and performing arts; and psycho-motor ability.

2. The current Samuel Morse Middle School for the Gifted and Talented was originally located at the Rufus King facility. The gifted-and-talented program was relocated to its current Morse site in 1983. Since that time, the Samuel Morse Middle School for the Gifted and Talented has demonstrated high student achievement and a commitment to high student expectations.

3. The Milwaukee High School Redesign Initiative has supported schools seeking innovative changes, reconfigurations, or expansions in addition to the new small high schools and the small learning communities. Proposals seeking support for reconfiguration efforts or the start of non-contracted school efforts are reviewed by the New School Review Committee, a mechanism which receives, reviews, and makes recommendations to the MPS Superintendent regarding new schools or school changes that are not seeking charter status.

4. The New School Review Committee membership includes Title I parent representatives, as well as representatives from the Office of the Superintendent, Division of Teaching and Learning, the Department of Special Services, the Department of Pupil Services, the Department of Human Resources, and the Division of Diversified Community Schools.

5. This item seeks the Board's approval to reconfigure the Samuel Morse Middle School for the Gifted and Talented. The reconfiguration will encompass grades 6 through 12, a maximum enrollment of 1,400, and will expand the gifted-and-talented model into the high-school grades.

6. The expanded school will continue to be committed to exemplary student achievement through the proven educational model being implemented in the middle-school grades. In addition, the high-school grades will implement a rigorous Advanced Placement program vertically aligned to the middle-school curriculum.

7. The vision of the Samuel Morse School for the Gifted and Talented was developed in collaboration with parents and the community. The vision was developed with the vested purpose of energizing both students and staff to achieve and teach in an academically stimulating, clean, and safe environment. Because the proposed school represents an ethnically and intellectually diverse and inclusive population, it will strive to develop a genuine respect for others while working to develop the potential within each member of the community. The Samuel Morse School for the Gifted and Talented will become a school of creative thinkers, self-directed learners, effective communicators, collaborative workers, and productive citizens who value the importance of education and lifelong learning.

8. The mission of the Samuel Morse School for the Gifted and Talented is to ensure that MPS students are prepared for the 21st century in order to compete in a globally competitive society. The school will therefore:

a. produce a highly distinguished and readily employable graduate that the world will recruit;

b. offer a world-class academic program that defines district graduates as technologically proficient, globally aware, civically engaged, and financially and economically literate;

c. graduate 100% of district seniors who remain with the high school's gifted-and-talented program;

d. offer a college- credit program for selected juniors and seniors who qualify;

e. have the highest Wisconsin percentage of African American students and other students of color enrolled in Advanced Placement courses;

f. be identified as one of the "100 Best High Schools in America" in five years; and

g. become a year-round school in two years with staff approval.

9. Building on the successful middle-school practices supporting students with special needs, the high school will offer a full-inclusion model for cross-categorical students. Special Education Needs (SEN) teachers will be available in the classroom to provide guidance and assistance. SEN students will be pulled out on an as-needs basis according to the IEP (Individual Education Plan) or student performance. SEN teachers will provide regular education teachers "Individualized Education Plans At-a-Glance" at the beginning of the school year. These brief narratives will include student goals and snapshots. SEN students

will be exposed to "transition" and job-shadowing opportunities. The School Support Team (administrators, counselors, support staff, etc.) will include as part of its monthly meetings a discussion on the progress and needs of SEN students.

10. Each year, counselors will meet with each SEN student to discuss his or her credit progress toward graduation. Each student, beginning in 9th grade, will set individual goals for this or her four years of high school, inclusive of school-to-work opportunities and actual work experiences (for credit) in 12th grade.

11. All students will prepare for the ACT/SAT by taking the PSAT as both sophomores and juniors. An ACT-preparedness class will be offered for students. Sophomores and their parents will be invited to an evening program entitled "Preparing for the Future." Topics to be covered include college search and visits, financial aid, technical colleges, and apprenticeships.

12. Enrollment in Samuel Morse School for the Gifted and Talented will use the approved existing enrollment criteria for middle-school-grade enrollment. Students are considered for enrollment using the *Gifted and Talented Information Form.* The form consists of sections for reporting standardized test scores, reading level, and teacher evaluation of student potential and performance. There are additional sections for specific comments from the teacher as well as the teacher's recommendation for placement. The writing sample and report card are evaluated with the form. Each section of the form, the writing sample, and the report card are evaluated on their own. Therefore, a deficiency in any one section would not automatically disqualify a student from placement. Parents seek enrollment through early admissions or through Three-Choice if seats are available.

13. High-school-grade enrollment will be available to Morse students in grade eight as continuing students or through early admission processes to students coming from other schools. Students enrolling from other schools will be expected to complete the *Gifted and Talented Information Form* as part of this process. A writing sample and most recent report card need to accompany the form.

14. If seats are available after the early enrollment deadline, placement will be opened to all city eighth-grade students and suburban students through the Chapter 220 program. These students will be considered when a *Gifted and Talented Information Form* is completed by one of their current teachers. A writing sample and most recent report card need to accompany the form.

15. The proposed location for the Samuel Morse School for the Gifted and Talented is the former Webster Middle School building. Analysis by MPS Facilities and Maintenance indicates that this building, with some modifications, will accommodate an enrollment of 1,400 students. Complete analysis of moving and modification costs will be reported to the Board no later than December of 2008.

16. The Administration's New School Review Committee received and reviewed the proposal and received a presentation from the Morse Middle School team on November 28, 2007.

17. Based on the proposal and presentation, the New School Review Committee recommended to the Superintendent that the proposal for the Samuel Morse School for the Gifted and Talented be supported for grades 6-12.

18. Areas of strength identified in the proposal and presentation evaluation-and-review process add significant value to the request to develop the school. The strengths include:

a. gifted-and-talented offering on Milwaukee's northwest side;

b. opportunity to attract and enroll students from nearby school districts;

c. rigorous college-prep curriculum for all students;

d. advanced placement courses with curriculum aligned to the middle-grades experience;

e. Strong parental and community support for the development of the school; and

f. a focus on academic as well as social/emotional development of students.

Strategic Plan Compatibility Statement

19. 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 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 8, The district builds partnerships to support student achievement.

Statute, Administrative Policy, or board Rule Statement

20. The recommendation is consistent with Administrative Policy 7.05, Organization of Instruction.

Fiscal Impact Statement

21. This item does not authorize immediate expenditures. The Fall FY10 student enrollment for the school is estimated to be 1,000 students in grades 6-9. The FY10 district proposed budget will be prepared to include an allocation for the Samuel Morse School for the Gifted and Talented based on the projected fall enrollment.

22. Complete analysis of moving and modification costs will be reported to the Board no later than December of 2008.

Implementation and Assessment Plan

23. Upon approval by the Board, the Administration will engage in activities necessary to assist Samuel Morse School for the Gifted and Talented to establish itself as an MPS traditional school so that the school may open in the Webster Middle School facility on the first day of the 2009-2010 school year.

24. The school will be monitored and evaluated by MPS through established administrative accountability functions and functions of assessment and accountability, as well as through No Child Left Behind requirements.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Samuel Morse School for the Gifted and Talented, grades 6-12, with the middle-school program to be kept intact and grades 9-12 to be added, with an enrollment process consistent with the current enrollment process of Samuel Morse Middle School for the Gifted and Talented to begin in the 2009-2010 school year;
2. direct the Administration to explore the use of the former Webster Middle School building for the relocation and expansion of the Samuel Morse School for the Gifted and Talented; and
3. direct the Administration to bring back a plan for implementation for final approval of the Board by December 2008.

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; Award of Sole-Source Contracts; Authorization to Make Purchases; 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 March 2008. Adequate funding is available in the accounts as noted below.

ENTRANCE ADDITION

MacDowell Montessori School

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

Low Bidder, Base Bid of.....$158,233.00

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	500	25	33	10%	12.6%	$20,095.00	20%	100	10

Funds are budgeted for the MacDowell Montessori School's entrance-addition project from FY06 Major Remodeling Construction Fund, contracted services for remodeling, account code FAR00MRPMC ECNC6 [$25,520.30] and School Fund, contracted services for building modifications, account code MBM0ABDKMC EMMB [$132,712.70] (W.O. #2-725445). Project is to begin on May 1, 2008, and is scheduled for completion on July 21, 2008.

ROOF REPLACEMENT

Pulaski High School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$799,000.00

Prime Contractor Info				HUB			COIN	Required Student Hrs.	
	# of Employees								
Certified	Total	Minorities	Women	Req.	Submitted	Value	Req. Pct.	Paid Employmt	Ed'l Experience
Yes	45	15	5	30%	100%	799,000.00	25%	300	10

Funds are budgeted for the Pulaski High School's roof-replacement project from FY08 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2PK ECNCROF8 (W.O. #2-730797). Project is to begin on April 7, 2008, and is scheduled for completion on August 22, 2008.

CORRIDOR LOCKER REPLACEMENT

Milwaukee French Immersion/Steuben Complex

Prime Contractor
Burkhart Construction Corporation
12800 W. Silver Spring Drive
Butler, WI 53007

Low Bidder, Base Bid of.....$308,000.00

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	25	2	2	10%	73.4%	226,229.00	25%	200	10

Funds are budgeted for the Milwaukee French Immersion/Steuben Complex's corridor-locker-replacement project from FY08 Major Maintenance Construction Fund, contracted services for lockers, account code FAR00MM2SB ECNCLKR8 (W.O. #2-730713). Project is to begin on March 31, 2008, and is scheduled for completion on August 22, 2008.

GYMNASIUM BLEACHER REPLACEMENT

Custer High School

Prime Contractor
Carroll Seating Company, Inc.
2105 Lunt Avenue
Elk Grove Village, IL 60007

Low Bidder, Base Bid of.....$124,000.00

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	20	4	5	0%	N/A	N/A	0%	100	10

Funds are budgeted for the Custer High School's gymnasium-bleacher-replacement project from FY08 Major Maintenance Construction Fund, contracted services for flooring, account code FAR00MM2CT ECNCFLC8 (W.O. #2-743704). Project is to begin on March 31, 2008, and is scheduled for completion on August 29, 2008.

CONSTRUCTION CONTRACTS

Total construction contract dollars awarded.....$1,389,233.00
Total dollars HUB participation.....$1,045,324.00
% of HUB participation.....75.24%
% Minority employees within company.....23.28%
% Women employees within company.....11.14%

Award of Sole-source Contracts

Budget Item	Budget Description	Requested Amount	HUB % Set
Violence-Prevention Training	The Administration is requesting authorization to enter into a sole-source contract with Discipline Associates LLC to fully implement an evidenced-based program to train teachers and administrator in the prevention of student violence. The program supports the District's approach to reduce student suspensions and disciplinary incidents by systemically providing positive behavioral supports to the students. The basis of the sole source is that competitive vendors do not exist insofar as this is the only nationally recognized vendor specializing in the both regular education and special education populations identified by the Department of Special Services that can implement an evidenced-based program tailored to MPS schools. The Department of Special Services contracted with Discipline Associates LLC during the first semester of the 2007-2008 school year to pilot programs with eight MPS schools. This contract allows necessary support to fully implement the program at the eight MPS schools. The contract will run through June 30, 2008. Budget Code: SD10ST28DEECNS (Title II — Staff Development).	$48,000	0%
Totals		$48,000	$0

Authorization to Make Purchases

Copies of all bids are sent to ten resource centers for minority- and women-owned businesses for posting and distribution to any interested suppliers:

African-American Chamber of Commerce
Business Educational Consortium Inc.
The Business Council Inc.
Disadvantaged Business Development for Milwaukee County
Hispanic Chamber of Commerce
Milwaukee Indian Economic Development Agency
Milwaukee Minority Chamber of Commerce
Milwaukee Urban League
Wisconsin Business Resource Center Inc.
Wisconsin Women's Business Initiative Corporation

Bid 5474 Authorization to Purchase a Chiller from Auer Steel For River Trail School

The Administration requests authorization to award Bid 5474 to Auer Steel for the purchase of a Carrier Chiller for River Trail School. The cost is not to exceed is $92,900. Auer Steel was the low bidder. The budget code to be charged is FAR00MM2RT-ECNC (Facilities Remodeling — Construction Contracts).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $92,900	*	*	*	No	0%	*	*	*	*

Bid 621 Authorization to Purchase Five Riding Tractors from Riesterer & Schnel

The Administration requests authorization to award Bid 621 to Riesterer & Schnell for the purchase of five John Deere X700 riding tractors and five utility trailers to be used for snow blowing and grass cutting. The cost is not to exceed $75,450. Riesterer & Schnell was the low bidder. The budget code to be charged is MTN00VRP11-ERVH (Maintenance — Replacement Vehicles)

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $75,450	*	*	*	No	0%	*	*	*	*

Authorization to Enter into a Contract with Versifit Technologies for Data Warehouse Services

The Administration requests authorization to entire into a sole-source contract with Versifit Technologies to assist MPS in meeting its ongoing reporting needs for the data warehouse.

As background, the June 2003 audit of the MPS data warehouse recommended that the District undertake a strategic planning process to identify both functional and technical requirements for the data warehouse. These requirements were included in Request for Proposal ("RFP") 498, requesting solutions for re-designing the data warehouse. Versifit Technologies was selected as the vendor to implement a re-designed data warehouse. This work was completed in 2006.

The immediate contract will allow the Administration to leverage Versifit's technical skills and its experience with the MPS data warehouse to support the internal data warehouse team. This is necessary in order to accelerate the delivery of reports to the user community. This contract falls within the RFP award period.

The contract is for one year and will not exceed $75,000. The budget code to be charged is SYS00ASMRH-ECNS (Research and Assessment — Consultant Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $75,000	NG	NG	NG	No	15%	15%	$11,250	NG	NG

NG=Not Given

Authorization to Enter into a Contract with the Wisconsin Center for Educational Research (WCER) for Reading-Evaluation Services

The Administration requests authorization to enter into a contract with the Wisconsin Center for Educational Research (WCER) to evaluate student outcomes related to implementation of READ 180. Given the complexities of reform initiatives within MPS, determining which reforms have the greatest impact on student achievement is a challenging assignment.

In September 2005, Request for Proposal ("RFP") 464 was let by the District to develop a list of qualified evaluators/researchers. One of the vendors selected by an evaluation team was WCER, a research group with considerable expertise in the areas of complex, quantitative analyses as well as qualitative research. Following RFP 464, the Administration entered into a contract with WCER to evaluate existing reform initiatives in reading. That contract has been completed.

The Administration proposes to enter into a new contract with WCER to evaluate READ 180. The contract falls within the RFP award period. The cost of the contract is not to exceed $100,000. The budget code to be charged is SYS0S1E8RH-ECNS (Title I — Consultant Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $100,000	NG	NG	NG	No	0%	*	*	*	*

NG=Not Given

Authorization to Enter into a Contract with Stratagem, Inc., for Maintenance of the APlus Data System

The Administration requests authorization to enter into a contract with Stratagem, Inc., to provide technical assistance in the maintenance of the APlus data system.

APlus tracks participation of students in after-school programs. The technologies used in the APlus system are approximately 10 years old, and software support and training is becoming difficult to obtain. In the short term, MPS needs assistance to gain a better understanding of the APlus system and its current architecture to allow for easier maintenance and enhancement of the system. MPS can then undertake a complete conversion, redevelopment, or replacement of the system at some point in the future.

MPS issued Request for Proposal ("RFP") 585 to seek assistance with maintenance of the APlus system. Four vendors responded. MPS staff evaluated these proposals and found the proposal from Stratagem to be the most responsive.

Stratagem will provide an analysis of the existing APlus system, develop improved documentation, provide consulting to MPS staff on suggested practices for maintaining and enhancing the system, advise on a possible incremental redevelopment of the system, and assist in developing enhancements to the system.

The cost of the contract is not to exceed $75,330. The budget code to be charged is OGA0A1P8TC-ECTS (Title I — Contracted Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$75,330	NG	NG	NG		0%	*	*	*	*

NG=Not Given

Authorization to Increase a Contract with New Resources for the Upgrade of the District's Human Resources and Payroll System

The Administration requests authorization to increase a contract with New Resources for the installation of the PeopleSoft Professional Development module. This module is needed in order to more effectively manage the District's professional development activities and to record all professional development as a digital part of the employee's record.

This engagement was competitively bid through Request for Proposal 564. The original amount of the project was $1,150,000, which was approved by the Board. The current request is to increase the amount by $81,840 for modifications and installation of the Professional Development module by New Resources.

The budget code to be charged is SDV0ST28TC-ECNS (Title IIA — Consultant Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$81,840	80	25	15	No	10%	10%	$8,184	Professional	Technical

Authorization to Enter into a Contract with the Milwaukee Teacher Education Center (MTEC) for Teacher-Coaching Services

The Administration requests authorization to enter into a contract with the Milwaukee Teacher Education Center (MTEC) for the purpose of providing instructional coaching to initial and non-initial teachers with 0-2 years' experience in Schools Identified For Improvement (SIFI).

The Wisconsin Department of Public Instruction (DPI) awarded MPS a $265,000 Title I Quality Educators Professional Development and Retention Grant for initial and non-initial educators with 0-2 years' experience in SIFI schools. This grant provides for intensive coaching.

MTEC presented a proposal for implementation of the grant to DPI which was accepted. In awarding the grant to MPS, DPI named MTEC as the vendor for the grant. The award letter was received by the District in December 2007.

The MTEC contract is for the 2007-2008 school year. It will end June 30, 2008. The cost not to exceed is $196,500. The budget code to be charged is SDV0SQE8CI-ECNS (Title I, Quality Educator Professional Development and Retention Grant — Consultant Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$196,500	NA	NA	NA	No	0%	*	*	*	*

RFP 589 Authorization To Enter into a Contract with Sopris West Educational Services To Provide an Evidence-Based Program To Accelerate Positive Outcomes for Students with Disabilities

The Administration requests authorization to enter into a contract with Sopris West Educational Services to provide an evidence-based program to accelerate positive outcomes for students with disabilities.

Sopris West was selected as the recommended vendor through the Request for Proposal ("RFP") process. RFP 589 was issued for proposals for programs that integrated the six key literacy strands, provided strategies for progress monitoring, provided a multi-media approach, provided on-site training for teachers and administrators, and provided on-going support for teachers over a two-year period. The proposal submitted by Sopris West received the highest evaluation score.

\The cost of the contract is not to exceed $2,288,902. This amount includes $2,088,902 for materials, and $200,000 for professional development for district teachers and administrators over a two-year period. The budget code to be charged is RDG0IDI8DE-ECTS (DIFI — Contracted Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$2,288,902	NA	NA	NA	NO	0%	*	*	*	*

Purchasing Request Summary — March 2008

Total contract dollars to be awarded..... $2,985,922
Total dollars eligible for HUB participation..... $2,532,582
Total HUB dollars $19,434
% of MBE participation..... .....0.8%
% of WBE participation 0.0%
Total HUB Participation..... .....0.8%

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 January 31, 2008, 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	$ 909,651,860	$ 34,186,537	$ 943,838,397	$ 236,160,738	$ 475,146,954	$ 468,691,443	50%
Categorically Aided	190,584,262	36,854,053	227,438,315	19,027,361	79,178,857	148,259,458	35%
School Nutrition	32,149,828	25,669	32,175,497	3,144,251	14,631,518	17,543,979	45%
Construction	22,955,464	29,773,464	52,728,928	17,378,765	20,112,576	32,616,352	38%
Extension	13,629,616	1,063,479	14,693,095	10,382,620	11,536,824	3,156,271	79%
Total All Funds	$ 1,168,971,030	$ 101,903,202	$ 1,270,874,232	$ 286,093,735	$ 600,606,729	$ 670,267,503	47%

Below is a summary of expenditures as of January 31, 2008, 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, Commitments & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 909,651,860	$ 34,186,537	$ 943,838,397	$ 64,610,341	$ 508,635,887	$ 435,202,510	54%
Categorically Aided	190,584,262	36,854,053	227,438,315	25,184,822	120,941,754	106,496,561	53%
School Nutrition	32,149,828	25,669	32,175,497	2,723,582	16,984,765	15,190,732	53%
Construction	22,955,464	29,773,464	52,728,928	1,378,071	51,810,939	917,989	98%
Extension	13,629,616	1,063,479	14,693,095	619,838	6,393,701	8,299,394	44%
Total All Funds	$ 1,168,971,030	$ 101,903,202	$ 1,270,874,232	$ 94,516,654	$ 704,767,046	$ 566,107,186	55%

[1]Represents Board-approved transfers during fiscal year 2008 and appropriations for purchases encumbered in fiscal year·2007.

Respectfully submitted,

Michelle J. Nate
Chief Finance and Operations Officer

Monthly Report on Expenditures

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2007, through January 31, 2008.

School Operations Fund

Expenditures, commitments and encumbrances through January totaled $508,635,887, or 54% of the revised budget.

District Contingent Fund

The balance at January 31, 2008, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2007 .....$ 1,000,000

Approved Transfers:

None ..... - 0

Balance — January 31, 2008 .....$ 1,000,000

Construction Fund

Expenditures, commitments and encumbrances through January totaled $51,810,939, or 98% of the revised budget.

Extension Fund

Expenditures, commitments and encumbrances through January totaled $6,393,701, or 44% of the revised budget.

District Contingent Fund
1-10-4-876-600-981-510000-0000
SCF-0-0-CTG-DW-ECTG0000

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of January 31, 2008

Fund	Revenues Percent Realized		Expenditures Percent Expended	
	Current Year	3-Yr Average	Current Year	3-Yr Average
School Operations	50%	48%	54%	55%
Categorically Aided	35%	33%	53%	49%
School Nutrition	45%	34%	53%	54%
Construction	38%	26%	98%	98%
Extension	79%	77%	44%	64%

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
Division of Technology	Executive Director, Inc.	$1,000.00	Dell Server Blades/Technology
Elm Creative Arts School	Sanford, L.P., 2007 Sharpie Autographs for Education National Signature Series Contest	$5,000.00	Sanford writing and marking instruments
Emerson School	Eta Phi Beta Sorority	$2,500.00	Participation in activities that help regular and special education students
Fernwood Montessori School	Roundy's Supermarkets, Inc.	$235.45	Educational Materials
Fernwood Montessori School	Foremost Farms Kids, Caps & Cash Program	$100.00	Educational Materials
Fifty-third Street School	Melissa Patterson, Teacher	$47.84	Items for Class Fundraiser
Keefe Avenue School	Northwestern Mutual Foundation Matching Gifts Program	$250.00	Memoriam — Martha Bloom
Keefe Avenue School	Target Field Trip Grant	$1,000.00	To Tanzanique Carrington Fieldtrip Grant
Lincoln Center of the Arts-CLC	Peter L. Ramirez	$309.00	Basketball Uniforms for the boys' basketball teams
Lowell Elementary School	Helen Bader Foundation, Inc.	$1,000.00	Audio Equipment Hook Project
Marshall High School	The Honorable Gwen Moore, U.S. Congresswoman, District 4	$470.00	Support the Oma Ana African Drum and Dance Troupe
Milwaukee Recreation Department	Aurora Health Care	$20.00	Gift Basket — Door prize for Daddy/Daughter Dance
Milwaukee Recreation Department	Aurora Health Care	$80.00	Gift Certificate — Door prize for Daddy/Daughter Dance
Milwaukee Recreation Department	Carter's Creations	$225.00	Carnations (75) — Door prizes for Daddy/Daughter Dance
Milwaukee Recreation Department	Carter's Creations	$150.00	Flower Arrangements (10) — Door prizes for Daddy/Daughter Dance
Milwaukee Recreation Department	Harley Davidson	$60.00	Harley T-shirts (3) — Door prizes for Daddy/Daughter Dance
Milwaukee Recreation Department	Milwaukee Bucks	$148.00	Game Tickets (4) — Door prizes for Daddy/Daughter Dance
Milwaukee Recreation Department	Time Warner Cable	$250.00	Cable Gift Certificate — Door prizes for Daddy/Daughter Dance
Milwaukee Recreation Department	State of Wisconsin Department of Health & Family Services	$50.00	Gift Bag — Door prizes for Daddy/Daughter Dance

School	Donor	Amount	Gift or Purpose
Milwaukee Recreation Department	Department of Work Force Development	$15.00	Coaster Set — Door prizes for Daddy/Daughter Dance
Milwaukee Recreation Department	Department of Work Force Development	$6.00	Lapel Pins — Door prizes for Daddy/Daughter Dance
Professional Learning Institute	Rotary Club of Mitchell Field	$204.00	School Resources
Riverside University High School	Timothy A. Webb	$100.00	Spring baseball trip to Memphis
Riverside University High School	Master Lock Corporation	$100.00	To help defray cost of participation for a student to attend the 4th Annual Tour of Historic Black College University Schools
Riverside University High School	Indian Community School	Undetermined	Office and School Furniture (List of 181 items)
Twenty-first Street School	Flynn Family Foundation	$150.00	Artists in Residence
Twenty-first Street School	Flynn Family Foundation	$50.00	Library Books
Victory Elementary School	WIS ITALIA	$1,000.00	To promote Italian Immersion Program and to purchase supplies
Washington High School of Information Technology	Badger Meter, Inc.	$500.00	WHS-IT iFair Sponsorship
Washington High School of Information Technology	Great Lakes Higher Education Guaranty Corporation	$500.00	WHS-IT iFair Sponsorship
Wisconsin Conservatory of Lifelong Learning	Carol Vizcarra	$1,000.00	58" Hitachi Television for the Library

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts, sole-source 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 a Request for Authorization to Enter into a Contract with Prism Technical Services for Program-Monitoring Services for the Division of Diversity and Community Engagement

1. The Administration is requesting authorization to contract with Prism Technical Services for program-monitoring duties for the Division of Diversity and Community Engagement. As program

monitor, Prism Technical Services assists the Division of Diversity and Community Engagement in setting, monitoring, and reporting HUB, COIN, and student-engagement requirements in accordance with Administrative Policies 3.09, 3.10, and 3.13.

2. Prism Technical Services was selected for a contract award using the Request for Proposal ("RFP") process. The original one-year contract was approved by the Board. The cost of the immediate contract is not to exceed $300,000 over a two-year period ending January 2009. Inadvertently, services in the amount of $150,000 were performed and paid in 2007 under a contract extension not approved by the Board. The Administration regrets the oversight.

3. The budget code to be charged is DBS00HUBHB-ECNS (HUB — Consultant Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $300,000	5	5	2	Yes — MBE	50%	100% MBE	$300,000	DDCE Program Monitor	Prof. Service

Committee's Recommendation

Your Committee recommends that the Board authorize a contract with Prism Technical Services for program-monitoring duties for the Division of Diversity and Community Engagement at a cost not to exceed $300,000 over a two-year period ending January 2009. As program monitor, Prism Technical Services will assist the Division of Diversity and Community Engagement in setting, monitoring, and reporting HUB, COIN, and student-engagement requirements in accordance with Administrative Policies 3.09, 3.10, and 3.13.

Vice President Spence in the Chair.

Director Blewett moved to approve the recommendation and to direct the Administration to send a report to the Finance/Personnel Committee regarding how this might have happened, what safeguards have already been put in place and what controls would be recommended to prevent similar occurrences, this report to be done in consultation with the City Attorney's Office.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Goldberg, Hardin, Petersons and Vice President Spence—7.

Noes—None.

Voting "present"—Director Thompson—1.

* * * * *

(Item 3) Action on a Request for Authorization to Enter into a Contract with Broydrick & Associates for Legislative Liaison Services

1. The Administration is requesting authorization to enter into a contract with Broydrick & Associates to provide services relating to the identification and implementation of MPS legislative agendas and to provide other legislative liaison services at the state and federal levels.

2. Broydrick was selected for a contract award using the Request for Proposal ("RFP") process. RFP 541 was issued requesting legislative liaison services for the period FY07, FY08, and FY09. The Administration is seeking authorization to enter into a contract not to exceed $226,694 over the same three-year period. Services in the amount of $126,694 were inadvertently performed and paid without a contract. The Administration regrets the oversight.

3. Broydrick continues to be key to the Administration's efforts to increase financial resources available to Milwaukee Public Schools.

4. The budget code is to be charged is SFR00GOVFN-ECTS (Legislative Policy Development — Contracted Services).

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
NTE $226,694	19	1	11	Yes WBE	5%	100% WBE	NTE $226,694	Prof. Service	Prof. Service

Committee's Recommendation

Your Committee recommends that the Board authorize a contract with Broydrick & Associates, at a cost not to exceed $226,694 for the period FY07, FY08, and FY09, to provide services relating to the identification and implementation of MPS legislative agendas and to provide other legislative liaison services at the state and federal levels.

Vice President Spence in the Chair.

Director Blewett moved to approve the contract, and to add that the Board direct the Administration to work with this contractor to develop a report to explain the scope, impact and issues that this contractor has provided for the district during the previous year, with a report of all legislative liaison activities to be presented to the Board at least twice a year, and with the report to include how this inadvertency might have happened, what safeguards have already been put in place and what controls would be recommended to prevent similar occurrences, this report to be done in consultation with the City Attorney's Office.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Goldberg, Hardin and Vice President Spence—6.

Noes—Directors Petersons and Thompson—2.

* * * * *

(Item 4) 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	
1	Doreen Baewer Cass	School Secretary I $20,683.56/yr.	02-11-08
2	Cheryl Jones WCLL	School Secretary I $20,683.56/yr.	03-10-08
2	Jackie Jones Westside Academy I	School Secretary I $20,683.56/yr.	03-03-08
		PROMOTIONS	
5	Joel Callan Technology Support Center	Sr. Technology Support Analyst $55,706.36/yr.	02-25-08
4	Bernard Gama Technology	Programmer/Analyst $57,154.87/yr.	02-25-08
5	Patricia Hron Grand Avenue/Lincoln Ctr.	School Bookkeeper $26,953.78/yr.	02-25-08
2	Brandon Purdy Auer	School Engineer II $42,249.22/yr.	02-25-08
2	Jim Washington Marshall	School Engineer III $49,484.24/yr.	02-25-08
		REINSTATEMENTS	
	Sheila Milton School Safety	School Safety Assistant $24,639.12/yr.	02-11-08
		RETURN FROM LEAVES	
	Sherri Torrence Transitions	School Secretary I $27,839.56/yr.	02-13-08
		CHANGES IN STATUS	
	Nicole Botello[2] Trowbridge	Handicapped Children's Assistant $15,352.46/yr.	02-25-08
	Brandy Earnest[2] 95th	Handicapped Children's Assistant $15,352.46/yr.	02-20-08

Joyce Harris[2]	Handicapped Children's Assistant	03-04-08
Fairview	$15,352.46/yr.	
Dianne Khan[2]	School Secretary I	02-25-08
Madison Academic Campus	$20,683.56/yr.	
Devonia McHenry[2]	Handicapped Children's Assistant	02-21-08
Madison Academic Campus	$15,352.46/yr.	
Monica Fortune[2]	Handicapped Children's Assistant	02-07-08
Bradley Tech	$15,352.46/yr.	
Kelcy McCloud[2]	Handicapped Children's Assistant	02-25-08
Marshall	$15,352.46/yr.	
Diane Ulate[1]	School Secretary I	02-11-08
Vieau	$30,207.94/yr.	

[1]From a 10-month to a 12-month position
[2]From substitute to regular

Approval of Certificated Appointments

Eth Code	Teachers	Division	Salary	Yrs. Exp. Credit	Start Date
5,r	Susan K. Arnhold Grade 2	B	$34,858.00	1	03/03/2008
5,r	Karen L. Brandt-Johnston Grade 2	B	$34,858.00	1	02/11/2008
5,r	Larae J. Brossman Cross-categorical	B	$34,858.00	1	02/19/2008
2,r	Kendall L. Clayvon Social Studies	B	$39,496.00	4	02/19/2008
2,r	Stephanie C. Cooke English	B	$34,858.00	1	02/21/2008
5,r,a	Alica L. Flechner Grade 3	B	$34,858.00	1	02/05/2008
5,r	Sara J. Franklin Grade 3 Bilingual	B	$34,858.00	1	02/11/2008
4,r	John P. Garcia Jr. Plumbing	A	$33,233.00	1	02/19/2008
5,r	Michael Glabere Cross-categorical	B	$34,858.00	1	02/19/2008
5,r	Kelly J. Goggins Physical Education	B	$34,858.00	1	03/03/2008
5,nr	Vanessa C. Graan Mathematics	B	$34,858.00	1	03/03/2008
5,r	Erin M. Hetzel Grade 4	B	$34,858.00	1	02/25/2008
5,r	Rebecca E. Heyel K - 4	B	$34,858.00	1	02/21/2008
5,r	Susan K. Janowski Reading	BB	$55,214.00	13	02/5/2008
5,r	Joseph C. Kaltenberg Physical Education	B	$34,858.00	1	03/03/2008
5,r	Michael R. Kania Business Education	B	$37,952.00	3	03/03/2008

5,nr	Jodie E. Klimas K - 4	B	$34,858.00	1	02/11/2008
5,nr	Lindsay E. Krueger Mathematics	B	$34,858.00	1	02/06/2008
5,nr	Seth L. Leasure Grade 4	B	$34,858.00	1	03/03/2008
5,r,a	Jodi L. Ledger Grade 5	B	$34,858.00	1	02/11/2008
5,r	Timothy P. O'Brien Social Studies	B	$34,858.00	1	03/03/2008
5,r	Jessica K. Poglitsch K - 5	B	$34,858.00	1	03/03/2008
5,r	Elizabeth A. Pollard Grade 5	B	$34,858.00	1	02/20/2008
5,r	Elizabeth I. Rohrer Grades 1-2	B	$34,858.00	1	02/11/2008
5,r	Benjamin M. Stumpf Physical Education	B	$34,858.00	1	02/19/2008
3,nr	Mainhia Thao-Yang Grade 3	B	$34,858.00	1	02/22/2008
5,nr	Jelena Trkulja English	B	$34,858.00	1	02/25/2008
5,nr	Brittany L. Wallock Grade 3	B	$34,858.00	1	02/19/2008
5,r	Katherine A. Washburn Grade 4	B	$34,858.00	1	02/29/2008
5,nr	Stephanie Wegner Grade 3	B	$34,858.00	1	02/11/2008
5,nr	Jeff J. Worzella Mathematics	B	$34,858.00	1	03/03/2008
5,r	Brad K.Young Physical Education	B	$36,404.00	2	02/01/2008
5,r,a	Nicole A. Zielke K-5	B	$34,858.00	1	02/19/2008

Approval of Leaves of Absence

	Present Assignment	Effective from
Child Rearing Leave, to June 2008:		
Garthwait, Christina	Story	January 28, 2008
Stempeniewski, Amy	Tippecanoe	August 30, 2007
Illness Leave Extension, to June 2008		
Prophet, Debra	Leave	September 1, 2007
Personal Leave, to June 2008		
Rogers, Candace	Foster & Williams	February 19, 2008
Sabbatical Leave, to June 2009:		
Fraioli, Anne	Garden Homes	August 1, 2008
Freundl, Mary Ellen	LaFollette	August 1, 2008
LaCocque, Patricia	Greenfield	August 8, 2008

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Cheryl Albers	Teacher	06/16/08
Yvonne Bargenquast	Teacher	06/16/08
Arlene Bensman	Teacher	06/16/08
Ray Blair	Teacher	06/16/08
Fritz Blandon	Teacher	06/16/08
Nancy Blechl	Teacher	6//24/08
Janice Blooming	Teacher	06/16/08
Carolyn Bonde	Teacher	03/07/08
Linda Brown	Teacher	06/16/08
Wanda Bussey	Teacher	06/03/08
Brittany Cady	Teacher	06/13/08
Claudia Campion	Teacher	06/16/08
David Chavez	Soc Worker	06/16/08
Cheryl Clancy	Principal	06/16/08
Sharon Clasen	Teacher	06/16/08
Lauren Coleman	Nurse	03/14/08
Karen Corlyn	Teacher	06/16/08
Susan Dean	Teacher	06/16/08
Elizabeth Deehr	Soc. Worker	03/28/08
Mamie Durrett	Teacher	06/24/08
Christiane Ehrenreich	Teacher	02/28/08
Nora Eibl	Teacher	06/16/08
Kathleen Farvour	Teacher	06/16/08
Laura Fefferman	Teacher	02/21/08
Donna Fleck	Teacher	06/16/08
Kathie Free	Soc. Worker	06/16/08
Merry Fuersten	Teacher	06/16/08
Christina Garthwait	Teacher	06/16/08
Mary Gay	Asst. Principal	06/19/08
Barbara George	Teacher	06/16/08
Gregory Grisham	Teacher	06/16/08
Joseph Gruba	Teacher	06/16/08
Norman Gunder	Teacher	06/16/08
Laura Hallman	Teacher	06/16/08
Susan Halloran	Teacher	06/16/08
Carol Harris	Teacher	06/16/08
Laura Hellman	Teacher	06/16/08
April Hepp	Teacher	06/16/08
Nancy Jablonski	Teacher	06/16/08
Robert Kern	Teacher	06/16/08

Debra Klingman	Teacher	06/16/08
Michelle Kopp	Teacher	06/16/08
Frederick Kuhn	Teacher	06/16/08
Michael Laufer	Teacher	02/25/08
Jean Leonard	Teacher	06/16/08
Kristine Loduca	Teacher	06/16/08
Charles Luehring	Soc. Worker	06/16/08
Kathleen Lustig	Teacher	06/16/08
Erin McMahan Tocco	Teacher	06/16/08
Sharon McConnell	Teacher	06/16/08
Suzanne McKale	Teacher	06/16/08
Karen Miller	Teacher	06/16/08
Patricia Miller	Teacher	06/16/08
Serina Modugno	Teacher	06/16/08
Jessica Moe	Teacher	06/16/08
Rebecca Mormann	Teacher	06/16/08
Kathleen O'Connor	Teacher	06/16/08
Michael Oestreich	Teacher	06/16/08
Hollice Olsen	Teacher	06/16/08
Christine Ortlieb	Teacher	06/16/08
David Piotrowski	Soc. Worker	06/16/08
Debra Polenska	Teacher	06/16/08
Margaret Polikowski	Teacher	06/16/08
Gloria Ratkowski	Teacher	06/16/08
Margaret Redfern	Teacher	06/16/08
Patrick Rehl	Principal	06/16/08
Sarah Relich	Teacher	06/16/08
John Rodahl	Teacher	06/16/08
Patricia Rollo-Cohen	Teacher	06/16/08
Darlene Rzezotarski	Teacher	06/03/08
Robert Sacharski	Teacher	06/16/08
Thomas Sajdak	Teacher	06/16/08
Jannie Sanders	Teacher	06/16/08
Mary Schecher	Teacher	06/16/08
Katherine Schwerin	Teacher	06/16/08
Mary Sevcik	Teacher	06/16/08
Susan Snyder	Teacher	06/16/08
Cheryl Stein-Libber	Teacher	06/16/08
Lena Taylor	Teacher	06/16/08
Karen Van Dam	Teacher	06/16/08
Marilyn Verzich	Teacher	06/16/08
Elaine Walker	Teacher	06/16/08
Inez Walker	Teacher	06/16/08
Joseph Walsh	Teacher	06/24/08
Linda Warn	Teacher	06/16/08
Michael Weber	Teacher	11/28/07
Karen Weinberg	Teacher	06/16/08
Karen Weiss	Teacher	06/16/08

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
Gordon McKenzie	Boiler Attendant	02-02-08
Peter Pochowski	Director	02-01-08
Sherley Sellers	Para Educational Asst.	02-02-08
Mildred Young	Para Educational Asst.	02-04-08

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for February 2008 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 5) 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)	Yalonda Graham	School Improvement Facilitator Custer High School	Schedule III, Range 12Y $ 76,256.80
4(r)	Ruth Aviles	Curriculum Generalist Kosciuszko Middle School	Schedule III, Range 6C $67043.00
2(r)	Paulette Chambers	Curriculum Generalist Burbank School	Schedule III, Range 6C $67,043.00
5(r)	Ronald Vavrik	Director, Financial Services Office of Finance and Operations	Schedule IIIE, Range 16A $123,419.00
2(r)	Kimberly Haynes	District Curriculum Generalist Office of Instructional Leadership and Support	Schedule III, Range 6C $55,622.37
2(r)	Jacqueline Jolly	District Curriculum Generalist Office of Instructional Leadership and Support	Schedule III, Range 6C $62,270.54
3(r)	Kalpana Rao	District Curriculum Generalist Office of Instructional Leadership and Support	Schedule III, Range 6C $60,064.14

2(r)	Erik Conner	Title I ESEA Community Relations Specialist Office of Instructional Leadership and Support	Schedule III, Range 5A $62,326.00

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 6) Action on a Request To Approve a Contract with Sysco East of Jackson, Wisconsin, for Prime Vendor Services for School Nutrition Services

Background

1. School Nutrition Services' (SNS) prime vendor contract allows the district to develop a working relationship with a primary vendor/distributor to provide a broad range of products and services through a single distribution system. Benefits which the relationship allows the District include:

   a. increased access to competitive pricing;

   b. decreased storage and delivery costs;

   c. improved inventory management;

   d. increase product availability;

   e. ability to use manufacturer's rebates, coupons, and school-food-service-industry promotions;

   f. reduced time between placing an order and receiving it in school, thereby reducing needs/costs associated with warehoused inventory either at a central location or individual sites;

   g. immediate substitution of products as needed to meet menu requirements;

   h. increased ability to try new menu items, including ethnic foods and student-requested menu items to increase participation; and

   i. ability to cater events, which can increase revenue as well as use of SNS staff and food-service facilities.

2. Additional services received through prime-vendor relationship include:

   a. computerized nutritional analysis of most products — nutrient analysis is currently being done manually by SNS dietitians;

b. training and facilitation for food service managers and assistants in the areas of sanitation, cost-containment mechanisms, and new-product use.

c. identification of food and supply costs for each individual site through customized reports, summaries of usage;

d. reports that identify food and supply costs for each individual site through customized reports, summaries of usage; and

e. facilitation of the production of a breakfast kit, Fuel4U, which is produced by Milwaukee Center for Independence (MCFI) using students from MPS who are in a learning/work experience. These meals are served to more than 20,000 students daily in the Universal Free Breakfast in the Classroom program.

3 Items not included in the prime-vendor contract are:

a. milk and dairy products, which currently are bid separately under an annual contract, with an option to renew for a second and third year;

b. purchased bread products such as buns, rolls, and sliced bread, which are bid separately under an annual contract, with an option to renew for a second and third year.

Administration's Analysis

4. RFP 590 had four bid responses, from which two finalists were selected based on an overall numerically scored evaluation. The finalists were then interviewed by a team of personnel from Purchasing and School Nutrition Services, and the final determination for recommendation was made.

5. The recommended vendor, Sysco East, has served the district since June 2005. The new proposed agreement with Sysco is for one year, with an option to renew annually for four consecutive years. A good working relationship between SNS and the prime vendor will facilitate cost containment, help realize efficiencies in procurement and distribution, and maintain food quality and safety for the students of MPS.

6. Evaluation of the four responses was made according to the following criteria:

Description	Points
General requirements	25
a. Organization Capabilities	
b. Staff Qualifications	
c. Proposer References	
d. Methodology	
Technical requirements	45
a. Product Categories	
b. Orders	
c. Deliveries	
d. Reports	
e. Audits	
f. Communications	
g. Safety and Sanitation	
h Government Commodity Tracking	
Cost	30
TOTAL POINTS	100

Strategic Plan Compatibility Statement

7. The Administration's recommendation supports the MPS Strategic Plan; Goal 5, that school staffs be supportive and responsive to students and families; Goal 6, that the district be accountable for measurable results; Goal 7, that the district's central services departments support student learning; and Goal 8, that the district build partnerships to support student achievement.

Statute, Administrative Policy or Board Rule Statement

8. According to Administrative Policy 3.09, Purchasing and Bidding Requirements, section (1b), formal bids or requests for proposal shall be solicited for the purchase of services with an estimated cost of $25,000 or more. According to Administrative Policy 3.09 (3), all formal bids required by section (1b), as well as all proposed sole-source purchases in excess of $50,000, shall be presented to the Board with the recommendations of the Superintendent. The contracts may be executed after approval by the Board.

9. School Nutrition Services has had three successful years under the initial prime-vendor contract. Due to the high costs of changing prime vendors, the Administration is requesting that the Board waive its maximum three-year contract policy and allow the District to enter into a five-year contract, i.e. a one-year contract, with the option to extend for four additional one-year periods.

Fiscal Impact Statement

10. This item authorizes expenditures.

11. The contract value is estimated at $11 million for the period of July 1, 2008, through June 30, 2009. Subsequent years are estimated to cost $11 million dollars, given declining enrollments, but increasing food costs. If the contract is renewed annually for the length of the contract, the total value of the five-year contract is estimated at $55 million dollars.

12. SYSCO will comply with the 10% HUB participation requirement.

13. Budget Codes to be charged:

BKF-0-0-BKF-ND-EFOD	Food — Breakfast
LNC-0-0-LNH-SY-ESUP	Supplies — Consumable — Lunch
LNC-0-0-LNH-MT-FCM	Commodities (Federal) — Lunch
LNC-0-0-LNH-BV-EFOD	Food — Lunch
SFS-0-0-SLN-BR-ESUP	Supplies — Consumable — Summer Fd Sv
SFS-0-0-SLN-BR-EFCM	Commodities (Federal) — Summer Fd Sv
SFS-0-0-SLN-AF-EFOD	Food — Summer Fd Sv
DNR-0-0-SLN-BR-ESUP	Supplies — Consumable — Dinner
DNR-0-0-SLN-BR-EFCM	Commodities (Federal) — Dinner
DNR-0-0-SLN-AF-EFOD	Food — Dinner Program

Implementation and Assessment Plan

14. Upon approval by the Board, the Administration will award the contract to Sysco East. Financial reviews are scheduled quarterly to examine pricing structure, accuracy of billing, adherence to HUB requirements, and overall performance.

Committee's Recommendation

Your Committee recommends that the Board approve a contract for prime-vendor services for School Nutrition Services between Milwaukee Public Schools and Sysco East of Jackson, WI, not to exceed $11 million for the period of July 1, 2008, through June 30, 2009, with an option to renew annually for an additional four years.

Vice President Spence in the Chair.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Goldberg, Hardin, Petersons, Thompson and Vice President Spence—8.

Noes—None.

President Blewett resumed the Chair.

* * * * *

(Item 7) Action on a Request for Authorization to Submit a Milwaukee Mathematics Partnership Grant Proposal to the State Department of Administration

Background

1. In the 2007-09 state budget, passed in the Fall of 2007, the State of Wisconsin allocated $10 million in a new annual appropriation for grants to Milwaukee Public Schools to improve pupil academic achievement. The provision "allow[s] the MPS Board of School Directors to apply to the Department of Administration for a grant of up to $10,000,000 in 2008-09 and annually thereafter, to implement initiatives to improve pupil academic achievement in all grades, such as employing licensed teachers to tutor pupils who are struggling academically, or employing persons to coordinate the district's instructional programs and provide ongoing professional development for teachers."

2. The state budget language also "require[s] that the MPS Board submit with its application a plan for DOA's approval describing the initiatives for which the grant will be used, describing the research showing that the initiatives have a positive effect on pupil academic achievement, and including criteria for evaluating he effectiveness of the initiatives, such as high school graduation rates or results of the Wisconsin knowledge and concepts exams."

Administration's Analysis

3. In order to improve pupil academic achievement, Milwaukee Public Schools requests $10 million in grant funding in order to support the Milwaukee Mathematics Partnership (MMP).

4. The primary goals of the Milwaukee Mathematics Partnership are to close the achievement gap between minority and non-minority students in the area of mathematics and to increase participation in post-secondary education by increasing student proficiency in mathematics.

5. Current research makes clear that "better instruction is the key aspect of the education system that will improve student learning" (Odden, 2007). What the research also makes clear is that, in order to improve instruction, investments must be made to provide teachers with high-quality, ongoing professional development. High-quality professional development — improving the abilities of a teacher — is arguably as important as all other education resource strategies identified (Odden, 2007).

6. This proposal for funding represents a significant enhancement and extension of the effective strategies piloted and developed, in cooperation with the National Science Foundation (NSF), through the Milwaukee Mathematics Partnership over the past five years. The core effort of the MMP program is to substantially improve instructional leadership in mathematics at the school level by focusing professional development efforts on the development of a school's Mathematics Teacher Leader (MTL).

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 2, School communities work together for improvement in academic achievement; 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 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 Rule Statement

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

Fiscal Impact Statement

9. This item does not authorize expenditures.

Implementation and Assessment Plan

10. Upon approval by the Board, the Administration will submit the grant proposal to the State Department of Administration and work to secure full grant funding.

Committee's Recommendation

Your Committee recommends that the Board approve submission of the grant application to the state in order that the Administration may continue to work to secure the $10 million in funding for the Milwaukee Mathematics Partnership.

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)

The report for March 2008 will be incorporated into the report for April 2008.

* * * * *

(Item 2) Report of the Board's Delegate to the Head Start Program

Submitted by Director Spence

Major Activities

1. Head Start is participating in the MPS enrollment period, "Spring Complimentary," beginning March 3.
2. Head Start Fathers participated in "Men Can Read Too!" in celebration of Dr. Seuss's 100th birthday at their children's school to encourage Head Start students to read. This event took place during the week of March 3-7, 2008.
3. Head Start staff attended the Fulfilling the Promise Conference on March 11, 2008. Attendees learned strategies to work effectively with Head Start families.
4. Management meetings were held on March 7, 11, and 14. Discussions at these meetings focused on the Head Start reauthorization, self-assessment, and professional development trainings.
5. Head Start staff meetings were held on March 17 and March 31. Discussions at these meetings focused on the "Spring Complimentary" enrollment period, self-assessment, improving parental involvement, and health tracking.
6. The Family Partnership Associate Mentor Cohort attended a mentoring training with Carmen Ray from Ray's Consulting on March 17, 2008. This training offered strategies on mentorship.

7. The Management Team attended a nurturing parent training with Carmen Ray from Ray's Consulting on March 17, 2008. The training focused on improving parental involvement in the Head Start Program.

8. Policy Council Meeting was held March 8, 2008, at Central Office in room 206/208.

9. Family Partnership Associates attended social work meeting on March 13, 2008.

10. Early Childhood Coordinator and Early Childhood Development Education Manager attended the Head Start Regional Fiscal Training on March 12, 2008, at Central Office in the Superintendent's Conference Room.

11. Formal site visits were conducted by the Education Manager, ERSEA Manager, and Curriculum Generalist beginning on March 3, 2008. The site visits were completed on March 14, 2008. Observations ensured evidence of team-teaching, use of curriculum in lessons and environment, posting of pertinent information, child-centered & safe classroom, and complete student information in Head Start Folder.

12. Health Team Meetings were held on March 10 and March 31. These meetings focused on current status of health compliance and parent meetings.

13. ERSEA meetings were held on March 5, 10, and 18. These meetings included a work session and topics that focused on "Spring Complimentary" enrollment and parent/teacher conferences.

14. Second Ed Plan review was conducted at Guadalupe on March 5.

15. Second Ed Plan review was conducted at Longfellow on March 10.

16. Second Ed Plan review was conducted at Auer on March 18.

17. Early Childhood Coordinator and Early Childhood Development Education Manager attended the Region V — Office of Head Start Data Management Institute on March 25-27, 2008. The training focused on how to gather, analyze, and use data relevant to their programs to initiate, interpret, and communicate key issues and make recommendations about appropriate next steps for quality program change.

The next Policy Council Meeting will be held on Saturday, April 12, 2008, at 12:00pm at the Milwaukee Center for Independence, 2020 W. Wells Street.

Services Provided

1. Health Team conducted health screenings at the following schools: Lee on March 3, Congress on March 10; Green Bay, Thirty-Fifth, Thurston Woods, and Silver Spring on March 11; and Auer, Keefe, Lee, and Westside Academy on March 12.

2. Health Team held Dental Days at Auer and Kagel on March 3, 2008.

3. Health Team and FPAs conducted Parent Center meetings throughout the month of March. The focus of these meetings was on nutrition. Parents received literature on how to prepare healthful snacks for their children.

* * * * *

REPORT OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(item 1) March 2008 President's Report to the Board

Submitted by President Blewett

Milwaukee partnership academy executive partners meeting

1. On Tuesday, March 4, 2008, President Blewett met with the executive partners of the Milwaukee Partnership Academy (MPA) to meet with the newly-hired Executive Director, Pam Keating. The meeting gave executive partners an opportunity to introduce themselves to and become acquainted with Dr. Keating.

Milwaukee Area Technical College (MATC) Board Appointment Committee

2. The MATC Board Appointment Committee met on Saturday, March 15, 2008, to appoint three directors to the MATC District Board. The Committee appointed Lauren Baker, the MPS coordinator of career and technical education, for another three-year term. The committee also appointed Melanie Cosgrove Holmes, the vice-president of World of Work Solutions, Manpower, Inc., and Thomas Michalski, a machine repair mechanic who serves on the Oak Creek Common Council, to three-year terms. (See Attachment below.)

What's Ahead

3. President Blewett was invited to testify before the National Education Association's Executive Committee, and he will include his report on that testimony in the April report.

4. President Blewett will announce the membership of the Arts Education Board Advisory Committee in early April.

5. President Blewett is one of three members of school boards who have been invited to participate in a teleconference on sustaining and supporting music education in school districts. Clarke Campbell of the Board of School Commissioners of the Indianapolis Public School District, and Sam Quillen of the Letcher County (Kentucky) Board of Education have also been asked to participate. The teleconference will be moderated by Laurie Lock of VH1 Save the Music Foundation. President Blewett will report on the teleconference in the April 2008 President's report.

6. President Blewett participated in the Council of Great City Schools (CGCS) Legislative Conference and will report on that conference in the April 2008 President's Report. At the conference, President Blewett attended the CGCS Board of Director's meeting with MPS Superintendent William Andrekopoulos, who serves on the Executive Committee of the Council of Great City Schools.

* * * * *

COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communication:

Communication 0708C-010

This is directed to the Milwaukee Board of School Directors…

The Public respectfully request the right to go on record related to the terms of the employment agreement for the Superintendent of Schools

March 13, 2008
Milwaukee, WI

LaMont Harris
4615 Sherman, Mil., WI 53209

Dalain Kemp, Sr.
2506 N. Buffum

Joseph Battiste
2632A N. 2nd Street

[Two additional, illegible signatures]

Referred to the Committee on Finance/Personnel.

* * * * *

RESOLUTIONS

0708R-081

by Director Bonds

WHEREAS, Statute 121.56 of Wisconsin School Law states that the school board of each District shall make and be responsible for all necessary provisions for the transportation of pupils, including establishment, administration, and scheduling of school bus routes; and

WHEREAS, Milwaukee Public Schools' Administrative Policy 4.04 states that the Milwaukee Public Schools' Transportation Services is to provide safe, adequate, efficient, and economical service to all eligible Milwaukee resident students; and

WHEREAS, The US Supreme Court is giving relief to some neighborhood school Districts by not holding them responsible for a city's demographics or requiring desegregation plans which entail extremely high costs of cross-town busing; and

WHEREAS, In June 2007, The US Supreme Court ruled in the case of Parents Involved in Community Schools v. Seattle School District and Meredith v. Jefferson County Board of Education that race can never be considered when assigning students to schools unless done as part of an integration plan to remedy a court finding of deliberate segregation; and

WHEREAS, Neighborhood schools decrease busing and foster parental involvement due to the reduction in cross-town travel needed to participate in school functions; and

WHEREAS, Parental involvement is key to the education of children; and

WHEREAS, Last year, the District spent over 57 million dollars on the transportation of MPS students; and

WHEREAS, At a time when the District is experiencing a significant decline in student enrollment and struggling to keep quality programs in the schools as well as maintain to a fiscally responsible budget, busing must be reviewed; now, therefore, be it

RESOLVED, The Administration include in our Legislative Agenda the effort to lobby for an exemption from all statutes that mandate MPS to provide busing to regular education students; and be it

FURTHER RESOLVED, That the Administration review current MPS policies and procedures to determine ways in which to decrease busing within the District; and be it

FURTHER RESOLVED, That the Administration develop a plan to be phased in over a four-year period, in order to decrease the cost of transportation within the District, a provision allowing students currently attending programs to be grandfathered in until the completion of the program for transportation for city-wide programs and after-school activities; and be it

FURTHER RESOLVED, That the Administration report the plan and lobbying efforts back to the Board by the October 2008 Board cycle.

Referred to the Committee on Finance/Personnel.

0708R-082

by Director Bonds

WHEREAS, The Milwaukee Public Schools takes pride in providing a variety of learning mechanisms for our children; and

WHEREAS, Many of the options include specialty educational programming in a variety of environments such as a Montessori setting, traditional middle-and-high school settings, grade 6-12 setting, and alternative educational settings; and

WHEREAS, There has been a disproportionate number of schools closed on the north side of the city, compared with schools on the south side of the city; and

WHEREAS, Without options, students are forced to attend other districts or newly opened, non-MPS schools that may be offering low-quality educational programs; and

WHEREAS, Students who choose to stay in the district when their schools are closed are forced to attend K-8 schools, be bused across town, attend fly-by-night educational programs, or potentially drop out of school altogether; and

WHEREAS, The number of schools closed on the north side has resulted in diminished options for students on the north side of the city and has caused an increase in busing to the south side of students that live on the north side; and

WHEREAS, The district must take action to decrease these unnecessary transportation costs and strategically plan to open schools that children can walk to in their neighborhoods; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to develop a plan to phase in the re-opening of all closed school buildings on the north and northwest sides of Milwaukee that were closed within the last five years; and be it

FURTHER RESOLVED, That the Administration conduct a demographic assessment to determine the best grade levels, educational programming, and configurations for the buildings to be opened in an effort to ensure that the adequate needs and desires of residents in all areas, including the northeast region, are adequately met; and be it

FURTHER RESOLVED, That this plan be brought back to the Board for approval by the June 2008 Board cycle.

Referred to the Committee on Innovation/School Reform.

0708R-083

by Director Falk

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.

Referred to the Committee on Legislation, Rules and Policies.

0708R-084

by Director Hardin

WHEREAS, In March 2007, the Milwaukee Board of School Directors adopted Resolution 0607R-025, regarding a plan for sustaining and improving arts education in MPS; and

WHEREAS, The district's five arts-based schools, Milwaukee High School of the Arts, Lincoln Middle School of the Arts, Roosevelt Middle School of the Arts, Elm Creative Arts School, and Tippecanoe, formed the Arts-Based Collaborative (ABC) to investigate the structure and educational delivery models used at these schools; and

WHEREAS, Information from the Arts-Based Collaborative (ABC), presented to the Board in response to resolution 0607R-025, explored the structure and educational delivery models used at these schools and indicated that successful K-12 arts programs frequently share these two common characteristics:

- a clearly defined art curriculum that distinguishes among the artistic skills, knowledge, and abilities that students are expected to achieve in an arts-centric program versus arts curriculum goals for schools that do not have an arts focus; and
- a single K-12 campus with state-of-the-art studios, equipment, and furnishings that are shared by all grade spans. In a "campus" model, the best art teachers in the district serve as an arts "think tank" to develop and implement best practices relative to an arts-based curriculum and to assist the non-arts-centric schools with programming; and

WHEREAS, Milwaukee Public Schools strongly supports arts education and has committed significant resources to arts education, including $1 million in FY07 and again in FY08 for the Arts Partnership; and

WHEREAS, To achieve the ultimate goal of developing a feasible model for sustaining arts education in Milwaukee Public schools, we must embrace the two common characteristics of successful K-12 Arts programs; now, therefore, be it

RESOLVED, That the Board direct the Administration to develop a K-12 Arts Campus;

FURTHER RESOLVED, That the Board instruct the Administration to explore:

- Remodeling and or expanding the current Milwaukee High School of the Arts facility to create a K-12 Arts Campus;
- Remodeling the 11th Street warehouse to house the High School of the Arts and develop the entire area for the possibility of creating a K-12 Arts Campus;
- Building a new facility with plans for housing a K-12 Arts Campus; and be it

FURTHER RESOLVED, That the Administration work with the Arts-Based Collaborative to develop plans to create a K-12 Arts Campus, including costs for completion of these options and plans and the rationale for each.

Referred to the Committee on Innovation/School Reform.

0708R-085

by Director Blewett

WHEREAS, On October 25, 2001, the Milwaukee Board of School Directors adopted a resolution to send a letter to the United States Department of Agriculture (USDA) requesting that the USDA no longer accept any food product from non-ambulatory or tumorous livestock for use in the national school lunch program and stating the Board's support of the USDA's testing of all meat served to children in the school lunch program for bacterial contamination, including salmonella, and the Board opposition to any reduction by the USDA of the testing of meats served to children in the school lunch program; and

WHEREAS, In January 2008, the Humane Society of the United States released an undercover video purporting to show employees of a top supplier of beef to the National School Lunch Program using forklifts, electric shocks, and other inhuman means to force non-ambulatory cows to stand so that they could pass federal inspection in the slaughterhouse; and

WHEREAS, The seriousness of this incident has prompted members of the U.S. House of Representative Committee on Education and Labor to send a letter to the U.S. Government Accountability Office (GAO), raising questions about the overall effectiveness of the federal government's efforts to ensure the safety of meat in the school food supply; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration of the Milwaukee Public Schools to add to the district's Legislative Agenda the Board's support for stringent food quality and high organic standards for the National School Lunch Program and all other programs providing food to schools; and be it

FURTHER RESOLVED, That the Milwaukee Public Schools Board of Directors revise its policies to ensure that only safe, nutritious, and healthful foods will be served in Milwaukee Public Schools through breakfast, lunch, and other school nutrition programs.

Referred to the Committee on Legislation, Rules and Policies.

The Board recessed from 8:30 to 8:50 PM.

The Board adjourned at 10:00 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 17, 2008

Special meeting of the Board of School Directors called to order by President Blewett at 7:15 PM.

Present—Directors Bonds, Falk, Hardin, Morales, Thompson, and President Blewett—6.

Absent and excused—Directors Goldberg, Petersons and Spence—3.

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

April 16, 2008

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 7:00 p.m. on Thursday, April 17, 2008, 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 Panel of the Board of School Directors (student expulsion reports); and

2. 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.

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

In regard to Item 2 above, and pursuant to Wisconsin Statutes, Section 19.85(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 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

(Item 1) Reports of the Independent Hearing Panel

The 21 reports of the Independent Hearing Panel of the Board of School Directors for the following dates and times have been provided under separate cover for the Board's consideration and determination:

March 18, 2008, at 9:30 a.m.
March 19, 2008, at 11:30 a.m.
March 19, 2008, at 2:00 p.m.
March 20, 2008, at 9:30 a.m.
March 20, 2008, at 11:30 a.m.
March 31, 2008, at 9:30 a.m.
March 31, 2008, at 11:30 a.m.
April 1, 2008, at 9:30 a.m.
April 1, 2008, at 11:30 a.m.
April 1, 2008, at 2:00 p.m.
April 2, 2008, at 9:30 a.m.
April 2, 2008, at 11:30 a.m.
April 3, 2008, at 11:30 a.m.
April 3, 2008, at 2:00 p.m.
April 4, 2008, at 9:30 a.m.
April 4, 2008, at 11:30 a.m.
April 7, 2008, at 9:30 a.m.
April 7, 2008, at 11:30 a.m.
April 8, 2008, at 9:30 a.m.
April 8, 2008, at 11:30 a.m.
April 8, 2008, at 2:00 p.m.

These reports will be included in the expulsion summaries to be submitted along with additional expulsions at the Board's regular meeting on April 24, 2008.

Director Thompson moved to accept the Reports of the Independent Hearing Panel, with anger management as a service of the expulsion order dated April 2, 2008, at 9:30 AM.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Thompson and President Blewett—6.

Noes—None.

* * * * *

With respect to Item 2, Director Thompson moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned in the meeting notice.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Hardin, Morales, Thompson and President Blewett—6.

Noes—None.

The Board retired to executive session at 7:25 PM.

The Board adjourned from executive session at 7:55 PM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 22, 2008

Special meeting of the Board of School Directors called to order by President Blewett at 11:42 PM.

Present—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson, and President Blewett—9.

Absent—None.

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

April 17, 2008

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Peter Blewett, a special meeting of the Board of School Directors will be held at 7:30 p.m. (or immediately upon the adjournment of the meeting of the Committee on Finance/Personnel, scheduled to begin at 6:30 p.m.) on Tuesday, April 22, 2008, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting performance evaluations of the Superintendent of Schools and the Director, Office of Board Governance/Board Clerk, and to continue to consider employment, compensation, and performance evaluation data relative to the terms of an employment agreement for the Superintendent of Schools and the Director, Office of Board Governance/Board Clerk.

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.

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), for the purpose of conducting performance evaluations of the Superintendent of Schools and the Director, Office of Board Governance/Board Clerk, and to continue to consider employment, compensation, and performance

evaluation data relative to the terms of an employment agreement for the Superintendent of Schools and the Director, Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

The Board retired to executive session at 11:55 PM.

The Board reconvened in open session at 12:33 AM.

Director Thompson moved that the Superintendent be offered a salary increase of 2.15%, retroactive to August 23, 2007.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Goldberg, Morales, Petersons, Spence and Thompson—6.

Noes—Director Hardin—1.

Voting "present"—Director Bonds and President Blewett—2.

Director Goldberg moved to increase the annual salary of the Director, Office of Board Governance/Board Clerk commensurate with the same terms and timelines as are ultimately negotiated for ASC and ASC-exempt employees for the term of the contract and to extend the term of the contract one year, through October 13, 2010.

The motion prevailed, the vote being as follows:

Ayes—Directors Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—8.

Noes—None.

Voting "present"—Director Bonds—1.

The Board adjourned at 12:45 AM.

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

BOARD OF SCHOOL DIRECTORS
MILWAUKEE, WISCONSIN
APRIL 24, 2008

Regular meeting of the Board of School Directors called to order by President Blewett at 6:44 PM.

Present—Directors Bonds, Falk, Goldberg (7:00 PM), Hardin, Morales, Petersons, Spence (6:45 PM), Thompson, and President Blewett — 9.

Absent—None.

President Blewett requested a moment of silence to commemorate the passing of Lt. Corporal Dean Opicka, a teacher from Wisconsin Career Academy who was killed in Iraq on April 14, 2008.

AWARDS AND COMMENDATIONS

The highly acclaimed Tippecanoe Harmonica Band performed several numbers.

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:

LAURA L. VERNON
School Safety Assistant
Roosevelt School of the Arts

Ms. Laura Vernon has worked for Milwaukee Public Schools for 33 years and is currently serving as a school safety assistant at Roosevelt School of the Arts. Proud of her MPS education — having graduated from Rufus King High School after attending Palmer, Lee Street and Keefe Avenue — Ms. Vernon sent her own children to MPS and has two grandchildren who are currently MPS students. She attributes the education that her children received in MPS as a contributing factor to the current professional and personal success each has achieved.

Because of her dedication to the students of Milwaukee Public Schools and the high level of professionalism she exhibits on a daily basis through her role as a school safety assistant, Ms. Vernon was named the National Education Association's 2008 Education Support Professional of the Year. NEA President Reg Weaver presented Ms. Vernon with the NEA's highest honor for education support professionals during the annual Education Support Professional Conference in March 2008 in Baltimore, Maryland. Ms. Vernon was chosen for this prestigious honor from among more that 83,000 candidates nation-wide. The award included a $10,000 check, half of which Ms. Vernon opted to give to a charity of her choice.

Ms. Vernon has contributed to the field of education at the school, district, state and national levels. As an active and integral member of the school community at Roosevelt, she volunteers to work with students after school and consistently contributes to the success of the many school programs because she "loves to see success in the building." At the district level, she has served on many committees and has been involved in a variety of professional development opportunities. She is currently a member of the MPS Safety Taskforce subcommittee that deals with family and neighborhood involvement.

Throughout her career, Ms. Vernon has been impressed with and taken part in all professional development offered by the Division of School Safety. She views these opportunities as necessary and important in dealing with the changes and new expectations of school safety assistants over the years

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

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Special Recognition of Jane LeCapitaine — Exemplary Business Partner/United Water Services

Ms. Jane LeCapitaine served as a corporate partner to Washington High School on behalf of United Water Services. This strong partnership started in the 1999-2000 school year, and Ms. LeCapitaine quickly became an integral member of the Washington High School community, working diligently to support students and staff in many areas.

Ms. LeCapitaine was a strong contributing member of the following Washington High School committees: Partnership Steering Committee; Academy of Information Technology Advisory Board; Advisory boards for Law Education and Public Services and High School of Expeditionary Learning as well as Secretary of the Washington High School Alumni Scholarship Foundation.

For nine years, Ms. LeCapitaine coordinated United Water's summer internship program for Washington High School Students through the company's educational partnership program, Adopt-a-School. Over 106 students from WHS successfully completed the eight-week paid internship program that provided high-schools students with hands on, real world work experience. The internship program was actively supported by United Water employees who served on the Internship Planning Committee, served as mentors to the interns, and developed and implemented the annual career day program. In order to be selected for the program, students engaged in a very comprehensive and rigorous selection process. Once selected, Ms. LeCapitaine did everything possible to ensure each student was successful in completing the program.

Ms. LeCapitaine was highly regarded by the Washington High School community because she took it upon herself to become truly involved. In addition to the many roles she assumed at Washington High School, she regularly served as a speaker within the community to support the school's marketing efforts and was key to getting her employer to provide monetary grants to the school.

Through Ms. Jane LeCapitaine's strong commitment to supporting the students and staff at Washington High School, United Water Services was a model for corporate involvement. The Milwaukee Board of School Directors is appreciative of Ms. LeCapitaine's efforts as a corporate partner representing United Water Services.

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Vincent High School Girls Basketball Team

The Vincent High School girls' basketball team won the WIAA Division I State Championship on Saturday, March 15, by defeating Oshkosh West 49 to 37. The 2008 State Championship is the second consecutive title for the Vincent Lady Vikings. The Lady Vikings won the WIAA Division I State Championship in 2007 with a record of 24-1. This year, the team became State Champions with a record of 22-3.

Milwaukee Vincent
2007-2008
Girls Varsity Basketball Roster

Number	Player	Height	Position	Year
#44	Nicole Griffin	6'6"	Center	Sophomore
#41	Destinee Blue	6'4"	Center	Senior
#42	Ashley Birts	6'0"	Forward	Junior
#14	Teri Stamps	5'8"	Guard	Senior
#24	Nimerya Rogers	5'5"	Guard	Sophomore
#10	Chelan Landry	5'7"	Guard	Sophomore
#20	Samara White	5'5"	Guard	Sophomore
#32	Iesha Eaton	5'7"	Guard	Freshman
#12	Claire Johnson	5'6"	Guard	Senior
#30	Ashanti Benson	5'8"	Guard	Junior
#11	Brittney Mason	5'7"	Guard	Senior
#21	Chasity Rhodes	5'9"	Forward	Junior
#34	Toni Holt	5'8"	Forward	Sophomore
#43	Antomeya Johnson	6'0"	Forward	Junior

Head Coach: Marquis Hines
Assist. Coaches: Derek Jenkins, Paula Nelson-Hooker, James Wright
Principal: Alvin Baldwin
Athletic Director: John Allen

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Proclamation from the Mayor of the City of Milwaukee in Honor of PTA Teacher Appreciation Week

Office of the Mayor
CITY OF MILWAUKEE

Proclamation

WHEREAS: The City of Milwaukee joins Milwaukee City Council PTA/PTSA's, Inc. in celebrating PTA Teacher Appreciation Week May 4-10, 2008; and,

WHEREAS, PTA Teacher Appreciation Week provides the opportunity for students, parents, and community members to thank teachers for their remarkable contributions to the education and social development of our youth; and,

WHEREAS, PTA Teacher Appreciation Week recognizes the importance of a strong, effective system of free public education for all youth as it is essential to our democratic system of government, leads children to reach their full potential, and is made possible by the efforts of dedicated teachers; and,

WHEREAS, During PTA Teacher Appreciation Week, students and parents in Milwaukee will celebrate teachers in the Milwaukee Public School system and express their gratitude and appreciation, reflecting the value Milwaukee places on public education; and,

WHEREAS, The City of Milwaukee recognizes and supports PTA Teacher Appreciation Week, and all of its local participants, for honoring teachers in the Milwaukee Public School system;

NOW, THEREFORE, I, TOM BARRETT, Mayor of the City of Milwaukee, do hereby declare May 4-10, 2008 to be

PTA TEACHER APPRECIATION WEEK

throughout the City of Milwaukee.

TOM BARRETT
Mayor

◊ ◊ ◊ ◊ ◊ ◊

Other Awards and Recommendations

STAFF

Ulices J. Sepulveda, a teacher at Riverside University High School, was named as the winner of the Building Future Award. This award recognizes outstanding educators from across the United States who are furthering excellence in engineering education through Project Lead The Way. This award includes an Interactive Classroom Presentation System donated by 3M and a $1,000 unrestricted cash award.

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APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of March 4, 11, 13, and 19, 2008, were approved as printed.

* * * * *

COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Negotiated Labor Agreement with Local 150 (Building Service Helpers)

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 150 (Building Service Helpers) —
Two (2)-year contract (July 1, 2006, through June 30, 2008)

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

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Settlement Highlights
Contract between the Milwaukee Board of School Directors
And
Service Employees' International Union, Local 150 — BSH

July 1, 2006, through June 30, 2008

1. Two (2)-year contract (July 1, 2006, through June 30, 2008).
2. Formation of Labor Management Committee.
3. Clarification of retiree coverage.
4. Accumulated Leave Plan (403B).

5. Health and Productivity Management (H&PM) Program.

6. Consistent with city modifications, bargained the extension of creditable service for active military service to employees retiring during window.

7. Snow removal days.

8. Limit on voluntary transfers.

9. Salaries: Effective 7/01/06.....2.00%
Effective 7/01/07.....2.25%

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

Director Spence moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

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(Item B) Action on the Proposed 2008-09 School Calendar

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

The Milwaukee Public Schools (MPS) and the Milwaukee Teachers' Education Association (MTEA) have reached agreement on a calendar for the 2008-09 school year. As it is a negotiated agreement between the MPS and the MTEA, it is being submitted to the Board for adoption.

It is the recommendation of the Superintendent that the Board approve and adopt the proposed 2008-09 School Calendar as contained in the attachments (under separate cover) to this communication.

(Please note that, because not all schools bank time or keep the same banking-time schedules, this calendar does not include banking-time days.)

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

Director Thompson moved to approve and adopt the proposed 2008-2009 School Calendar.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

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Milwaukee Public Schools
2008-2009 SCHOOL CALENDAR

MON	TUE	WED	THUR	FRI		MON	TUE	WED	THUR	FRI
AUGUST						**JANUARY**				
25	26	27	**28**	**29**		26	27	28	29	30
28 Organization day — no student attendance										
29 Banking Day — no student attendance										
SEPTEMBER						**FEBRUARY**				
1	2	3	4	5						
8	9	10	11	12		2	3	4	5	6
15	16	17	18	19		9	10	11	12	13
22	23	24	25	26		**16**	17	18	19	20
29	30					23	24	25	26	27
1 Labor day — no student attendance						16 Mid-semester break — no student attendance				
2 First day of school for all students										
OCTOBER						**MARCH**				
		1	2	3		2	3	45	6	
6	7	8	9	10		9	10	11	KC 12	EMHC **13**
13	14	15	KC **16**	EMHC **17**		17	18	19	20	
20	21	22	23	24		24	25	26	27	
27	28'	29	**30**	**31**						
16 Kindergarten-conference day						12 Kindergarten conference day				
17 Elementary, middle-, and high-school conference day — no student attendance						13 Elementary, middle-, and high-school conference day — no student attendance				
30 & 31 Convention days — no student attendance										
NOVEMBER						**APRIL**				
3	4	5	6	7				1	2	3
10	11	12	13	14		6	7	8	9	**10**
17	18	19	20	21		**13**	**14**	**15**	**16**	**17**
24	25	26	**27**	**28**		20	21	22	23	24
						27	28	29	30	
27 & 28 Thanksgiving recess — no student attendance						10 through 17 Spring recess — no student attendance				
						20 Classes resume				
DECEMBER						**MAY**				
1	2	3	4	5						1
8	9	10	11	12		4	5	6	7	8
15	16	17	18	19		11	12	13	14	15
22	**23**	**24**	**25**	**26**		18	19	20	21	22
29	**30**	**31**				**25**	26	27	28	29
22 through 31 Winter recess — no student attendance						25 Memorial day — no student attendance				
JANUARY						**JUNE**				
			1	**2**		1	2	3	4	5
5	6	7	8	9		8	9	10	F 11	F 12
12	13	14	15	16		F 15	**16**	**17**	18	19
19	F 20	F 21	F 22	**23**		22	23	24	25	26
1, 2 Winter recess — no student attendance						11, 12, 15 High-school final exams				
5 Classes resume						15 Last day of student attendance				
19 M.L. King day — no student attendance						16 Record day — no student attendance				
20, 21, 22 High-school final exams						17 Emergency make-up day				
23 Record day/Staff planning day — no student attendance										

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.

2008-2009 School Year

TEACHER WORK YEAR

Organization Day — Thursday, August 28, no classes scheduled
Banking Day — Friday, August 29, no classes scheduled
Labor Day — Monday, September 1, schools closed
First day of attendance for ALL students — Tuesday, September 2
Kindergarten Parent Conferences — Thursday, October 16
Elementary, Middle-, and High-school Parent Conferences — Friday, October 17, no classes scheduled
Convention days — Thursday & Friday, October 30 & 31 — no classes scheduled
Thanksgiving recess — Thursday & Friday, November 27 & 28, schools closed
Winter recess — Monday, December 22 through Friday, January 2, schools closed
Non-paid, non-workday — Dr. Martin Luther King, Jr. Day, Monday, January 19, schools closed
Record/Staff Planning Day — Friday, January 23, no classes scheduled
Non-paid, non-workday — Monday, February 16, schools closed
Kindergarten Parent Conferences — Thursday, March 12
Elementary, Middle, and High School Parent Conferences — Friday, March 13, no classes scheduled
Spring recess — Friday, April 10 through Friday, April 17, schools closed
Memorial Day — Monday, May 25, schools closed
Last pupil day — Monday, June 15
Record Day — Tuesday, June 16, no student attendance
Emergency Make-up Day — Wednesday, June 17

TEACHER WORK YEAR 2008-2009

Month	Days	Days No Classes Scheduled	
August	2	Paid Holidays	3
September	22	(Labor Day, September 1)	
October	23	(Thanksgiving Day, November 27)	
November	19	(Memorial Day, May 25)	
December	15		
January	19		
February	19	Organization Day (8/28)	1
March	22	Conference Days (10/17 & 3/13)	2
April	16	Convention Days (10/30 & 10/31)	2
May	21	Record/Staff Planning Day (1/23)	1
June	13	Record Day (6/16)	1
		Emergency Make-up Day (6/17)	1
TOTAL	191	TOTAL	11
Teacher Days	191	Non-paid, non-workday (MLK Day 1/19)	
	-11	Non-paid, non-workday (Mid-semester break 2/16)	
Pupil Contact Days	180		

COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on a Request to Suspend Board Rule 1.01(1) and Reschedule the Board's 2008 Organizational Meeting

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Board Rule 1.01(1) mandates, "The Milwaukee Board of School Directors . . . shall meet and organize annually by the election of a president on the fourth Monday of April . . . ."

In accordance with Board Rule 1.01(1), the Board's 2008 Organizational Meeting is currently scheduled to take place on Monday, April 28, 2008. Several members of the Board, however, have notified the Office of Board Governance that, due to scheduling conflicts, they are requesting that the Board consider rescheduling its 2008 Organizational Meeting.

If the Board does wish to change the date of its 2008 Organization Meeting, it will have to vote to suspend Board Rule 1.01(1) and to change the date of the meeting to a date of its choosing.

Please be aware that the Wisconsin Statutes, Chapter 119.10(2), dictate, "Annually, no earlier than the 4th Monday in April and no later than the first Monday in May, the board shall hold its organizational meeting . . . ." This means that, if the Board does wish to reschedule its 2008 Organizational Meeting, it must do so to a date no later than Monday, May 5, 2008.

In accordance with Board Rule 1.12, "A suspension of the Board rules shall require a recorded affirmative vote of two-thirds of all members of the Board."

Sincerely,

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

Director Thompson moved to suspend Board Rule 1.01(1), to reschedule the Board's 2008 Organizational Meeting.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Petersons and Thompson—6.

Noes—Director Morales and President Blewett—2.

Temporarily absent—Directors Spence—1.

Director Hardin moved to schedule the Board Organizational Meeting for Monday, April 28, 2008.

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

Ayes—Directors Bonds, Hardin, Morales and President Blewett—4.

Noes—Directors Falk, Goldberg, Petersons, Spence and Thompson—5.

Director Thompson moved to schedule the Board Organizational Meeting for Tuesday, April 29, 2008.

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

Ayes—Director Thompson—1.

Noes—Directors Bonds, Falk, Hardin, Morales, Petersons, Spence and President Blewett—7.

Voting "present"—Director Goldberg—1.

Director Spence moved to schedule the Board Organizational Meeting for Thursday, May 1, 2008.

The motion prevailed, the vote being as follows:

Ayes— Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

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

(Item A) Reports of Student Expulsions

The 25 reports of the Independent Hearing Panel of the Board of School Directors for the following dates and times have been provided under separate cover for the Board's consideration and determination:

April 9, 2008, at 9:30 a.m. 11:30 a.m. and 2:00 p.m.
April 10, 2008, at 9:30 a.m. 11:30 a.m. and 2:00 p.m.
April 11, 2008, at 9:30 a.m. and 11:30 a.m.
April 14, 2008, at 9:30 a.m. and 11:30 a.m.
April 15, 2008, at 9:30 a.m. and 11:30 a.m.
April 16, 2008, at 8:30 a.m. and 2:00 p.m.
April 17, 2008, at 11:30 a.m. and 2:00 p.m.
April 18, 2008, at 9:30 a.m. and 2:00 p.m.
April 21, 2008, at 9:30 a.m. and 2:00 p.m.
April 22, 2008, at 9:30 a.m. 11:30 a.m. and 2:00 p.m.
April 23, 2008, at 9:30 a.m. and 2:00 p.m.

Director Spence moved to accept the report of expulsion orders from the Independent Hearing Panel.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Special Education Committee, Item 1, a request for approval of the Safe Spaces Behavioral Intervention Pilot Program for Students with Special Needs;
Finance/Personnel Committee, Item 4, approval of prevailing wage rates; and
Finance/Personnel Committee, Item 5, a resolution to reduce massive busing in MPS.

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

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

In accordance with notice previously given, Director Thompson moved to discharge the Finance/Personnel Committee from further consideration of the Request to Establish Transportation Regions for High Schools.

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

Ayes—Directors Falk, Goldberg, Petersons, Spence and Thompson—5.

Noes—Directors Bonds, Hardin, Morales and President Blewett—4.

Action on a Request To Establish Transportation Regions for High Schools

This item initiated by the Administration

Background

1. At its meeting on March 24, 2005, the Milwaukee Board of School Directors approved eight transportation regions for students in grades K thru 8. Implementation began in FY07. The transportation regions were designed to complement the Neighborhood School Initiative (NSI), significantly improve

vehicle use, and substantially reduce costs. The transportation regions were configured to include K-5, K-8, a middle school, and a high school.

2. At its meeting on June 28, 2007, the Milwaukee Board of School Directors approved revised transportation regions for attendance-area middle schools, with schools serving multiple regions. Transportation regions have been successful in lowering transportation costs. They have also provided school options for parents and have addressed student mobility.

3. At its meeting on July 26, 2007, the Milwaukee Board of School Directors adopted the district's Strategic Plan, "Working Together, Achieving More." An objective of the MPS Strategic Plan was to "decrease the percentage of students transported to school on buses to 42.2 % of the district's regular education enrollment by the 2011-2012 school year." The Administration is in the process of developing functional plans to achieve this objective. It is clear, though, that to meet this objective, high-school transportation must be targeted.

Administration's Analysis

4. The Administration is seeking approval to establish new high-school transportation regions that provide parents and students with a range of school choices, while encouraging students to attend their neighborhood high schools. The recommendation to establish new high-school transportation regions is the first of a series of proposals which the Administration will submit to the Board to meet the objective of the MPS Strategic Plan.

5. Since FY2000, the number of elementary-school students transported has declined by 7,164, and the number of middle-school students transported has decreased by 6,473. Conversely, the number of high-school students using district-funded transportation has increased by 643 students since FY2000. High schools were not included in the Neighborhood School Initiative (NSI). Costs to transport regular high-school students increased from $7,363,895 to $9,735,332, or 32%, during that time period. Meanwhile, middle-school costs have declined from $6,152,930 in FY2000 to $4,009,876 in FY08, a 35% decrease, and elementary-school costs have decreased from $15,631,219 to $14,803,705, a 5% decrease. High-school service has been a major cost driver in district transportation costs.

6. The proposed high-school transportation regions would affect attendance-area high schools. Citywide high schools would not be affected. There are 11 attendance-area high schools: Bay View, Custer, Hamilton, Madison, Marshall Complex, North Division Complex, Pulaski, Riverside, South Division, Vincent, and Washington. Under the proposal, students who live in the areas described below would be eligible for district-funded transportation service to the schools within that area. Students may attend schools in areas other than the ones in which they live, but would be required to provide their own transportation. (A map is included as an attachment.) The proposed transportation regions provide ample access to MCTS service.

Bay View	Area south of Capitol Drive (Pink and Blue Areas)
Custer	Area north of 1-94 (Pink and Yellow Areas)
Hamilton	Area south of Capitol Drive (Pink and Blue Areas)
Madison	Area north of 1-94 (Pink and Yellow Areas)
Marshall	Area north of 1-94 (Pink and Yellow Areas)
North Division	Area north of 1-94 (Pink and Yellow Areas)

Pulaski ..... Area south of Capitol Drive (Pink and Blue Areas)

Riverside ..... Area north of 1-94 (Pink and Yellow Areas) South Division Area south of Capitol Drive (Pink and Blue Areas)

Vincent ..... Area north of 1-94 (Pink and Yellow Areas)

Washington ..... Area north of 1-94 (Pink and Yellow Areas)

7. Implementation of the regions would occur over the next four years. Current students would be "grandfathered" and continue to receive transportation. New student assignments during the summer registration period would follow these transportation regions. The chart below details the number and percentage of students at each school who currently live outside the proposed regions for their schools.

School	Enrollment	Students Outside of Proposed Region	
		Number	% Enrolled
Bay View	1,482	351	23.6%
Custer	1,058	32	3.0%
Hamilton	2,259	380	16.8 %
Madison	1,068	19	1.7%
Marshall Complex	8,86	30	3.3%
North Complex	8,80	53	6.0%
Pulaski	1,770	230	12.9%
Riverside	1,587	214	13.4%
South Division	1,447	151	10.4 %
Vincent	1,511	32	2.1 %
Washington	936	59	6.3%

8. The proposed high-school transportation regions would reduce transportation costs by eliminating high-cost, low-use yellow school bus service. The regions are designed to enable students to exclusively use Milwaukee County Transit System (MCTS) service. The fiscal impact is measured by the difference between current yellow school bus service and MCTS cost, which is presently $549 annually per student.

School	# of Students Transported By Yellow Bus	FY08 Yellow Bus Cost	Projected M CTS Cost	Variance
Bay View	549	$394,328	$283,833	$110,495
Custer	189	$136,248	$103,761	$32,487
Hamilton	637	$399,728	$349,713	$50,015
Madison	253	$135,041	$138,897	- $3,856
Marshall	45	$45,744	$24,705	$21,039
Pulaski	575	$329,511	$315,675	$13,836
Riverside	651	$435,614	$357,399	$78,215
South Div	230	$196,711	$126,270	$70,441
Washington	18	$37,579	$9,882	$27,697
Totals	3,084	$2,027,181	$1,675,548	$351,633

9. Vincent High School does not have adequate MCTS service. Currently, all Vincent High School students are scheduled on yellow school buses. Establishing the proposed transportation regions would improve vehicle load, resulting in a three-route reduction. At an average daily cost per route of $134.28, the net savings for Vincent would be $70,497.

10 After full implementation of the regions in FY12, the total projected cost reduction is $422,130. In addition to the cost savings, the high-school transportation regions will encourage students to attend schools closer to their residences, which is the objective of the MPS Strategic Plan.

Strategic Plan Compatibility Statement

11. Pupil transportation supports the MPS Strategic Plan, Goal 6, that the district be accountable for measurable results, and Goal 7, that the district's central services departments support student learning.

Statute, Administrative Policy or Board Rule Statement

12. The recommendation is consistent with Administrative Policy 4.04, Student Transportation Services, and Administrative Policy 8.10, Student Admissions.

Fiscal Impact Statement

13. This item does not authorize expenditures. The Administration anticipates a four-year phase-in beginning with the 2008-2009 school year for newly enrolled students. Transportation savings will commence in the 2009-2010 school year.

Implementation and Assessment Plan

14. As stated in paragraph seven, currently enrolled students would be "grandfathered." Upon approval of the new transportation regions, the Administration will begin to inform and direct parents and students to schools within their transportation regions. Beginning with the 2008 summer registration period, the new transportation regions would affect new students.

Administration's Recommendation

The Administration recommends that the Board approve the establishment of high-school transportation regions as depicted on the attachment. The 11 attendance-area high schools are Bay View, Custer, Hamilton, Madison, Marshall Complex, North Division Complex, Pulaski, Riverside, South Division, Vincent, and Washington. Students who live in the areas described below would be eligible for district-funded transportation service to the schools within that area. Students may attend schools in areas other than the ones in which they live, but would be required to provide their own transportation. (The proposed transportation regions provide ample access to MCTS service.

Bay View	Area south of Capitol Drive (Pink and Blue Areas)
Custer	Area north of 1-94 (Pink and Yellow Areas)
Hamilton	Area south of Capitol Drive (Pink and Blue Areas)
Madison	Area north of 1-94 (Pink and Yellow Areas)
Marshall	Area north of 1-94 (Pink and Yellow Areas)
North Division	Area north of 1-94 (Pink and Yellow Areas)

Pulaski	Area south of Capitol Drive (Pink and Blue Areas)
Riverside	Area north of 1-94 (Pink and Yellow Areas) South Division Area south of Capitol Drive (Pink and Blue Areas)
Vincent	Area north of 1-94 (Pink and Yellow Areas)
Washington	Area north of 1-94 (Pink and Yellow Areas)

Implementation of the regions would occur over the next four years. Current students would be "grandfathered" and continue to receive transportation. New student assignments during the summer registration period would follow these transportation regions.

* * * * *

Director Falk moved to approve the administration's recommendation and to direct the administration to bring to the Board, no later than the June 2008 meeting cycle, initial modifications to transportation for students attending citywide or unique high school programs.

Vice President Spence in the chair.

Director Blewett moved a substitute, to send the item back to committee to allow the Board to obtain further information prior to Board action.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Hardin, Morales and Petersons—6.

Noes—Directors Goldberg, Thompson and Vice President Spence—3.

President Blewett resumed the chair.

COMMITTEE ON SPECIAL EDUCATION

Director Spence 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) Action on a Request for Approval of the Safe Spaces Behavioral Intervention Pilot Program for Students with Special Needs

Background

1. The reauthorized IDEA continues, as it has in the past, to encourage the use of proactive measures or positive behavioral supports to prevent and reduce the frequency of behavioral problems. One

of the key characteristics of a high-performing urban classroom is active engagement of students. Students with significant interfering behaviors and multiple absences due to disciplinary suspensions cannot be present and adequately engaged in their learning.

2. Research overwhelmingly indicates that removal of students through suspensions does not support growth and positive changes in behavior, but rather serves to support and reinforce the problematic behaviors. Appropriate interventions that are educationally sound are those that are individually designed with the goal of teaching age-appropriate behaviors which contribute to the social emotional wellness.

3. The Milwaukee Public Schools is committed to providing safe and effective learning environments by recognizing that all students have a right to learn, that teachers have a right to teach in a safe environment, and that no individual or group has the right to undermine the goal of providing a quality education for all students.

4. The District has initiated a number of *early interventions and supports* to empower school staff and students to deal appropriately and effectively with acting-out behaviors in the classroom. Professional development and *prevention* activities are made available in many ways. Some examples are: Classroom Organization and Management Program skills (COMP), Crisis Prevention Intervention (CPI), peer-mediation, restorative justice, anti-bullying, Second Step (impulse control, empathy training, problem solving), Ropes and Challenges Course (team building, communication, problem solving, listening, empathy building), character education, Safe Child (capacity for self-protection), and Ready Set Relax Life Skills (assist with self-control).

a. *Early intervention* activities include social-skills building (respect, turn taking, making and keeping friends, conflict resolution, self-esteem building), peer mediation/conflict resolution (active listening, problem solving, and perspective taking) and Positive Adolescent Choices Training (managing or coping with anger).

b. *Focused-intervention* activities include functional behavior assessment and behavior intervention planning; referral to the Collaborative Support Team (CST), Problem-solving Team, or IEP Team; special education services; and individual/small-group counseling.

5. As a result of the data analysis, schools have incorporated in their educational plans both a rigorous academic plan and a plan for positive behavioral supports and the development of the social supports that each child needs. The educational plan includes a section which focuses the school's planning on the ultimate goals of reducing suspensions and expulsions while developing a comprehensive system of behavioral supports for all learners within the school.

6. The Individuals with Disabilities Education Improvement Act (IDEA) 2004 continues to place an emphasis on positive strategies and interventions to programmatically address the behavior of children with disabilities when that behavior interferes with the child's learning or that of others. The goal is to develop behavioral intervention plans that are based on child-specific data gathered through the process of functional behavioral assessments. MPS has a responsibility to focus on proactive approaches related to the behavioral needs of children with disabilities by working with the student to change his/her behavior rather than by relying solely on exclusionary practices. It is best practice to proactively address challenging behavior in an early and ongoing fashion.

7. The concept of the least restrictive environment applies to the educational interventions that are considered for a student with disabilities who is experiencing behavioral challenges. There are a wide variety of interventions that are educationally sound and lead to positive behavioral changes. One such educationally sound intervention that deals with modifications to the environment and positive behavioral supports is the use of Safe Spaces for student with disabilities. The use of a Safe Space is a more restrictive, but educationally sound, crisis-intervention option to address the behavior of a student with a disability *that could result in harm to others and would otherwise require physical restraint.*

Administration's Analysis

8. *A Safe Space is an alternative to physical restraint.* The space is appropriate to use as a crisis intervention with some students instead of physical restraint to prevent the student from harming other people during periods of temporary loss of personal control.

9. The Safe Space is used only when a student is engaging in behavior that could result in harm to others. In order for the school to access this intervention strategy, *parents must be fully informed, and the use of the Safe Space must be written into the individual child's IEP*. The use of the space requires direct instruction to the child regarding the behaviors that would result in the use of the space, the strategies that a student would use to calm him/herself while in the space, and the conditions that must be satisfied to exit the space. Through the use of this intervention, students are taught to manage their behavior, refocus, and use self-calming techniques ultimately leading to more appropriate behavioral choices. Gradually the student learns to use these and other related refocusing skills to avoid the escalation of behaviors and the need to use the Safe Space intervention.

10. A Safe Space has a door, with no latch, that can be held closed to prevent the student from leaving the room to engage in behavior that could result in harm to others. The only acceptable method to hold the door of a Safe Space closed is the Safe Space Handle System adopted by the district. All other devices or methods for securing doors of Safe Spaces are expressly prohibited unless determined by the Superintendent, the Director of Facilities and Maintenance, and the Director of Special Services to be safer than the handle system. The student is directly supervised by a trained staff member at all times during the implementation of this intervention.

11. Four MPS schools have volunteered to pilot the use of Safe Spaces as described below from April through June 2008: Allen Field, Browning, Fritsche, and Northwest Secondary. The District has developed guidelines for the use of Safe Spaces, which can be found a Attachment #1 to the minutes of your Committee's meeting. These guidelines, which are based on a model that is currently in place in the Madison Public Schools, have been reviewed by the Office of the City Attorney and are consistent with the Department of Public Instruction's Guidelines for Restraint and Seclusion (Attachment #2 to the minutes of your Committee's meeting).

12. The Department of Special Services will report back on the findings to the Board in August 2008. Based on recommendations that result from the four pilot schools, additional schools will be identified for the project in October 2008.

Strategic Plan Compatibility Statement

13. This request for approval of the Safe spaces behavioral intervention pilot project supports the following goals of the MPS Strategic Plan:

Goal 2: That school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility.

Goal 5: That school Staffs be supportive and responsible to students and families.

Statute, Administrative Policy or Board Rule Statement

14. This recommendation does not require any revisions to existing Administrative Policies.

Fiscal Impact Statement

15. This item authorizes expenditures. Costs for the building modifications for this project will not exceed $20,000 dollars. The cost of the building modifications will be funded through the FY08 IDEA Grant, DTI-0S-IF8-DW-EEMB. Funds for future school modifications for this project will be identified in the FY09 budget.

Implementation and Assessment Plan

16. Upon the Board's approval, the District will implement the Safe Places pilot program in the four identified schools. Information and recommendations to expand the pilot will be brought back to the Committee on Special Education in August 2008.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's request to implement the Safe Spaces pilot in the following Milwaukee Public Schools, with additional information to be brought to the Committee on Special Education in August 2008:

Allen Field
Browning
Fritsche
Northwest Secondary

Director Hardin moved 1) to approve the Committee's recommendation; 2) for a quarterly report regarding the safe place pilot to be brought to the Committee on Special Education; and 3) that a copy of the parent permission form be provided to the Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

(Item 2) 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, 2007)

2007-08 School Year	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
Total MPS IEP Students	17,286	17,279	16,628	16,719	16,847	17,027	17,167	17,280	17,410	
Initial Evaluations Completed (cumulative)	109	180	2,21	4,67	1,017	1,646	2,196	2,703	3,124	
% Special Ed	79%	78%	71%	66%	65%	61%	59%	59%	58%	
Re-evaluations Completed (cumulative)	1	10	51	368	846	1,286	1,649	2,115	2,546	
% Special Ed Needs Identified (continue)	100%	80%	61%	75%	78%	81%	81%	80%	80%	

2. Data-Management Services — Special Services Information-Management System (SSIMS) Project Status Report As of April 2008.

- Assisted callers and processed Data Extract Forms.
- Assisted users in using the district's special education software (Encore) and Medicaid software (MJ Care) via drop-in help sessions.
- Continued ongoing efforts with Spectrum K12 School Solutions regarding the remaining Phases of our IDEA 2004 Project.
- Continued development and data validation related to the district's compliance data.
- Provided oversight and supportive services to supervisors and SELLS with the district's Annual Audit: "Continuous Improvement Focused Monitoring (CIFM)".
- Supportive services with the CIFM Annual Audit include providing a daily CIFM Help Desk, scheduled drop-in help sessions, and personal assistance when needed.

3. Special Education and Suburban Opportunities

Students who reside in the City of Milwaukee can participate in two programs that provide opportunities to attend suburban or non-MPS public school districts — the Chapter 220 program and the Wisconsin Inter-District Public School Open Enrollment Program. Students with disabilities can also access these opportunities. In addition, students who reside in non-MPS public school districts can choose to access services within MPS under these two programs.

a. Chapter 220-Voluntary Transfer Program

(1) Chapter 220, also known as the Voluntary Transfer Program, is designed to racially integrate schools by giving minority students the opportunity to attend schools in suburban areas that are predominately non-minority (white). Non-minority students from the suburbs are given the opportunity to attend racially diverse schools within the Milwaukee Public Schools (MPS).

(2) Students with special educational needs are eligible to participate in the Chapter 220 Program on the same basis as are non-special-education students, except that MPS and the district of attendance reserve the right to reject or return a special education student if either of the following apply:

(a) the non-resident district does not have an appropriate program or services; or

(b) the total amount of financial assistance which the district would receive for the student under Chapter 220 and other state reimbursements would be less than the actual cost of educating the student.

(3) Under the Chapter 220 Program, the district of attendance is considered the FAPE (Free Appropriate Public Education) District. This means that the non-MPS district of attendance performs all of the duties of the IEP (individualized education program) team and must invite a representative from MPS to all IEP meetings. The district of attendance must provide copies of all IEP records to MPS for MPS students. If MPS is the district of attendance for a suburban student, a representative of the resident district will be invited to all IEP meetings, and MPS provides copies of all IEP records to the resident district.

(4) When a parent of a student with a disability applies to a 220 district, the parent submits the application to MPS during the school-selection process which is held in January of each year. The IEP is reviewed by the receiving district to determine

whether the services are available and whether the cost of the services is within the financial assistance that would be received by the district. When such costs exceed the financial assistance, the parent is referred back to the resident district to consider other enrollment options (open enrollment, other school selection options).

(5) Transportation is provided only within designated regions within the parameters of the 220 program. Students with disabilities can access only the regular transportation options within the regional guidelines under this program.

(6) There are a total of 23 suburban districts that participate in the Chapter 220 Program.

b. Wisconsin Inter-District Public School Open Enrollment Program

(1) The Wisconsin Inter-District Public School Open Enrollment Program allows parents to apply for their students to attend any school district other than the ones in which they live. Students in K-5 to grade 12 may apply to participate in the program. A child entering pre-kindergarten, K-4, or early childhood education may participate only if the child's resident school district offers the same type of program.

(2) Students with special educational needs are eligible to participate in the Wisconsin Inter-District Public School Open Enrollment Program on the same basis as are non-special education students, except that MPS and the district of attendance reserve the right to reject or return a special education student if the following applies:

(a) the non-resident district does not have an appropriate program or service;

(b) space is not available in the special education program that the child needs;

(c) the child has been referred for a special education evaluation, but has not yet been evaluated or does not have a current IEP;

(d) the tuition charge for the student's special education in the open enrollment district creates an undue financial burden on the resident district.

(3) Transportation generally is not provided under the open enrollment program. Parents are responsible for transportation to and from school. The state statute does, however, permit districts to voluntarily provide transportation under certain circumstances. Furthermore, if the IEP for an individual student with a disability requires transportation as a related service, it must be provided by the nonresident district. The cost of specialized transportation is then included in the tuition costs of the open enrollment placement.

(4) When a parent of a student with a disability applies to another district under the open enrollment provisions, the parent submits the application directly to the district in which they are hoping to enroll. The enrollment applications are accepted only during a three-week period in February of each school year.

(5) The IEP is reviewed by the open enrollment district to determine if the services are available and the cost of the IEP services. A tuition estimate (including costs of transportation, if required) is forwarded to the resident district. It is the resident district who approves the placement in the open enrollment district. Parents have the right to appeal a decision to the Department of Public Instruction.

c. MPS Special Education Suburban Participation

The following tables reflect the current participation of IEP students in Chapter 220 and Open enrollment Opportunities.

Chapter 220		
	IEP Students	
District	Outgoing (from MPS)	Incoming (to MPS)
Brown Deer	2	
Cudahy	6	3
Elmbrook	28	
Fox Point-Bayside	13	
Franklin	38	1
Germantown	4	
Glendale-River Hills	2	
Greendale	4	
Greenfield	10	4
Hales Corners	1	
Hamilton (Sussex)	8	
Maple Dale-Indian Hill	6	
Menomonee Falls	25	1
Mequon-Thiensville	31	
New Berlin	5	1
Nicolet	18	
Oak Creek/Franklin	9	2
St. Francis	7	4
Shorewood	24	
South Milwaukee	8	
Wauwatosa	38	
West Allis-West Milwaukee	4	
Whitefish Bay	31	
Whitnall	3	
Total	325	16

Open Enrollment		
	IEP Students	
School District	Outgoing (from MPS	Incoming (to MPS)
Brown Deer	13	1
Burlington		1
Cedarburg	1	
Cudahy	2	
Elmbrook	20	
Franklin	7	1
Grantsburg	1	
Glendale-River Hills	10	2
Greendale	15	1
Greenfield	24	4
Hales Corners		1
Hamilton Sussex	11	
Mapledale-Indian Hills	2	
Menomonee Falls	12	
Mequon Thiensville	1	
New Berlin	5	1

Open Enrollment		
	IEP Students	
School District	Outgoing (from MPS	Incoming (to MPS)
Northern Ozaukee/Fredonia	2	
Oak Creek	7	2
Raymond	1	
Shorewood	9	
South Milwaukee	4	2
St. Francis	16	1
Waukesha	1	
Wauwatosa	55	4
West Allis	22	13
West Bend		1
West Milwaukee		1
Whitefish Bay	6	
Whitnall	7	
Total	254	36

4. Hypothetical Parental Complaint Scenario

The Special Education Oversight Action Plan (SOAP) calls for a parental dispute-resolution system (PDRS) that affords parents and students access to information and strong school-based and/or district-level support to resolve issues and concerns in a timely manner. The District has committed to multiple complaint-resolution strategies, both informal and formal, for families. Each month, the Department of Special Services presents a hypothetical situation or scenario that incorporates the topic (or related topics) that are featured as part of the agenda for the monthly meeting of the Milwaukee Board of School Directors' Committee on Special Education. In addition, the scenarios are constructed to present to the Board and to the public illustrations of problem-resolution strategies that may be employed by the parent and the District.

a. Background Information:

(This scenario reflects an example of concerns that could be expressed by parents associated with the issues of whether or not the use of a Safe Space intervention was consistent with a student's IEP. In order to protect confidentiality, no identifying information has been included in this hypothetical situation).

The parent of a special education student who attends an MPS elementary school with a Safe Space room complained to the Parent Center that she was concerned that the school was going to use the room to seclude her son when he misbehaved. Her son, a student with a cognitive disability, was not regarded as a student with severe behavioral problems. He was not aggressive towards other students. He was not aggressive to staff. Although, on occasion, he was not compliant to requests to begin his work, the student had become more responsive to such requests when his teacher initiated a simple reinforcement program that awarded points for a prompt response to staff requests.

b. Intervention:

(1) Review of the IEP for the student who is the subject of this scenario determined that his IEP had not identified specific procedures in the child's behavioral intervention plan that described use of a Safe Space during times of out-of-control behavior. Investigation confirmed that he had no history of being restrained by staff. Most important, interview of administrators and teaching staff revealed that the student had never been escorted to the Safe Space. This finding was confirmed by inspection of the Safe Space Log maintained by the school.

(2) The investigation did, however, determine that the school was utilizing the Safe Space for another student in the same special education classroom. The school had applied for permission to institute a Safe Space program because it wanted to intervene with another special education student who was aggressive to peers and staff. During the times that the student had episodes of aggression, he required physical restraint by staff to prevent him from continuing the behavior. That student's IEP team had described the benefit of use of a Safe Space room in helping the student to regain self-control. Use of the room for this purpose was viewed as less restrictive than restraint of the student by one or more adults. With explicit parental permission, the procedure was incorporated into his IEP. The parent of that student had the opportunity to observe the room and to ask questions about the circumstances under which it would be used.

c. Resolution:

The parent of the student who is the subject of this scenario was reassured that the Safe Space procedure would not be used for her son. She was further comforted that the procedure provided a more supportive and humane way for agitated students to regain composure and self-control. As a result of her complaint experience, she became an advocate for access of special education students to a procedure that might help them regain control in the school environment without reliance on the intervention of the Mobile Urgent Treatment Team or the police. Finally, she developed an appreciation for the school's use of positive behavioral supports to encourage increased appropriate behavior.

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COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Morales 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 Regarding District and School Improvement Activities

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 Identified for Improvement (SIFI) and schools missing AYP (adequate yearly progress) during March 2008:

a. consulted with 31 school administrators

b. participated in 14 Learning Team meetings

c. provided ongoing observations, feedback, and consultation visits to staff

d. offered two presentations regarding the District Identified for Improvement (DIFI) Executive Summary to a learning team and school staff.

2. The following support was offered to school and community groups during March 2008:

   a. introduced MPS Parent Center parent group to the DIFI Executive Summary. The parents received an overview of the DIFI plan, information on the WKCE, and practical strategies for working with their students at home. Parents had the opportunity to ask questions and give feedback.

   b. introduced DIFI Executive Summary to MPS Parent Center advocates

   c. held joint informational sessions with personnel from:

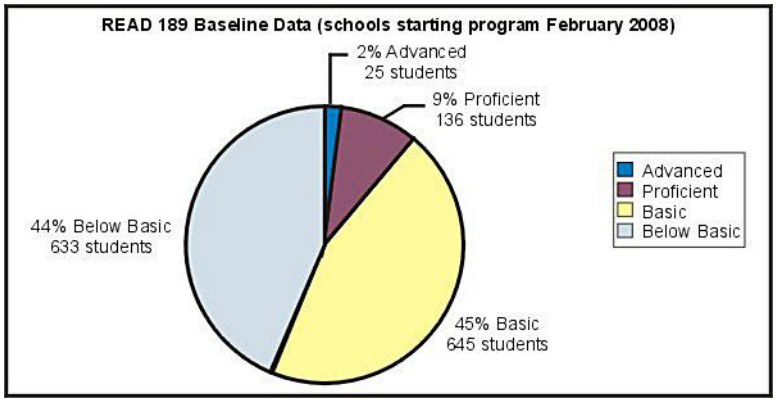
      - Diversified Community Schools
      - Mathematics
      - Summer School
      - Safe and Healthy Schools

   d. supported collaborative efforts as members of the following district and state committees:

      - Learning Team Focus
      - Education Plan Improvement Committee
      - Block Scheduling
      - Differentiated Instruction
      - Summer School Assessment
      - Intervention Pilot Steering Committee

   e. provided DIFI update to principals of SIFI and schools missing AYP.

3. The Scholastic Reading Inventory (SRI) was given to 1,439 READ 180 students in classes that started February 2008, to obtain baseline information. Forty-four percent of students scored at the below-basic level, 45% of students scored at the basic level, and 11% of students were proficient or above. The Scholastic Reading Inventory will be administered in late May for comparison data.



4. DIFI supervisors made 44 visits to provide direct support to READ 180 teachers.

5. The Scholastic READ 180 program implementer provided technical assistance to 30 READ 180 teachers around implementation of the program and problem solving.

6. Thirty-four READ 180 teachers participated in cross-school-level professional development roundtables around specific needs for their grade-level spans and instructional needs.

7. An implementation rubric has been developed to promote the program and to ensure that it is being implemented with fidelity. The rubric is used during observation visits to provide structured feedback to READ 180 teachers.

8. READ 180 teachers are using the implementation rubric to self-assess their classrooms and instruction in order to adjust to their students' needs.

9. Collaborative meetings between the Administrators and Supervisors Council (ASC) and Milwaukee Teachers' Education Association (MTEA) have been initiated. These meetings will take place twice a month and will allow work on district improvement to proceed in a concerted way.

10. Based on evaluations from the Wisconsin Center on Educational Research and Ohio State University, focus groups are being convened around the use of literacy coaches and building learning teams. This is being done jointly with the ASC and MTEA. After the focus groups, a committee made up of people from MPS, ASC, and MTEA will work on a professional learning plan to better use literacy coaches and building learning teams.

11. A research-based reading program has been selected to address the specific needs of special education children in self-contained classrooms. A professional development plan is being finalized to make sure that teachers have ongoing professional learning around how to use the program most effectively to meet the needs of the children they serve.

12. An assessment of the effectiveness of summer schools is being undertaken. Objectives from the Wisconsin Assessment Framework will be assessed using items from the district's benchmark assessment system.

13. A District DIFI Committee has been formed and meets monthly to allow for coordination of projects across departments. It also allows for planning of the roll-out of larg-scale initiatives related to the DIFI plan.

14. The Superintendent's Committee on DIFI meets monthly to examine how the district can effectively and efficiently implement the DIFI plan as it relates to the Strategic Plan.

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(Item 2) Report of the Charter School Review Team on Milwaukee Academy of Aviation, Science, and Technology (MAAST) and Action on a Request for Revocation of the Charter and Termination of the Instrumentality Charter School Contract with the Milwaukee Academy of Aviation, Science, and Technology (MAAST) Charter School

Background

1. On January 27, 2005, the Milwaukee Board of School Directors approved a five-year instrumentality charter school contract establishing Milwaukee Academy of Aviation, Science, and Technology High School (MAAST). The term of the contract commenced with the 2005-06 school year and is to end on the last regularly scheduled school day of the 2009-10 school year. The school opened during the 2005-06 school year, contracted to enroll up to a maximum of 150 full-time equivalent 9th-grade students (FTEs), and determined to grow its enrollment and grade levels served until the maximum of 400 full-time-equivalent students in grades 9-12 was reached. MAAST's September 2007 State Aid Enrollment Count was 174 students in grades 9-11. The January 2008 State Aid Enrollment Count was 175 students in grades 9-11, including 51 students (29%) with special education needs.

2. The mission of the Milwaukee Academy of Aviation, Science, and Technology is to provide its students an interdisciplinary aviation and aerospace program that integrates technology throughout the curriculum.

3. On October 20, 2005, MAAST's charter contract was amended to implement the updated terms of the revised model instrumentality charter school contract. On April 25, 2006, the Board approved a request to amend the charter contract with MAAST to allow the school to move from 3620 North 18th

Street and to relocate and share space at the Marshall High School Complex, located at 4141 North 64th Street, beginning with the 2006-07 school year. The September 15, 2006, State aid enrollment count for MAAST was 212 students. On October 31, 2006, by request of the school, the Board took action to increase the number of students served from 200 FTEs to 213 FTEs for the 2006-07 school year.

4. In December 2007, the Superintendent and the Department of Administrative Accountability directed a change in the leadership at the school. A new school leader began in January 2008, and the Superintendent requested a review of MAAST's charter school contract.

5. On February 22, 2008, the Charter School Contract Review Process was initiated, and the MPS Charter School Contract Review Team convened to conduct the review. The MPS Division of Diversified Community Schools and various Central Services staff provided information and data relative to contract compliance.

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 the other items listed on the attached Charter School Contract Review Checklist. The Charter School Contract Review Team formulated a preliminary recommendation prior to meeting with representatives from MAAST and finalized its findings and recommendation relative to contract compliance. The MPS Charter School Contract Review Team's findings and recommendation relative to MAAST's charter school contract are included in the attachment.

7. Section C of the contract states that the charter school "shall provide the educational program set forth in Appendix A [of the contract]." It was evidenced that MAAST has failed to implement its charter concept and educational program. The Charter School Contract Review Team recommends termination of the instrumentality charter contract with Milwaukee Academy of Aviation, Science and Technology due to:

a. failure to of the school to offer an aviation and aerospace educational program as identified in the charter school proposal as approved by the Board; and

b. 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 MAAST's contract. The findings concluded that the school has violated its contract because it has not implemented an aviation and aerospace program, which is ground 2 for termination, and pupils enrolled at Milwaukee Academy of Aviation, Science and Technology 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.

9. The charter school contract between the Milwaukee Board of School Directors and Milwaukee Academy of Aviation, Science and Technology 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 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.

10. 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.

Administration's Analysis

11. The Charter School Contract Review revealed the following items of non-compliance referenced by the attached Charter School Contract Review Checklist:

a. A lack of programming, curriculum, materials, and staffing to implement the aviation and aerospace program and technology integration throughout the curriculum as indicated in the charter school proposal.

b. Grant administration issues and procedural violations which led to forfeiture of grant funds in FY06 and FY07. The disallowed charges were transferred to Board accounts, creating a deficit in the school's Board budget.

c. The aeronautics instructor serving as a Spanish teacher with no teacher license on file with the Department of Public Instruction.

d. A total of 103 students, or 51% of those reported to the Department of Public Instruction as enrolled, who did not have all the required immunizations or appropriate waivers from their parents on file.

e. The MPS Department of Special Services' Continuous Improvement Focused Monitoring Annual March Assessments report showing that MAAST is at the intensive monitoring level (49.2% compliance with the Individuals with Disabilities Education Act (IDEA) as compared with the 95% requirement.

12. Performance audit results revealed that, in the 2006-2007 school year, MAAST did not meet any of the specified academic performance criteria.

a. On the Grade 10 Reading Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 26% of MAAST's students scored proficient or advanced, compared with 39% in MPS.

b. On the Grade 10 Mathematics Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 17% of MAAST's students scored proficient or advanced, compared with 29% in MPS.

c. On the Grade 10 English/language arts Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 32% of MAAST's students scored proficient or advanced, compared with 39% in MPS.

d. On the Grade 10 Science Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 15% of MAAST's students scored proficient or advanced, compared with 26% in MPS.

e. On the Grade 10 Social Studies Wisconsin Knowledge and Concept Exam — Criterion-Referenced Test, 25% of MAAST's students scored proficient or advanced, compared with 39% in MPS.

13. MAAST met two of the three mandatory academic performance criteria: MAAST met the average daily attendance rate, with 82%, as compared with 78% in MPS, and MAAST met the Adequate Yearly Progress (AYP) criterion due to test participation and other attendance. MAAST did not meet the mobility rate criterion, with 31%, compared with 24% in MPS.

14. The financial audit of activities revealed MAAST submitted an audited statement of activities and an audited schedule of charter school revenues that did not fulfill the contract, MPS financial reporting, and MPS minimum audit requirements in several ways:

a. The Basis of Presentation followed by MAAST for the statement of activities did not follow MPS standards. MAAST did not present activity by major fund category; i.e., school operations, categorical, extension, summer school, student activity, and capital projects. MAAST also did not report its financial activities using the encumbrance-and-revenue-recognition methods followed by MPS;

b. The statement of activities does not report student activity fund transactions that occurred in FY06;

c. Statements of change in net assets and cash flows were not provided;

d. The footnotes were incomplete. Footnotes should include a description of the method of accounting for: encumbrances and revenue recognition; student activity fund transactions and related cash advances from MPS, and fixed assets.

e. An audit opinion was not provided for the statements of change in net assets and cash flows.

15. Should the Board approve the Administration's recommendation, the charter school will revert to a MPS non-chartered school in accordance with section III, D. of the charter school contract. Because the school did not exist prior to its establishment as a charter school, a plan was developed to provide oversight and support to the school during its transition to non-chartered status. Because MAAST is located in a shared facility, and termination of the contract has implications for shared positions funded in part by MAAST and the other schools in the facility, the Director of the Department of School Innovation participated in a Building Council meeting at the Marshall Campus on April 1, 2008, to discuss the impact of the recommendation of MAAST's charter school contract review.

16. A letter to parents and students was mailed on April 2, 2008, sharing the recommendation for termination and inviting parents and students to an informational meeting at the school on April 7, 2008. The school principal held classroom meetings for students to share the recommendation and the options students will have, should the Board take action in support of the recommendation.

17. Even with the recent challenges, teachers at the school, leaders from other schools within the Marshall High School Campus, and MPS district administrative staff report a recent sense of accomplishment and success since the leadership change at the school. In addition, students have continued to enroll in MAAST, seeking the aviation education option.

18. Because MAAST is a charter school and parental consent is required for enrollment, MPS Administration has put in place a plan to provide on-site student enrollment for next school year should parents desire other MPS school options.

19. Should the Board approve the recommendation, MAAST shall remain open as a non-chartered school affiliated with DuBois High School, another high school within the Marshall campus. This affiliation will provide leadership and administrative oversight to the school and continue the aviation education program. The leadership team at DuBois High School supports this plan. The affiliation will be in existence for a period of one year, during which time the MAAST school community, teachers, parents, partners and the leadership team of DuBois High School will develop a plan to address the future of the school and present this plan for Board consideration no later than the October 2008 Board cycle. Should a plan not come forward for consideration or the Board not approve a presented plan, MAAST shall be closed at the end of the 2008-2009 school year.

Strategic Plan Compatibility Statement

20. The recommendation supports the MPS Strategic Plan Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; and Goal 4, that school staffs be accountable for high-quality teaching and learning, measurable gains in student achievement, and fiscal responsibility.

Statute, Administrative Policy, or Board Rules Statement

21. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

22. This item does not authorize expenditures. Funds for the school will be allocated as a charter school as part of the proposed FY09 budget

Implementation and Assessment Plan

23. Upon the Board's approval, the MPS Department of Parent and Student Services will work with parents, students, and the school leader to reassign MAAST High School's students to MPS regular, instrumentality charter, non-instrumentality charter, and partnership schools as requested by parents. MAAST's charter will be revoked and its contract terminated on the last regularly scheduled school day of the 2007-08 school year.

24 District employees seeking reassignment will be reassigned in accordance with the provisions found in the bargaining unit contracts.

Committee's Recommendation

Your Committee recommends that the Board

1. revoke the charter and terminate the instrumentality charter contract with the Milwaukee Academy of Aviation, Science, and Technology, effective the last regularly scheduled school day of the 2007-08 school year, in accordance with the Charter Contract, section III, grounds for termination:

a. the Milwaukee Academy of Aviation, Science, and Technology has violated its contract because it has not implemented an aviation and aerospace program, which is ground 2 for termination; and

b. pupils enrolled at the Milwaukee Academy of Aviation, Science, and Technology have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, which is ground 3 for termination as stated in the contract; and

2. approve the plan to affiliate Milwaukee Academy of Aviation, Science and Technology with DuBois High School for a period of one year to provide leadership and administrative oversight to the school, for continuation of the aviation education program, and for the development of a plan to address the future of the school and for the presentation of this plan for Board consideration no later than the October 2008 Board cycle. Should a plan not come forward for consideration or the Board not approve a plan, the Administration may recommend to the Board that the Milwaukee Academy of Aviation, Science and Technology shall be closed at the end of the 2008-2009 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; Report on Administrative and School Fund Transfers; Report of Contracts Awarded Between $25,000 and $50,000; Cost Report for Real Estate Services Contracts; and Acceptance of Donations

Award of Contracts

Below are the contract-award recommendations for April 2008. Adequate funding is available in the accounts as noted below.

COILS, UNIT VENTS, TRAPS & VALVES REPLACEMENT (REBID)

Craig Montessori School

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

Low Bidder, Base Bid of.....$279,900.00

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	160	12	10	15%	19.8%	$55,500.00	20%	170	20

Funds are budgeted for the Craig Montessori School coils, unit vents, traps & valves replacement project from FY07 Major Maintenance Construction Fund, contracted services for heating & ventilation, account code FAR00MM2CG ECNCHVA7 (W.O. #2-702646). Original bids in 2007 were rejected as over budget, so project was re-designed and re-released. Project is to begin on April 28, 2008, and is scheduled for completion on August 8, 2008.

MASONRY RESTORATION

Dover Street School

Prime Contractor
Abel Building & Restoration, Inc.
23408 W. Apollo Ct.
Lake Villa, IL 60046

Low Bidder, Base Bid of.....$149,000.00

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	25	5	2	20%	20%	$29,800.00	25%	300	10

Funds are budgeted for the Dover Street School masonry restoration project from FY08 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MM2DS ECNCMSN8 (W.O. #2-734194). Project is to begin on April 28, 2008, and is scheduled for completion on July 3, 2008.

Lincoln Avenue School

Prime Contractor
R D. Woods Company, Inc.
6420 S. Howell Avenue
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$109,500.00

Prime Contractor Info				HUB			COIN	Required Student Hrs.	
	# of Employees								
Certified	Total	Minorities	Women	Req.	Submitted	Value	Req. Pct.	Paid Employmt	Ed'l Experience
Yes	20	3	2	20%	89.1%	$97,564.50	25%	300	10

Funds are budgeted for the Lincoln Avenue School masonry restoration project from FY08 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MM2LI ECNCMSN8 (W.O. #2-731640). Project is to begin on June 17, 2008, and is scheduled for completion on August 22, 2008.

Trowbridge School

Prime Contractor
Custom Restoration, Inc.
P. O. Box 339
Pewaukee, WI 53072

Low Bidder, Base Bid of.....$68,240.00

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	1	20%	20%	$13,648.00	25%	300	10

Funds are budgeted for the Trowbridge School masonry restoration replacement project from FY08 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MM2TR ECNCMSN8 (W.O. #2-730752). Project is to begin on June 17, 2008, and is scheduled for completion on August 22, 2008.

CYCLIC BOILER REPLACEMENT

Garland School

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

Low Bidder, Base Bid of.....$124,900.00

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	200	12	10	20%	20.4%	$25,400.00	25%	300	10

Funds are budgeted for the Garland School cyclic boiler replacement project from FY08 Major Maintenance Construction Fund, contracted services for heating & ventilation, account code FAR00MM2GL ECNCHVA8 (W.O. #2-730606). Project is to begin on April 28, 2008, and is scheduled for completion on September 26, 2008.

ASBESTOS ABATEMENT & REINSULATION WORK

Pulaski High School

Prime Contractor
Champion Environmental Services, Inc.
18 West End Drive
Gilberts, IL 60136

Low Bidder, Base Bid of.....$118,000.00

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	103	72	7	0%	N/A	N/A	25%	0	10

Funds are budgeted for the Pulaski High School asbestos abatement & reinsulation work project from FY08 Major Maintenance Construction Fund, contracted services for environmental services, account code FAR00MM2PK ECNCVCC8 (W.O. #2-738810). Project is to begin on June 11, 2008, and is scheduled for completion on October 1, 2008.

ROOF RESTORATION

Cooper School

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$399,889.00

Prime Contractor Info				HUB			COIN	Required Student Hrs.	
	# of Employees								
Certified	Total	Minorities	Women	Req.	Submitted	Value	Req. Pct.	Paid Employmt	Ed'l Experience
Yes	45	15	5	10%	100%	$399,889.00	0%	0	0

Funds are budgeted for the Cooper School roof restoration project from FY07 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2CP ECNCROF7 (W.O. #2-732289). Project is to begin on June 16, 2008, and is scheduled for completion on August 8 2008.

SWIMMING POOL BULKHEAD REPLACEMENT (REBID)

South Division High School

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

Low Bidder, Base Bid of $152,700.00, plus $15,185.00 for Mandatory Alternate Bid #1, to provide starting platforms and anchors on new bulkhead, for a total cost of.....$167,885.00

Prime Contractor Info				HUB			COIN	Required Student Hrs.	
	# of Employees								
Certified	Total	Minorities	Women	Req.	Submitted	Value	Req. Pct.	Paid Employmt	Ed'l Experience
Yes	42	3	7	0%	N/A	N/A	0%	0	0

Funds are budgeted for the South Division High School swimming pool bulkhead replacement project from FY07 Major Maintenance Construction Fund, contracted services for plumbing, account code FAR00MM2SD ECNCPLB7 (W.O. #2-708026). Project is to begin on April 28, 2008, and is scheduled for completion on August 29, 2008.

Construction Contracts

Total construction contract dollars awarded.....$1,417,314.00
Total dollars HUB participation.....$ ..621,801.50
% of HUB participation..... .....44.35
% Minority employees within company..... .....21.94
% Women employees within company 9.58

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

RFP 543 Authorization to Enter into a Contract with Milliman, Inc., for Consulting Services for the MPS Health and Productivity Management Program

The Administration requests authorization to enter into a contract with Milliman, Inc., for consulting services in support of the District's health and productivity management program. Specifically, Milliman will perform periodic reviews and cost-savings calculations in support of the program's negotiated shared-savings features.

In November 2006, the Administration issued Request for Proposal (RFP) 543 to create a list of qualified firms to perform actuarial consulting services for the District's health benefit programs. Of the five firms that responded to the RFP, four were pre-qualified. Milliman is one of the pre-qualified vendors.

This contract would be for one year, beginning May 1, 2008, with the option to extend for two additional one-year periods. Milliman's fees over the three-year period would be $33,000, $34,000, and $35,000, respectively, with a total cost not to exceed $102,000.

The budget code to be charged is DWC00EMBDW-EMDI (District-Wide — Hospital and Surgical Insurance).

Milliman

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
TBD	1,926	360	906	No	10%	10% to 20% MBE	TBD	Professional Service	Actuarial Services

RFP 596 Authorization to Enter into a Contract with General Communications, Inc., for Two-Way Radios, Accessories, Repairs, and Replacements

The Administration requests authorization to enter into a contract with General Communications, Inc. to provide maintenance and repair services for the District's existing two-way radios and radio systems. This contract includes approximately 1,850 portable/handheld units, 71 mobile units, 30 base stations, and 5 repeater units.

Effective July 1, 2008, MPS will no longer maintain and repair two-way radios and radio systems. As a result, the Administration issued Request for Proposal (RFP) 596 soliciting proposals from qualified firms for the repair and maintenance of the District's two-way radios and systems in accordance with MPS licenses and FCC rules. It is estimated the Division of Facilities and Maintenance receives an average of 550 requests for two-way radio repairs annually. The bulk of the requested services under this contract are expected to be for the repair of portable/handheld radios.

The RFP requested a fee structure for standard repairs, including pick-up and delivery costs, on-site repairs, preventative maintenance, emergency services, and accessories such as antennas and batteries. General Communications was the only vendor that provided a response.

The immediate contract will allow for an uninterrupted transition from the District's maintenance activities to assumption of these activities by General Communications, Inc.

This contract is for one year, subject to two mutually agreed-upon one-year extensions. If every hand-held radio in the District required one repair per year, the cost of this contract would range between $150,000 to $175,000 annually (excluding accessories); however, the amount of the contract could vary greatly based upon the number of actual repairs required. The budget codes of those individual schools and departments requesting repair services will be charged.

General Communications

PRIME PRICE QUOTE	PRIME EMPLOYEE INFORMATION			HUB PARTICIPATION					
	Total	Minority	Women	HUB CERTIFIED	Required	Proposed	$ Value	Type of Business	Type of Purchase
$100/hour	43	0	8	No	0%	0%	$0.00	Corporation	Radio Repair Services

Contract Request Summary — April 2008

Total contract dollars to be awarded.....$ ..277,000
Total dollars eligible for HUB participation.....$ ...10,200
Total HUB dollar.....$ 15,300
% of MBE participation..... .....5.5
% of WBE participation 0
Total % HUB Participation 5.5

Acceptance of the Report of Revenues and Expenses

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of February 29, 2008 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	$ 909,651,860	$ 34,186,537	$ 943,838,397	$ 7,485,653	$ 482,632,607	$ 461,205,790	51%
Categorically Aided	190,584,262	37,927,796	228,512,058	25,647,722	104,826,579	123,685,479	46%
School Nutrition	32,149,828	25,669	32,175,497	3,079,850	17,711,368	14,464,129	55%
Construction	22,955,464	29,773,464	52,728,928	462,326	20,574,902	32,154,026	39%
Extension	13,629,616	1,063,479	14,693,095	267,580	11,804,404	2,888,691	80%
Total All Funds	$ 1,168,971,030	$ 102,976,945	$ 1,271,947,975	$ 36,943,131	$ 637,549,860	$ 634,398,115	50%

Below is a summary of expenditures as of February 29, 2008, 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, Commitments & Encumbrances	Unexpended Balance	Percent Expended
School Operations	$ 909,651,860	$ 34,186,537	$ 943,838,397	$ 81,900,228	$ 576,005,147	$ 367,833,250	61%
Categorically Aided	190,584,262	37,927,796	228,512,058	17,540,323	136,711,751	91,800,307	60%
School Nutrition	32,149,828	25,669	32,175,497	3,169,954	20,157,995	12,017,502	63%
Construction	22,955,464	29,773,464	52,728,928	802,807	52,485,999	242,929	100%
Extension	13,629,616	1,063,479	14,693,095	888,277	7,556,563	7,136,532	51%
Total All Funds	$ 1,168,971,030	$ 102,976,945	$ 1,271,947,975	$ 104,301,589	$ 792,917,455	$ 479,030,520	62%

[1]Represents Board-approved transfers during fiscal year 2008 and appropriations for purchases encumbered in fiscal year 2007.

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 Director's action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2007, through February 29, 2008.

School Operations Fund

Expenditures, commitments and encumbrances through February totaled $576,005,147, or 61% of the revised budget.

District Contingent Fund

The balance at February 29, 2008, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2007 ..... $ 1,000,000

Approved Transfers:

None 0

Balance — February 29, 2008 ..... $ 1,000,000

Construction Fund

Expenditures, commitments and encumbrances through February totaled $52,485,999, or 100% of the revised budget.

Extension Fund

Expenditures, commitments, and encumbrances through February totaled $7,556,563, or 51% of the revised budget.

Revenues and Expenditures
Current-Year Versus Three-Year Average
As of February 29, 2008

	Revenues		Expenses	
	Percent Realized		Percent Expended	
Fund	Current Year	3-Yr Avg	Current Year	3-Yr Avg
School Operations	51%	49%	61%	62%

Categorically Aided	46%	40%	60%	56%
School Nutrition	55%	45%	63%	63%
Construction	39%	27%	100%	98%
Extension	80%	78%	51%	67%

Report on Administrative and School Fund Transfers

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

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, which includes information for January, February, and March 2008, is for informational purposes and does not require action.

Month	School/Department	Project Description	Contractor/Vendor	Hub% Participation	Amount
Jan 2008	Garland	Two Fulton 40 HP Boilers	Heat & Power Products	0%	$32,200
Jan 2008	Victory	Three Fulton 40 HP Boilers	Heat & Power Products	0%	$48,300
Feb 2008	Recreation	Spring 2008 Recreation Guide	American Litho	0%	$35,625
Feb 2008	Recreation	Computerized Fitness Bikes	Direct Fitness Solutions LLC	0%	$25,795
Total					$141,920

Cost Report for Real Estate Services Contracts

As requested at the Board's meeting of December 21, 2006, the Administration has prepared a cost report for the real estate services contracts. This report, which includes information from March 2007 through March 2008, is for informational purposes and does not require action.

Timeframe	School/Department	Project Description	Contractor/Vendor	Hub% Participation	Amount
1/1/07-3/31/07	Various	Real Estate Services	The Boerke Team	1	$9,051.50
4/1/07-6/30/07	Various	Real Estate Services	The Boerke Team	1	$18,829.00
7/1/07-9/30/07	Various	Real Estate Services	The Boerke Team	1	$23,614.32
10/1/07-12/31/07	Various	Real Estate Services	The Boerke Team	1	$4,790.50
1/1/08-3/31/08	Various	Real Estate Services	The Boerke Team	1	$23,907.00
Total					$80,192.32

Acceptance of Donations

School	Donor	Amount	Gift or Purpose
Audubon School	Funds Raised by School	$193.10	Incentives
Carleton School	Crisis Prevention Institute	$100.00	Purchase Classroom Gym Equipment
Carson Academy	Corey & Karen Jackson	$150.00	To support the curriculum
Clemens School	Milwaukee Bucks	$711.36	Bucks Tickets — Student Incentives

School	Donor	Amount	Gift or Purpose
Dover Street School	Laura Ray	$43.00	Dover Common Council, Freedom Museum Trip, Chicago, May, 2008
Fernwood Montessori School	Target "Take Charge of Education"	$515.73	Educational Materials
Fernwood Montessori School	Kemps Nickels for Schools	$330.95	Educational Materials
Fernwood Montessori School	Access Computer Products, Inc.	$64.75	Educational Materials
Fifty-third Street School	Milwaukee Police Department	$54.00	Bag of Stuffed Animals — Student Incentives
Garland School	Target "Take Charge of Education"	$189.62	Donation
Hamilton High School	Quad/Graphics	$63,500.00	Computers and Software
Humboldt Park K8 School	Target "Take Charge of Education"	$284.60	Undesignated
Keefe Avenue School	Target "Take Charge of Education"	$30.92	Undesignated
Lancaster Elementary School	Target "Take Charge of Education"	$45.56	Undesignated
Lancaster Elementary School	Target "Take Charge of Education"	$117.21	Undesignated
Lancaster Elementary School	New Covenant Baptist Church	$200.00	Family Functions/Gifts
Lowell	Target "Take Charge of Education"	$191.22	Undesignated
MacDowell Montessori School	Nancy Bast	$500.00	Samsung Network Laser Printer ML-4551N for Use in the Library
Maple Tree School	Target School Field Trips-Grant	$1,000.00	All-School Fieldtrip
Maple Tree School	West Granville Presbyterian Church	$100.00	Incentives for Writing Contest
Maple Tree School	Mary & Dorothy Bierwirth	$75.00	Karaoke Machine for School Use
Mitchell School	Kiwanis Club of Milwaukee	$75.00	McDonald's Gift Certificate for Gotcha Gram Incentive Program
Milwaukee Academy of Aviation, Science & Technology	Compass Community Providers of Adolescent Fundamentals	$2,500.00	Aviation Program
Morgandale School	JJ's Candies, LLC	$1,600.00	Education Fund/Materials
Morgandale School	Irene Dudek	$25.00	Supplies, etc.
Riley School	Target "Take Charge of Education"	$286.70	Miscellaneous School Needs
Riverside University High School	Donald A. & Diane M. Bezella	$250.00	Spring Baseball Trip to Memphis
Riverside University High School	Michael C. Collopy, M.D.	$300.00	Spring Baseball Trip to Memphis
Riverside University High School	Mary C. Fowlkes	$100.00	Spring Baseball Trip to Memphis
Riverside University High School	David G. Krill	$50.00	Spring Baseball Trip to Memphis

School	Donor	Amount	Gift or Purpose
Riverside University High School	John C. or Olive M. Linn Trust	$50.00	Spring Baseball Trip to Memphis
Riverside University High School	Matthew J. or Patricia C. Linn	$50.00	Spring Baseball Trip to Memphis
Riverside University High School	James G. Peterson	$100.00	Spring Baseball Trip to Memphis
Riverside University High School	Timothy & Victoria Strattner	$250.00	Spring Baseball Trip to Memphis
Riverside University High School	Gary Swick	$50.00	Spring Baseball Trip to Memphis
Riverside University High School	Fred Tobak	$100.00	Spring Baseball Trip to Memphis
Riverside University High School	Jaren E. Hiller	$100.00	Spring Baseball Trip to Memphis
Riverside University High School	Ed & Georgine Wenzler	$15.00	Spring Baseball Trip to Memphis
Riverside University High School	Chuck Corporon	$20.00	Spring Baseball Trip to Memphis
Riverside University High School	Meridian Industries, Inc.	$150.00	Spring Baseball Trip to Memphis
Riverside University High School	Scott or Mary Ann Revolinski	$100.00	Spring Baseball Trip to Memphis
Riverside University High School	John Schmitz	$75.00	Spring Baseball Trip to Memphis
Riverside University High School	Timothy A. Webb	$500.00	Spring Baseball Trip to Memphis
Riverside University High School	UAW Local 469	$700.00	HBCU Tour (Mrs. B. Safford) to defray cost of the tour as needed.
Riverside University High School	Christian Stewardship Foundation	$1,000.00	Spring Baseball Trip to Memphis
Riverside University High School	Custom Surfaces LLC	$220.00	Spring Baseball Trip to Memphis
Riverside University High School	Astor Hotel Men's Bible Study	100.00	Spring Baseball Trip to Memphis
Riverside University High School	David Caruso	$10.00	Spring Baseball Trip to Memphis
Riverside University High School	Phil & Cathy Heston	$200.00	Spring Baseball Trip to Memphis
Riverside University High School	Timothy J. Hiller	$50.00	Spring Baseball Trip to Memphis
Riverside University High School	Jeffrey Morris	$100.00	Spring Baseball Trip to Memphis
Riverside University High School	Robyn H. O'Neill	$250.00	Spring Baseball Trip to Memphis
Riverside University High School	John Rhode	$40.00	Spring Baseball Trip to Memphis
Riverside University High School	James or Susan Rozanski	$30.00	Spring Baseball Trip to Memphis
Riverside University High School	Don or Carol Taylor	$100.00	Spring Baseball Trip to Memphis
Riverside University High School	Timothy A. Webb	$400.00	Spring Baseball Trip to Memphis

School	Donor	Amount	Gift or Purpose
River Trail	Target "Take Charge of Education"	$49.70	Undesignated
School-To-Work Transition Program for Students with Disabilities	Bon Ton Elder Beerman (Boston Store)	$670.00	Community Day Sales Donation to be used for the Student Aid Fund benefiting students.
Sherman School	Herbert H. Kohl Charities	$200.00	Donation
Vincent High School	Chong Yang	$3,950.00	1992 Acura — Hands-on Training — Auto Body Class
Vincent High School	Village Graphics	$1,200.00	1995 Plymouth Truck — Hands-on Training — Auto Body Class
Whittier	Whittier PTO	$5,000.00	Refurbish Playground

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	
4 Rutmary Canas Riley	School Secretary I $20,683.56/yr.	03-31-08
4 Elizabeth Claudio Lincoln Center of the Arts	School Secretary I $20,683.56/yr.	03-06-08
4 Fannie Cortez Mitchell	School Secretary I $20,683.56/yr.	03-18-08
2 April Green Diversified Community Schools	School Secretary I $24,938.42/yr.	03-14-08
2 LaTanya Rushing Hopkins	School Secretary I $20,683.56/yr.	03-31-08
2 Shanta Wells Urban Waldorf	School Secretary I $20,683.56/yr.	03-17-08

Promotions

5	Darlene Garms Zablocki	School Kitchen Manager II $26,030.96/yr.	12-12-07
2	Sarita Rushing Early Childhood Education	School Secretary II $28,913.82/yr.	03-24-08

Changes in Status

Maria G. Lopez[1]	School Secretary I Hayes $27,839.56/yr.	04-14-08
Patricia Thomas[2]	Handicapped Children's Assistant Riverside $15,352.46/yr.	03-31-08
Shelia Young[2]	Handicapped Children's Assistant Lincoln Center of the Arts $15,352.46/yr.	03-05-08

[1]From a 12-month to a 10-month position
[2]From substitute to regular

Correction to Report of March 2008

During the editing of the January 2008 report on recommended classified personnel transactions, the titles of the following two employees were incorrectly changed; therefore, the following two corrections are being submitted for the Board's approval:

2	Annette Fayne Office of Board Governance	Secretary ~~III~~ 3 $41,013.06/yr.	12-03-07
2	Tracy Harris Office of the Supt, District and School Improvement	Secretary ~~II~~ 2 $39,060.06/yr.	01-07-08

Approval of Certificated Appointment — Teachers

Eth Code	Teachers	Yrs. Exp. Division	Salary	Credit	Start Date
5,r	Joseph A. Barrett Mathematics/Science Grade 6	B	$34,858.00	1	03/03/2008
5,nr	Terri L. Barrie Art	B	$34,858.00	1	03/10/2008
5,nr	Susan T. Cassidy Reading	B	$34,858.00	1	03/17/2008
5,nr	Zachary H. Dienberg Reading	B	$34,858.00	1	03/31/2008
5,nr	Meghan C. Dunlap Grade 2	B	$34,858.00	1	03/07/2008
5,r	Thomas F. Enright Jr. Social Studies	B	$34,858.00	1	03/31/2008
5,r	Rachel Erdmann Science/Chemistry/Biology	B	$34,858.00	1	04/01/2008
5,nr	Anne T. Feyen Mathematics	B	$34,858.00	1	03/12/2008

5,nr	Jeffrey M. Fishbach Social Studies	B	$34,858.00	1	03/31/2008
5,r	Renee L. Glembin English	B	$34,858.00	1	03/31/2008
4,r	Adam C. Gonzalez English	B	$34,858.00	1	03/10/2008
5,r	Catherine M. Herka Grade 6	B	$34,858.00	1	03/31/2008
5,r	Daniel R. Herro Art	B	$34,858.00	1	03/14/2008
5,r	Maribeth J. Holzer Mathematics	B	$34,858.00	1	03/31/2008
2,r	Tamika L. Kelly Mathematics	B	$34,858.00	1	03/17/2008
5,nr	Allison L. Kober Reading	B	$34,858.00	1	03/31/2008
5,nr	Mark A. Kubicek Mathematics/Social Studies	B	$34,858.00	1	03/05/2008
5,r	Jason P. Lippert Goodwin Cross-categorical	BB	$38,103.00	2	03/31/2008
5,nr	Megan A. McDowell Science	B	$34,858.00	1	03/31/2008
5,nr	Margaret A. Mehan Mathematics	B	$34,858.00	1	03/12/2008
5,r	Terri E. Nolan MRP Mentor	D	$67,633.00	12	03/03/2008
5,r	Laura E. Pedersen English	B	$34,858.00	1	03/03/2008
5,r	Megan K. Petri Grade 3 SAGE	B	$34,858.00	1	03/12/2008
5,r	Shyann Rachu Grade 3	B	$34,858.00	1	03/17/2008
2,r	James E. Robinson K-5	B	$34,858.00	1	03/31/2008
5,nr	Jamie L. Schedler Grade 1	B	$34,858.00	1	04/02/2008
2,r	Michelle A. Skoropat Grade 2	B	$34,858.00	1	03/05/2008
5,nr	Jaime L. Stadler Grade 2 SAGE	B	$34,858.00	1	03/13/2008
5,nr	Monica L. Staufiger Grade 3	B	$34,858.00	1	03/31/2008
5,nr,a	Dawn M. Strasser K-4	BB	$51,091.00	10	03/04/2008
5,r	Christina M. Swanson Language Arts, Grades 6-8	B	$34,858.00	1	03/19/2008
2,r	Telashay R. Swope-Farr Mathematics	B	$34,858.00	1	03/12/2008
2,r	Patience Wade Cross-categorical	BB	$41,349.00	4	03/04/2008
2,r	Tara C. Wallace Grade 7/8	B	$34,858.00	1	03/10/2008

5,r,a	Natalie K. Zavodski English	E	$48,030.00	4	03/17/2008

Approval of Leaves of Absence

	Present Assignment	Effective From
Rescinded Childrearing Leave, to June 2008:		
Stempeniewski, Amy	Tippecanoe	February 4, 2008
Extension of Childrearing, to June 2009:		
Petersen, Anna	Leave	August 28, 2008
Scholler, Cheryl	Leave	August 28, 2008
Illness Leave, to June 2008		
Jacob, Debra	Special Education Program Supervisor	February 5, 2008
Personal Leave, to June 2009		
Elko, Jennifer	Milw. Sign Language	August 28, 2008
Mahler-Yatchak, Christine	Thurston Woods	August 28, 2008
Extension of Personal, to June 2009		
Clark, Toni	Leave — Legislative	August 28, 2008
Juzenas, Katie	Leave	August 28, 2008
Parkinson, Karen	Leave	August 28, 2008
Sabbatical Leave, to June 2009:		
Freese, Natalie	Elm Creative Arts	August 28, 2009
Study Leave, to June 2009		
Bauer, Carla	Fratney	August 28, 2008

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

Name	Position	Effective Date
Kady Bauschelt	Teacher	03/20/08
Diana Becker	Teacher	06/16/08
Monique Brown	Teacher	03/10/08
Rose Carr	Principal	07/03/08
Catherine Chay	Teacher	06/16/08
Ralph DeVito	Principal	07/01/08
Sarah Emmling	Teacher	03/14/08
Adell Fair	Principal	06/27/08
Michael Fendry	Teacher	03/28/08
Sara Franklin	Teacher	06/16/08
Heath Garland	Teacher	04/07/08
Jodi Gillitzer	Teacher	06/16/08
Consuelo Grass	Teacher	06/16/08
Heather Gruber	Teacher	04/01/08
Dura Hale	Asst. Prin.	06/23/08
Jerome Hamm	Asst. Prin.	06/20/08
Heidi Hernandez	Teacher	04/04/08
Barbara Ingram	Psychologist	06/20/08
Michael Jackelen	Teacher	03/01/08
Aruna Jha	Teacher	04/14/08

Christine Kadow	Principal	06/19/08
Henry Kranendonk	Curr. Spec.	06/30/08
Mary Kremer	Teacher	06/16/08
Donna Luebke	Principal	07/01/08
Julia Lundberg	Teacher	07/01/08
Maria Magana Arias	Teacher	06/16/08
Jill McRoberts	Teacher	03/03/08
Larry Miller	Asst. Prin.	06/19/08
Laurel Nelson	Psychologist	06/20/08
Patricia Nielson	Teacher	03/06/08
Dawn Rice	Principal	06/19/08
Vicki Runnoe	Teacher	06/16/08
Anthony Sexton	Teacher	04/11/08
Camille Shaw	Soc. Worker	07/01/08
Marsie Welch	Teacher	06/16/08
Martha Wheeler-Fair	Principal	07/03/08
John White	Assist Prin.	07/19/08
Evelyn Williams	Teacher	06/16/08
Sandra Winkels	Psychologist	06/20/08
Erik Wright	Teacher	06/16/08

Correction to March 2008 Board Report

Thomas Sajdak	Teacher	06/20/08
Cheryl Clancy	Principal	06/27/08

CLASSIFIED RETIREMENTS

Name	Position	Effective Date
David Fare	School Engineer I	03-09-08
Dennis Klingman	Building Laborer	03-22-08
Joan Lance	General Ed. Asst.	03-14-08
Susan Pogodzinski	School Secretary III	03-01-08

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for March 2008 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 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)	Richard Bukosky	DIFI/SIFI and Student Achievement Supervisor Office of the Superintendent	Schedule III, Range 10A $81,602.53
2(r)	Gloria Erkins	DIFI/SIFI and Student Achievement Supervisor Office of the Superintendent	Schedule III, Range 10A $94,352.00
5(r)	Sandra Martin	DIFI/SIFI and Student Achievement Supervisor Office of the Superintendent	Schedule III, Range 10A $87,306.65
5(nr)	Kathy O'Bryant	DIFI/SIFI and Student Achievement Supervisor Office of the Superintendent	Schedule III, Range 10A $65,021.00
4(r)	Rae Ellen Sena	DIFI/SIFI and Student Achievement Supervisor Office of the Superintendent	Schedule III, Range 10A $94,352.00
2(r)	Keona Jones	Early Childhood Coordinator Division of Early Childhood Education	Schedule III, Range 10A $85,836.77
5(r)	Lisa Johnson	HR Data Analyst Department of Human Resources	Schedule III, Range 2A $39,556.00

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 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 attachment to this item.

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 adopt the prevailing wage rates for building trades workers as provided in the attachment to the minutes of your Committee's meeting, effective as of the dates indicated.

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Spence, Thompson and President Blewett—9.

Noes—None.

* * * * *

(Item 5) Action on Resolution 0708R-081 by Director Bonds to Reduce Massive Busing in MPS

Background

At its meeting on March 19, 2008, the Board referred Resolution 0708R-081 by Director Bonds to the Committee on Finance and Personnel:

> WHEREAS, Statute 121.56 of Wisconsin School Law states that the school board of each District shall make and be responsible for all necessary provisions for the transportation of pupils, including establishment, administration, and scheduling of school bus routes; and
>
> WHEREAS, Milwaukee Public Schools' Administrative Policy 4.04 states that the Milwaukee Public Schools' Transportation Services is to provide safe, adequate, efficient, and economical service to all eligible Milwaukee resident students; and
>
> WHEREAS, The US Supreme Court is giving relief to some neighborhood school Districts by not holding them responsible for a city's demographics or requiring desegregation plans which entail extremely high costs of cross-town busing; and
>
> WHEREAS, In June 2007, The US Supreme Court ruled in the case of *Parents Involved in Community Schools v. Seattle School District* and *Meredith v. Jefferson County Board of Education* that race can never be considered when assigning students to schools unless done as part of an integration plan to remedy a court finding of deliberate segregation; and
>
> WHEREAS, Neighborhood schools decrease busing and foster parental involvement due to the reduction in cross-town travel needed to participate in school functions; and
>
> WHEREAS, Parental involvement is key to the education of children; and

WHEREAS, Last year, the District spent over 57 million dollars on the transportation of MPS students; and

WHEREAS, At a time when the District is experiencing a significant decline in student enrollment and struggling to keep quality programs in the schools as well as maintain to a fiscally responsible budget, busing must be reviewed; now, therefore, be it

RESOLVED, The Administration include in our Legislative Agenda the effort to lobby for an exemption from all statutes that mandate MPS to provide busing to regular education students; and be it

FURTHER RESOLVED, That the Administration review current MPS policies and procedures to determine ways in which to decrease busing within the District; and be it

FURTHER RESOLVED, That the Administration develop a plan to be phased in over a four-year period, in order to decrease the cost of transportation within the District, a provision allowing students currently attending programs to be grandfathered in until the completion of the program for transportation for city-wide programs and after-school activities; and be it

FURTHER RESOLVED, That the Administration report the plan and lobbying efforts back to the Board by the October 2008 Board cycle.

Administration's Analysis

1. The Administration concurs that significant transportation savings cannot be achieved at this point in time unless comprehensive changes are made in district-wide transportation policy.

2. Reducing transportation costs is consistent with the district's Strategic Plan, which includes the following strategy under Goal Six of the Plan:

The district implements strategies to substantially reduce transportation costs and to reestablish the link between communities and schools.

3. In addition, there is a corresponding metric (5-year measurable objective) in the plan to "decrease the percent of students transported to school on buses to 42.2%."

4. If the Board decides to adopt the resolution, the Administration will complete the recommended actions and report back by the October 2008 Board cycle.

Strategic Plan Compatibility Statement

5. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship; and Goal 7, that the district's central services departments support student learning.

Statute, Administrative Policy, or Board Rules Statement

6. This item is consistent with administrative policies and procedures. Depending upon the direction of the Board relative to this resolution, adjustments to administrative policies and procedures may be necessary.

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment Plan

8. The Administration will accept direction from the Board regarding implementation of this resolution.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to look at the feasibility of the following items:

1. To reduce massive busing within MPS with a goal to reduce busing cost by $20 million in year 1 of a 4-year plan starting in the fall of 2009 immediately after the MPS Board adopts this resolution. Future savings from transportation funds will occur in 2010-2012. And to explore the feasibility of reopening schools listed below between 2009-2012. Reduced busing savings will be used to fund before-/after-school activities, programs for the arts, music, science, foreign language, and physical education with certified teachers. In 2009, the $20 million savings from reduced busing could be used as follows.
2. Develop a neighborhood school busing system not to exceed $4 million per year.
3. Prepare and submit a RFP for external consultant services to assist in the developing of a neighborhood busing system with HUBs not to exceed $150,000. The plan should also examine the advantages or disadvantages of the neighborhood busing system being handled in-house versus private firms.
4. Examine the feasibility of opening up one of the following school buildings with a quality and comprehensive education program such as a traditional middle school, career and technical education program, a boarding school, or a 7-12 grade program in the fall of 2009 or 2010: (1) Andrew Douglas once the community cluster is completed, (2) Malcolm X middle school, and (3) Samuel Morse once it has moved to the Webster building ($1 million).
5. Reopen up Jackie Robinson as a middle school for fine arts & music in the Fall of 2009 for neighborhood students ($1 million).
6. Provide $3 million of the $20 million from reduced transportation cost-savings to develop K-8 quality before- and after-school extended-day programs (extra-curricular activities) at the designated school busing hub locations, along with appropriate safety programs.
7. Provide $1 million, or 5% of the $20 million, (whichever is higher) from reduced transportation cost-savings to expand resources (books, computer program, tutors) for basic writing skills (grammar, punctuation, composition, etc.) support for students in elementary schools throughout the district.
8. Provide $2 million, or 10% of the $20 million, (whichever is higher) from reduced transportation cost-savings to expand safety programs at the reopened schools and other schools in the district to create safe passages to and from school.
9. Provide $1 million, or 5% of the $20 million, (whichever is higher) from reduced transportation cost-savings to support the recruitment, retention/expansion of certified foreign language, music, dance, and theater staff in the district.
10. Provide $4 million, or $20% of the $20 million, (whichever is higher) from reduced transportation cost-savings to expand programs for in-school art, music, band, dance, theater, and chorus and physical education throughout the Milwaukee Public Schools (MPS) District.
11. Provide an additional $500,000 beyond the 2008 Budget amount to maintain and expand the driver's education program in MPS.
12. Provide $350,000 to expand and maintain funding for 9th-grade extra-curriculum activities (WIAA sports, debate, etc.).
13. Provide $2 million, or 10% of the $20 million, (whichever is higher) from reduced transportation cost-savings to maintain and expand science programs/staff in grades 6-8 throughout the district.

14. Designate Riverside High School as a city-wide school for transportation purposes.

15. MPS will provide a neighborhood school busing system and busing for:

    a. Students attending city-wide schools. The Administration will review the criteria for considering schools as city-wide and report to the MPS Board in September 2008.

    b. Students with disabilities as specified in their individual education plans.

    c. Neighborhood students living more than 2 miles from their schools.

    d. Chronic disruptive students to alternative schools controlled by MPS.

    If parents choose to go to other schools in MPS than those exceptions above, they may do so at their own expense.

16. Any location or transportation changes to be implemented for the 2009-2010 school year should be brought to the Board for approval no later than October 2008.

17. The Administration will report to the Board by April 2009 a plan for the continued reduction of busing and the allocation of transportation savings for programs for the Fall of 2010.

Director Bonds moved to accept the Committee's recommendation, with the following amendments to recommendations #1 and #4:

1. To reduce massive busing within MPS with ~~a~~ the goal to reduce busing cost by $20 million ~~in year 1 of~~ with a 4-year plan starting in the fall of 2009 ~~immediately after the MPS Board adopts this resolution. Future savings from transportation funds will occur in 2010-2012. And~~ and to explore the feasibility of reopening schools listed below between 2009-2012. Reduced busing savings will be used to fund before-/after-school activities, programs for the arts, music, science, foreign language, and physical education with certified teachers. ~~In 2009, the $20 million savings from reduced busing could be used as follows.~~ The net available savings from reduced busing could be used for the following, beginning in 2009:

4. ~~Examine the feasibility of opening~~ Open up one of the following school buildings with a quality and comprehensive education program such as a traditional middle school, career and technical education program, a boarding school, or a 7-12 grade program in the fall of 2009 or 2010: (1) Andrew Douglas once the community cluster is completed, (2) Malcolm X middle school, and (3) Samuel Morse once it has moved to the Webster building ($1 million).

Vice President Spence in the chair.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Bonds, Falk, Goldberg, Hardin, Morales, Petersons, Thompson and Vice President Spence—9.

Noes—None.

President Blewett resumed the chair.

* * * * *

(Item 6) Action on a Recommendation to Approve Inter-District Chapter 220 Contracts for 2008-2009

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 2007, the Administration mailed to each suburban district the 2008-2009 Interdistrict Student Transfer Agreement with a request that the agreement be signed by the respective board president and returned to the Milwaukee Public Schools. A copy of the agreement is included in the attachment 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 a suburban district as a result of implementation of the Transportation Zone Plan.

4. As of April 2008, the 23 suburban districts participating in the Interdistrict Student Transfer Program (Chapter 220) have returned the 2008-2009 Interdistrict Student Transfer Agreement signed by their board presidents. The chart below highlights the number of contracted seats for the 2008-2009 school year, the actual enrollment for 2007-2008, and the number of contracted seats for the 2007-2008 school year for all 23 suburban school districts.

	2007-2008		**2008-2009**
Chapter 220 District	**Contracted Seats**	**Actual Enrollment**	**Contracted Seats**
Brown Deer	39	32	32
Cudahy	51	43	35
Elmbrook	335	304	304
Fox Point/Bayside	90	90	92
Franklin	218	188	209
Germantown	34	34	34
Glendale/River Hills	17	16	10
Greendale	60	58	63
Greenfield	108	101	100
Hamilton/Sussex	110	110	110
Maple Dale/Indian Hills	30	29	35
Menomonee Falls	310	276	241
Mequon/Thiensville	114	108	92
New Berlin	56	38	37
Nicolet	120	109	107
Oak Creek/Franklin	127	111	131
St. Francis	118	99	85
Shorewood	164	137	141
South Milwaukee	136	103	109
Wauwatosa	381	367	328
West Allis/West Milwaukee	106	78	75
Whitefish Bay	251	237	238
Whitnall	52	51	52
TOTAL	**3,027**	**2,719**	**2,660**

5. The Brown Deer and Glendale/River 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-resident minority students via the Chapter 220, for the 2008-2009 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).

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

7. The chart below details the districts that plan to provide their own transportation services for the 2008-2009 school year and the projected contract amount. 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 were to schedule 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 Chapter 220 program.

	2008-09		
Chapter 220 District	Contracted Seats	Per-Pupil Cost	Contract Amount
Fox Point/Bayside	92	$2,309.16	$212,442.72
Germantown	34	$4,864.41	$165,389.94
Glendale/River Hills	10	$2,309.16	$23.091.60
Maple Dale/Indian Hills	35	$2,309.16	$80,820.60
Menomonee Falls	241	$2,807.08	$676,506.28
Nicolet	107	$2,309.16	$247,080.12
Oak Creek/Franklin	131	$3,894.73	$510,209.63
TOTAL	650		$1,915,540.80

Statute, Administrative Policy, or Board Rules Statement

8. The recommendation regarding the Chapter 220 Interdistrict Student Transfer Agreement is in compliance with Wisconsin State Statute 121.85.

Fiscal Impact Statement

9. The Administration is requesting authorization to enter into contracts with the following suburban districts to provide transportation services for students participating in the Chapter 220 program.

Chapter 220 District	**2008-2009 Contract Amount**
Fox Point/Bayside	$212,442.72
Germantown	$165,389.94
Glendale/River Hills	$23,091.60
Maple Dale/Indian Hills	$80,820.60
Menomonee Falls	$676,506.28
Nicolet	$247,080.12
Oak Creek/Franklin	$510,209.63
TOTAL	**$1,915,540.80**

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

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the 2008-2009 Interdistrict Student Transfer Agreement and authorize the Board President to execute the 2008-2009 transfer agreements with 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 2008-2009 school year.

Chapter 220 District	2008-2009 Contract Amount
Fox Point/Bayside	$212,442.72
Germantown	$165,389.94
Glendale/River Hills	$23,091.60
Maple Dale/Indian Hills	$80,820.60
Menomonee Falls	$676,506.28
Nicolet	$247,080.12
Oak Creek/Franklin	$510,209.63
TOTAL	$1,915,540.80

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

* * * * *

(Item 7) Action on a Report from the Milwaukee County Truancy Committee in Compliance with State Statute 118.162

Administration's Report

1. The Administration will present a report created by the Milwaukee County Truancy Committee in compliance with Wisconsin State Statute 118.162. The State Statute requires that the superintendent of the school district which contains the county seat to convene the County Truancy Committee. The initial committee meeting was held in May 2007, and the final report was completed in March 2008.

2. The Committee is required to make recommendations to the school boards of all districts in the county on items to be included in the districts' truancy plans every four years. The recommendations made by the Committee can be found on pages 6-8 of the report (see attachment to the minutes of your Committee's meeting, under separate cover).

3. The report also describes the factors that contribute to truancy in the county. In addition, the report contains recommendations for legislation or social services' policies that the Committee felt should be enacted or developed to assist in dealing with truancy in Milwaukee County. Other supporting information which was the result of the subcommittee's efforts can be found in the report.

4. The Milwaukee County Truancy Committee approved a survey on how truancy cases are processed in school districts in Milwaukee County. The results of the survey will be available at a later date.

Committee's Recommendation

Your Committee recommends that MPS create an interim "continuation committee" made up of representatives from each Milwaukee County school district to work with the factors contributing to truancy that have been proven effective and that the Administration report back to the Finance/Personnel Committee in June 2008 on the following:

1. the progress of that interim committee;
2. information regarding the 5 recommendations not currently implemented by MPS; and
3. explore working with the appropriate parties to bring recommendations to the continuation committee.

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

* * * * *

(Item 8) Action on a Request for Authorization to Enter into an Agreement with University of Wisconsin-Milwaukee Children's Center to Provide Kindergarten Classes in Conjunction with Hartford University School

Administration's Analysis

1. In FY02, the Board approved a two-year agreement between Hartford University School and the University of Wisconsin-Milwaukee's Children's Center (UWM) to provide kindergarten services for 30 FTE (full-time-equivalent) K4/K5 students. The Board again approved the program for FY03, FY04, FY05, and FY06 through FY08. The Administration is requesting authorization to continue the contract for up to 35 FTE K4/K5 kindergarten seats for FY09. The students are included in the Hartford membership count.

2. 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 and fund the contract through the per-pupil allocation. 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.

3. 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. 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-day care collaboration of the sort which Wisconsin policymakers have worked to promote.

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

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

Strategic Plan Compatibility Statement

6. The recommendation supports MPS Strategic Plan, Goal #1, that students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers, and citizenship; and MPS Strategic Plan, Goal #8, that the district build partnerships to support student achievement.

Statute, Administrative Policy, or Board Rules Statement

7. The recommendation complies with existing administrative policies.

Fiscal Impact Statement

8. 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

9. 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 a contract with University of Wisconsin-Milwaukee Children's Center, as attached to the minutes of your Committee's meeting, 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 9) Action on a Seven-Year Lease Agreement with the Greater Holy Temple Christian Academy for the Space at North 76th Street School and Annex

Background

1. At its meeting of August 31, 2006, the Board authorized a ten-month, $320,000 lease with the Greater Holy Temple Christian Academy, a school participating in the Milwaukee Parental Choice Program, for the North 76th Street School. The term of the lease was August 14, 2006, to June 15, 2007.

2. At its meeting of June 28, 2007, the Board authorized a one-year extension of the lease agreement under the same terms and conditions as those of the initial lease. This lease extension was effective June 16, 2007, and will expire on June 15, 2008. The lease extension was for the main school building only, as the District has a separate lease with another entity for the annex facility at this site.

3. The Board declared this property as surplus at its meeting of March 2006.

Administration's Analysis

4. The Administration, along with representatives from The Boerke Company, met with representatives of the Greater Holy Temple Christian Academy to review the potential for a long-term lease agreement. While Greater Holy Temple Christian Academy concurs with this seven-year lease, they would prefer to ultimately purchase the facility.

5. This new lease will include both the main building and the annex. The District currently receives $376,097 annually in lease revenue for both the main building and the annex.

6. The new long-term lease calls for payments totaling $520,755.88 for the first year of the lease. This equates to $10.15 per square foot, or 85% of the Board-approved rate of $12 per square foot. This amount will increase by 1.5% every year, beginning on June 16, 2009. The District's share of utility costs will be locked in after the first year of the lease, with Greater Holy Temple Christian Academy paying any increases after that. The lease will commence on June 16, 2008, and will terminate on June 15, 2015.

7. The District will continue to operate and maintain the facility during the lease period. All costs associated with the operation and maintenance of the facility, which is estimated at $300,000 for next year, is covered by the lease revenue. If the building would remain vacant during the upcoming year, the District would incur a cost of approximately $65,800 for utilities and miscellaneous operating expenses.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

9. The recommendations are consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases); Administrative Policy 5.01, Facilities; and Board Governance Policy 4.08, Lease Agreements. In accordance with Wisconsin Statutes 19.85(1)(e), the Board may wish to retire to executive session to discuss the proposal prior to taking any action to enter into a long-term lease.

Fiscal Impact Statement

10. This item does not authorize expenditures. The District's current rental of $12 per square foot is broken down into $6 per square foot for District costs and $6 per square foot for base rent. The $520,755.88 first-year rent that has been proposed will cover all District expenses associated with the leasing of this facility. This equates to a rental rate of $10.15 per square foot. Any funds remaining after District expenses will be placed in the construction fund. Greater Holy Temple Christian Academy will contract separately for telephone and internet services and will provide for its own educational maintenance and school safety activities.

11. The Boerke Company will receive a 6% lease commission for this lease. This amounts to $228,809.55 for the entire seven-year term of the lease.

Implementation and Assessment Plan

12. Upon approval by the Board, the attached lease will be finalized and executed.

Committee's Recommendation

Your Committee recommends that:

1. the Board direct the Administration to enter into a seven-year Lease Agreement with the Greater Holy Temple Christian Academy for the North 76th Street School in accordance with the following minimum terms and conditions:
   - Lease will be for a term of seven years.
   - Rent for the initial year of the lease will be $520,755.88 and will increase 1.5% every year, beginning with the second year of the lease.
   - The District's share of utility costs will be fixed after the first year of the lease, with Greater Holy Temple Christian Academy paying any future increases; and
2. lease commissions in the amount of $228,809.55 be paid to The Boerke Company in accordance with the terms and conditions of their Board-approved contract upon execution of the lease.

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

* * * * *

(Item 10) Action on a Request for Position Authority for Two Teachers to Provide Classroom Organization and Management Program (COMP) Training and Support to MPS Schools

Background

1. On May 31, 2007, the Board approved $750,000 for conflict-resolution, community-building, discipline, classroom-management, and violence-prevention training.

2. Professional development to successfully implement such programming efforts includes the development of a model of in-class/in-school mentoring guidance and support into practice. Research indicates that on-site coaching results in 95% transfer of new skills into the classroom.

3. District efforts to support the reduction of violence by offering professional development in the areas of conflict resolution, positive discipline strategies, and violence prevention, including the Classroom Organization and Management Program (COMP), continue. Current Violence Prevention staff provide these types of trainings. The district currently has scheduled activities to its maximum capacity, with additional needs identified through out the district.

Administration's Analysis

4. In order to increase the amount of staff development in these areas, it is necessary to increase the number of staff to provide the in-class/in-school mentoring and guidance necessary to maximize training and full implementation in the classroom setting; therefore, in order to maximize the efficacy of violence prevention/COMP teacher trainings, two teacher positions need to be added to the Violence Prevention Program in the Department of Special Services. These teachers will focus on providing the staff development as well as providing in-school/in-classroom mentoring, coaching, and guidance for teachers following their training in order to maximize teachers' use of COMP techniques with students.

Strategic Plan Compatibility Statement

5. The recommendation 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 3, that leaders and staff demonstrate continuous improvement through focused professional development; and Goal 5, that school staffs be supportive and responsive to students and families.

Statute, Administrative Policy, or Board Rules Statement

6. The recommendation is consistent with current administrative policies.

Fiscal Impact Statement

7. This item does authorize expenditures. Funding for the two COMP teacher positions will be provided through the Crisis Response Initiative budget, DTI-00-CRR-DW-ELPC, including $68,864 in salaries and benefits as well as $1,000 in car allowance for the current school year. Additional funds will be identified in the FY09 budget.

Implementation and Assessment Plan

8. The effectiveness of the program will be included in the evaluations provided by the Safe Schools/Healthy Students grant.

Committee's Recommendation

Your Committee recommends approval of position authority for two violence prevention/COMP teacher positions in the Crisis Response Initiative, effective immediately. These teachers will focus on providing the staff development as well as providing in-school/in-classroom mentoring, coaching, and guidance for teachers following their training in order to maximize teachers' use of COMP techniques with students. Funding for the two COMP teacher positions will be provided through the Crisis Response Initiative budget, DTI-00-CRR-DW-ELPC, including $68,864 in salaries and benefits as well as $1,000 in car allowance for the current school year. Additional funds will be identified in the FY09 budget.

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

* * * * *

(Item 11) Approval of a One-Year Lease Agreement with The Way and the Truth Ministries for the Lease of the Frederick Douglass Elementary School

Background

1. The Administration recently received a proposal from The Way and The Truth Ministries, a school participating in the Milwaukee Parental Choice Program, to lease the vacant Frederick Douglass Elementary School. This facility was closed by the Board on July 1, 2006.

Administration's Analysis

2. The Administration met with representatives of The Way and The Truth Ministries to review the available space and the requirements of the lease. The proposed Lease Agreement is for one year with the option for two, one-year extensions.

3. The proposal received from The Way and The Truth Ministries reflects a lesser amount of rent than was requested. The proposal also includes language calling for rent payments to be made in four equal payments of $94,717.26 on October 1, 2008; December 1, 2008; March 1, 2009; and June 1, 2009 in lieu of monthly payments. These payment dates coincide with disbursements from the Department of Public Instruction for choice schools and is similar to payment schedules on other leases.

4. The proposal calls for payments totaling $378,869.05 for the first year of the lease. This equates to $10.15 per square foot or 85% of the Board-approved rate of $12 per square foot. This amount will increase by 1.5% every year beginning on August 1, 2009, if the options to extend are implemented. The District's share of utility costs will be locked in after the first year of the lease, with The Way and The Truth Ministries paying any increases after the first year. The lease will commence on Aug. 1, 2008 and will terminate on July 31, 2009 unless extended. The school has agreed to all other terms and conditions of the District's standard lease document.

5. The District will continue to operate and maintain the facility during the lease period. All cost associated with the operation and maintenance of the facility, which are estimated at $240,425 for next year, are covered by the lease revenue. If the building remains vacant during the upcoming year, the District will incur a cost of approximately $50,100 for utilities and miscellaneous operating expenses. A copy of the proposed lease agreement is attached.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

7. The recommendations are consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases); Administrative Policy 5.01, Facilities; and Board Governance Policy 4.08, Lease Agreements. In accordance with Wisconsin Statutes, s.19.85(1)(e), the Board may wish to retire to executive session to discuss the proposal prior to taking any action to enter into a lease agreement.

Fiscal Impact Statement

8. This item does not authorize expenditures. The District's current rental of $12 per square foot is broken down into $6 per square foot for District costs and $6 per square foot for base rent. The $378,869.05 rent that has been proposed will cover all District expenses associated with the leasing of this facility. Any funds remaining after District expenses will be placed in the construction fund. The Way and The Truth Ministries will contract separately for telephone and internet services and will provide for its own educational maintenance and school safety activities.

Implementation and Assessment Plan

9. Upon approval by the Board, the attached lease document will be finalized and executed. At that time, The Way and The Truth Ministries can make the appropriate arrangements for moving into and setup at Frederick Douglass Elementary School beginning August 1, 2008.

Committee's Recommendations

Your Committee recommends that the Board direct the Administration to enter into a one-year lease agreement with The Way and The Truth Ministries for the Frederick Douglas Elementary School located at 3409 North 37th Street with the following minimum terms and conditions:

- lease will be for a term of one year, commencing on August 1, 2008, and will terminate on July 31, 2009, with the option for two one-year extensions;
- rent for the initial year of the initial term will be $378,869.05 and will be increased 1.5% every year, beginning with the second year of the lease, if extended;
- the District's share of utility costs will be fixed after the first year of the lease, with The Way and The Truth Ministries to pay any future increases.

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

* * * * *

(Item 12) Report on Communication 0708C-010 from LaMonte Harris; Delain Kemp, Sr.; Joseph Battiste; *et al.* Requesting a Hearing Regarding the Terms of the Employment Agreement with the Superintendent of the Milwaukee Public Schools

Background

At its meeting on March 19, 2008, the Board referred the following communication to the Committee on Finance/Personnel:

> This is directed to the Milwaukee Board of School Directors…
>
> The Public respectfully request the right to go on record related to the terms of the employment agreement for the Superintendent of Schools
>
> March 13, 2008
> Milwaukee, WI
>
> LaMonte Harris
> 4615 Sherman, Mil., WI 53209
>
> Dalain Kemp, Sr.
> 2506 N. Buffum
>
> Joseph Battiste
> 2632A N. 2nd Street
>
> *[Two additional, illegible signatures]*

Committee's Report

Your Committee reports having given hearing to LaMonte Harris; Delain Kemp, Sr.; Joseph Battiste, and other interested parties regarding the terms of the employment agreement with the Superintendent of the Milwaukee Public Schools.

* * * * *

COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Blewett presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Action on a Recommendation To Approve Proposed Administrative Policy 7.41, Technology Concerns for Students with Special Needs, and Proposed Administrative Policy 7.42, Inter-Library Loan Policy

Background

1. This item seeks approval of two new policies: Technology Concerns for Students with Special Needs Policy and Inter-Library Loan Policy.

2. MPS is required by the Wisconsin Department of Public Instruction to submit Board-approved policies in connection with the district's Information and Technology Strategic Plan for 2008-2011, which was approved by the Board on October 31, 2007.

3. While the Administration has followed administrative practice and procedures, these policies have not been formally adopted by the Milwaukee Board of School Directors.

Administration's Analysis

4. The Milwaukee Public Schools submitted a Board-approved three-year Information and Technology Strategic Plan for 2008-2011 to meet federal and state policies as required by the Wisconsin Department of Public Instruction (DPI). The Plan aligns strategies for both information (library media) and technology with the district's vision and reform priorities and focuses on improving student achievement.

5. The district was required to submit this Plan in order to be eligible for millions of dollars in Elementary and Secondary Education Act (ESEA) Title Program funds under the No Child Left Behind Act and to apply for approximately $7 million in E-rate funds, as well as other federal and state grants. It is also a requirement of Wisconsin Statutes and Administrative Rules focusing on implementing Wisconsin Academic Standards related to school library media programs/services and technology literacy.

6. DPI requires the district to submit Board-approved policies along with the Strategic Information and Technology Plan covering the following areas:

- Children's Internet Protection Act Policy (Administrative Policy 8.47)
- Acceptable Use and Copyright Policies for staff and students (Administrative Policies 6.34 and 8.48, respectively)
- Materials Selection and Materials Reconsideration Policy (Administrative Policy 9.10)
- Technology Concerns for Students with Special Needs Policy, and
- Inter-Library Loan Policy.

7. The Administration has followed administrative practice and procedures in relation to technology concerns for students with special needs and inter-library loan; however, these are not currently Board-adopted policies as required by DPI.

Strategic Plan Compatibility Statement

8. The Plan supports the MPS Strategic Plan Goals:

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.

Statue, Administrative Policies and Board Rules Statement

9. This item recommends development and approval of the two new proposed policies that are included as attachments to this item:

- Administrative Policy 7.41, Technology Concerns for Students with Special Needs Policy
- Administrative Policy 7.42, Inter-Library Loan Policy

Implementation and Assessment Plan

10. The proposed new policies will be implemented upon adoption by the Board. The policies will be submitted to the Wisconsin Department of Public Instruction as required documents for the district's Information and Technology Strategic Plan.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt and approve the implementation of the following new policies as attached to the minutes of your Committee's meeting:

- Administrative Policy 7.41, Technology Concerns for Students with Special Needs Policy
- Administrative Policy 7.42, Inter-Library Loan Policy

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

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NEW BUSINESS

REPORTS OF BOARD DELEGATES

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

Submitted by Director Spence

Major Activities

1. Program Coordinator and management staff attended a training on the School Improvement Plan Process & Targeted Support on April 10. The training, which focused on preparing schools and district staff for the school-improvement-plan process, will assist in effectively completing the 2008-2009 Educational Plan.

2. Management staff attended a training session with Mable Jones of The Jones Connection on April 11. The training focused on Head Start Performance Standards, Head Start Reauthorization, and the Head Start Federal Review.

3. The Health Team attended a training session with Mable Jones of The Jones Connection on April 11. The training focused on health compliance and health services rendered to the Head Start families.

4. Family Partnership Associates attended a training session with Mable Jones of The Jones Connection on April 11. The training focused on improving parental involvement, setting goals with the families, and the Head Start Reauthorization.

5. A Policy Council meeting held at the Milwaukee Center for Independence on April 12. Mable Jones of The Jones Connection facilitated a "Program Governance" training for the Policy Council.

6. Staff meetings were held on April 14 and April 28. The meetings focused on health compliance, enrollment for 2008-2009, the Policy Council, and parent meetings.

7. Management meetings were held on April 4, April 9, April 18, and April 23. These meetings focused on the enrollment, Head Start Reauthorization, risk management, and parent orientation.

8. The Curriculum Generalist, Nurse Associate, Family Partnership Associate, and Head Start parents participated in the 35th Annual Training Conference. The conference focused on Head Start Reauthorization, Head Start Program Performance Standards, Head Start core values, and best practices in early childhood development, education, and program management.

9. The Program Coordinator conducted family partnership associate and clerical staff interviews.

10. Head Start participated in the MPS "One-Stop Services" enrollment initiative at North Division on April 10, at Custer on April 17, at Browning on April 22, at Northwest on April 24; and at South Division on April 29.

11. Family Partnership Associates attended the social work meeting on April 17.

12. The Curriculum Generalist attended a training on data analysis overview. The training focused on key components needed to develop a functional and data-driven Educational Plan.

13. Management staff met with the Head Start TA Specialist from Region V on April 22, 2008. The meeting focused on the TA/TTA Assessment and Plan.

14. The ERSEA Manager met with the Head Start TA Specialist from Region V on April 22, 2008. The meeting focused on the ERSEA Manager's roles and responsibilities.

15. ERSEA meetings were held April 1, 9, 16, 23 and 30. These meetings included a work session and topics that focused on enrollment and recruitment.

16. The Program Coordinator, Early Childhood Education Director, Chief Financial Officer, Board of Directors Representative Jeff Spence, and Policy Council Chair participated in the Head Start risk-management meeting. This meeting focused on Head Start strengths as well as on creating a plan for future efforts in the Head Start Program.

17. Health Team meetings were held on April 14 and April 28. These meetings focused on parent meetings, health follow-up, nutrition services, mental health services, health services, and transition activities.

18. The Health, Mental Health and Disabilities Manager participated in a meeting of the Milwaukee Board of School Directors' Independent Hearing Panel (student expulsion hearing).

Services Provided

1. Head Start Teachers and Family Partnership Associates conducted the April parent meeting. The meetings focused on literacy, and parents prepared projects which they can use at home to enhance student learning in reading and math.

2. The Health Team secured follow-up dental appointments for several families whose children were identified as needing follow-up treatment.

The next Policy Council Meeting will be held on Saturday, May 10, 2008, at 12:00 pm at Central Office in room 206/208.

* * * * *

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

Submitted by President Blewett

- Dr. Pamela Keating, the new MPA Executive Director, received her Ph.D. from the University of Washington, where she also worked as a research faculty member for fourteen years, working deeply on school reform efforts with school district personnel in the Seattle Metropolitan Area, and nationally; developing a state program in Pacific Rim Education, that grew nationally and internationally; and leading a regional initiative to open the pre-web Internet to K-12 educators, which, also expanded in national and international influence. For three years, she also, simultaneously, directed the UW's regional Center for Research on Women in the College of Arts and Sciences and Graduate School. She left the UW to direct the School of Education at the University of Alaska Fairbanks where she won a two-year policy fellowship with the U.S. Department of Education, under the aegis of the National Academy of Sciences to study standards-setting across the states. Most recently she has been consulting in Asia and Southeast Asia on issues in school reform and teacher education, initially for UNESCO, and then at the invitation of Ministries of education, both local and national. She is particularly interested in the context and challenges of urban schools and welcomes involvement in community groups. She is beginning her work here with a focus on science education, a technology initiative and a commitment to unifying various literacy efforts in a citywide reading campaign. She has been:

  - meeting with each of the MPA Executive Partners as well as active MPA members to learn peoples' priorities for development;
  - participating in various program meetings to understand the current work and commitments of the Partnership; and
  - seeking funds to support MPA activity and research, as well as future development.

- Terry Strong, Acting Title I Parent Coordinator at MPS, has joined the Implementation Team as Co-chair of the Family Literacy & Tutoring Work Group, replacing Phyllis Anderson who was unable to continue serving in this capacity. Mike Langyel, MTEA Executive Board Vice President and MPS Math Teacher, has also joined the Implementation Team as one of the MTEA-appointed members, replacing Mimi Soto who was unable to continue serving in this capacity. Mike will also serve as Co-chair of the Skunkworks Work Group.

- Kathy Munson and the YMCA were featured in the "Partners in Philanthropy" section of the November 22nd issue of the Business Journal in an article called "Mentoring for a Cause" about their 20-year history of mentoring in MPS.

- The YMCA's Sponsor-A-Scholar graduation will take place on May 20th with 50 MPS kids graduating and going on to college.

- Through a collaboration that included MPS, Discovery World, the NEA Foundation and community programs, a professional development session for parents of 6th to 12th grade students took place on March 13th at Discovery World which included information on characteristics of a high performing urban classroom, how learning targets relate to everyday learning and breakout sessions on math, science and literacy. A professional development session for parents of early childhood to 5th grade students is planned for May 1st and has already been filled to capacity.
- The third annual Instructional Practices Survey for classroom teachers was administered online by MPS from March 31st through April 18th. The survey is meant to provide information that can be used to support school improvement efforts. Survey data will help define professional development needs throughout the district and identify instructional techniques which promote reduction of achievement gaps and foster growth in achievement.
- The April MPS Parent Informational Session provided parents with resources concerning the various summer activities available in the community for their children. A representative from the Milwaukee Area Workforce Investment Board talked with parents about Milwaukee County summer youth employment opportunities and a representative from UWM was present to share information about its College for Kids/Teens Program. Various MPS departments as well as other community organizations also participated in this event, describing other summer activities such as the Summer School/High School Credit Recovery Program and Summer Recreation/Enrichment Camps. The Parent Training and Information Sessions have been well attended and extremely successful.
- The Implementation Team briefly discussed the composition of the Literacy Coach Focus Group and spent some time discussing the new National Board for Professional Teaching Standards "One Step" program enabling experienced teachers to take the first, important, self evaluation step in this advanced professional development program, which they can now bank for future use if they wish to continue, at a much reduced rate. Some MTEA and MPS administrators and teachers have already investigated this opportunity, but we will now pursue the possibility of organizing a cohort of 130 teachers to go through this self evaluation together with some NBPTS support. A group of individuals was identified to move this planning forward. The Team also discussed our responsibility to lead in curricular attention to STEM, developing a possible science initiative or work group, and adding a science teacher or specialist to school learning teams. General Team discussion concluded with ideas for future Partners meetings, supporting new administrators, and the need for follow-up and continued evaluation on both MPA and non-MPA initiatives beyond the initial year of rollout to ensure their integrity.
- Drs. Donna Pasternak and Karen Kelley from UWM presented information to the Implementation Team about the National Writing Project and the new UWM Writing Project associated with it. UWM received a grant in February and is beginning this initiative with a five-week summer educational institute for teachers, which it plans to run every summer. There are a variety of initiatives that can be developed in this project including teacher inquiry communities; professional reading and writing groups; a technology component; networks for English Language Learners, action research and parents; and an initiative for young writers' workshops. This is a program that increases professional capacity and develops instructional leadership, ultimately leading to improved student writing across all content areas. The project will be aligned with the writing-intensive initiative in MPS. The grant can be renewed every year for additional money depending upon the initiatives that can be delivered.
- Comprehensive Literacy Work Group Update:
    - All goals have been formalized.
    - The work group has involved Catherine Thome, MPS Director of District & School Improvement, to aid alignment between the work group and DIFI work in the district.
    - Involvement in literacy coach training has begun. Efforts are now being directed towards the training for next year. Discussion was held on strategies for more effectively getting professional development into the classrooms.

- Work is now beginning on creation of a pilot for developing literacy leadership teams at schools and grant opportunities are being sought.

- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership Update:
  - A proposal was submitted to the National Science Foundation for a continuation grant relative to the NSF math grant.
  - Progress continues to be made at Math Teacher Leader meetings.
  - The new Math Teacher Leaders are up and running and everything seems to be proceeding well.
  - For additional updates on the work of the Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP), please see the attached January/February 2008 issue of *The MMP Messenger* and the March and April 2008 issues of the *MMP Math Minutes*.

- Family Literacy & Tutoring Work Group Update:
  - Focus is continuing on "external" work of the MPA including the tutoring and family literacy database, community involvement and partnerships, parent involvement, the PAPAS (Pastors As Partners Adopting Schools) Program and college access and success.
  - A new list of service agencies has been developed for addition to the tutoring and family literacy database.
  - Pastors and principals in the PAPAS Program have had follow-up meetings. Area pastors and congregational leaders were invited to a meeting held on April 3rd. The purpose of the meeting was to provide an update on the five pilot church/school partnerships, identify other partnerships, explore how to expand to serve the growing number of other schools desiring to partner with churches, share experiences and develop strategies and best practices.
  - The MPA co-sponsored the Slam Dunk Literacy Conference, along with Sam's Hope and Cardinal Stritch University, which was hosted by Stritch on March 12th for 200 third grade students from Hopkins, Lloyd, Clark, African-American Immersion and Metcalfe schools. First Lady Jessica Doyle and the Milwaukee Bucks participated. The theme was male role models for literacy. Stritch staff went out to each of the classrooms prior to the conference and worked with the students on the theme. All activities were related to this theme and included comprehension strategies for reading and other literacy-related fun in the form of a scavenger hunt, jeopardy game and more. A donation from Channel 12 allowed a set of books to be purchased for each teacher to continue literacy work in the classroom long after the conclusion of the conference.
  - The MPA, along with UWM Partnerships for Education and the PAPAS Program, sponsored an Academic Tutor Training Session on April 17th for community volunteers, SES providers, tutors, parents, and anyone interested in supporting academic achievement of MPS students. The presentation was given by Michelle Trevino, MPS Literacy Specialist.
  - Four Implementation Team and work group members attended the National Family Literacy Conference in Louisville, Kentucky March 31-April 1, 2008. The conference and resources available were phenomenal. The possibility of purchasing videotaped sessions for use as professional development with parents is being investigated.
  - Some work group members attended the March Parent Congress meeting.
  - The three-year grant from the Helen Bader Foundation for the MPA Family Literacy & Tutoring Coordinator and support work has come to an end. The search is on for funding to continue this outstanding work.

- Teacher & Principal Quality Work Group Update:
  - The final draft of the work group's comprehensive white paper on the conceptual framework for induction support in the district and the district student teacher placement mapping project data were brought to the Implementation Team for review and feedback. The white paper was gratefully received with only a minor change. The data on student teacher placements prompted some discussion; the data providing a visual stimulus for numerous connections and thoughtful questions, and leading to the realization that broader discussion is needed about how and where student teachers are deployed.
  - Projects in progress that should be completed this year include the induction handbook revision and increased accessibility of electronic support for new teachers.
- NEA Foundation Grant Update:
  - The report from the Pulaski High School focus groups was presented to the NEA Steering Team, school principal and the head building representative. A rollout strategy for the staff is now being looked at.
  - The NEA Foundation Grant Principal Investigator participated in the TNE (Teachers for a New Era) site visit which took place on March 12-13, 2008.
  - Catherine Thome, Jackie Patterson and Peter Blewett met with the Action Research Fellows and presented information on DIFI.
  - Dennis Oulahan met with the Action Research Fellows and presented information on the Strategic Plan.
  - Alverno College is continuing to support the NEA Focus Schools with SEWAC training and in-school support of learning teams.
  - The NEA Foundation funded the successful MMABSE Education Summit, "Excel to Fly," which took place on April 3rd. Three Action Research Fellows, Dr. Linda Tiezzi Waldera (UWM facilitator), and Dr. Christine Anderson presented two sessions on action research and Dr. Anderson also gave welcome remarks.
  - Harriet Sanford, President and CEO of the NEA Foundation, and others will be in Milwaukee for a site visit May 6-7, 2008. School Board President Peter Blewett and others from the MPA, MPS, the MTEA, MMABSE and TNE have been invited to speak with them.
  - Coordination with Marty Lexmond from MPS continues in helping to support the work in NEA Focus High Schools.
  - The Professional Development Academy summer training session that is being planned with UWM will take place June 23-27, 2008.
  - The principal investigator of the grant, Dr. Christine Anderson, continues to visit schools to explain the NEA Focus reform efforts.

The next MPA Partners Meeting is scheduled for June 20, 2008, at 7:30 a.m. at the REACH Center, 2342 North 27th Street, Room 116.

(Attachments under separate cover)

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REPORTS OF THE PRESIDENT OF THE MILWAUKEE BOARD OF SCHOOL DIRECTORS

(Item 1) April 2008 President's Report to the Board

Submitted by President Peter Blewett Attachments under separate cover

Attendance at the Council of Great City Schools Legislative Conference

1. President Blewett attended the annual CGCS (Council of Great City Schools) Legislative Conference held March 15-18, 2008. In addition to attending the events of the conference, President Blewett, along with Superintendent William G. Andrekopoulos, attended the CGCS Board of Directors meeting and learned about the current prospects for reauthorization and repair of No Child Left Behind. President Blewett also met with legislative staff from the office of Representative Gwendolynne Moore.

In attending the conference, President Blewett was afforded:

- firsthand knowledge of the opportunities and challenges that lie ahead for public education;
- networking opportunities with key policymakers
- effective lobbying techniques;
- a day on Capital Hill meeting with federal legislative staff to discuss issues directly affecting Milwaukee Public Schools.

Copies of conference materials will be made available in the Office of Board Governance.

Update on the MPS Board's Advisory Committee on Arts Education

2. President Blewett held a press conference announcing the membership and charge of the Milwaukee Board of School Directors' Board Advisory Committee on Arts Education (BACAE) at Neeskara Elementary School on Tuesday, April 22, 2008. Board Director Tim Petersons attended the press conference, as did Superintendent William G. Andrekopoulos and Board Clerk Lynne Sobczak. Materials from the press conference are attached.

3. The first meeting of BACAE is being planned and will include a report on the Madison, Wisconsin, Public Schools' Task Force on Arts Education and a briefing about the Wisconsin Task Force on Arts and Creativity in Education.

Wisconsin Task Force on Arts and Creativity in Education

4. President Blewett accepted an invitation from Lieutenant Governor Barbara Lawton and State Superintendent of Instruction Elizabeth Burmaster to serve on the Wisconsin Task Force on Arts and Creativity in Education. The first meeting of the Task Force was held on Wednesday, April 23, 2008, at the Olbrich Botanical Gardens in Madison. The charge of the Task Force is attached. Materials from the first meeting will be made available in the Office of Board Governance.

Welcome to National MENC: National Association of Music Educators' Conference

5. President Blewett joined the MENC: National Association of Music Educators' Executive Director, John Mahlmann, and President Lynn M. Brinkmeyer to welcome conferees to the MENC National Biennial In-Service Conference on April 10, 2008. President Blewett spoke about recent research pointing out a correlation between music education and brain development, about the power of arts education to engage students in learning, and about other educational benefits of arts instruction, such as the development of self-confidence, critical-thinking skills, and collaborative problem-solving skills.

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The Board adjourned at 9:24 PM.

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