# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# APRIL 27, 2006

Annual Organizational Meeting of the Board of School Directors called to order by the Director, Office of Board Governance/Board Clerk at 6:55 PM.

The following members responded to roll call:

Present—Directors Balistreri, Blewett, Dannecker, Goldberg, Hardin, Horton, Johnson, Morales, and Spence—9.

Absent—None.

Director Goldberg nominated Director Johnson as temporary presiding officer.

Director Johnson was elected temporary presiding officer on the following vote:

Ayes—Directors Balistreri, Dannecker, Goldberg, Hardin, Horton, Johnson, Morales, and Spence—8.

Noes—Director Blewett—1.

## ELECTION OF BOARD PRESIDENT

Director Johnson, 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 Balistreri | Director Balistreri |
| Director Blewett | Director Balistreri |
| Director Dannecker | Director Dannecker |
| Director Goldberg | Director Dannecker |
| Director Hardin | Director Balistreri |
| Director Horton | Director Dannecker |
| Director Johnson | Director Dannecker |
| Director Morales | Director Balistreri |
| Director Spence | Director Dannecker |

Director Dannecker—5.
Director Balistreri—4.

Director Dannecker , 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 Balistreri .....Director Hardin
Director Blewett.....Director Hardin
Director Goldberg.....Director Horton
Director Hardin.....Director Hardin
Director Horton.....Director Horton
Director Johnson.....Director Horton
Director Morales.....Director Hardin
Director Spence.....Director Horton
President Dannecker .....Director Horton

Director Horton—5.
Director Hardin—4.

Director Horton having received a majority of the vote, the President declared her 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.

By unanimous consent, the Board next took up New Business.

## NEW BUSINESS

### A. Introduction of the 2004-2005 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 2004-2005 Board year:

William H. Reeves II.....Hamilton High School
Claudia Ramirez.....South Division High School
Caitlin Keefe (alternate).....Riverside High School
Stephanie King (alternate).....Juneau High School

## APPOINTMENT OF REPRESENTATIVE TO THE LIBRARY BOARD

Appointment to the Library Board was deferred to the regular May meeting of the Board.

## 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 the regular May meeting of the Board.

## APPOINTMENT OF REPRESENTATIVE TO CESA #1

Appointment of a representative to the CESA #1was deferred to the regular May meeting of the Board.

## UNFINISHED BUSINESS

### A. Disposition of Items Pending Before the Board and Its Committees on April 15, 2003.

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 at the Close of Business on April 25, 2006**

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 | |

**Finance/Personnel**

| Item | Author | Subject | Introduced | Action | | Notes |
|---|---|---|---|---|---|---|
| | | | | Committee | Board | |
| (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 | |
| (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 | |
| (4) Resolution 0304R-014 | Balistreri | Teacher Recognition Program | September 24, 2003 | None | Carried over 4/26/04,4/25/05 | |
| (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 | |
| (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 | |
| (7) Resolution 0405R-004 | Johnson, Spence | School Safety Assistants to Milwaukee Police Department | May 27, 2004 | | Carried over 4/25/05 | |
| (8) Resolution 0405R-008 | Hardin | Continuity of Transportation to Students | May 27, 2004 | None | Carried over 4/25/05 | 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 | |
| (10) Resolution 0405R-015 | Blewett | Require Employees of Contracted Educational Programs to Maintain Milwaukee Residency | June 24, 2004 | None | Carried over 4/25/05 | |
| (11) Resolution 0405R-025 | Balistreri, Hardin | Review and Audit of the Chargeback/Buyback System | August 26, 2004 | None | Carried over 4/25/05 | |
| (12) Resolution 0405R-40 | Blewett | Racially Insensitive Comment Broadcast by a Local Radio Personality | November 23, 2004 | None | Carried over 4/25/05 | |

**Finance/Personnel**

| Item | Author | Subject | Introduced | Action | | Notes |
|---|---|---|---|---|---|---|
| | | | | Committee | Board | |
| (13) Resolution 0405R-049 | Balistreri | Report of Facilities Leased by MPS | February 24, 2005 | None | Carried over 4/25/05 | |
| (14) Resolution 0405R-052 | Balistreri | Tracking of Tangible District Assets | February 24, 2005 | None | Carried over 4/25/05 | |
| (15) Resolution 0506R-001 | Blewett | Reporting of School Bus Accidents in Accordance with State Statutes | May 26, 2005 | None | | Administration voluntarily has been reporting this info since the introduction of the resolution |
| (16) Resolution 0506R-025 | Balistreri | Making Martin Luther King, Jr. Day a District-Wide Holiday | January 26, 2006 | None | | |
| (17) Resolution 0506R-026 | Balistreri | Require Public Hearing Before Administrative Assumption of Budgets of Schools in Deficit | February 22, 2006 | None | | |

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**Innovation/School Reform**

| Item | Author | Subject | Introduced | Action | | Notes |
|---|---|---|---|---|---|---|
| | | | | Committee | Board | |
| (18) 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 | Report still pending |
| (19) Resolution 0405R-027 | Hardin | Give Academic Credit for the Successful Completion of the RITZ Program | August 26, 2004 | None | Carried over 4/25/05 | |
| (20) Resolution 0506R-018 | Balistreri | Return to Previous Schedule for School Start and End Times | November 28, 2005 | None | | |

**Innovation/School Reform**

| Item | Author | Subject | Introduced | Action | | Notes |
|---|---|---|---|---|---|---|
| | | | | Committee | Board | |
| (21) Resolution 0506R-019 | Balistreri | Hold a Public Hearing on the Change in School Start and End Times | November 28, 2005 | None | | |
| (22) Resolution 0506R-024 | Balistreri | Give High-School Students Access to Foreign Language Programs | January 26, 2006 | None | | |
| (23) Resolution 0506R-026 | Blewett, Hardin, Morales | Develop Alternatives to Expulsions | February 22, 2006 | 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 | |
| (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 | |
| (26) Resolution 0405R-002 | Johnson,Spence | District Travel | May 27, 2004 | None | Carried over 4/25/05 | |
| (27) Resolution 0405R-022 | Johnson | Monitoring of Staff Time Spent on Researching Resolutions | August 26, 2004 | None | Carried over 4/25/05 | |
| (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 | |

| **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 | |
| (30) Resolution 0405R-036 | Johnson | Revision to Board Rule 1.08, Committee Agendas & Reports | November 23, 2004 | None | Carried over 4/25/05 | |
| (31) Resolution 0405R-038 | Johnson | Revision to Board Rule 1.13, Parliamentary Procedures | November 23, 2004 | None | Carried over 4/25/05 | |
| (32) Resolution 0405R-039 | Johnson | Revision to Board Rule 1.02, Regular Board Meetings | November 23, 2004 | None | Carried over 4/25/05 | |
| (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 | |
| (34) Resolution 0405R-045 | Morales | Revision to Board Governance Policy 1.01, Vision and Mission | February 24, 2005 | None | Carried over 4/25/05 | |

| **Legislation, Rules & Policies Committee** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Item | Author | Subject | Introduced | Action | | Notes |
| | | | | Committee | Board | |
| (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 | | |
| (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 | | |
| (37) Resolution 0506R-012 | Blewett | Federal Funding for IDEA | September 29, 2005 | None | | |
| (38) Resolution 0506R-023 | Balistreri | Conduct an Evaluation of the Reimbursement for In-City Travel on Board-related Business | November 28, 2005 | None | | |
| (39) Resolution 0506R-028 | Morales | Oppose a Ban on Civil Unions and Marriage for Same-sex Couples | March 30, 2006 | None | | |
| (40) Communication 0506C-005 | Ruth Varnado | Requesting a Hearing on Board Decorum during Committee Hearings & Meetings | March 30, 2006 | None | | Scheduled for 4/11/06, but Ms. Varnado asked for postponement due to scheduling conflict. |

| **Strategic Planning & Budget** | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Item | Author | Subject | Introduced | Action | | Notes |
| | | | | | Committee | Board | |
| (40) | 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 | |
| (41) | 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 | |
| (42) | 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 | |
| (43) | 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 | |
| (44) | Resolution 0102R-035 | Johnson | Investigate the Possibility of MPS's Taking Over the City Libraries | January 31, 2002 | None | Carried over 4/29/02, 4/29/03, 4/26/04, 4/25/05 | |
| (45) | Resolution 0405R-009 | Morales, Balistreri | Establish a Board Advisory Committee to study MPS budget process | May 27, 2004 | None | Carried over 4/25/05 | |
| (46) | Resolution 0405R-044 | Balistreri, Morales | Continued Funding for Successful Schools Program | January 27, 2005 | None | Carried over 4/25/05 | |
| (47) | 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 | |

| **Strategic Planning & Budget** | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Item | Author | Subject | Introduced | Action | | Notes |
| | | | | | Committee | Board | |
| (48) | Resolution 0506R-004 | Morales, Blewett | Budget Cuts and Compliance with No Child Left Behind | June 23, 2005 | None | | |
| (49) | Resolution 0506R-022 | Blewett | Absorb the Deficits of Schools to be Closed for the Creation of Multiplexes | November 28, 2005 | None | | |

| **Special Education Committee** | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Item | Author | Subject | Introduced | Action | | Notes |
| | | | | | Committee | Board | |
| (50) | 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 | Originally referred to ISR; discharged from Committee on Innovation/School Reform and referred to Committee on Special Education, 10-28-03 |
| (51) | 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 | Originally referred to FP; discharged from Committee on Finance/Personnel and referred to Committee on Special Education, 10/28/03 |
| (52) | 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 | |

| Special Education Committee | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Item | Author | Subject | Introduced | Action | | Notes |
| | | | | | Committee | Board | |
| (53) | Resolution 0405R-054 | Dannecker | Minimize state-imposed Special Education Requirements under IDEA 2004 | March 24, 2005 | None | Carried over 4/25/05 | |

Separate consideration was requested of Items 1, 2, 3, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 45, 46, 47, 48, 49, 50, 51 and 52.

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

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker— 8.

Noes—Director Blewett—1.

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 has remained unchanged since the November 28, 2000, Board action.

Recommendation

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

Director Spence moved to set the salaries back to where they were in 1999.

Director Blewett moved a substitute, to maintain the compensation for both Board members and the Board President at the same level as the previous year.

The substitute motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Johnson, Morales and President Dannecker— 8.

Noes—Director Spence—1.

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## COMMUNICATIONS

Transmittal of the proposed calendars for the coming Board year.

Received and ordered placed on file.

The Board adjourned at 7:42 PM.

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

**Committee Assignments**

**Finance/Personnel Committee:**
Directors Horton, chair; Goldberg, Johnson, Morales and Spence

**Innovation/School Reform Committee:**
Directors Goldberg, chair; Hardin, Horton, Johnson and Morales

**Legislation, Rules and Policies Committee:**
Directors Spence, chair; Balistreri, Goldberg, Hardin and Johnson

**Special Education Committee:**
Directors Spence, chair; Balistreri, Blewett, Dannecker and Morales

**Strategic Planning and Budget Committee:**
Directors Johnson, chair; Balistreri, Blewett, Dannecker, Goldberg, Hardin, Horton, Morales and Spence

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# MAY 18, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:51 PM.

Present—Directors Balistreri, Blewett (7:01 PM), Goldberg, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent and excused—Director Hardin—1.

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

May 12, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

Pursuant to the provisions of Section 119.16(8)(a), Wisconsin Statutes, the Board of School Directors will meet at 6:30 p.m. on Thursday, May 18, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on the proposed FY2007 School Operations, Construction, and Extension Fund budgets.

The Board is scheduled to take action on the proposed FY2007 budget at its regular monthly meeting on Thursday, May 25, 2006.

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 FY2006 School Operations, Construction, and Extension Fund budgets.

The Board concluded the hearing and adjourned at 7:58 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# MAY 25, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:14 PM.

Present—Directors Balistreri, Goldberg, Hardin, Horton, Johnson (6:15 PM), Morales, Spence, and President Dannecker—9.

Absent and excused—Director Blewett—1.

The Chief Auditor read the following call of the meeting:

May 19, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joe Dannecker, a special meeting of the Board of School Directors will be held at 6:00 P.M. on Thursday, May 25, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin for the purpose of receiving an update on pending litigation of WCA.

Pursuant to Wisconsin Statutes, Section 1985(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is, or may 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 Morales moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 1985(1)(g), to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is, or may become, involved.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Noes—None.

The Board retired to executive session at 6:18 PM.

The Board adjourned from executive session at 6:39 PM.

RONALD J. VAVRIK
Chief Auditor

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# MAY 25, 2006

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:46 PM.

Present—Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—9.

Absent—None.

Following the recitation of the Pledge of Allegiance, President Dannecker introduced and welcomed the following students from the Wisconsin Conservatory of Lifelong Learning who wrote a speech on the 26th Amendment to the U.S. Constitution: Datyishia Montgomery, Katlynd Musbach, Joseph Neumann, Elionay Ramos, and Antonio Montgomery. Ms. Montgomery and Ms. Musbach presented the speech, which had been written with the guidance of their teacher, Mr. Matthew Grudzina.

## AWARDS AND COMMENDATIONS

Presentation of the 2005-06 MPS Valedictorians and Salutatorians

This evening, the Milwaukee Board of School Directors will honor the MPS Valedictorians and Salutatorians for their impressive academic accomplishment. Ms. Kathy Williams, Director, Division of Teaching and Learning, will call students by school and by name to walk across the auditorium stage to shake the hands of Board President Joseph Dannecker and Superintendent William Andrekopoulos. In addition, each student will receive a certificate of "Special Commendation For Exceptional Academic Achievement" signed by the Board President and the Superintendent as a symbol of their academic accomplishment. Once all students have been recognized, the Board President will ask Ms. Williams to lead the students and their parents to the cafeteria for a brief reception. Congratulations to all 2005-06 MPS Valedictorians and Salutatorians.

| School | Valedictorian | Salutatorian |
|---|---|---|
| ALAS | Clayton Neuburg | Esbeidy Castillo |
| Alliance | Audra Werner | Natalia Delgado |
| Assata | Nashaunda Beverly | Donisha Cooper |
| Bay View High School | Syna Johnson | Christopher Kaminski |
| Bradley Tech High School | Adriana Salgado | Andrew Jandron |
| Community High School | Antoinette Nickelson | Carltrell Vann |
| Custer High School | Cing Lee | Abrenda Blackburn |
| El Puente | Denise Davis | |
| Grandview High School | Carla Perez | Samantha Isack<br>Patricia Martinez |
| Hamilton High School | Huong Pham | Kia Xiong |

| | | |
|---|---|---|
| Juneau Business High School | Stephanie King | Martinez White |
| Kilmer South | Stephanie Berg | Brandis Chybowski |
| Rufus King | Julia Chou | |
| | Sarah Hinkfuss | |
| | Elizabeth Noth | |
| | Natalie Marchant | |
| | Eva Lam | |
| | Elizabeth Kushner | |
| | Clara Hersh | |
| Lady Pitts High School | Krystal Robinson | Kelly Schneider |
| Madison High School | Angela Armstrong | Diane Vang |
| | Matthew Umstot | JaLeesa Joy |
| Metropolitan High School | Carlos Lopez | Wendy Ingram |
| Milwaukee High School of the Arts | Lucy Bernhoft | |
| | Catherine Clark | |
| | Karli Hurlebaus | |
| | Adriana Meraz | |
| | Marguerite Trimmier | |
| | Kasia Wisniewski | |
| Milwaukee School of Entrepreneurship | Chanell Allen | Alisha Neal |
| Milwaukee School of Languages | Kyle Cobus | Mai Kao Her |
| Milwaukee Spectrum High School | Jackee Garmon | Alicia Hayes |
| New School for Community Service | Caitlin Ogenoff | Molly Cadillac |
| North Division | Alayna Jenkens | Andrea Adkins |
| Phoenix High School | Princess Jones | Kimberly Boyce |
| Pulaski High School | Nguyet-Minh Tran | Katie Luu |
| Riverside University High School | Adam Brian | Julian Rodgers |
| | | Damaris Hernandez |
| Shalom High School | Jessica Todd | |
| South Division | Hattie Griggs | Ana Bernal |
| Spotted Eagle HS | Kristen Ehlert | Kathleen Schwanke |
| Veritas | Casandra Moscardini | Jessica Kosinski |
| Vincent High School | Pachia Xiong | Teresarene |
| | | Shavondale Jenkins |
| Washington High School | See Yang | Shannon Rountree |
| WCLL | Yer Moua | Arwo Warsame |

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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" to:

KEVIN F. NEALE
TEACHER

Mr. Kevin Neale, who is currently serving as a teacher at Bay View High School.has been a teacher in Milwaukee Public Schools for 22 years, 21 of which have been at Bay View High School. Mr. Neale entered the field of education because he believed he could make a difference in the lives of his students. Twenty-two years into his career, he continues to make a positive impact on the students he teaches.

In addition to his work as a classroom teacher, Mr. Neale is the athletic director for Bay View High School and has coached a variety of extra-curricular activities, including chess, baseball, basketball, debate, and forensics. Due to his expertise as a coach, his teams have earned local, national, and state recognition.

There have been many rewards that Mr. Neale has experienced during his teaching career, including helping students striving to better themselves. Mr. Neale states, "The moment when the proverbial light bulb clicks on in our students' minds is the greatest reward that I have had the honor to experience."

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

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Presentation by MMABSE Essay Contest Winners

The Metropolitan Milwaukee Alliance of Black School Educators (MMABSE), under the direction of Dr. Rogers Onick, MMABSE president, hosted its second Educational Summit on April 26, 2006, supported through a grant from the National Education Association Foundation. The purpose of the summit was to bring attention to the devastating effect that the academic achievement gap presents for children of African descent in the Milwaukee Public Schools. A larger purpose of the summit was to embrace the educators who work with the children of Milwaukee Public Schools and to arm them with additional strategies to help eradicate the academic achievement gap that has so long plagued our students.

In addition, MMABSE wanted to sponsor an event that focused on the hard work that our students and staff are engaged in around the subject of writing. Thus, MMABSE sponsored its first essay contest. The Excel to Fly Essay Contest was open to Milwaukee Public Schools students in grades 6-8 and 9-12.

Participating students responded to the prompt "Describe the challenges that you have faced and overcome in order to achieve and grow academically, socially and emotionally." Students had specific guidelines to apply to their work. All entries were scored by Milwaukee Public Schools certified teachers, who used the district's writing rubric.

The following students were awarded prizes for their entries:

| | | |
|---|---|---|
| Travon McCurty | Grade 7 | Golda Meir School for the Gifted and Talented |
| Erin Matthias | Grade 7 | Golda Meir School for the Gifted and Talented |
| LaKita Swinnie | Grade 7 | Lancaster Elementary School |
| Shannon Griffin | Grade 8 | Morse Middle School |
| Christina Nitecke | Grade 8 | Morse Middle School |
| Joseph M. Hilliard | Grade 12 | Project S.T.A.Y. |

MMABSE awarded students $50 Barnes and Noble gift certificates, and students read their winning essays at the Summit.

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Other Awards and Commendations

Students

41 Vincent High School students performed in the Vikings' 2006 Forensics season, in which the team competed in 13 inter-high-school competitions from January through April. Vincent's team earned numerous team and individual recognitions throughout the year, such as the "Second Place Medium Team Division Trophy" at Sheboygan North High School, among other awards.

Forensics includes 20 categories of competition, involving a variety of speech and performance activities. Each year, MPS teams compete against schools from other Wisconsin school districts, distinguishing MPS competitors with a variety of team and individual success stories.

This year, Vincent earned a first-place team trophy in the "21-25 Quantitative Entries — Team Division" at the MPS City Championship Tournament at Bradley Tech High School on Saturday, April 29. Other MPS City Champion schools, within their respective divisions, included Rufus King and Bradley Tech high schools.

At the MPS City Tournament, 33 individual Vincent students earned trophies and finalist medals.

2006 Vincent Forensics Team Roster and Competitions

**Students**

| | | |
|---|---|---|
| Latres Allen | Danielle Henderson | Megan Nelson |
| Lloyd Alford | Marcus Hunt | Kurnay Robinson-Gray |
| Courtney Brooks | Dashuntaa Johnson | Lonnie Satterfield |
| Ashley D. Brown | Gennifer Johnson | Shaneequa Smith |
| Quincy Bufkin | Brent Jude | Adrianna Stewart |
| David Carter | Ebony Knight | Ashley Traindl |
| Iris Carrasquillo | Sparkle Lee | Ciara Walker-Morgan |
| Jerald Dirden | Tanesha Lewis | Roshawna Ward |
| Tamika Ellis | Shamain Love | Shishona Williams |
| Marquayla Ellison | Tia Love | La'trell Williams |
| Brittany Finley | Aquilus Marshall | Darien Winston |
| Shannon Floyd | Malcolm Martin | Kimberly Wischer |
| Elexis Harris | James Miller | Pachia Xiong |

**Competitions Completed**

| | | | |
|---|---|---|---|
| January 28 | Mukwonago Festival | March 18 | Brookfield East |
| February 4 | Juneau Festival | March 25 | Sheboygan North |
| February 18 | Nicolet | April 1 | West Bend East |
| February 20 | Juneau Sub-district | April 8 | UW-Madison |
| February 25 | Sheboygan South | April 22 | Ripon College |
| March 11 | Juneau District | April 29 | City Championship Tournament |
| March 14 | St. Joan Antida | | |

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The Brady Corporation has named 23 MPS high school students *Academic All-Stars* based on their achievements. These students rank in the top ten percent of their graduating classes, participate in at least one sport activity, and perform some school or community service. A recognition ceremony with program and scholarship drawings was held on Sunday, April 23, at Cardinal Stritch University. The following students were honored by the Brady Corporation:

Matthew J. Lulay and Huong Pham — Alexander Hamilton High School
Christopher Kaminski and Joylet Mamawan — Bay View High School
Nicholas Robinson and Adriana Salgado — Bradley Trade & Technical High School
Chris Fischbach and Jessica Games — Juneau Business High School
Scottie L. Flowers and Diane Vang — Madison University High School
Jaleesa Joy — Marshall High School
Maggie Trimmier and Patrick Wade — Milwaukee High School of the Arts
Chad Cobus and Clarissa Hayes — Milwaukee School of Languages
Andrea Adkins and Keith Boyd — North Division Virtual University High School
Jerris Vandenberg — Professional Learning Institute
Fabiola Rubio Fletes — Pulaski High School
Adam C. Breihan and Renee LaCroix — Riverside University High School
Natalie Marchant and Bowie McGilligan — Rufus King High School
Ana Bernal and Mohannad Nassar — South Division High School
Brent Jude and Pachia Xiong Vincent High School
Shannon Roundtree — Washington High School of Information and Technology

Each year the Brady Corporation honors approximately 140 outstanding students from public and private high schools in Milwaukee, Ozaukee, Washington, and Waukesha counties as Academic All-Stars. Through the Brady Corporation Academic All-Stars program, more than $450,000 in college scholarships has been awarded.

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Eva Lam, a student at Rufus King International Baccalaureate High School, was named a winner of a National Merit $2,500 Scholarship. Winners were selected based on their academic records, scores from standardized tests, contributions and leadership in their schools; and essays describing their interests and goals.

* * * * *

The following four MPS students have been recognized as *All-State Scholars*. The All-State Scholars were chosen based on their overall high-school grade-point average and ACT or SAT scores. Also considered were 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.

Adam C. Breihan, Riverside University High School
Julia Chou, Rufus King International Baccalaureate High School
Sarah Hinkfuss, Rufus King International Baccalaureate High School
Eva Lam, Rufus King International Baccalaureate High School

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The following 16 MPS students have been selected to receive a *Willie D. Davis scholarship* from Talk Radio 1290 WMCS. These students has a minimum cumulative grade point average of 2.5, displayed good moral character, and have shown respect for family and community values.

Angena Batchelor, Vincent High School
Courtney Brooks, Vincent High School
Aubrei Gray, Rufus King International Baccalaureate High School
Hattie Griggs, South Division High School
Tanesha Harris, Rufus King International Baccalaureate High School
Mark Hinds, Rufus King International Baccalaureate High School
Danta Hudson, Hamilton High School
Crystal Ikanih, Rufus King International Baccalaureate High School
Grace Jackson, Phoenix High School
Princess Jones, Phoenix High School
Brady Means, Marshall High School
Evette Riley, Riverside University High School
Keyetta Triplett, Milwaukee School of Entrepreneurship
Amber Ward, Rufus King International Baccalaureate High School
Martinez White, Juneau High School
Brandon Rule, Riverside University High School

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Schools

MacDowell Montessori School has been recognized by the City of Milwaukee for the school's playground and garden. The school won the *Mayor's Landscape Award* for the playground's aesthetic design, conservation ecology, and economical use of funds. Patrick Klemmer, an architectural designer from Facilities and Maintenance, designed the playground.

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Ronald Wilson Reagan College Preparatory High School, 4965 South 20th Street, has received notification from the International Baccalaureate Organization that the school has been certified to present the coveted IB Diploma Program beginning in the 2006-07 school year. The IB Diploma Program, created in 1968, is a demanding pre-university course of study designed for highly motivated secondary-school students. At Reagan, students enrolled in the IB Program will share in an academic experience that emphasizes critical thinking, intercultural understanding, exposure to a variety of viewpoints, and an enhanced curriculum in core as well as specialized subjects. Ronald Reagan will be the first high school in the city whose school curriculum will be based entirely on the IB program. Reagan College Preparatory High School is part of the Milwaukee Public Schools' Small High School Redesign Initiative and received support funding through the Bill and Melinda Gates Educational Foundation. The approval of the IB Diploma Program comes at the end of a lengthy three-year process.

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Staff

Edith Bivens, principal at Phyllis Wheatley Elementary, has received the *Outstanding Volunteer Award* from the Girl Scouts of the Milwaukee Area. She has been an active part of the Girl Scout program for 12 years. She currently assists the Girl Scouts at Wheatley with any projects in which they may need help in completing or programs they may be running.

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Adam Jacobi, a teacher at Rufus King International Baccalaureate High School, was honored by the Wisconsin Forensic Coaches' Association as its "William Hintz Memorial Coach of the Year." The award was announced at the WFCA State Tournament, in which Rufus King placed 6th overall and, for the second year in a row, swept first through third places in Student Congress. Mr. Jacobie was a consulting educator for the National Forensic League/U.S. State Department's International Debate Exchange Program in 2004.

* * * * *

Sheri Abresch, first-grade teacher at Emerson Elementary school, was honored as the Humane Educator of the Year on May 7 at the "Be Kind to Animals" ceremony at the Wisconsin Humane Society. She teaches students how to care for and appropriately interact with the guinea pigs.

* * * * *

Lil Sullivan, school nurse at Lady Pitts High School, was named second runner-up as the 2006 Nurse of the Year as reported in the Milwaukee Journal Sentinel. Lil was showcased as one of three finalists recognized for excellence in nursing for her work at Lady Pitts. The three finalists were chosen from a large field of candidates nominated by patients, families, and colleagues

Lil's commitment, compassion, and caring, along with her assessment and problem-solving skills, have made a difference in the health and well-being of adolescent parents and their children. Her dedication to the students and staff at Lady Pitts is legendary.

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The Milwaukee Best Friends and Best Men is a school-based character education for girls and boys that begins in the fifth grade and continues until high-school graduation. The following principals are to be commended for their support of Best Friends and Best friends in their schools: Catrice Cotton, Audubon; Suzanne Kirby, Bell Middle School; Jennie Dorsey, Edison Middle School; Edward Szopinski, Grand Avenue Middle School; Olivia Cervera, Kagel Elementary School; Ramon Evans, Thirty-fifth Street School; Hector Perez-LaBoy, Walker International Middle School; and Rita Spencer, Washington Carver Academy. Dave Braby and Kyle Witty are also to be recognized for their work in accentuating the program with creative initiatives.

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## APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 25, 2006, were approved as printed.

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## COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of a Head Start Program Improvement Fund Supplemental Grant Application

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

The Administration for Children and Families (ACF) has made available a one-time Program Improvement funds for Head Start Programs. These funds are intended to allow Head Start grantees to make one-time investments in improving program quality that would not be possible without this supplemental funding. Milwaukee Public Schools Head Start Program has decided to submit a request for these funds. Requests must be received by the Regional Office no later that May 26, 2006.

We are submitting a request for funds to help develop a long term oral health prevention program for Head Start children; funds to modify the former Head Start staff kitchen into an office for the program coordinator; and funds to assist new Head Start classes/programs to modify classrooms to conform to Head Start standards.

Pursuant to Head Start Performance Standard 1304.50(G)(1)(2), Governing Body Responsibility, any changes in Head Start operating budgets must be approved by the Policy Council and the Milwaukee Board of School Directors. The Head Start Policy Council approved this recommendation on Saturday, May 13, 2006. The short time frame allowed for grant development and Policy Council approval did not allow this request to be presented to the Innovation and School Reform Committee in May.

The Administration recommends that the Board approve the proposed Program Improvement Fund Supplemental Grant Application.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Spence moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

Temporarily absent—Director Hardin—1.

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(Item B) Action on Contract Ratification for MTEA, Educational Assistants, and Local 1616

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Negotiations have been completed between the Milwaukee Board of School Directors and the following bargaining units:

MTEA (Educational Assistants) —
Three-year contract (January 1, 2004, through December 31, 2006)

Local 1616-888J (Part-Time Hourly Recreation Workers) —
Two-year contract (April 1, 2005, through March 31, 2007)

It is the recommendation of the superintendent that the Board approve and adopt the above contracts as highlighted on the attached summary documents.

William G. Andrekopoulos
Superintendent of Schools

Highlights of contract resolution between the Milwaukee Board of School Directors and the Milwaukee Teachers' Education Association (educational assistants)
January 1, 2004, through December 31, 2006

1. Three (3)-year contract (January 1, 2004, through December 31, 2006).
2. Increase in class supervision hourly rate.
3. Increase in workday for safety assistants to provide coverage between 4:00 p.m. and 5:00 p.m.
4. Health and dental plan changes.
5. Salaries:
   1/01/04 .....2.00%
   7/01/04 .....0.50%
   1/01/05 .....2.00%
   7/01/05 .....0.25%
   1/01/06 .....1.85%

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

Highlights of contract resolution between the Milwaukee board of school directors and Local 1616-888j
April 1, 2005, through March 31, 2007

1. Two (2)-year contract (April 1, 2005, through March 31, 2007).
2. Increase in auto vandalism deductible.
3. Replace printing of contract with publishing of contract on Portal.
4. Salaries:
   4/01/05 .....20¢ per hour increase
   4/01/06 .....20¢ per hour increase

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

Director Spence moved to approve the Superintendent’s recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

Temporarily absent—Director Hardin—1.

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By unanimous consent, the Board next took up reports of Special Committees.

## REPORTS OF SPECIAL COMMITTEES

The Chief Auditor presented 48 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of April 25, 26, 27, 28, and May 1, 2, 3, 6, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22, and 23, 2006.

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

Ayes— Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Johnson, Spence, and President Dannecker—8.

Noes—Director Morales—1.

* * * * *

## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 7, a request for non-renewal of the Siefert Elementary School Charter Contract and for the school's return to status as a non-chartered school;

Finance/Personnel Committee, Item 3, recommended administrative appointments and promotions;

Finance/Personnel Committee, Item 5, authorization to enter into FY06 pupil transportation contracts;

Finance/Personnel Committee, Item 8, authorization for the Milwaukee Metropolitan Sewerage District (MMSD) to install rain gauges and related equipment at Alcott Elementary School and Madison High School;
Finance/Personnel Committee, Item 16, request for Contingency Fund transfers;
Finance/Personnel Committee, Item 18, approval of a contract with Marguerite Roza and Paul Hill for the "District Dollars Project;"
Strategic Planning and Budget Committee, Item 1, a proposed amendment to the Superintendent's Proposed FY07 Budget;
Strategic Planning and Budget Committee, Item 2 recommendations to adopt a proposed FY2007 Budget; and
Strategic Planning and Budget Committee, Item 3 adoption of the customary budget resolutions regarding the School Operations, Construction, and Extension Funds.

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

Ayes—Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—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

Administration's Report

1. Service Information

*Data collected annually reflects activities that begin July 1, 2005

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

| | 4/06 | 5/06 |
|---|---|---|
| Population Served | 17,537 | 17,629 |

b. IEP EVALUATIONS

Open re-evaluations must be completed (referral to placement offer) within the 90-day timeline or within an appropriate timeline extension that is agreed upon by the parent. 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.

| | 4/06 | 5/06 |
|---|---|---|
| Initial Evaluations (Completed since 7/05) | 3027 | 3477 |
| Percentage Identified Special Education | 59% | 59% |

| | | |
|---|---|---|
| Active Initial Referrals | 1320 | 1252 |
| Re-evaluations (Completed since 7/05) | 4164 | 4782 |
| Percentage Continued in Special Education | 87% | 86% |
| Active Re-evaluations | 1434 | 1245 |

2. Special Services Information Management System (SSIMS) Project Status Report

During the month of April 2006, the SSIMS team continues to assist callers with Encore questions as well as work on data quality and monitoring of compliance items for the district. SSIMS/Encore training was provided for new special education supervisors and diagnostic teachers. "Media Site" web-based training videos will be completed and posted on the portal in May 2006. The Encounter Tracker User Group continues to meet monthly. Planning has been initiated with Spectrum K12 School Solutions (formally 4GL School Solutions) to start the process for making the IDEA 2004 changes in the software for a summer roll out. Testing has been initiated of the latest release of Encore 6.8 SP1. The schedule to update our production environment with the latest release will occur early summer.

* * * * *

(Item 2) Report on Restorative Justice/Option For Decreasing Suspensions

Administration's Analysis

1. The Milwaukee Public Schools is in the process of developing and promoting a district-wide focus on suspension reduction.

2. Research has proven that excluding students from school through suspension does not generally stop undesirable school behaviors. Suspension is part of a punishment system that does not demonstrate long lasting positive effects fro most students. Behavior improvement is best addressed by intervention systems that deal with cause, effect and the change process for students.

3. The need exists to reduce overall suspension and other disciplinary actions by developing educational programs and alternative interventions at multiple age and grade levels to assist students to develop more appropriate social and emotional skills. Some students with disabilities are suspended at high rates and/or experience behavioral issues that require ongoing intervention. Research has proven that increased social and emotional skills and other associated classroom behaviors lead to improvements in academic performance and overall school success for all students. Research has proven that increased social and emotional skills and other associated classroom behaviors lead to improvements in academic performance and overall school success for all students.

4. Schools will include in their 06-07 School Educational Plans (SEP), individual school plans to target reduction of suspensions and behavioral issues within the school with research based programs and strategies that promise success. Restorative justice is an important and promising strategy for MPS schools.

5. Restorative Justice is a framework for dealing with wrongdoing within the school 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.

6. A number of MPS staff are trained in the principles of restorative justice and implement these programs within their schools as part of the school-wide effort to reduce behavioral issues that lead to behavioral referrals, suspension and/or expulsion.

7. The principal of Restorative Justice can be successfully applied with traditional models of holding wrongdoers accountable for their actions. Restorative Justice has been used as a response to crime, bullying, and disciplinary violations, often providing an alternative to the use of more traditional processes such as suspension. Schools can operate as restorative environments where members take responsibility to repair harm when it occurs, hold each other accountable, and build skills in collective problem solving (Attachment #1, available with the minutes of your Committee's meeting).

8. There is emerging literature on the spillover effects of restorative processes on culture and development of social capital and collective efficacy.

9. Presentation (Attachment #2, available with the minutes of your Committee's meeting): David Lerman, Restorative Justice Coordinator, Milwaukee County District Attorney's Office is working in conjunction with MPS and community organizations to develop and promote the Restorative Justice Model. Together with MPS staff an introduction to Restorative Justice in the School Setting will be presented.

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## COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

[Item 1] Report of the Partnership School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process of the Partnership School Contract with Cornerstone Achievement Academy

Background

1. The Milwaukee Public Schools strives to improve student achievement, to improve student success in further education and employment, and to increase family satisfaction not only by employing traditional educational settings, but also by using contracted schools, such as partnership and charter schools. Administrative Policy 9.12, Charter Schools, already established a Review Panel to review, evaluate, and make recommendations to the Board with regard to charter school petitions and proposals. Consequently, the Board, with the Administration's concurrence, established a review panel for partnership and other contracted, non-charter educational programs at its regular August 2005 meeting. Equity, efficiency, and accountability drove the action to recommend that all new contracted programs within the Milwaukee Public Schools undergo the same rigorous review and evaluation process as do the charter schools.

2. Using the Charter School Review and research from North Carolina as a beginning basis, the Administration has developed a process to provide review and evaluation of contracted educational programs. As the knowledge base, support, and monitoring of the schools increase, the Division of Diversified Community Schools anticipates the process becoming more rigorous.

Administration's Analysis

3. On June 23, 2005, the Board approved a one-year contract for educational services with Cornerstone Achievement Academy, Inc., (hereinafter "Cornerstone") located at 3040 West Capitol Drive. The current contract specifies services for 100 FTE (full-time-equivalent) students in grades nine through twelve. The September 2005 State Aid Enrollment Count for Cornerstone was 103 students, while the January 2006 State Aid Enrollment Count was 102 students. The Diversified Community Schools' bi-weekly eSIS enrollment-monitoring process shows that Cornerstone has averaged 101.67 student FTEs to date for the 2005-06 school year.

4. Cornerstone offers a ninth-through-twelfth-grade curriculum with an Afro-centric focus that incorporates work-based learning exploration activities. The curriculum reflects cognitive and affective skill knowledge developed in a pedagogical structure. Students who are eighteen years and older are allowed to work with instructors to develop independent study projects.

5. The Milwaukee Public Schools Partnership Schools Contract Review Team conducted a review of Cornerstone's compliance with its contract under Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, Children at Risk of Not Graduating High School. The Division of Diversified Community Schools developed a checklist based on the partnership school's contract and gathered information to determine if the school was compliant, partially compliant, or non-compliant based on the criteria. The members of Diversified Community Schools reviewed the data, which allowed them to prepare the preliminary findings and a recommendation relative to contract renewal for the Review Team.

6. The Partnership Schools Contract Review Team participated in an orientation on the contract review process on February 22, 2006. On March 1, 2006, the Review Team — which consisted of community members, business partners, district administrators, and school representatives recommended by the Board's President, the Chair of the Board's Committee on Innovation/School Reform, the Superintendent, and district designees — met to review and evaluate information provided by MPS Diversified Community Schools. The team also discussed the preliminary findings and preliminary recommendations as summarized in the Partnership Schools Contract Review Checklist. The Partnership Schools Contract Review Team finalized the Partnership Schools Contract Review Checklist for Cornerstone on March 29, 2006, and the recommendation was given to the Superintendent on April 7, 2006.

7. The MPS Partnership Schools Contract Review Team's findings and recommendation relative to Cornerstone are attached (see the Partnership Schools Contract Review Checklist, attached to the minutes of your Committee's meeting). The Partnership Schools Contract Review Team recommends a one-year contract renewal for Cornerstone and that the school attend to the area in which it was found to be partially compliant.

8. The Administration requests authorization to initiate the contract-renewal process.

Strategic Plan Compatibility Statement

9. 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

10. This item is being presented to the Board pursuant to Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, relative to children at risk of not graduating high school.

Fiscal Impact Statement

11. This item does not authorize expenditures. The funds for this partnership school contract will be approved as part of the school allocations in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

12. Upon the Board's approval of this item, the contract-renewal process will be initiated in anticipation of allocations of partnership seat which will be presented to the Board in June 2006. Funds have been reserved as part of the FY07 budget-development process to cover the anticipated 100 student FTEs for the 2006-07 school year.

13. The Partnership Review Team has identified partial compliance regarding audit findings. During the contract term, Cornerstone is expected to review and be aware of all contractual obligations. The partnership contract requires Cornerstone to amend the current contract, in writing, prior to any adjustments. Cornerstone is also expected to complete the required documentation, "Adequate Yearly Progress (AYP) for Schools Without Tested Grades or Low Full Academic Year (FAY) Students" form.

14. In addition, Cornerstone is also expected to continue to monitor progress in performance, compliance, financial, and all other Partnership School Contract Review Checklist items, especially in the areas of:

a. reading, mathematics, and all core academic subject areas;

b. becoming familiar with the costs outlined in OMB Circular A-87;

c. submitting the semi-annual and annual financial reports by the contract's due date;

d. providing an updated staff list and background check within fourteen days of hiring a new employee; and

e. paying employees the appropriate hourly wage.

15. Finally, since Cornerstone explicitly agrees to comply with the assessment and accountability provisions of the No Child Left Behind Act, 20 U.S.C., § 6301 *et seq*., as they are made applicable to MPS and Partnership School, Cornerstone is expected to participate in the Milwaukee Public Schools' Educational Plan trainings that have been made available in order to refine and implement the Educational Plan. The Educational Plan is also expected to be completed and posted on the portal in a timely manner.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Partnership Schools Contract Review Team, which is for a one-year partnership contract renewal and that the school attend to the area in which it was found to be partially compliant, specifically to rectify the five findings from the 2004-05 audit completed by MPS Audit Services; and

2. authorize the Superintendent's designee to initiate the contract-renewal process and draft a renewed partnership school contract with a maximum of 100 student FTEs, to begin and end with the last regularly scheduled school day of the 2006-07 school year.

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

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[Item 2] Report of the Partnership School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process for the Partnership School Contract with Northwest Opportunities Vocational Academy (NOVA)

Background

1. The Milwaukee Public Schools strives to improve student achievement, to improve student success in further education and employment, and to increase family satisfaction not only by employing traditional educational settings, but also by using contracted schools, such as partnership and charter schools. Administrative Policy 9.12, Charter Schools, already established a Review Panel to review, evaluate, and make recommendations to the Board with regard to charter school petitions and proposals. Consequently, the Board, with the Administration's concurrence, established a review panel for partnership and other contracted, non-charter educational programs at its regular August 2005 meeting. Equity, efficiency, and accountability drove the action to recommend that all new contracted programs within the Milwaukee Public Schools undergo the same rigorous review and evaluation process as do the charter schools.

2. Using the Charter School Review and research from North Carolina as a beginning basis, the Administration has developed a process to provide review and evaluation of contracted educational programs. As the knowledge base, support, and monitoring of the schools increase, the Division of Diversified Community Schools anticipates the process becoming more rigorous.

Administration's Analysis

3. On June 23, 2005, the Board approved a one-year contract for educational services with NOVA (Northwest Opportunities Vocational Academy) as a partnership school located at 3718 West Lancaster Avenue. The current contract specifies services for 100 FTE (full-time-equivalent) students in grades seven through twelve. NOVA's September 2005 State Aid Enrollment Count was 41 high-school students and 59 middle-school students, while the January 2006 State Aid Enrollment Count was 41 high-school students and 60 middle-school students. The Division of Diversified Community Schools's bi-weekly eSIS enrollment monitoring shows that NOVA has averaged 99.34 student FTEs, which is a combination of the middle- and high-school students, to date for the 2005-06 school year.

4. NOVA has been designed using the four principals from the Coalition of Essential Schools (Theodore Sizer). The unique school-to-work transitional model teaches students relevant and meaningful skills that encourage them to critically listen, think, and analyze while exploring lifelong career options. The primary purpose of NOVA is to develop students' social skills necessary to enter the world of work and to graduate students who are academically prepared to continue their education or training at a college or a technical school. NOVA has an alliance with the Leaders of Tomorrow, which is a mentoring program for students interested in business careers. The Private Industry Council of Milwaukee County (PIC) also offers opportunities for summer employment to NOVA students through the STEP-UP Program. The Center for Teaching Entrepreneurship (CTE) provides students with classes and year-round workshops that focus on business and financial responsibility.

5. The Milwaukee Public Schools Partnership Schools Contract Review Team has conducted a review of NOVA's compliance with its contract under Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, Children at Risk of Not Graduating High School. The Division of Diversified Community Schools developed a checklist based on the partnership school's contract and gathered information to determine if the school was compliant, partially compliant, or non-compliant based on the criteria. The members of Diversified Community Schools reviewed the data, which allowed them to prepare the preliminary findings and a recommendation relative to contract renewal for the Review Team.

6. The Partnership Schools Contract Review Team participated in an orientation on the contract-review process on February 22, 2006. On March 1, 2006, the Review Team — which consisted of community members, business partners, district administrators, and school representatives recommended by the Board's President, the Chair of the Board's Committee on Innovation/School Reform, the Superintendent, and district designees — also discussed the preliminary findings and preliminary recommendations as summarized in the Partnership Schools Contract Review Checklist. The Partnership Schools Contract Review Team finalized the Partnership Schools Contract Review Checklist for NOVA on March 29, 2006, and forwarded its recommendation to the Superintendent on April 7, 2006.

7. The MPS Partnership Schools Contract Review Team's findings and recommendation relative to NOVA are attached (see the Partnership Schools Contract Review Checklist, attached to the minutes of your Committee's meeting). The Partnership Schools Contract Review Team recommends a one-year contract renewal for NOVA and that the school attend to the area in which it was found to be partially compliant.

8. The Administration requests authorization to initiate the contract-renewal process.

Strategic Plan Compatibility Statement

9. 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

10. This item is being presented to the Board pursuant to Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, relative to children at risk of not graduating high school.

Fiscal Impact Statement

11. This item does not authorize expenditures. The funds for this partnership school contract will be approved as part of the school allocations in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

12. Upon the Board's approval of this item, the contract-renewal process will be initiated in anticipation of allocations of partnership seats which will be presented to the Board in June 2006. Funds have been reserved as part of the FY07 budget development process to cover the anticipated 100 student FTEs for the 2006-07 school year.

13. The Partnership Review Team identified partial compliance while reviewing the documents. During the contract term, NOVA is expected to review and be aware of all contractual obligations. NOVA is also expected to complete the required documentation, "Adequate Yearly Progress (AYP) for Schools Without Tested Grades or Low Full Academic Year (FAY) Students" form. In addition, NOVA is expected to continue to monitor progress in performance, compliance, financial, and all other Partnership School Contract Review Checklist items, especially in the areas of:

a. reading, mathematics, and all other core academic subject areas;

b. maintaining partnership school contract expenses in segregated accounts documented by journal entries; and

c. contacting the Milwaukee Public Schools' Division of Diversified Community Schools when the school needs to spend more than 110% of the authorized budget categories.

14. Furthermore, a representative from NOVA is expected to attend and sign in at all mandatory monthly meetings.

15. Finally, since NOVA explicitly agrees to comply with the assessment and accountability provisions of the No Child Left Behind Act, 20 U.S.C., § 6301 *et seq*., as they are made applicable to MPS and Partnership School, NOVA is expected to participate in the Milwaukee Public Schools' Educational Plan trainings that have been made available in order to refine and implement the Educational Plan. The Educational Plan is also expected to be posted on the portal in a timely manner.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Partnership Schools Contract Review Team to grant a one-year renewal of the partnership contract and that the school attend to the area in which it was found to be partially compliant, specifically attendance at the mandatory monthly meetings; and

2. authorize the Superintendent's designee to initiate the contract-renewal process and draft a renewed partnership school contract with a maximum of 100 student FTEs to begin and end with the last regularly scheduled school day of the 2006-07 school year.

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

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[Item 3] Report of the Partnership School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process for the Partnership School Contract with Sixth Street Academy, Formerly Known As United Community Center (UCC)

Background

1. The Milwaukee Public Schools strives to improve student achievement, to improve student success in further education and employment, and to increase family satisfaction not only by employing traditional educational settings, but also by using contracted schools, such as partnership and charter schools. Administrative Policy 9.12, Charter Schools, already established a Review Panel to review, evaluate, and make recommendations to the Board with regard to charter school petitions and proposals. Consequently, the Board, with the Administration's concurrence, established a review panel for partnership and other contracted, non-charter educational programs at its regular August 2005 meeting. Equity, efficiency, and accountability drove the action to recommend that all new contracted programs within the Milwaukee Public Schools undergo the same rigorous review and evaluation process as do the charter schools.

2. Using the Charter School Review and research from North Carolina as a beginning basis, the Administration has developed a process to provide review and evaluation of contracted educational programs. As the knowledge base, support, and monitoring of the schools increase, the Division of Diversified Community Schools anticipates the process becoming more rigorous.

Administration's Analysis

3. On June 23, 2005, the Board approved a one-year contract for educational services with Sixth Street Academy as a partnership school located at 615 West Washington Street. The current contract specifies services for 90 FTE (full-time-equivalent) students in grades six through eight. The Sixth Street Academy's September 2005 State Aid Enrollment Count was 90 students, while its January 2006 State Aid Enrollment Count was 92 students. The Division of Diversified Community Schools's bi-weekly eSIS enrollment-monitoring process shows that Sixth Street Academy has averaged 90.5 student FTEs to date for the 2005-06 school year.

4. The specific mission of the Alternative Middle School Program is to provide "at-risk" middle-school students with a safe, intellectually challenging environment that will prepare them to make positive contributions to society. The staff members provide powerful, caring, and culturally competent interventions through structured activities. The small school community setting for learning is planned to ensure success for all students and to connect the school to the community. By offering a comprehensive curriculum, the goal of the staff at Sixth Street Academy is to nurture each student's pre-existing Spanish and English language abilities. By using an accelerated approach in the classroom, students engage in high-level thinking and begin to experience the challenging curriculum that will prepare them for high school.

5. The MPS Partnership Schools Contract Review Team has conducted a review of Sixth Street Academy's compliance with its contract under Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, Children at Risk of Not Graduating High School.

6. The Division of Diversified Community Schools developed a checklist based on the partnership school's contract and gathered information to determine if the school was compliant, partially compliant, or non-compliant based on the criteria. The members of Diversified Community Schools reviewed the data, which allowed them to prepare the preliminary findings and a recommendation relative to contract renewal for the Review Team.

7. The Partnership Schools Contract Review Team participated in an orientation on the contract-review process on February 22, 2006. On March 22, 2006, the Review Team — which consisted of community members, business partners, district administrators, and school representatives recommended by the Board's President, the Chair of the Board's Committee on Innovation/School Reform, the Superintendent, and district designees — met to review and to evaluate information provided by MPS Division of Diversified Community Schools. The team also discussed the preliminary findings and

preliminary recommendations as summarized in the Partnership Schools Contract Review Checklist. The Partnership Schools Contract Review Team finalized the Partnership Schools Contract Review Checklist on March 29, 2006, and forwarded its recommendation to the Superintendent on April 7, 2006.

8. The MPS Partnership Schools Contract Review Team's findings and recommendation relative to Sixth Street Academy are attached (see the Partnership Schools Contract Review Checklist, attached to the minutes of your Committee's meeting.) The Partnership Schools Contract Review Team recommends a one-year contract renewal for Sixth Street Academy and that the school will attend to the areas in which it was found to be non-compliant or partially compliant.

9. The Administration requests authorization to initiate the contract-renewal process.

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, Administrative Policy, or Board Rules Statement

11. This item is being presented to the Board pursuant to Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, relative to Children at risk of not graduating high school.

Fiscal Impact Statement

12. This item does not authorize expenditures. The funds for this partnership school contract will be approved as part of the school allocations in the 2006-2007 Board-adopted budget.

Implementation and Assessment Plan

13. Upon the Board's approval of this item, the contract-renewal process will be initiated in anticipation of partnership seat allocations which will be presented to the Board in June 2006. Funds have been reserved as part of the FY07 budget-development process to cover the anticipated 90 student FTEs for the 2006-07 school year.

14. The Partnership Review Team identified partial compliance regarding audit findings while reviewing the documents. During the contract term, Sixth Street Academy is expected to review and be aware of all contractual obligations. In addition, Sixth Street Academy is expected to continue to monitor continued progress in performance, compliance, financial, and all other Partnership School Contract Review Checklist items, especially in the areas of:

a. increasing participation in testing, reading, mathematics, and all core academic subject areas;

b. submitting an annual financial report to Milwaukee Public Schools;

c. inappropriately charging the Milwaukee Public Schools program in error;

d. providing an initial or updated list of employees during the school year to the Milwaukee Public Schools Division of Diversified Community Schools.

15. Since the partnership school explicitly agrees to comply with the assessment and accountability provisions of the No Child Left Behind Act, 20 U.S.C., § 6301 *et seq.*, as they are made applicable to MPS and Partnership School, Sixth Street Academy is expected to participate in the Milwaukee Public Schools' Educational Plan trainings that have been made available in order to refine and implement the Educational Plan. The Educational Plan is also expected to be completed and posted on the portal in a timely manner.

16. Finally, Sixth Street Academy is expected to increase parental participation in the Climate Survey.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Partnership Schools Contract Review Team to grant a one-year renewal of the partnership contract and that the school attend to the areas below, throughout the 2006-07 school year, in which it was found to be non-compliant or partially compliant:

   a. increase in test participation;

   b. submittal of the annual financial reports in a timely manner;

   c. correction of the three findings from the MPS audit report;

   d. posting of the Educational Plan on the portal in a timely manner; and

   e. making the climate survey more accessible to the parents; and

2. authorize the Superintendent's designee to initiate the contract-renewal process and to draft a renewed partnership school contract with a maximum of 90 student FTEs to begin and end with the last regularly scheduled school day of the 2006-07 school year.

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

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[Item 4] Report of the Partnership School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process for the Partnership School Contract with St. Charles Behavioral Reassignment, St. Charles Youth and Family Services Education Center (Special Education), and St. Charles Intensive Day Treatment Program

Background

1. The Milwaukee Public Schools strives to improve student achievement, to improve student success in further education and employment, and to increase family satisfaction not only by employing traditional educational settings, but also by using contracted schools, such as partnership and charter schools. Administrative Policy 9.12, Charter Schools, already established a Review Panel to review, evaluate, and make recommendations to the Board with regard to charter school petitions and proposals. Consequently, the Board, with the Administration's concurrence, established a review panel for partnership and other contracted, non-charter educational programs at its regular August 2005 meeting. Equity, efficiency, and accountability drove the action to recommend that all new contracted programs within the Milwaukee Public Schools undergo the same rigorous review and evaluation process as do the charter schools.

2. Using the Charter School Review and research from North Carolina as a beginning basis, the Administration has developed a process to provide review and evaluation of contracted educational programs. As the knowledge base, support, and monitoring of the schools increase, the Division of Diversified Community Schools anticipates the process becoming more rigorous.

Administration's Analysis

3. On June 23, 2005, the Board approved a one-year contract for educational services with St. Charles Behavioral Reassignment, St. Charles Youth and Family Services Education Center (Special Education), and St. Charles Intensive Day Treatment Program (hereinafter "St. Charles") as a partnership school located at 151 South 84th Street. The current contract specifies services for 60 Behavior-

Reassignment FTE (full-time-equivalent) students in grades six through twelve, 30 FTEs for adjudicated youth in grades seven through twelve, and 95 special education middle-school FTEs, totaling 185 student FTEs. St. Charles Behavioral Reassignment's September 2005 State Aid Enrollment Count was 19 students, the Special Education count was 17 students, and the Intensive Day Treatment count was 23 students, totaling 59 students. The Behavior Reassignment's January 2006 State Aid Enrollment Count was 39 students, the Special Education count was 98 students, and the Intensive Day Treatment count was 16, totaling 153 students. St. Charles will maintain its enrollment at 60 Behavioral Reassignment student FTEs, 95 Special Education student FTEs, and 30 Intensive Day Treatment student FTEs, totaling 185 student FTEs.

4. St. Charles has a history of working with emotionally disturbed, delinquent, and educationally "at-risk" youth and their families. St. Charles believes that each client deserves a challenging and enriching academic experience. The excellence of the academic experience is the joint responsibility of the educational staff, parents, students, and community. The mission of the school is to establish high standards and to provide the required resources that will equip the students to lead meaningful and productive lives.

5. The Milwaukee Public Schools Partnership Schools Contract Review Team conducted a review of St. Charles's compliance with its contract under Administrative Policy and Procedure 7.16, Alternative School Programs, and the Wisconsin State Statute 118.153, Children at Risk of Not Graduating High School.

6. The Division of Diversified Community Schools developed a checklist based on the partnership school's contract and gathered information to determine if the school was compliant, partially compliant, or non-compliant based on the criteria. The members of Diversified Community Schools reviewed the data, which allowed them to prepare the preliminary findings and a recommendation relative to contract renewal for the Review Team.

7. The Partnership Schools Contract Review Team participated in an orientation on the contract review process on February 22, 2006. On March 22, 2006, the review team — which consisted of community members, business partners, district administrators, and school representatives recommended by the Board's President, the Chair of the Board's Committee on Innovation/School Reform, the Superintendent, and district designees — met to review and to evaluate information provided by MPS Division of Diversified Community Schools. The team also discussed the preliminary findings and preliminary recommendations as summarized in the Partnership Schools Contract Review Checklist. The Partnership Schools Contract Review Team finalized the Partnership Schools Contract Review Checklist on March 29, 2006, and forwarded its recommendation to the Superintendent on April 7, 2006.

8. The MPS Partnership Schools Contract Review Team's findings and recommendation relative to St. Charles are attached (see the Partnership Schools Contract Review Checklist, attached to the minutes of your Committee's meeting). The Partnership Schools Contract Review Team recommends a one-year contract renewal for St. Charles and that the schools attend to the areas in which they were found to be non-compliant or partially compliant. In addition, the contract will include an action plan that identifies the areas of deficiency that were found during the contract-renewal process.

9. The Administration requests authorization to initiate the contract-renewal process.

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, Administrative Policy, or Board Rules Statement

11. This item is being presented to the Board pursuant to Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, relative to Children at risk of not graduating high school.

Fiscal Impact Statement

12. This item does not authorize expenditures. The funds for this partnership school contract will be approved as part of the school allocations in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

13. Upon the Board's approval of this item, the contract-renewal process will be initiated in anticipation of partnership seat allocations which will be presented to the Board in June 2006. Funds have been reserved as part of the FY07 budget development process to cover the anticipated 185 combined student FTEs for the 2006-07 school year.

14. The Partnership Review Team identified areas of partial compliance and non-compliance while reviewing the documents. During the contract term, St. Charles is expected to review and be aware of all contractual obligations. St. Charles is also expected to complete the required documentation, "Adequate Yearly Progress (AYP) for Schools Without Tested Grades or Low Full Academic Year (FAY) Students" form. In addition, St. Charles is expected to monitor continued progress in performance, compliance, financial, and all other Partnership School Contract Review Checklist items, especially in the areas of reading, mathematics, and all core academic subject areas.

15. St. Charles Intensive Day Treatment Center is expected to increase its parental participation in the Climate Survey.

16. Finally, since the Partnership School explicitly agrees to comply with the assessment and accountability provisions of the No Child Left Behind Act, 20 U.S.C., § 6301 *et seq.*, as they are made applicable to MPS and the partnership school, St. Charles is expected to participate in the Milwaukee Public Schools' Educational Plan trainings that have been made available in order to refine and implement the Educational Plan. The Educational Plan is to be completed and posted on the portal in a timely manner.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Partnership Schools Contract Review Team to grant a one-year renewal of the partnership contract and that the school attend to the area in which St. Charles Behavior Reassignment was found to be partially compliant, specifically posting of the Educational Plan on the MPS portal in a timely manner; and

2. approve the recommendation of the Partnership Schools Contract Review Team for a one-year renewal of the partnership contract and that the school attend to the areas below, throughout the 2006-07 school year, in which St. Charles Youth and Family Services Education Center (Special Education) was found to be non-compliant or partially compliant:

    a. to achieve or exceed the Reading Annual Measurable Objective (AMO) of 67.5%;

    b. to achieve or exceed the Mathematics Annual Measurable Objective (AMO) of 47.5%;

    c. to post the Educational Plan of the MPS portal in a timely manner;

3. approve the recommendation of the Partnership Schools Contract Review Team of a one-year partnership contract renewal and that the school attend to the areas below, throughout the 2006-07 school year, in which St. Charles Intensive Day Treatment Program was found to be partially compliant:

    a. posting of the Educational Plan on the MPS portal in a timely manner;

    b. making the climate survey more accessible to the parents; and

4. authorize the Superintendent's designee to initiate the contract-renewal process and to draft a renewed partnership school contract with a maximum of 185 combined student FTEs to begin and end with the last regularly scheduled school day of the 2006-07 school year.

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

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[Item 5] Report of the Partnership School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process for the Partnership School Contract with Silver Spring Neighborhood Academy

Background

1. The Milwaukee Public Schools strives to improve student achievement, to improve student success in further education and employment, and to increase family satisfaction not only by employing traditional educational settings, but also by using contracted schools, such as partnership and charter schools. Administrative Policy 9.12, Charter Schools, already established a Review Panel to review, evaluate, and make recommendations to the Board with regard to charter school petitions and proposals. Consequently, the Board, with the Administration's concurrence, established a review panel for partnership and other contracted, non-charter educational programs at its regular August 2005 meeting. Equity, efficiency, and accountability drove the action to recommend that all new contracted programs within the Milwaukee Public Schools undergo the same rigorous review and evaluation process as do the charter schools.

2. Using the Charter School Review and research from North Carolina as a beginning basis, the Administration has developed a process to provide review and evaluation of contracted educational programs. As the knowledge base, support, and monitoring of the schools increase, the Division of Diversified Community Schools anticipates the process becoming more rigorous.

Administration's Analysis

3. On June 23, 2005, the Board approved a one-year contract for educational services with Silver Spring Neighborhood Academy (hereinafter "Silver Spring") as a partnership school located at 5460 North 64th Street. The current contract specifies services for 80 FTE (full-time-equivalent) students in grades six through eight. The Silver Spring September 2005 State Aid Enrollment Count was 76 students. The January 2006 State Aid Enrollment Count was 78 students. The Division of Diversified Community Schools's bi-weekly eSIS enrollment-monitoring process shows Silver Spring has averaged 79.42 student FTEs to date for the 2005-06 school year.

4. Silver Spring is structured from the following concepts:

   a. a student cannot be viewed separate from his/her family; and

   b. the family unit must be empowered for the student to succeed.

   This comprehensive, community-based, collaborative, coordinated service-delivery model offers true hope for serving, supporting, and empowering families to achieve self-sufficiency.

5. The Milwaukee Public Schools Partnership Schools Contract Review Team has conducted a review of Silver Spring's compliance with its contract under Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, Children at Risk of Not Graduating High School.

6. The Division of Diversified Community Schools developed a checklist based on the partnership school's contract and gathered information to determine if the school was compliant, partially compliant, or non-compliant based on the criteria. The members of the Division of Diversified Community Schools reviewed the data, which allowed them to prepare the preliminary findings and a recommendation for the Review Team.

7. The Partnership Schools Contract Review Team participated in an orientation on the contract review process on February 22, 2006. On March 22, 2006, the review team — which consisted of community members, business partners, district administrators, and school representatives recommended by the Board's President, the Chair of the Board's Committee on Innovation/School Reform, the Superintendent, and district designees — met to review and to evaluate information provided by MPS Division of Diversified Community Schools. The team also discussed the preliminary findings and preliminary recommendations as summarized in the Partnership Schools Contract Review Checklist. The Partnership Schools Contract Review Team finalized the Partnership Schools Contract Review Checklist on March 29, 2006, and forwarded its recommendation to the Superintendent on April 7, 2006.

8. The MPS Partnership Schools Contract Review Team's findings and recommendation relative to Silver Spring are attached (see the Partnership Schools Contract Review Checklist, attached to the minutes of your Committee's meeting). The Partnership Schools Contract Review Team recommends a one-year contract renewal for Silver Spring and that the school attend to the areas in which it was found to be non-compliant or partially compliant. In addition, the contract will include an action plan that identifies the areas of deficiency that were found during the contract-renewal process.

9. The Administration requests authorization to initiate the contract-renewal process.

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, Administrative Policy, or Board Rules Statement

11. This item is being presented to the Board pursuant to Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, relative to Children at risk of not graduating high school.

Fiscal Impact Statement

12. This item does not authorize expenditures. The funds for this partnership school contract will be approved as part of the school allocations in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

13. Upon the Board's approval of this item, the contract-renewal process will be initiated in anticipation of partnership seat allocations which will be presented to the Board in June 2006. Funds have been reserved as part of the FY07 budget-development process to cover the anticipated 80 student FTEs for the 2006-07 school year.

14. The Partnership Review Team identified partial compliance regarding audit findings. During the contract term, Silver Spring is expected to review and be aware of all contractual obligations. In addition, Silver Spring is expected to monitor continued progress in performance, compliance, financial, and all other Partnership School Contract Review Checklist items, especially in the areas of:

a. reading, mathematics, and all core academic subject areas;

b. increasing attendance to 85%;

c. using a documented cost-allocation plan to charge the Milwaukee Public Schools program throughout the year;

d. recording all partnership school contract expenses in segregated accounts documented by journal entries; and

e. providing an updated list of employees to the Milwaukee Public Schools' Division of Diversified Community Schools.

15. Since the Partnership School explicitly agrees to comply with the assessment and accountability provisions of the No Child Left Behind Act, 20 U.S.C., § 6301 *et seq.*, as they are made applicable to MPS and the partnership school, Silver Spring is expected to participate in the Milwaukee Public Schools' Educational Plan trainings that have been made available in order to refine and implement the Educational Plan. Finally, Silver Spring is expected to increase staff, student, and parental participation in the Climate Survey.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Partnership Schools Contract Review Team for a one-year partnership contract renewal and that the school attend to the areas below, throughout the 2006-07 school year, in which it was found to be non-compliant or partially compliant:

   a. increasing the student attendance rate to 85% or above;

   b. correcting the four findings by the MPS audit department in a timely fashion; and

   c. completing the school climate survey and making it more accessible to the students, staff, and parents; and

2. authorize the Superintendent's designee to initiate the contract-renewal process and to draft a renewed partnership school contract with a maximum of 80 student FTEs to begin and end with the last regularly scheduled school day of the 2006-07 school year.

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

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[Item 6] Report of the Partnership School Contract Review Team and Action on a Recommendation to Initiate the Renewal Process for the Partnership School Contract with HR Academy/Global Awareness High School and HR Educational Possentem

Background

1. The Milwaukee Public Schools strives to improve student achievement, to improve student success in further education and employment, and to increase family satisfaction not only by employing traditional educational settings, but also by using contracted schools, such as partnership and charter schools. Administrative Policy 9.12, Charter Schools, already established a Review Panel to review, evaluate, and make recommendations to the Board with regard to charter school petitions and proposals. Consequently, the Board, with the Administration's concurrence, established a review panel for partnership and other contracted, non-charter educational programs at its regular August 2005 meeting. Equity, efficiency, and accountability drove the action to recommend that all new contracted programs within the Milwaukee Public Schools undergo the same rigorous review and evaluation process as do the charter schools.

2. Using the Charter School Review and research from North Carolina as a beginning basis, the Administration has developed a process to provide review and evaluation of contracted educational programs. As the knowledge base, support, and monitoring of the schools increase, the Division of Diversified Community Schools anticipates the process becoming more rigorous.

Administration's Analysis

3. On June 23, 2005, the Board approved a one-year contract for educational services with HR Academy/Global Awareness High School (hereinafter "HR Academy") and HR Educational Possentem as partnership schools located at 3500 West Mother Daniels Way. The current contract for HR Academy specifies services for 80 FTE (full-time-equivalent) students in grades seven through twelve, and the current contract for HR Educational Possentem specifies services for 75 student FTEs, for a combined total of 155 student FTEs.

a. The HR Academy's September 2005 State Aid Enrollment Count was 120 students, and the HR Educational Possentem's count was 45 students, for a combined total of 165 students.

b. The HR Academy's January 2006 State Aid Enrollment Count was 117 students, and the HR Educational Possentem's count was 50 students, for a combined total of 167 students.

c. The Division of Diversified Community Schools's bi-weekly eSIS enrollment-monitoring process shows that HR Academy has averaged 110.58 student FTEs, and HR Educational Possentem has averaged 49.25 student FTEs to date for the 2005-06 school year, for a combined total of 159.83 student FTEs.

4. To accommodate the excessive number of Behavioral Reassignment (BR) seats needed during the 2005-06 school year, HR Educational Possentem has taken the necessary steps to support and educate 15 BR students.

5. HR Academy's fundamental aim has been to prepare students to become responsible and productive adults. The special focus at HR Academy is to provide students with a global perspective to learning. The staff works diligently to expose the students to the world of business and entrepreneurship. The students are involved in field experience with entrepreneurs within the greater Milwaukee community.

6. HR Educational Possentem offers a broad spectrum of programs including nurturing, music, and cultural awareness programs. Individual and family counseling, mentoring, career workshops, and exposure to the performing and visual arts are also offered. The Educational Possentem also offers social services to its students and families, along with other activities that promote personal growth.

7. The philosophy remains constant at both sites that "all children can learn"; therefore, an atmosphere has been created for high-level learning. The staff at HR Academy and HR Educational Possentem work diligently to ensure that all students who matriculate through the program will be successful.

8. The Milwaukee Public Schools Partnership Schools Contract Review Team has conducted a review of HR Academy's and HR Educational Possentem's compliance with their contracts under Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, Children at Risk of Not Graduating High School.

9. The Division of Diversified Community Schools developed a checklist based on the partnership school's contract and gathered information to determine if the school was compliant, partially compliant, or non-compliant based on the criteria. The members of the Division of Diversified Community Schools reviewed the data, which allowed them to prepare the preliminary findings and a recommendation for the Review Team.

10. The Partnership Schools Contract Review Team participated in an orientation on February 22, 2006. On March 29, 2006, the review team — which consisted of community members, business partners, district administrators, and school representatives recommended by the Board's President, the Chair of the Board's Committee on Innovation/School Reform, the Superintendent, and district designees — met to review and to evaluate information provided by MPS Division of Diversified Community Schools. The team also discussed the preliminary findings and preliminary recommendations as summarized in the

Partnership Schools Contract Review Checklist. The Partnership Schools Contract Review Team finalized the Partnership Schools Contract Review Checklist for HR Academy or HR Educational Complex on March 29, 2006, and forwarded its recommendations to the Superintendent on April 7, 2006.

11. The MPS Partnership Schools Contract Review Team's findings and recommendation relative to HR Academy and HR Educational Possentem are attached (see the Partnership Schools Contract Review Checklist, attached to the minutes of your Committee's meeting). The Partnership Schools Contract Review Team recommends a combined one-year contract renewal for HR Academy and HR Educational Possentem (HR Educational Complex) and that the schools attend to the areas in which they were found to be non-compliant or partially compliant. In addition, the contract will include an action plan that identifies the areas of deficiency that were found during the contract-renewal process for both.

12. The Administration requests authorization to initiate the contract-renewal process.

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 Administrative Policy and Procedure 7.16, Alternative School Programs, and Wisconsin State Statute 118.153, relative to Children at risk of not graduating high school.

Fiscal Impact Statement

15. This item does not authorize expenditures. The funds for this partnership school contract will be approved as part of the school allocations in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

16. Upon the Board's approval of this item, the contract-renewal process will be initiated in anticipation of partnership seat allocations which will be presented to the Board in June 2006. Funds have been reserved as part of the FY07 budget-development process to cover the anticipated 165 student FTEs for the 2006-07 school year.

17. The Partnership Review Team identified non-compliance and partial compliance regarding audit findings and while reviewing the documents. During the contract term, HR Academy and HR Educational Possentem are expected to review and be aware of all contractual obligations.

a. HR Educational Complex is also expected to complete the required documentation, "Adequate Yearly Progress (AYP) for Schools Without Tested Grades or Low Full Academic Year (FAY) Students" form. In addition, HR Educational Complex is expected to monitor continued progress in performance, compliance, financial, and all other Partnership School Contract Review Checklist items.

b. The director of HR Educational Complex will be responsible for timely submission of financial statements and the single audit report. A representative from HR Educational Complex is expected to attend and sign in at all mandatory monthly meetings.

c. Since the Partnership School explicitly agrees to comply with the assessment and accountability provisions of the No Child Left Behind Act, 20 U.S.C., § 6301 *et seq*., as they are made applicable to MPS and Partnership School, HR Educational Complex is expected to participate in the Milwaukee Public Schools' Educational Plan trainings that have been made available in order to refine and implement the Educational Plan. The Educational Plan is also expected to be completed and posted on the portal in a timely manner.

d. HR Educational Complex is expected to amend the current contract, in writing, during the contract term prior to any adjustments. As a courtesy, for the 2005-06 school year, the Division of Diversified Community Schools will honor past practices of allowing HR's FTE counts to be combined.

e. Finally, Diversified Community Schools will administer one contract in FY07 for HR Educational Complex per a recommendation from Audit Services in the Summary Report of Partnership School Financial and Compliance Audits dated June 2005.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the recommendation of the Partnership Schools Contract Review Team of a one-year partnership contract renewal and that the school attend to the areas below, throughout the 2006-07 school year, in which HR Academy was found to be partially compliant:

   a. correcting the eight findings from the MPS audit report prior to contract renewal; and

   b. attending the mandatory monthly meetings;

2. approve the recommendation of the Partnership Schools Contract Review Team of a one-year partnership contract renewal and that, in an action plan, the school be required to attend to the areas below, throughout the 2006-07 school year, in which HR Educational Possentem was found to be non-compliant or partially compliant:

   a. increasing the graduation rate to or above 82%;

   b. achieving or exceeding the Reading Annual Measurable Objective (AMO) of 67.5%

   c. achieving or exceeding the Mathematics Annual Measurable Objective (AMO) of 47.5%

   d. submitting the Single Audit in a timely manner

   e. correcting the seven findings by the Office of Board Governance-Audit Services prior to renewal of the contract;

   f. revising in a timely manner the Educational Plan and posting it on the MPS portal; and

   g. attending the mandatory monthly meetings; and

3. authorize the Superintendent's designee to initiate the contract-renewal process and to draft one renewed partnership school contract with a maximum of 165 student FTEs for HR Educational Complex to begin and end with the last regularly scheduled school day of the 2006-07 school year.

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

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[Item 7] Action on Request for Non-Renewal of the Siefert Elementary School Charter Contract and for the School's Return to Status As a Non-Chartered School

Background

1. On April 25, 2002, the Board approved a three-year charter school contract establishing Siefert Elementary School as an instrumentality charter school. Siefert Elementary opened as a charter school beginning with the 2001-02 school year. In June 2004, the Charter School Contract Review Team completed a review of Siefert's compliance with its charter contract and recommended contract renewal for one year due to significant concerns about student achievement.

2. On August 26, 2004, The Milwaukee Board of School Directors authorized contract negotiations and on November 23, 2004, the Board approved a renewed two-year charter contract. The term of the contract commenced with the 2004-05 school year and will end on the last regularly scheduled school day of the 2005-06 school year. The contract is for an enrollment of 500 full-time-equivalent students in Head Start through grade 5. The Siefert September 2005 State Aid Enrollment Count was 415 students. The January 2006 State Aid Enrollment Count was 396 students, including 42 students (10.6%) with special education needs.

3. The MPS Charter School Contract Review Team has conducted a review of Siefert Elementary Instrumentality Charter School's compliance with its contract under Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals. The Charter School Contract Review Team met on January 12, 19, and 26, 2006, to review and evaluate information provided by MPS Diversified Community Schools and various Central Services staff. The Charter School Contract Review Team facilitators met with Janel Hawkins, Siefert principal, on January 30, 2006, to discuss the preliminary findings and preliminary recommendation as summarized in the Charter School Contract Review Checklist. The Charter School Contract Review Team finalized the Charter School Contract Review Checklist and recommendation on February 2, 2006.

4. The MPS Charter School Contract Review Team's findings and recommendation relative to Siefert instrumentality charter school are attached (see the attached Charter School Contract Review Checklist). The Charter School Contract Review Team recommends termination of the instrumentality charter contract with Siefert Elementary School due to low student achievement and failure to make consistent, significant academic progress.

5. Following a review of the report from the MPS Charter School Contract Review Team, the Superintendent concurs with the recommendation to not renew the charter school contract and to return the school to status as a non-charter school because pupils enrolled in Siefert Elementary 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 — This is ground 3 for termination by the Board as stated in the contract, which 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.

6. 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

7. In the 2004-05 school year, Siefert failed to meet any of the specified academic performance criteria (WCRT reading; WKCE reading, English language arts, mathematics, science, and social studies; MPS Writing Performance) and met only one of the three mandatory academic performance criteria (attendance, mobility rate, and promotion percentage).

a. On the Grade 3 Wisconsin Reading Comprehension Test (WRCT) 68% of the Siefert students scored proficient and advanced compared with 71% in MPS.

b. On the Grade 4 Reading Wisconsin Knowledge and Concept Exam, 54% of the Siefert students scored proficient and advanced compared with 62% in MPS.

c. On the Grade 4 English Language Arts WKCE, 54% of the Siefert students scored proficient and advanced compared with 59% in MPS.

d. On the Grade 4 Mathematics WKCE, 31% of the Siefert students scored proficient and advanced compared with 46% in MPS.

e. On the Grade 4 Science WKCE, 35% of the Siefert students scored proficient and advanced compared with 47% in MPS.

f. On the Grade 4 Social Studies WKCE, 69% of the Siefert students scored proficient and advanced compared with 76% in MPS.

g. On the Grade 3 MPS Writing Performance Assessment, 3% of the Siefert students scored proficient compared with 18% in MPS.

h. On the Grade 5 MPS Writing Performance Assessment, 10% of the Siefert students scored proficient and advanced compared with 28% in MPS.

i. Siefert had an average daily attendance rate of 92% compared with 93% in MPS, and a 12% mobility rate compared with 11% in MPS.

8. The academic performance of Siefert Elementary School students has been inconsistent and usually below district averages of students at and above proficient as demonstrated on the attached assessment graphs.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

11. This item does not authorize expenditures.

Implementation and Assessment Plan

12. Upon the Board's approval of this item, the Siefert Elementary School instrumentality charter contract will expire on the last regularly scheduled school day of the 2005-06 school year, and the school will revert to status as an MPS non-chartered school.

Committee's Recommendation

Your Committee recommends that the Board not renew the Siefert Elementary School instrumentality charter school contract when it expires in June 2006 and return the school to status as a non-chartered school, because pupils enrolled in Siefert Elementary School have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, which is ground 3 for termination by the Board as stated in the contract.

Director Hardin moved, one, to authorize the administration to negotiate a one-year charter school contract renewal for Siefert Elementary School for the 2006-2007 school year and, two, to authorize the Superintendent's designee to work in collaboration with the charter school to provide binding oversight for the education program at the charter school.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Hardin, Horton and Morales—5.

Noes—Director Johnson—1.

Abstaining from voting—Directors Goldberg, Spence and President Dannecker—3.

* * * * *

[Item 8] Action on a Request for Approval of an Instrumentality Charter School Contract with and Location for the Expressions School of the Arts

Background

1. On June 14, 2005, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for Expressions School of the Arts. On June 23, 2005, the Board approved the concept of the Expressions Schools of the Arts' petition to open as an instrumentality charter high school beginning with the 2006-07 school year.

2. The mission of the Expressions School of the Arts School is to transform the lives of youth through engagement in the arts so that they embrace lifelong learning and graduate as informed and engaged citizens prepared for responsible and productive lives within their families, community, and society.

3. The school proposes:

a. a small, city-wide high school serving up to 200 students in grades 9-12 who are at high risk of academic failure;

b. project- and work-based learning using an integrated, inter-arts approach to teaching basic academic subjects, along with service-learning initiatives and paid work opportunities in the school and within the community;

c. self-directed independent and small-group research studies conducted via the Internet and other resources;

d. development of integrated and demonstration-based verbal and non-verbal communication and artistic skills throughout all components of the program; and

e. individualized educational plans for all students to assess student ability and to set goals for learning.

4. The Expressions School of the Arts will welcome students of all abilities and backgrounds. The school anticipates working with all students and will make every effort to ensure that the school's diversity is reflective of the community it serves, including at-risk and special education populations.

Administration's Analysis

5. In anticipation of opening in the fall, Expressions School of the Arts has fully participated in MPS activities and planning meetings for small high schools.

6. At the time of the concept's approval, a site had not yet been identified. The school requested the assistance of the MPS Administration to identify a school facility/location. Subsequently, Expressions School of the Arts was offered and accepted space at Muir Middle School, located at 5496 North 72nd Street. School leaders have indicated that both school communities are working collaboratively to ensure a smooth transition and sharing of space at the facility.

7. At the time of the concept's approval, the school planned to implement a year–round school calendar. Expressions School of the Arts has now requested to begin with the MPS traditional calendar for the first year of the contract term, but to consider implementing the MPS-approved year-round school calendar for subsequent years of its contract term.

8. Expressions School of the Arts accepts the model instrumentality charter school contract with the following modifications in terms:

a. Expressions Schools of the Art will be located and share space at Muir Middle School, 5496 North 72nd Street, Milwaukee, Wisconsin, 53218.

b. Leslie Seib, or her successor, will be the School Leader in charge of Expressions School of the Arts.

c. The contract term will be for five years, beginning with the 2006-07 school year and ending on the last regularly scheduled school day of the 2010-11 school year.

d. Expressions School of the Arts plans to enroll up to 110 students for 2006-07, up to 130 students for 2007-08, up to 155 students for 2008-09, up to 175 students for 2009-10, and up to a maximum of 200 students for the 2010-11 school year under this contract.

e. Expressions School of the Arts will follow the MPS regular school calendar for its first year of operation. The school plans to implement the MPS year-round calendar for subsequent years of its contract term.

Strategic Plan Compatibility Statement

9. This program 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

10. This contract 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. 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 MTEA-represented employees regarding this Board item.

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 FY07 Board-adopted budget.

14. In addition to the Board-approved budget allocation, Expressions School of the Arts is a recipient of a planning grant awarded by the Wisconsin Department of Public Instruction's Charter School Subgrant Program.

Implementation and Assessment Plan

15. This contract will become effective upon approval by the Board. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school grant funds.

Committee's Recommendation

Your Committee recommends that the Board approve the attached instrumentality charter school contract with Expressions School of the Arts, with the following modifications in terms:

1. Expressions School of the Arts will be located and share space at Muir Middle School, 5496 North 72nd Street, Milwaukee, Wisconsin, 53218.

2. Leslie Seib, or her successor, will be the School Leader in charge of Expressions School of the Arts.

3. The contract term will be for five years, beginning with the 2006-07 school year and ending on the last regularly scheduled school day of the 2010-11 school year.

4. Expressions School of the Arts plans to enroll up to 110 students for 2006-07, up to 130 students for 2007-08, up to 155 students for 2008-09, up to 175 students for 2009-10 and up to a maximum of 200 students for the 2010-11 school year under this contract.

5. Expressions School of the Arts will follow the MPS regular school calendar for its first year of operation. The school plans to implement the MPS year-round calendar for subsequent years of its contract term.

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

* * * * *

[Item 9] Action on a Recommendation for Approval to Move Kilmer South Educational Program to Bell Middle School

Background

1. Over the past several years, the Administration has been making a concentrated effort to more effectively use district-owned space and schools, and programs in leased space have been moved to district-owned facilities as leases have expired.

2. On July 14, 1995, the Board approved the lease agreement with First Property, LLC, for space at 4708 South Second Street to house the Kilmer Alternative Program. The lease was for a 10-year period, to expire at the end of the FY05 school year.

3. At the request of the district, the lease was amended to extend the term of the lease for one year, until June 30, 2006, to allow the district to identify a suitable district-owned space.

4. The school also operates a north-side campus located within the Private Industry Council at 2610 West North Avenue and has eight years remaining on that lease.

Administration's Analysis

5. Approval to extend the lease at the south-side location until June 30, 2006, was given by the Board on February 15, 2005. At that time, it was anticipated that the district would have excess space available to move the program to a district-owned location as a result of the school-closing process.

6. After meeting with the school, the following priorities were identified for consideration in relocating the program:

- That the school be able to remain autonomous in whatever location is selected.
- That the school remain as far south as possible in the city.
- That the school be close to major Milwaukee County transit bus lines.

7. The school has agreed to support the cost of a lease within its per-pupil allocation if it is allowed to stay in leased space. The school currently funds lease costs associated with its north-side campus. To offset costs associated with leasing a south-side facility, the school proposes increasing its enrollment. Kilmer offers high-school education to at-risk students and draws its population from students who might otherwise attend partnership schools or non-instrumentality charter schools.

8. The Administration has explored a number of alternate MPS-owned site options for Kilmer, but these were rejected due to cost or to issues with the building or enrollment capacity. These include:

a. Relocating the program to Grand Avenue Middle School or Pulaski High School. Each site required significant modifications to provide autonomous, secure space for Kilmer. Remodeling and moving costs for each of these sites were estimated to be $2.5 million.

b. Relocating the program to Walker or Fritsche Middle Schools. Each of these school buildings lacks capacity for both the existing school program and Kilmer without reducing enrollment in either or both of the programs.

9. Four options have been identified that the Administration feels are feasible:

- Option 1: Keeping the program in its current location. Annual lease cost of $400,000, plus $60,000 for district cleaning, totaling $460,000 per year, or $1,380,000 over the three-year period. Because the school anticipates a fairly substantial carryover into FY07, to support annual lease costs of $460,000 would require the school to take an additional 50 students in FY07 and another 58 in FY08, for a total increase of 108 students.
- Option 2: Keeping the program in its current location and sharing the facility with another school that would lease approximately one-third of the Kilmer South space in a

separate agreement with the landlord. This would result in two-thirds of the cost of the option above or $308,200 per year and $924,600 over the three-year period. The school would need to use its projected carryover FY06 and take in 50 additional students in FY07 and 32 more in FY08, for a total increased enrollment of 82 more students to support annual lease costs of $308,200. Under a shared-building model, remaining space would accommodate additional enrollment.

- Option 3: Relocating the program to Bell Middle School and the Plato computer lab to Hamilton High School. This would result in a first-year cost of $300,000, including moving and building improvements. Additional remodeling is anticipated in the second year to be concurrent with other building tenant activities. Second-year costs are estimated to be $275,000. No additional costs would be incurred in the third year.

  Because of Bell's declining enrollment, the Administration does not believe the placement of Kilmer in the Bell facility will affect Milwaukee Leadership Institute's (MILLI) planned grade-level expansion. There is a three-year cost of $575,000. Because this initiative is in a district-owned building, moving and remodeling costs would be funded through the district's Construction Fund. The school would not need to take in additional pupils.

- Option 4: Relocating the program to another leased facility. The Administration recently evaluated the space at St. Paul Parish, 3945 South Kansas. The annual rent has been estimated at $275,000. Because the facility was formerly used as a school, remodeling and moving costs are estimated not to exceed $200,000. The three-year cost would be $1,025,000. First-year costs of $475,000 and annual lease costs of $275,000 could be supported through FY06 carryover and the enrollment of 50 additional students in fall FY07 and 5 more students in FY08.

10. Based upon the above evaluations, the Administration is recommending Option 3, relocation to Bell Middle School, because it is the most cost-effective. The school community, however, would prefer to remain at the current location.

Strategic Plan Compatibility Statement

11. 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

12. This item does not require any waiver from administrative policies or procedures.

Fiscal Impact Statement

13. Approval of this item will require expenditures of $300,000 in FY07 and $275,000 in FY08 that will be supported through the district's Construction Fund.

Implementation and Assessment Plan

14. Upon approval by the Board, the Administration will engage in activities necessary to assist Kilmer to move its South campus to the Bell Middle School building.

Committee's Recommendation

Your Committee recommends that the Board:

1. keep the program in its current location, with the annual lease, plus district cleaning over the three-year period. Because the school anticipates a fairly substantial carryover into FY07, to support annual lease costs may require the school to take additional students in FY07 and FY08; and

2. during the course of this 3-year lease, if it becomes feasible and appropriate, in accordance with Option #2 in the Administration's analysis, keep the program in its current location and share the facility with another school that would lease approximately 1/3 of the Kilmer South space in a separate agreement with the landlord. Under a shared building model, remaining space could accommodate additional enrollment.

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

* * * * *

[Item 10] Action on Resolution 0506R-018 by Director Balistreri Regarding Student Start and Dismissal Times

Background

At its meeting on November 28, 2005, the Board referred Resolution 0506R-018 by Director Balistreri to the Committee on Innovation and School Reform:

WHEREAS, Effective with the 2005-06 school year, there was a change in the times at which students start and end their school day; and

WHEREAS, Previous to the change, high schools started school earlier and were dismissed earlier than elementary schools, allowing for early dismissals for internships, jobs, and family responsibilities such as picking up younger siblings; and

WHEREAS, The change in start times for elementary schools has resulted in younger children having to brave the wind and chill of dark, wintry mornings, usually the coldest part of the day, not only putting their health, but even their physical safety at risk; and

WHEREAS, Parents who previously had been able to rely upon their high-school children to watch their younger siblings after school now have to find alternate means of providing for their young children's wellbeing in the hours before they return from work; and

WHEREAS, The cost of purchasing bus passes and tickets from Milwaukee County Transit System (MCTS) will increase approximately by 1 million dollars; and

WHEREAS, MCTS has complained that, because of the change in dismissal time for high-school students, there is overcrowding on the buses, and students are disrupting the ridership of adults who get off of work at the same time that students are dismissed; and

WHEREAS, Milwaukee public schools (MPS) will be paying $22,000 to the Milwaukee Police Department to cover the cost of overtime for officers to be present during dismissal at high schools to address safety and security issues that have resulted from the change in start and end times; and

WHEREAS, Because the Milwaukee Police Department's shift-change time coincides with the high-school dismissal time, MPS will have to pay any officer involved in an incident overtime for the time spent on processing information from the event; and

WHEREAS, The change in school time has resulted in increased safety and security issues, as well as increased costs to the district; and

WHEREAS, In addition, students are now having to make the choice of participating in extracurricular activities or being pulled out of their last-hour classes to attend games and tournaments, because surrounding school district have not made changes to their school times to accommodate the MPS teams which they compete against; and

WHEREAS, Three months into the school year, parents are still complaining of how the change has been more costly and inconvenient to the family structure and has yet to result in any benefit for their children; now, therefore, be it

RESOLVED, That, in light of the increase in safety and security incidents and the increase in costs to the district, the student start and dismissal times be changed back to the schedule that allows high-school students to be dismissed earlier than the elementary students; and be it

FURTHER RESOLVED, That this change be effective with the beginning of the 2006-07 school year.

Administration's Analysis

1. On March 24, 2005, the Milwaukee Board of School Directors approved school time schedules that significantly improved vehicle usage and substantially reduced transportation costs. Schools most affected by the changes were the district's high schools and eight of the 22 middle schools, which started and ended their day more than one hour later .than they did in FY05. The time change saved money by enabling almost all buses to make two runs in the morning and two runs in the afternoon, reducing the total number of buses needed. Another goal was to have starting and ending times consistent within grade level. The public expressed its desire for this, as well as a desire to have high-school students start later, at community forums in the Fall of 2004.

2. The time changes were implemented in FY06. Initially, 79 buses were eliminated; however, 12 buses needed to be reinstated to adjust to traffic conditions due to the Marquette Interchange Project, for a current reduction of 67 routes. Transportation savings of $2.7 million have resulted from the time change. The number of buses reduced and costs saved for regular and special education in FY06 are listed below.

| SCHOOL TIME SAVINGS SUMMARY | | | |
|---|---|---|---|
| | Regular | Special Ed. | Total |
| Number of Buses Reduced | 35 | 32 | 67 |
| Daily Cost per Bus | $243.00 | $216.25 | $230.22 |
| Savings per Day | $8,505 | $6,920 | $15,425 |
| Number of School Days | 175 | 175 | 175 |
| Total Annual Savings | $1,488,375 | $1,211,000 | $2,699,375 |

3. In addition to savings resulting from a decrease in the number of buses needed to transport district students, the change in start and end times enabled the district to avoid $107,975 in additional fuel costs this year since current bus contracts require MPS to pay a "fuel adjustment" when the cost of wholesale diesel fuel exceeds $1.40 per gallon.

4. The change of the high school starting and ending times presented the district and MCTS with additional challenges in addressing overcrowding and various ridership problems. Students and the general riding public now share many of the transit buses, where previously students often rode prior to the general public. The Administration has been working closely with the MCTS to address these issues. Actions taken are listed below:

a. To relieve overcrowding, the MCTS has increased the number of buses used during peak periods. Within the first weeks of school, MCTS added ten (10) buses at the peak timeframe. This alleviated much of the overcrowding. Since these routes were added, Pupil Transportation Service (PTS) has received few complaints about overcrowding. Furthermore, the Administration will place additional high-school students on yellow school buses in high MCTS usage areas to further alleviate overcrowding.

b. The response to student behavior problems is multi-faceted and has involved MCTS, PTS, School Safety, and school administrators. Some of the steps taken are:

1) established clear channels of communication for reporting behavioral problems to schools, PTS, and School Safety;

2) established penalties for bad behavior on MCTS that are similar to those used for behavioral problems on yellow school buses. Student behavior on MCTS buses is the responsibility of all parties, not just MCTS;

3) developed Transit Television Network programming involving students that addresses ridership issues and proper behavior. The programming went into service in January 2006.

4) collaborate with the Milwaukee County Sheriff in patrolling MCTS buses and responding to complaints.

c. The Administration continues to monitor overcrowding, late buses, and discipline issues on MCTS buses.

5. The Administration is not recommending adoption of the resolution since the change would require shifting a number of elementary schools to the late schedule and would have a negative impact on school budgets because the $2.7 million in annual savings would not be realized. The Administration estimates the fiscal impact of reverting to the 2004-05 high-school time schedules would increase the FY07 transportation budget by approximately $1.7 million.

6. At the March 24, 2005 Board meeting, the Administration provided a scenario (Scenario #1) that kept the high schools at the 2004-05 schedule and moved two elementary schools to a "late" timeframe. The Administration projected a savings of $866,900 in FY05 dollars for that scenario. This was 36% of the savings projected if the high schools changed (Scenario #2); therefore, one can assume that only 36% of the $2.7 million savings included in the FY07 budget request would be realized if the high schools reverted to the 2004-05 schedules and some elementary schools moved to the "late" timeframe. The difference is $1.7 million. The Administration believes that strategies can be employed to minimize any negative impacts of the FY06 changes in start times.

7. An article appearing in the March 22, 2006, edition of *Education Week*, which appears as Appendix B in the attachments to this item, discusses the considerable educational benefits of a later start time on high-school students.

Statute, Administrative Policy, or Board Rules Statement

8. 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.

Fiscal Impact Statement

9. This item does not authorize expenditures. The Administration estimates that approval of this resolution would require the transfer of $1.7 million from school budgets to Pupil Transportation

Committee's Recommendation

Your Committee recommends that, in lieu of adopting Resolution 0506R-018, the Board continue to support the Administration's efforts relative to the student start and dismissal times as previously approved by the Board.

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

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[Item 11] Action on Resolution 0506R-019 by Director Balistreri Regarding a Hearing on Student Start and Dismissal Times

Background

At its meeting on November 28, 2005, the Board referred Resolution 0506R-019 by Director Balistreri to the Committee on Innovation and School Reform:

WHEREAS, Effective with the 2005-06 school year, there was a change in the times at which students start and end their school day; and

WHEREAS, Previous to the change, high schools started school earlier and were dismissed earlier than elementary schools, allowing for early dismissals for internships, jobs, and family responsibilities such as picking up younger siblings; and

WHEREAS, The cost of purchasing bus passes and tickets from Milwaukee County Transit System (MCTS) will increase approximately by 1 million dollars; and

WHEREAS, MCTS has complained that, because of the change in dismissal time for high-school students, there is overcrowding on the buses, and students are disrupting the ridership of adults who get off of work at the same time that students are dismissed; and

WHEREAS, Milwaukee public schools (MPS) will be paying $22,000 to the Milwaukee Police Department to cover the cost of overtime for officers to be present during dismissal at high schools to address safety and security issues that have resulted from the change in start and end times; and

WHEREAS, Because the Milwaukee Police Department's shift-change time coincides with the high-school dismissal time, MPS will have to pay any officer involved in an incident overtime for the time spent on processing information from the event; and

WHEREAS, The change in school time has resulted in increased safety and security issues, as well as increased costs to the district; and

WHEREAS, In addition, students are now having to make the choice of participating in extracurricular activities or being pulled out of their last-hour classes to attend games and tournaments, because surrounding school district have not made changes to their school times to accommodate the MPS teams which they compete against; and

WHEREAS, Three months into the school year, parents are still complaining of how the change has been more costly and inconvenient to the family structure and has yet to result in any benefit for their children; now, therefore, be it

RESOLVED, That, in light of the increase in safety and security incidents and the increase in costs to the district, there be a public hearing held to allow students, parents, school staff, and community members the opportunity to demonstrate the positive or negative affect of the change; and be it

FURTHER RESOLVED, That this public hearing shall be held within one month of the adoption of this resolution and shall be well publicized and be held in as convenient a location and at as reasonable a time as possible in order to maximize the opportunity for the public to attend and to express their opinions about this important issue; and be it

FURTHER RESOLVED, That this Board use the information obtained from the public hearing to reconsider the change in the school schedule for the fall of the 2006-07 school year.

Administration's Analysis

1. On March 24, 2005, the Milwaukee Board of School Directors approved school time schedules that significantly reduced transportation costs. Schools most affected by the changes were the district's high

schools and eight of the 22 middle schools, which started and ended their day more than one hour later than they did in FY05. In addition to lower transportation costs, another goal was to have starting and ending times consistent within grade level. The public had expressed this desire, as well as a desire to have high-school students start later, at community forums in the Fall of 2004. The school times were reaffirmed during the 2005-06 budget deliberations.

2. On April 6, 2006, the Board's Committee on Strategic Planning and Budget, discussed pupil transportation — including the impact of changing the school time schedules. Public testimony was taken at this meeting.

3. The Administration supports Resolution 0506R-019 and recommends public hearings be held to allow students, parents, school staff, and community members the opportunity to demonstrate the positive or negative affect of the change. The public hearings should be conducted within the schedule of public hearings established for the 2006-07 MPS budget. This will enable the Board of School Directors to weigh the comments of the community within the fiscal resources of the district.

Statute, Administrative Policy, or Board Rules Statement

4. 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.

Fiscal Impact Statement

5. This item does not authorize expenditures.

administration's Recommendation

The Administration supports Resolution 0506R-019 and recommended that parties wishing to discuss the issue of school times offer testimony at the public hearings scheduled by the Strategic Planning and Budget Committee regarding the 2006-07 Budget.

Committee's Recommendation

Your Committee recommends that:

1. parties wishing to discuss the issue of school times offer testimony at the public hearings scheduled by the Strategic Planning and Budget Committee regarding the 2006-07 Budget; and

2. the Board consider the fact that there were no speakers at your Committee's meeting to speak to the "further resolved" section as an affirmation of this recommendation.

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

* * * * *

[Item 12] Action on a Recommendation for the Selection of Textbooks

Background

1. In accordance with the textbook-adoption policy of the Milwaukee Public (Administrative Policy 7.26), the textbook evaluation committees were formed as a result of the Board's action on December 20, 2005, 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.

Administration's Analysis

3. Emphasis is placed on selection of materials to promote multicultural understanding and deep thinking. Committee members used a guide by the Council of Interracial Books for Children, "Ten Ways to Analyze Children's Books for Racism and Sexism." Further, the following criteria were used:

a. The textbook program reflects the MPS Learning Targets and state and national standards.

b. There is adequate coverage of standard course units and program adheres to current course guidelines.

c. The organizational 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 program incorporates primary sources and multiple perspectives.

e. The textbook 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 projects a multi-ethnic, culturally diverse approach. There is a balanced presentation of cultural, racial, ethnic, challenged, age, religious, and gender groups. It presents different groups in relation to each other, rather than as isolated and separate.

j. The text 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 appropriate to grade level.

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

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

q. Supplemental materials are clearly connected to the core curriculum.

4. Textbook 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.

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

6. The textbook-evaluation process is being tied to a larger plan for reassessing and enriching curriculum and instruction. The process varies, depending on the needs of particular subject areas.

7. Other elements of the textbook-selection procedure:

   a. The textbook evaluation committees obtain reactions and assistance in reviewing the textbook materials from other staff members such as 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 inserviced 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..... 3 parents
      English, grades 11 and 12 .....15 teachers
      Family and Consumer Education.....3 teachers
      Media Communications.....4 teachers
      Reading, grades 11 and 12.....7 teachers
      Math, grades K5-8 .....36 teachers

   d. Textbook publishers were invited to submit materials to each member of the teacher evaluation committee for study. Textbook evaluation committees met directly with publishers' representatives in order to clarify any questions or problems with respect to materials submitted by the publishers.

   e. Textbook evaluation committees, where appropriate, develop advisory ballots for use by teachers in particular subject areas in order that all teachers concerned with a particular subject have an opportunity to express their input on text materials being considered.

   f. 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.

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

8. Based on the review of the textbook evaluation committees, the Administration is recommending that the Board approve the selection and purchase of the elementary, middle-, and high-school textbooks for courses in English, grades 11-12; Family and Consumer Education, grades 9-12; Media Communications, grades 9-12; Reading, grades 11-12; and Math, grades K5-8

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules 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 authorizes expenditures. The estimated cost of the recommended textbooks is $6.6 million. Purchases will not be made until the FY07 budget is approved. Funding is included in the Superintendent's proposed FY07 budget, budget code Textbooks — GEN-0-0-INV-DW-ETXB.

Implementation Plan

12. Textbooks and supplementary materials for English, grades 11-12; Reading, grades 11-12; Family and Consumer Education, grades 9-12; Media Communications, grades 9-12; and Math, grades K5-8, will be purchased with funds that have been allocated in the FY07 budget.

13. Textbooks and supplementary materials for English, grades 11-12; Reading, grades 11-12; Family and Consumer Education, grades 9-12; and Media Communications, grades 9-12, will be purchased and implemented during the first semester of the 2006-07 school year.

14. For textbooks and supplementary materials for Math, grades K5-8, elementary and K-8 schools will review, analyze, and purchase recommended textbooks selected to best meet the needs of their student populations during the first semester of the 2006-07 school year. During the second semester, schools will participate in inservice opportunities to better equip teachers with the knowledge and strategies needed to successfully implement the selected math textbooks at the start of the 2007-08 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. Approve the selection of the following textbooks as specified — including related supplementary materials such as teacher manuals, resource guides, and CD ROMSs — as recommended by the Textbook Evaluation Committees:

Recommended Textbooks for Selection and Purchase:

English, grades 11-12:

Grade 11: *Language Art Bundle*, Publisher: McDougal Littell, 2006

Grade 12: *Elements of Literature*, Holt Rinehart and Winston, 2007
*Elements of Language*, Holt Rinehart and Winston, 2007

Reading, grades 11-12:

Grade 11: *Literature, The Reader's Choice American Literature*, Glencoe, McGraw Hill, 2007

Grade 12: *Literature, The Reader's Choice British Literature*, Glencoe, McGraw Hill, 2007

Family and Consumer Education, grades 9-12:

Class: Child Services
*Working with Young Children*, Goodheart-Wilcox, 2004, 5th Edition

Media Communications, grades 9-12:

Class: Multimedia Communications
*Atomic Learning*, Atomic Learning, Inc., 2006

Math, grades K5-8

Class: Math, K-5:
*Everyday Mathematics*, Wright Group/McGraw Hill, 2004
*Expressions 2006*, Houghton Mifflin Mathematics, 2006
*Scott Foresman-Addison Wesley Mathematics*, Pearson/Scott Foresman, 2005

Class: Math, grades 6-8:
*Connected Mathematics Program 2 (CMP2)*, Pearson Prentice Hall, 2006
*Mathematics: Applications and Concepts*, Course 1, 2, 3, Glencoe/McGraw-Hill, 2006
*Holt Mathematics*, Course 1, 2, 3, Holt, Rinehart and Winston, 2007

2. Approve the implementation process for elementary and K-8 schools to review, analyze, and purchase recommended math textbooks selected to best meet the needs of their student populations during the first semester of the 2006-07 school year. During the second semester, schools will participate in inservice opportunities to better equip teachers with the knowledge and strategies needed to successfully implement the selected math textbooks at the start of the 2007-2008 school year. When selected materials do not suit the needs of a school, proposals to select alternate materials must be submitted to the Superintendent for approval, with the understanding that, in the area of mathematics, the Superintendent will put greater emphasis on math achievement of the school before approval or disapproval of the proposal.

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

* * * * *

[Item 13] Informational Report on the Milwaukee Alliance for Attendance

Background

At the Board's regular meeting on March 30, 2006, Director Horton requested an update on activities and recommendations related to the Milwaukee Alliance for Attendance.

Administration's Report

1. On June 17, 2004, State Superintendent Elizabeth Burmaster, in collaboration with Superintendent William Andrekopoulos and Milwaukee Mayor Tom Barrett, convened a Task Force on Truancy and Attendance in order to address the ongoing challenges of student non-attendance. Out of this Task Force came the Milwaukee Alliance for Attendance. As a result of this meeting, ten (10) *ad hoc* committees were formed, Business, Community/Social Services, Education, Faith, Government, Health, Law Enforcement/Courts, Parents, Philanthropy, and Students. Meeting notes are attached.

2. On August 25, 2004, the Milwaukee Alliance for Attendance convened its first summit at Vincent High School. As a result of this summit, MPS received a $125,000 grant to fund additional social work services at two high schools.

3. The Milwaukee Alliance for Attendance met again on December 2, 2004. The government group suggested that the District Attorney's office send out early warning letters to parents. The law enforcement group recommended reviewing the municipal court's role in faster intervention when students are truant. The leader's notes are attached.

4. On March 11, 2005, the Alliance for Attendance's sub-groups met. At this meeting 7th District Milwaukee Representative Peggy Krusick announced that she was considering changes to the current truancy enforcement law to shorten the time for engaging the DA's office and courts in addressing truancy, perhaps initiating a warning letter after the first of four steps required under current law. DA McCann raised the possibility of, and there was discussion about, engaging child welfare services in truancy-reduction efforts by adding law to make truancy "neglect" under Chapter 48. Planning meeting highlights from March 11, 2005, are attached.

5. The Milwaukee Alliance for Attendance again met on May 2, 2005.

6. At the Milwaukee Alliance for Attendance Summit held on August 25, 2005, a bill was presented that would help get needed social services to young habitual truants and their families in order to facilitate school attendance. Copies of the Legislative Council's analysis and the proposed bill were handed out. Rep. Krusick requested that members of the Alliance review the bill and asked if they were willing to

support the bill. MPS received an additional $250,000 to expand social work services at four additional schools. A memo from Rep. Krusick and Alliance for attendance notes are attached.

7. The Milwaukee Alliance for Attendance again met on January 25, 2006. Meeting notes are attached to the minutes of your Committee's meeting.

8. As a result of the Student *ad hoc* committee, a Statewide Youth Summit on Education will be held on April 28-30, 2006, at the University of Wisconsin-Madison. The lead organization is Youth ROC! Wisconsin. A draft agenda is attached

9. There are no current meetings scheduled for the Milwaukee Alliance for Attendance.

10. The Milwaukee Alliance for Attendance recommended that a comprehensive list of resources within the Metropolitan Milwaukee area be developed and distributed to all principals and school workers (see attached).

11. On November 29, 2005, Representative Peggy Krusick introduced Assembly Bills 821 and 822 in the Wisconsin Legislature. The following is an analysis of both bills.

A. Current Law

Under current law, a pupil subject to the compulsory attendance laws is an "habitual truant" if the pupil is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester. A proceeding may be brought *against a child* who is habitually truant alleging that the child is a juvenile in need of protection or services or, if a municipality has enacted an ordinance prohibiting habitual truancy, alleging violation of the ordinance. Criminal proceedings may be brought *against a child's parent or guardian* for failure to cause a child who is subject to the compulsory attendance laws to attend school regularly, unless excused.

Except as noted below, before any proceeding relating to habitual truancy may be brought against a child or against a child's parent or guardian, the school's attendance officer must provide evidence that appropriate school personnel have done all of the following within the school year in which the truancy occurred:

1. met with the child's parent or guardian to discuss the child's truancy, or attempted to meet with the child's parent or guardian and received no response or were refused;

2. provided an opportunity for educational counseling to the child to determine whether a change in the child's curriculum would resolve the child's truancy and have considered curriculum modifications under s. 118.15 (1) (d), Stats;

3. evaluated the child to determine whether learning problems may be a cause of the child's truancy and, if so, have taken steps to overcome the learning problems, except that the child need not be evaluated if tests administered to the child within the previous year indicate that the child is performing at his or her grade level;

4. conducted an evaluation to determine whether social problems may be a cause of the child's truancy and, if so, have taken appropriate action or made appropriate referrals.

The *exceptions* to the required activities are that:

- school personnel are not required to satisfy the condition of meeting with the parent or guardian under item 1, above, if the meeting with the parent or guardian requested in the notice sent to the parent or guardian when the child first becomes a habitual truant is not held within 10 school days after the notice was sent;

- the conditions set forth in items 2 to 4, above, do not apply if the school attendance officer provides evidence that appropriate school personnel were unable to carry out the activities due to the child's absences from school.

B. Assembly Bill 821

a) Proceeding Against a Child Under 12 Years of Age.

If a child is under 12 years of age, Assembly Bill 821 provides that the activities in *items 2 to 4, above*, (educational counseling, learning problem evaluation, and social problem evaluation) need *not* be conducted before a proceeding may be brought against the child; however, unless an exception applies (as under current law), the bill requires that appropriate school personnel complete these activities before a dispositional order is granted in a proceeding against a child under 12 years of age.

With respect to a child under 12 years of age, the bill does *not* change current law with respect to *item 1, above*. Thus, unless an exception applies (as under current law), before a proceeding against the child for habitual truancy may be brought, school personnel must have met with the child's parent or guardian to discuss the child's truancy or attempted to meet with the child's parent or guardian and received no response or were refused.

b) Proceeding Against a Child 12 Years of Age or Older.

The bill does *not* change current law with respect to bringing a proceeding against a child who is 12 years of age or older. This means that, unless an exception applies (as under current law), all of the activities in *items 1 to 4, above*, must be performed before a proceeding may be brought against a child 12 years of age or older.

C. Assembly Bill 822

Assembly Bill 822 makes the same changes to current law as noted above in the analysis of Assembly Bill 821; however, there is one major difference between the two bills — Assembly Bill 822 also allows the court to find that the child is in need of protection or services for habitual truancy and to order one or more of the following dispositions:

1. counsel the child and the parent or guardian of the child;

2. order the parent or guardian of the child to cause the child to attend school regularly and to comply with any conditions determined by the juvenile court to be necessary to ensure that the child attends school regularly;

3. order the parent or guardian of the child to attend scheduled meetings or conferences relating to the child's education with personnel of the child's school;

4. place the child under the supervision of an agency; the Department of Health and Family Services (DHFS), if DHFS approves; or a suitable adult, including a friend of the child; under conditions prescribed by the juvenile court, including reasonable rules for the child's conduct designed to ensure that the child attends school regularly;

5. place the child under the supervision of an agency; DHFS, if DHFS approves; or a suitable adult, including a friend of the child; and order the agency or DHFS to provide specified services to the child and the child's family, which may include individual, family, or group counseling, homemaker or parent aide services, parenting-skills training, and transportation to attend meetings, conferences, and activities at the child's school.

12. Assembly Bill 822 creates grounds under chapter 48 of the Children's Code for a "Children In Need Of Protective Services" (CHIPS) petition to be brought on the basis of truancy.

13. There is no fiscal impact associated with this item; however, the district has received $375,000 from the Department of Public Instruction to add additional social works service to the following schools: Vincent, Custer, Pulaski and Bradley Tech High Schools, John Muir and Kosciuszko Middle Schools.

* * * * *

## COMMITTEE ON FINANCE/PERSONNEL

Director Horton 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; Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative; and Acceptance of Donations

Award of Contracts

Below are contracts recommended for award in May 2006. Adequate funding is available in the accounts as noted below.

NEW TOT LOT

*Sixty-Fifth Street School*

Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 W. Loomis Road
Greenfield, WI 53220

Low Bidder, Base Bid of.....$104,600.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10% MBE | 25 | 9 | 2 | Corporation | 1 |

Funds are budgeted for the Sixty-Fifth Street School new tot lot project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM265 ECNCGND6, and FY02 Major Remodeling Construction Fund, contracted services for grounds, account code FAR00MRP65 ECNC (W.O. #2-512627). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

PLAYGROUND & TOT LOT RECONSTRUCTION

*Trowbridge Elementary School*

Prime Contractor
Payne & Dolan, Inc.
P.O. Box 781
Waukesha, WI 53187

Low Bidder, Base Bid of $235,910.00, plus $3,500 for Mandatory Alternate Bid #1, to provide and install benches as shown on Drawings, and $1,750.00 for Mandatory Alternate Bid #2, to provide and install boulders as shown on Drawings, and $500.00 for Mandatory Alternate Bid #3, to provide and install bike racks as shown on Drawings, for a total contract of.....$241,660.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10.2% M/WBE | 631 | 102 | 51 | Corporation | 9 |

Funds are budgeted for the Trowbridge Elementary School playground and tot lot reconstruction project from FY05 Deferred Maintenance Construction Fund, contracted services for grounds, account code FAR00980TR ECNCGND5. The school has requested additional landscaping to be done in conjunction with the scheduled reconstruction. The budget provided for the school-funded portion of this project ($5,050.00) is School-Funded Minor Building Modifications, account code MBM0ABDKTR EMMB, (W.O. #2-636933). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

PARKING LOT RECONSTRUCTION

*Eighth Street School (Project Stay)*

Prime Contractor
Poblocki Paving Corp.
525 S. 116th Street
West Allis, WI 53214

Low Bidder, Base Bid of.....$142,888.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10.4% MBE | 95 | 42 | 7 | Corporation | 5 |

Funds are budgeted for the Eighth Street School parking lot reconstruction project from FY00 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2PS ECNC (W.O. #2-383072). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

*Milwaukee School of Languages*

**Prime Contractor**
Poblocki Paving Corp.
525 S. 116th Street
West Allis, WI 53214

Low Bidder, Base Bid of.....$93,818.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10.1% MBE | 95 | 42 | 7 | Corporation | 5 |

Funds are budgeted for the Milwaukee School of Languages' parking lot reconstruction project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2ML ECNCGND6 (W.O. #2-674350). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

*Sixty-Eighth Street Early Childhood Center*

**Prime Contractor**
Payne & Dolan, Inc.
P.O. Box 781
Waukesha, WI 53187

Low Bidder, Base Bid of.....$77,450.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 28.2% MBE | 631 | 102 | 51 | Corporation | 6 |

Funds are budgeted for the Sixty-Eighth Street Early Childhood Center's parking lot reconstruction project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM268 ECNCGND6 (W.O. #2-674346). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

*North Division High School*

Prime Contractor
Poblocki Paving Corp.
525 S. 116th Street
West Allis, WI 53214

Low Bidder, Base Bid of.....$110,818.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 11.3% D/WBE | 95 | 42 | 7 | Corporation | 3 |

Funds are budgeted for the North Division High School's parking lot reconstruction project from FY06 Deferred Maintenance Construction Fund, contracted services for grounds, account code FAR00980ND ECNCGND6 (W.O. #2-674351). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

ROOF REPLACEMENT

*John Muir Middle School*

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Milwaukee, WI 53217

Low Bidder, Base Bid of.....$412,085.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 15% HUB | 15% MBE | 45 | 15 | 5 | Corporation | 0 |

Funds from project savings are rebudgeted for the John Muir Middle School's roof-replacement project from FY06 Deferred Maintenance Construction Fund, contracted services for roofing, account code FAR00980MU ECNCROF6 (W.O. #2-674983). Project, which is to begin on May 30, 2006, is scheduled for completion on August 18, 2006.

*Seventh Street Storage Building*

**Prime Contractor**
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Milwaukee, WI 53217

Low Bidder, Base Bid of.....$375,780.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10% MBE | 45 | 15 | 5 | Corporation | 0 |

Funds are budgeted for the Seventh Street Storage Building's roof-replacement project from FY06 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM27S ECNCROF6 (W.O. #2-674378). Project, which is to begin on May 30, 2006, is scheduled for completion on August 18, 2006.

ELECTRICAL SERVICE REVISIONS

*Central Services Administration Building Data Center*

Prime Contractor
Wil-Surge Electric, Inc.
13201 W. Silver Spring Road
Butler, WI 53007

Low Bidder, Base Bid of.....$72,771.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 13.5% MBE | 32 | 0 | 1 | Corporation | 0 |

Funds from project savings are rebudgeted for the Central Service Administration Building Data Center's electrical-service-revisions project from FY06 Major Maintenance Construction Fund, contracted services, account code FAR00MM2AB ECNC (W.O. #2-712454). Project, which is to begin on May 30, 2006, is scheduled for completion on July 14, 2006.

AUDIO/VIDEO SURVEILLANCE SYSTEM

*Pulaski High School*

Prime Contractor
Associated Technical Services, Inc.
10010 W. Schlinger Avenue
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$102,451.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10.8% EBE | 15 | 1 | 2 | Corporation | 2 |

Funds are budgeted for the Pulaski High School's audio/video surveillance system project from FY06 Minor Building Modifications School Fund, account code MBM0ABDHPK EMMB (W.O. #2-703717). Project, which is to begin on May 30, 2006, is scheduled for completion on August 25, 2006.

COAL BIN CONCRETE DECK RECONSTRUCTION

*Vieau Elementary School*

**Prime Contractor**
Burkhart Construction Corp.
P. O. Box 498
Butler, WI 53007

Low Bidder, Base Bid of.....$54,932.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 18.8%MBE | 30 | 2 | 1 | Corporation | 1 |

Funds are budgeted for the Vieau Elementary School's coal bin concrete deck reconstruction project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2VU ECNCGND6 (W.O. #2-675134). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

RECEIVING AREA PAVEMENT RECONSTRUCTION

*Green Bay Avenue Elementary School*

Prime Contractor
Payne & Dolan, Inc.
P. O. Box 781
Waukesha, WI 53187

Low Bidder, Base Bid of.....$60,700.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10.1% M/WBE | 631 | 102 | 51 | Corporation | 8 |

Funds are budgeted for the Green Bay Avenue Elementary School's receiving area pavement reconstruction project from FY06 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2GB ECNCGND6 (W.O. #2-674348). Project, which is to begin on June 19, 2006, is scheduled for completion on August 18, 2006.

TOILET ROOM REMODELING

*Washington High School*

Prime Contractor
Rupel Construction, Inc.
401 Wilmont Drive, Unit D
Waukesha, WI 53189

Low Bidder, Base Bid of.....$131,000.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10.7% MBE | 3 | 0 | 0 | Corporation | 6 |

Funds are budgeted for the Washington High School's toilet room remodeling project from FY04 Major Remodeling High School Redesign Construction Fund, contracted services, account code FAR00MRPWA ECNCHSD4 (W.O. #2-694025). Project, which is to begin on June 19, 2006, is scheduled for completion on August 25, 2006.

Construction Contracts

Total construction contract dollars awarded.....$1,980,953.00
Total dollars HUB participation.....$244,770.00
% of HUB participation.....12.36
% Minority employees within company.....26.54
% Women employees within company.....8.56

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 the Printing of MPS Learning Target Brochures and Posters

MPS Learning Target brochures and posters that feature grade-specific educational targets aligned with Wisconsin state standards were introduced in 2002 and became an instantly recognizable set of guides for parents and educators. Learning Targets have been revised and will be reprinted and distributed to schools, staff, and parents. The newly created K4 Learning Targets were printed earlier this year.

There are two separate contracts to be authorized. Both were awarded through a bid process. The first, a contract for the printing of MPS Learning Target brochures, is being awarded to The Marek Group in the amount of $53,266.30. The second contract, for the printing of MPS Learning Target posters, is being awarded to J.B. Kenehan LLC in the amount of $66,052.00.

The budget code to be charged is OGA0S5M6CI-EDUP (Title V — Duplicating Services).

Marek Group

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | $53,266 | NA | NA | NA | NA | NA | NA | NA | NA |

J.B. Kenehan LLC

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | $66,052 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Enter into a Sole-Source Contract for a Reading-Intervention Program

The Administration requests authorization to enter into a contract with Scholastic, Inc., to purchase its "Read 180" reading-intervention program. The Wisconsin Department of Public Instruction (DPI) has awarded Milwaukee Public Schools a $275,000 grant to purchase a high-school reading-intervention program targeted for high schools that missed Adequate Yearly Progress (AYP) in reading. All funds for this grant must be expended by June 30, 2006.

Read 180, a scientifically-based reading intervention program that complies with the requirements of the No Child Left Behind Act, uses a prescriptive teaching system that provides a clear instructional path, integrated professional development, and resources for assessing students and differentiating instruction.

DPI has recommended that the District use the Scholastic Read 180 intervention program. Read 180 is being used successfully in the Madison school district and is currently being used in some MPS middle schools. DPI will also support, through professional development, the opportunity for Milwaukee teachers to work with Madison school district teachers in the implementation of the program. In addition to curriculum, DPI will support implementation training and professional development that fosters and sustains best teaching practices in the classroom. Based on the above, a sole-source waiver was granted to Scholastic, Inc.

The contract, which is for the period ending June 30, 2006, will not exceed $275,000. The budget code to be charged is SDV0STV6RH-ECTS (Title I School Improvement Grant — Contracted Services).

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | NA | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Enter into Contracts for the Purchase and Renewal of Subscriptions to Online Resources Which the District Accesses through the Virtual Library

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

| Vendor | Subscription Period | Amount Not to Exceed |
|---|---|---|
| ProQuest | One-year | $156,036 |
| Thomson Gale | Three-year | $95,000 |
| Grolier Online | Three-year | $236,012 |

These subscriptions are for online resources to be used through the Virtual Library. All MPS sites have access to these resources, which include *Encyclopedia Americana, Grolier Multimedia Encyclopedia, The New Book of Popular Science, Biography Resource Center, CultureGrams*, and numerous other reference resources.

The total cost of all subscriptions is not to exceed $487,048. The total amount will be expended in FY06. The budget code to be charged is SLB0SCSFDW-ENTB (Common School Fund — Non-Text Book)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 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 — May 2006

Total contract dollars to be awarded..... $81,366
Total dollars eligible for HUB participation..... $81,366
Total HUB dollars ..... $...0
Total HUB Participation..... $...0

Report of Revenues and Expenses and the Monthly Expenditure Control Report

Below is a summary of revenues as of March 31, 2006, 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 | $ 890,122,170 | $ 47,120,907 | $ 937,243,077 | $ 153,082,073 | $ 607,231,144 | $ 330,011,933 | 65% |
| Categorically Aided | 178,897,030 | 34,449,933 | 213,346,963 | 14,851,693 | 96,317,543 | 117,029,420 | 45% |
| School Nutrition | 29,742,979 | 954,734 | 30,697,713 | 2,981,540 | 18,057,821 | 12,639,892 | 59% |
| Construction | 24,347,033 | 48,849,051 | 73,196,084 | 2,475 | 27,730,461 | 45,465,623 | 38% |
| Extension | 11,366,461 | 658,306 | 12,024,767 | 29,865 | 9,330,643 | 2,694,124 | 78% |
| Total All Funds | $ 1,134,475,673 | $ 132,032,931 | $ 1,266,508,604 | $ 170,947,646 | $ 758,667,612 | $ 507,840,992 | 60% |

Below is a summary of expenditures as of March 31, 2006, 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 | $ 890,122,170 | $ 47,120,907 | $ 937,243,077 | $ 79,572,923 | $ 649,368,053 | $ 287,875,024 | 69% |
| Categorically Aided | 178,897,030 | 34,449,933 | 213,346,963 | 17,204,534 | 132,539,656 | 80,807,307 | 62% |
| School Nutrition | 29,742,979 | 954,734 | 30,697,713 | 3,139,720 | 22,612,066 | 8,085,647 | 74% |
| Construction | 24,347,033 | 48,849,051 | 73,196,084 | 3,146,063 | 72,287,794 | 908,290 | 99% |
| Extension | 11,366,461 | 658,306 | 12,024,767 | 715,880 | 9,312,355 | 2,712,412 | 77% |
| Total All Funds | $ 1,134,475,673 | $ 132,032,931 | $ 1,266,508,604 | $ 103,779,120 | $ 886,119,924 | $ 380,388,680 | 70% |

[1]Represents Board-approved transfers during fiscal year 2006 and appropriations for purchases encumbered in fiscal year 2005.

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, 2005, through March 31, 2006.

**School Operations Fund**

Expenditures and encumbrances through March totaled $649,368,053, or 69% of the revised budget.

District Contingent Fund — The balance at March 31, 2006, was $978,000. Fund transfers and the date(s) they were approved are as follows:

| | |
|---|---|
| Balance — July 1, 2005 | $1,000,000 |
| Approved Transfers: | |
| Police Department Overtime (Nov.) | (22,000) |
| Balance — March 31, 2006 | $ 978,000 |

**Construction Fund**

Expenditures and encumbrances through March totaled $72,287,794, or 99% of the revised budget.

**Extension Fund**

Expenditures and encumbrances through March totaled $9,312,355, or 77% of the revised budget.

| REVENUES AND EXPENDITURES<br>CURRENT YEAR VERSUS THREE-YEAR AVERAGE<br>As of March 31, 2006 | | | | |
|---|---|---|---|---|
| | Revenues | | Expenditures | |
| | Percent Realized | | Percent Expended | |
| Fund | Current Year | 3-Year Avg | Current Year | 3-Year Avg |
| School Operations | 65% | 64% | 69% | 71% |
| Categorically Aided | 45% | 50% | 62% | 68% |
| School Nutrition | 59% | 53% | 74% | 77% |
| Construction | 38% | 23% | 99% | 92% |
| Extension | 78% | 81% | 77% | 70% |

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 School Bus Accidents

Below is a report on school bus accidents for the month of April 2006. This is an informational report, and no action is required.

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 4/3/06 | 2:16 | Kilbourn/Kluge | No | No | Lakeside |
| 4/3/06 | 2:50 | Keefe/Lafollette | No | No | Laidlaw |
| 4/4/06 | 7:20 | Gaenslen | No | No | Laidlaw |
| 4/4/06 | 2:55 | 65th Street | No | No | Lamers |
| 4/6/06 | 2:47 | Maryland | No | No | Bee Bus |
| 4/6/06 | 2:50 | Lee | No | No | Dairyland |
| 4/6/06 | 3:45 | Keefe/Lafollette | No | No | Laidlaw-N |
| 4/7/06 | 6:30 | Homestead H.S. | No | Yes | Lamers |
| 4/7/06 | 3:07 | Meir | No | No | Dairyland |
| 4/10/06 | 7:28 | Milw Sign Lang | Yes | Yes | Lakeside |
| 4/12/06 | 8:25 | Roosevelt/Tosa | No | No | Dairyland |
| 4/12/06 | 4:13 | Pulaski H.S. | No | No | Lakeside |
| 4/13/06 | 3:20 | Carver Acad | No | No | Bee Bus |
| 4/18/06 | 3:30 | Homestead H.S. | No | No | Laidlaw-N |
| 4/24/06 | 4:25 | WCLL | No | Yes | Spec Care |
| 4/25/06 | 12:40 | 68th Street | No | No | Laidlaw-N |
| 4/27/06 | 8:31 | M.E.C. | No | No | Laidlaw |
| 4/27/06 | 3:22 | Homestead H.S. | No | No | Laidlaw-N |

Report of the Independent Monitor on Participation Performance in the Neighborhood Schools Initiative

This document, which has been provided under separate cover, is an informational report and does not require action.

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Burdick | Dr. Cass Terry | $1,700 | Computer, monitors, peripherals (student use) |
| Fernwood | Kemp's | $100 | Monetary donation to school |
| Forest Home | Anonymous | $500 | Salary for the sewing instructor for the Parent Center |
| Hawley | Paul DeMarco/Joseph Pfiffner | $132.35 | Fees for activation and registration for Hawley Website |
| Madison | MTV Music Television, William and Melinda Gates, What Kids Can Do | $10,000 | Library Upgrades |
| | Anonymous | $200 | Rowing Machine (Physical Education) |
| Meir | Anonymous | $500 | 3rd-Grade Field Trip |
| | Anonymous | $1,320 | All-school attendance "School House Rock" |
| Milwaukee German Immersion | John B. Wyman | $100 | School Donation |
| | State Representative Fred Kessler and Judge Joan Kessler | $5,000 | Memorial to install a climbing (traversing) wall |
| Professional Learning Institute | Metropolitan Milwaukee Association of Commerce | $1,500 | Senior Projects |
| Riley | Mrs. Zorko Novakovich | $200 | Student Program and Incentives |
| Riverside | Porcupine Foundation, Inc. | $2,050 | To cover in fall the tour cost for 2 students, and in part for 2 other students. Also, to provide spending money for the 4, or to purchase t-shirts for the entire group if no spending money is needed for the four students |
| | Don or Carol Taylor | $250 | Spring Baseball Trip to Florida |
| | Charles Behlendorf | $25 | |
| | Merritt S. Hunt | $50 | |
| | Old Time Ballplayers' Association of Wisconsin | $15 | |
| | John Schmitz | $200 | |
| | Harry Hoffmann Family Foundation | $75 | |
| | Jeffrey Morris | $100 | |
| | Scott or Mary Revolinski | $100 | |
| | Gary and Jayne Swick | $50 | |
| | Juneau Letter Winners Alumni Association | $150 | |
| WHS Expeditionary Learning | WHS Scholarship Foundation | $1,000 | Robotics |
| WCLL | Dave Stouff | $350 | Weight (Squat) Machine |
| | Geraldine Selles | $90 | Help with 5/6th-Grade Camping Trip |
| | Laura Ann Stavran | $180 | |
| | Patricia Snyder | $90 | |
| | Kathryn Meyer Gettelman | $227 | |
| | Janice Gettelman | $100 | |
| | Gwen Gettelman | $85 | |

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| | Karen Stetzer | $90 | |

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 Resignations; Reappointment of Probationary Personnel; Approval of Prevailing Wage Rates; and Affirmative Action Report

Approval of Classified Personnel Transactions

| | Name and Assignment | Position and Salary | Date |
|---|---|---|---|
| | | APPOINTMENTS | |
| 2 | Elana Bradby<br>School Nutrition | Food Service Manager Trainee<br>$16,349.60/yr. | 05-08-06 |
| 4 | Elena Candelaria<br>Sherman | School Secretary I<br>$20,683.56/yr. | 04-25-06 |
| 5 | Christine Rieck-Risser<br>Technology | Programmer<br>$49,920.00/yr. | 05-17-06 |
| 2 | Sarah Riley<br>Early Childhood/<br>Head Start Program | School Nurse Associate<br>$23,700.60/yr. | 04-24-06 |
| | | PROMOTIONS | |
| 5 | William McPartland<br>Building Operations | School Engineer I<br>$35,464.26/yr. | 04-24-06 |
| 4 | Janie Mesa<br>Technology | Technology Support Analyst<br>$38,569.45/yr. | 05-15-06 |
| 2 | Connell Patterson, Jr.<br>Building Operations | School Engineer I<br>$40,313.52/yr. | 04-24-06 |
| 5 | Kathleen Stewart<br>Student Services | Data Base Assistant<br>$39,280.13/yr. | 04-06-06 |
| 2 | Eddie Strong<br>Building Operations | School Engineer I<br>$37,080.68/yr. | 04-24-06 |
| | | CHANGES IN STATUS | |
| | Malcolm Bingham, Jr. %<br>Building Operations | Boiler Attendant<br>$38,283.44/yr. | 05-09-06 |

| | | |
|---|---|---|
| Marshall Walker < | Building Service Helper II | 05-06-06 |
| Building Operations | $29,622.02/yr. | |

% Demotion for failure to obtain required certification
< Demotion for unsatisfactory work performance

Approval of Certificated Appointments

| Eth Code | Teachers | Division | Salary | Yrs. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 5,r,a | Whitney N. Anderson<br>Grade 1 | B | $32,439.00 | 1 | 04/04/2006 |
| 6,r | Deborah A. Hartlaub<br>Mathematics | B | $32,439.00 | 1 | 04/10/2006 |
| 6,nr | Marla Moore<br>Cross-categorical | B | $32,439.00 | 1 | 04/24/2006 |

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, 2006: | | |
| Larry Reed | Recreation | March 28, 2006 |
| Laura Steininger | Day-to-Day | March 30, 2006 |
| Personal Leave, to June 2007: | | |
| Theresa Hero | Story | August, 2006 |
| Jonathan Newcomb | Zablocki | August, 2006 |
| Karen Parkinson | Whitman | August, 2006 |
| Jennifer Piette | Academy of Acc. Learning | August, 2006 |
| Sabbatical Leave, to January 2007: | | |
| Carrie Strohl | Carson Academy | August, 2006 |
| Sabbatical Leave, to June 2007: | | |
| Roxie Hentz Harris | Teaching & Learning | August, 2006 |
| Sandy MacDonald | Phoenix | August, 2006 |
| Extension of Maternity Leave, to June 2007: | | |
| Yvette Ardis | Leave | August, 2006 |
| Jane Benton | Leave | August, 2006 |
| JoyAnn Brezovar | Leave | August, 2006 |
| Ann Heinzel | Leave | August, 2006 |
| Laura Hinds | Leave | August, 2006 |
| Laura Kosmoski | Leave | August, 2006 |
| Erin McMahon Tocco | Leave | August, 2006 |
| Rita Igl Riekkoff | Leave | August, 2006 |

| | | |
|---|---|---|
| Kristal Melbye | Leave | August, 2006 |
| Kelley Salas | Leave | August, 2006 |
| Stefanie Synovic | Leave | August, 2006 |

Extension of Personal Leave, to June 2007:

| | | |
|---|---|---|
| Elizabeth Fox Pinter | Leave | August, 2006 |
| Lorna Longmire Piggee | Leave | August, 2006 |
| Matthew Mattioli | Leave | August, 2006 |

Report on Resignations

| Name | Position | Effective Date |
|---|---|---|
| Jorge Arteaga Soto | Teacher | 06/17/06 |
| Christy Berlowitz Sibila | Teacher | 06/15/06 |
| Irma Caban Smith | Teacher | 07/01/06 |
| Emily Cording | Teacher | 06/15/06 |
| David Doepke | Director | 06/15/06 |
| Martin Froelich | Teacher | 06/16/06 |
| Michelle Horn | Teacher | 07/01/06 |
| Nancy Jaeger | Teacher | 04/27/06 |
| Jennifer Kindschi Wiederholtz | Teacher | 04/13/06 |
| Brian Kirwan | Teacher | 06/15/06 |
| Jenell Klovas | Teacher | 05/02/06 |
| Jessica Korening | Teacher | 06/15/06 |
| Helen Kupferle | Teacher | 06/15/06 |
| Anne Lind | Teacher | 06/15/06 |
| Irma Lopez Zaragoza | Teacher | 07/01/06 |
| Laverne Lund | Coordinator | 07/01/06 |
| Margaret Major | Teacher | 06/15/06 |
| Nancy Maney Meer | Teacher | 09/11/06 |
| Rebecca Mork | Teacher | 04/04/06 |
| Deborah Mortonson | Teacher | 06/05/06 |
| Johnny Myers Jr. | Teacher | 07/01/06 |
| Joan Olson | Teacher | 06/15/06 |
| Amy Onderak | Teacher | 08/27/06 |
| Justina Petrovic | Teacher | 06/15/06 |
| Nora Ready | Teacher | 06/23/06 |
| Patricia Riley Mac | Teacher | 06/17/06 |
| Julie Ryan | Teacher | 06/15/06 |
| Benjamin Spector | Teacher | 06/15/06 |
| Charles Swartz | Teacher | 06/15/06 |
| Kristin Truelove | Teacher | 06/20/06 |
| Douglas Welker | Teacher | 06/15/06 |
| Brenda White | Teacher | 06/15/06 |
| Staci Willis | Teacher | 06/15/06 |
| John Winiarski | Teacher | 07/20/06 |
| Scott Wysocki | Teacher | 06/15/06 |
| Kathleen Yaeger | Teacher | 06/15/06 |

Reappointment of Probationary Personnel

Teachers and Teacher Librarians
(Completing One Semester)

Albrecht, Renee
Albright, Warren
Aliaga Rossel, Raul
Allen, Ruth
Anders, Mary
Anderson, Lasonia
Bailey, Charissa
Bailey, Erin
Bartel, Allison
Bates Toll, Kathleen
Benishek, Jeremy
Bertin, Garrik
Borges, Sarah
Brown, Ralpheal
Brown Westfahl, Andrea
Brzezinski, Lea
Carrell, Matthew
Cendejas, Adela
Dahm, Michael
DeWane, Michelle
Douyette, Amy
Forystek, Jacob
Goggins, Kerry
Gollmer, Jaime
Hall, Ramona
Hartberg, Darren
Henderson, Tasha
Herron, Charmion
Hightower, Larina
James IV, Frank
Barbara Johnson
Johnson, Tracey
Kaddatz, Jill
Kolanko, Holly
Kreul, Margaret
Larsen, Lisa
Lemley, Sarah
Levy, Joy
Longdin, Rebecca
Marquez, Priscilla
Martin, Rose
Mehail, Diana
Milow, Barbara
Nerone, Kimberly
Oberdorf, Ben
Paredes, Cesar
Pawluk, Lindsay
Perry, Lisa
Pinder Fearen, Phaleshia
Ramirez Lopez, Simon
Rutz, Dana
Schoonover, Corey
Schumacher, Jennele
Sielen, Heather
Sikorsky, Tatiana
Soza, Ximena
Stahlnecker Sanders, Gina
Stewart, Katara
Studer, Lisa
Swan, Erin
Tess, Michael
Thompkins, William
Thompson, Lisa
Toston, Tricia
Uszler, Susan
Waite, Amber
Weber, Audrey
Wendtland, Elizabeth
Zhao, Tianya

Teachers and Teacher Librarians
(Completing Two Semester)

Accola, Dana
Addison, Maxie
Aldrich, Peter
Allen, Colette
Alvarado, Carmela
Ambos, Paula
Anderson, Kimberly
Anderson, Lauren
Anderson, Tammy
Anick, Diana
Avery, Melissa
Bankhead, Dexxie
Barder, Barbara
Barnett, Yolanda
Bauernfeind, Charles
Bays, Tonya
Beehler, Judith
Behmke, Jodi
Berg, Kathryn
Bingenheimer, Marilyn
Birmingham, Brooke
Birthisel, George
Bittner, Angela
Blankenheim, Mark
Blanks, Joyce
Blommel, Kathryn
Bolin, Sarah
Boone, Tamika
Bott, Katherine
Boudreau, Elizabeth
Bowen, Jennifer
Brady, Jamie
Bragg Huggins, Janice
Brandershorst, Alexander
Britton, Quinetta
Brown Ruddock, Danielle
Brozovich, Kathleen
Bucio, Yolanda
Buford, Tonya
Burden, April
Burgher, Jeffrey
Burgos Rivera, Rafael
Burke, DeAnn
Butler, Michael
Cady, Brittany
Caldwell Parker, Marrian
Campos, Jeni
Carr, Kristina
Casanta Floryance, Melissa
Chavero, Jafet
Chojnacki, Thomas
Christensen, Dennis
Christou, Phaedra
Ciatti, Roxanne
Cline, Sara
Cocking, Meghan
Collier, Julie
Collier, Takeisha
Collingwood, Kelly
Corban, Mounir
Cottrell, Jade
Crouther, Stacy
Cullison, Steven
Cummings, Elizabeth
Czechowicz, Jennifer
Czekalski, Derek
Dang, Paul
Daniels Hubbard, Rheatra
Daugherty, Erin
DeCleene, Stephen
Delie, Jill
Dempsey, Elizabeth
Dixon, Nicole
Donahue, Erin
Donalson, Nicole
Drake, Jeff
Dropik, Jason
Dunning, Bradley

Dutta, Chaitali
Edmond, Katrina
Egan, Lauren
Ehren, Jeffrey
Elias, Melissa
Ellis, Megan
Engelking, Michael
Farris, Tishante
Figueroa, Kathy
Fischer, Antonio
Fischer, Margaret
Fischer Jr., Thomas
Foster, Mindan
Franciskovich, Nikolos
Funk, Kate
Ganz, Krystal
Garzon, Mauricio
Garzon, Nelson
Gausmann, Patricia
Gavin, Jennifer
Gebert, Christopher
Gentile, Anthony
Greer, Darrell
Gross, Timothy
Gruhlke, Elizabeth
Guendert, Beth
Guthrie, Christopher
Guerrero, Rebecca
Hable, Michael
Hannes, Sarah
Harmon, Marilyn
Haskell, Jacob
Hassani, Kourosh
Helmke, Tiffany
Henderson, Kathleen
Hernandez, Christiano
Hilbert, Rebekah
Hipenbecker, Robert
Holliday, Eric
Holtgreive, Margaret
Holzem, Benjamin
Ipsa, Kimberly
Jha, Aruna
Jankowski, Jennifer
Jennings, Laura
Jonas, Katie
Jones Jr., Rodney
Kante, Elizabeth
Kapperman, Gretchen
Keen, Heidi
Kellman, Jeffrey
Kindschi Wiederholt, Jennifer
Kirzhner, Julia
Kitzke, Marguerite
Klunk, Eliza
Koehler, Steven
Koeller, Daniel
Koepke, Keri
Koneazny, Kristofer
Koney, Terese
Korom, Rebecca
Krause, Lisa
Kruzel, Kelly
Labecki, Cecile
Lambert, Keith
Lambert, Paul
Lawson, Tiffanie
Leitner, Melissa
Lewis, Kelleah
Lewis, Wendi
Lipsey, Talonda
Liu, Patricia
Loeck, Sharon
Loper, Stanley
Lueck, Heidi
Lyman, Sally
Machut, Craig
Maki, Sarah
Manke, Kathleen
Mannix, Kari
Marx, Andrew
Masterson, Jack
Mattrisch, Conley
Mayerstein, Annette
Mayfield, Deborah
McClintock, Jennifer
McDowell, Nicole
McEvilly, Casey
McFarlane, Marie
McGill, Bonnie
McGinnis, Sarah
McKinnon, Kelly
McLean, Jill
Menges, Alicia
Meredith, Nicole
Miller, Nina
Millet, Constance
Milligan, Timothy
Mlachnik, David
Morgan, Robin
Mosley, Kristin
Moyle, Darlene
Mueller, Nicole
Mundt, Anne
Murillo, Jorge
Mutchie, Amanda
Naughton, Laura
Novara, Amy
Nowak Gimenez, Rebecca
O'Connor, Elizabeth
O'Neill, Brian
Orgas, Paul
Osley, Damita
Osowski, Karianne
Panosh, Heidi
Paonessa, Dennisse
Papatriantafyllou, Katrina
Parker, Johnny
Patenaude, Nicholas
Paulsen, Carissa
Perez, Rosana
Peters Christie
Peterson, Kimberly
Pike, Paula
Pikula, Roman
Piotrowski, Kelli
Poe, Angela
Polzin, Erica
Putnam, Joshua
Pyatskowit, Nina
Rajkovic, Maria
Ramirez, Markos
Raner, Diane
Raucina, Tabitha
Ream, Melissa
Reeve, Katrina
Renfro, Carolyn
Resler, Shannon
Reyes, Carmen
Reyes Clement, Rebecca
Robazek Tikalsky, Sara
Robinson, Angela
Roe, Jessica
Ruder, Sarah
Rudig, Katherine
Rueda, Oscar
Ryan, Jill
Saadeddin, Imhenna
Sabatinelli, Gina
Salo, Crystal
Santiago, Jose
Schaber, Abby
Schaefer, Gail
Schierl, Jennifer
Schnell, Tara
Schneider, Stephanie
Schuler, Rachel
Schwirtz, Holly
Scott, Robert
Segura Salome, Dante
Sepulveda, Ulices
Setzer, Joseph
Sharpe, Dana
Shepherd, Victoria
Sibila, Christy
Simmons, Lekynik
Skinner, Holly

Sliwicki, Katie
Smith, Emily
Smith, Jennifer
Smith, Maureen
Sommer, Scott
Stanger, James
Stapleton, Molly
Stolen, Thor
Svitavsky, James
Szymanski, Katie
Szyszko, Brian
Tanck, Leslie
Taormina, Ingrid
Taylor, Mary
Thiem, Jeri
Thorison, Joshua
Todd, Sammie
Torosian, Jeffrey
Torres, Kelly
Torres, Madelena
Turner, Matthew
Ulrich, Linda
Vega, Johanna
Wacker, Anthony
Waerzeggers, Emily
Wagner, Kerry
Wall, Elizabeth
Wall, Paula
Ward, Susan
Watson, Ann
Watts, Ebony
Weinman, George
Wenzel, Sarah
West, Yolanda
Wetzel, Jason
Whittley, Tonja
Wilcox, Diann
Williams, Carl
Williams, Laurelyn
Wilke, Bradley
Witz, Kelly
Wolter, Analisa
Wood, Leden
Xiong, Pa
Yahola, Dona
Zeise, Joseph
Zurheide, Melanie

Teachers and Teacher Librarians
(Completing Three Semesters)

Adogamhe, Freda
Arenson, Jane C.
Bachhuber, Leslie A.
Busch, Daniel L.
Cotton, Zuwena
Cumbajin, Heidi M.
Dammanna, Manjula R.
Defatte, Keith R.
Fix, Paul
Fritsche, Deanna M.
Gardner, Thomas D.
Garland, Kyle T.
Gill, Luz S.
Green, Karen J.
Johns, Christopher M.
Johnson Ragland, Kimberly R.
Jones, Alisha
Kerkhoff, Molly M.
Koch, Rebecca
Kramer, Carly L.
Kraner, Joshua J.
Kusmirek, Sharon J.
Lauson, Erika A.
Lien, Elisabeth
Molex, Carol J.
Moss, Jennifer D.
Noll, Stephanie
Nyaga, Pauline
Paolo, Lucetta M.
Patenaude, Paige C.
Plahmer, Joseph R.
Porter, Wayne S.
Reed, Dana J.
Sacco, Sara E.
Sanchez, Maria D.
Sanders, Sarah E.
Sayler, Lisa M.
Schnake, Jessica A.
Schweinert, Caroline E.
Sills, Lena M.
Sirin Aysun, Suder
Tennessen, Julie
Tripoli, Sarahna
Trubac, Marilyn J.
Waeltz, Robin L.
Weatherall, Takisha
Weaver, Michael J.
Welch, Meredith
Wilson, Kayla
Wilson, Ryan J.
Zielinski, Kaela A.

Teachers and Teacher Librarians
(Completing Four Semesters)

Ackley, Darren
Ahler, Marta
Alms, Darryl
Amundson, Janet
Anzivino, Ralph
Aranzamendi, Herman
Arnold, Anne
Aschoff, Laurel
Ashby, Susan
Azinger, Thomas
Babbitts, Brian
Balistreri, Colleen
Baran, Courtney
Baka, Jessica
Baker, Carrie
Barreto Hamneby, Jazmin
Bayley, Monica
Bearss, Daniel
Behm, Kristen
Bell, Jada
Bensman, Laura
Bentilla, Amber
Benzaquen, Eitan
Berger, Derek
Berndt, Sarah
Berry McDowell, Diana
Bluhm, Amy J.
Bolander, Jodi
Bonnie, Michael
Borree, Melissa
Botka, Angela
Bradley, Shanna J.
Braggs, Judy
Breitrick, Thomas R.
Bremer, Mark
Broman, Elizabeth
Brookshire Cain, Dalyn
Brown, Dorothy
Brown, Lynn
Burnett, Sharon
Butters, Matthew
Capozzi, Allegra
Carrington, Keith
Castillo Raclam, Angela
Cerar, Sarah
Chontal, Erin
Christiane, David
Colas, Angela
Coleman, Anthony
Cronkright, Darrell
Crymes, Diona

Cyganiak, Claudette J.
Dalle Valle, Laura
Dallmann, Paul
Danek, Sarah
Davis, Deborah A.
Davis, Ebony
DeLatorre, Gisela
DeWalt, Sheila
Dimick, Elizabeth
Dion, Deborah
Dixon, Isabel
Doro, Paul
Drake, Dawn
Ducat, Holly
Dyer, Kelly
Engebretson, John
Fenske, Allison
Fink, Brian
Foss, Alexandra
Garcia, Miguelina
George, Angela
Geracie, Matthew
Gholston, Edwina
Gibbs, Cindy
Gish, Kattie
Glad, Darrin
Green, Latricia
Gross, Sarah
Grudzina, Matthew
Gulbronson, Whitney
Hampton, Sandra
Hansen, Tiffany
Hatfield, Michael
Hawley, Michelle
Heins, Heather
Hencsik, Lisa
Hendricks, Troy
Hernandez, Anita
Hernandez, Crystal
Hernandez Oliveros, Raquel
Hilbert, Michele
Hines, Marquis
Hodach, Nicole
Hoffman, Dana
Hofman, Jessica
Honeycutt, Angela
Hurst, Jill
Irwin, Kathleen
Jacobi, Adam
Jacobson, Kimberly
Jagiello, Nicole
Jimenez, Richard
Johnikin, Kevin
Johns, Kevin
Jordan, Jason
Jossie, Michael
Kania, Michael
Karpinski, Linda
Kendall Madrigal, Andrea
Kendricks, Kelly
Kizior, Bryan
Kleven, Kady
Koberstein, Nicole J.
Kowalke, Shannon
Kracht, Michelle
Krause, Michelle
Krewson, Kelly
Kulinski, Kelly
Laird, Allan
Lalicata, Minerva
Lathan, Norma
Lee, Glenda
Levas, Christopher
Lewis, Kimberly
Lopez, Maria
Lorenz, Angela
Luster, James
Maes, Rachel
Mahdasian, David
Malsom, Jaime
Marrello, Christine
Martin, Brian
Mathieu, Kristin
Mattke, Samuel
McClain, Marie
McDaniel, Maggie
McKenna, Andrea
Medina Sanchez, Tomas
Messner Cartier, Amii
Miennert, Tanya
Miller, Afrika
Moessner, Vanessa
Molkentine, Kate
Moniz, Jeffrey
Moore, Paul
Mooren, Tammy
Morales, Hortencia
Morgan, Sally
Munoz Gomez, Flora Noemi
Nichols, Hatti
Nommensen, Bradley
Oliver Stone, Cynthia
O'Meara Rowen, Maureen
Orozco, Jason
Paige, Patricia
Penn, Marybeth
Peters, Jennifer
Petito, John
Pinter, Travis
Pugh, Janice
Rajchel, Nicole
Ratzburg, Allison
Raut, Sanjay
Raymond, Jennifer
Reineck, Jennifer
Reinke, Jennifer
Reyes, Julio
Reynolds, Jacob
Ribbeck, Bradley
Richard, Patrick A.
Riley, Tyrassa
Rincon, Victor
Robinson, Lettie
Rospenda, Jennifer
Roozeboom, Tom
Rubinstein, James
Sagna, Heidi
Salas Barreto, Adalberto
Saldana, Mary
Santos, Kerri
Sawotka, Kristin
Schell, Valerie
Schiebout, Sara
Schwartz, Christopher
Shapiro, Aaron
Siker, Jody
Sims Gray, Jenna
Slapinski, Ron
Sleider, Stacy
Smith, Elisha
Smith, Gloria
Smith, Jill
Soderstrom, Susan
Soucie, Magda
Sperzel Wuchterl, Chad
Sprewer, Helen
Stack, Kathleen
Steinke, Karin
Strick, Jeannine
Stoll, Jenna
Sullivan, Ottilie
Sullivan Konyn, David
Susedik, Kristin
Tatum, Baboonie
Thiel, Derek
Thomas, Nicole
Ticer, Tracey
Tillman, Deborah D.
Trate, Kimberly
Vance, Lara K.
VanRyzin, Jay
Vargo, Laura
Volk, Theresa
Wacker, Wayne
Wang, Chih Yen
Watton, Erin
Watts, Carmelita
Weber, Michael

Weber, Timothy
White, Leslie
Wildt, Sara
Will, Susan
Williams, Bret
Williams, Michael
Wirth, Thomas
Wisner, Jessica
Wood, Dorothy
Wright, Joshua
Xiong, Bao
Zawikowski, Emily M.

Teachers and Teacher Librarians
(Completing Five Semesters)

Baker, Aaliyah A.
Bell, Preston C.
Benedict, Tammi
Berg, Eric R.
Boettcher, Brooke
Boglitsch, Amy A.
Chipley, Danielle M.
Climack, Rebecca A.
Colon, Maria T.
Connolly, Nichole K.
Debelak, Brian
Dickinson Siefert, Margaret
Durrant, Tiffanie M.
English, Tranace
Foster, Dena M.
Fritz, Mark A.
Graves, Holly
Gray, Jerry D.
Grice, Anna M.
Harding, Thomas E.
Hilson, Patrice M.
Horn, Michelle L.
Hornik, Jill
Jakubiak, Nicole A.
Kirby-Osborne, Susan M.
Koney, Patrick M.
Kummerow, Alexander F.
Lynk, Sabrina L.
MacArthur, Elaine T.
McLaurin, Melissa
Montoto, Elia P.
Morgan, Jennifer N.
Olson, Karen M.
Potash, Robin L.
Priaulx, Cassandra M.
Rach, David G.
Ralston, Jennifer L.
Razaa, Aziza
Snyder Chase, Kelly J.
Tinus, Jeanna C.
Turner, Lisa
VanLanen, Linda M.
Wehr, James P.
Zajichek, Paul T.

Teachers and Teacher Librarians
(Completing Six Semesters)

Aagaard, Annie M.
Adams, Nekechia C.
Alpert-Frolkis, Debra A.
Alexopoulos, Bessie
Anderson, Mikaely T.
Aranda, Angela K.
Artis, Michelle M.
Aschauer, Janet L.
Assoa-Adou,Maria K.
Avery, Antonio L.
Balkowski, Dale R.
Banton, Elaine
Bauer, Carla M.
Baumgartner, Susan M.
Beason, Jake C.
Beattie, Katie A.
Beauchine, Trent T.
Beil, Jessica M.
Bell, Stacy S.
Benavides, David
Benner, Brenda J.
Berry, Marina
Bestor, Brad P.
Billings, Thomas A.
Bingenheimer, Bridget D.
Bird, Latonia F.
Black, Tangelyn E.
Blandon, Fritz A.
Bollman, Kate A.
Bradley, Leah M.
Braeger, Melina L.
Braga-Torres, Marta M.
Breen, Roberta J.
Brenton, Abigail V.
Bret-Harte, Kittredge Y.
Brokmeier, Kyle J.
Brown, Danielle M.
Brzinski, Christopher
Buck, Gregory O.
Burgos, Jannette
Buswell, Jane A.
Cannon, Kelly J.
Carbon, Cassie R.
Carroll, Martha B.
Carson, Penelope
Carstens, Kristina M.
Case, Tove C.
Chatman, Lisa D.
Chay, Catherine S.
Chojnacki, John R.
Christensen, Bradley C.
Clayvon, Ramona N.
Clyne, Kathleen A.
Coffey, Michael W.
Collenburg, Lori A.
Collins, Jean M.
Cornejo, Amarilis
Cotton, Vanessa
Cruz, Sandra L.
Davis, Kristin C.
Davis, Laura A.
Davis, Ritchie A.
Destache, Leigh
Diouf, Mamadou M.
Dittman, Jamie L.
Dolski, Jeffrey M.
Duffek, Kim H.
Duncan, Andrew A.
Dunn, Jeanine D.
Edwards, Bonnie J.
Elliott, Jennifer L.
Emanuel, Nadine R.
Erich, David J.
Esqueda, Brian R.
Ewig, Marta L.
Exum, Dorothy A.
Fabela, Karry J.
Feliciano, Miguel A.
Fink, Glen M.
Finner, Nichelle R.
Fischer-Srok, Christine M.
Floyd, Jason P.
Franzen, Kathleen E.
Fregien, Heidi L.
Freyre, Julie A.
Flower, Michael J.
Fuller, Alonzo
Galvan, Cynthia A.
Garcia, Deirdre M.
Garvey, Judith A.
Gauger, Christy
George, Nathan D.
Gilmore, Tracey A.
Glad, Eric M.
Goetsch, Erin E.
Gomez, Ana A.

Gordon, Hayley
Gozdziewski, Joan
Grimm, Maureen M.
Groce, Leon R.
Grunert, Richard G.
Grzegorek, Wendy M.
Halverson, Kara
Hansen, Sarah E.
Hanson, Julia D.
Hardy, Dianne M.
Hawley, Ellen M.
Henderson, Kathleen M.
Hendricks Williams, Shandowlyo
Henn, Paula K.
Herrera, Patricia M.
Hladilek, Mark J.
Hoffman, Paul B.
Horton Kathy Y.
Horton, Tavia L.
Hoskins, Rosalyn D.
Hubbard, Dana
Huckeby, Jennifer L.
Hunter, Christopher D.
Hyps, Brian D.
Irwin, Daniel R.
Iselin, Peter J.
Jablonski, Jessica H.
Jackson, Dawn
Jackson, Cheryl
Jaka, Traci L.
Janke, Margaret A.
Jasti, Lydia V.
Johnson, Mary
Johnson, Thomas M.
Jones, Katerina A.
Jones, LaQuanda
Jones, Marti D.
Kachelmeyer, Jaclyn R.
Kaiser, Karis Y.
Kapp, Andrea A.
Karolewski, Stephanie A.
Kendall, Jacquelyn C.
Kennedy, Kathleen E.
Kiblawi, Ela H.
Kimbrough, Frances Y.
Kinsey, Meredith L.
Knick, Katheryn E.
Knox, Alisa R.
Kolo, Sara L.
Kotecki, Kelly A.
Kovochich, Joseph J.
Kozlicki, Daphne J.
Kramer, Stafford J.
Kridler, Susan L.
Kromraj. Lisa D.
Krutina, Jennifer L.
Kurth, Tequila S.
Lackas, Nicole D.
Lance, Erin R.
Landreman, Stephanie S.
Lane, Helen A.
Lapworth, Ean Houei
League, Courtney E.
Lefco, Randee B.
Lehninger, Melanie J.
Lemberg, Jessica J.
Lemon, Christine M.
Lind, Bronwyn C.
Lisnow, Tara M.
Liss, Bonnie S.
Little, Kathryn R.
Long, Timothy
Loomis, Lisa M.
Loosen, Suzanne A.
Lopez, Monica M.
Losee, Leslie T.
Love, Tonya M.
Lovejoy, Andrea
Lozada-Reyes, Eunice C.
Lozano, Sandra A.
Lucht, Katie E.
Luckett, Jerry
Lynch, James B.
MacDonald, Ginger A.
Mackey, April R.
Madison, Toyree
Mahan, Susan M.
Martin, Deborah D.
Martin, Felicia P.
Mays, Maryann
Mazur, Jesse
McAdams, Terence S.
McCauley, Erin E.
McDaniels, Anthony J.
McKee, Crystal M.
McLure, James A.
McVay, Jennifer A.
McWilliams, Stephanie G.
Melchior, Beata
Meneese, Nancy C.
Menocal, Nora
Meyer, Terri J.
Miller, Trisha J.
Miranda, Alicia M.
Moore, Rebecca A.
Mund, Margaret
Mussomeli, Angelo W.
Navarro, Angela
Nekich, John R.
Nelson, Alicia C.
Nichols, Jeremy
Nichols, Kay J.
Nunez, Kareene M.
Nunley, David L.
O'Brien, James P.
O'Connell, Nora K.
O'Keefe, Sue M.
Ocampo-DeRocha, Veronica
Ohlendorf, Chad E.
Olenici, Erica A.
Ollmann, Laura L.
Olson, Joshua J.
Omo, Michael D.
Ours, Michael J.
Pakroo, Zara H.
Palmer, Jason
Parkinson, Kimberly L.
Perkins, Chad J.
Phillips, Vernita V.
Piatek, Marcel M.
Pieper, David W.
Pinel, Lettice M.
Procknow, Billee C.
Pugh, Vonzie
Raffaele, Amanda R.
Ramos, Maribel
Rand, Carlotta D.
Rasavong, Ean Houel
Razaa, Aziza S.
Reitzenstein, Heidemarie
Rex, Jennifer L.
Reynolds, Myesha L.
Ricciardi, Joseph C.
Riggenbach, James H.
Riveros, Jennifer B.
Roberts, Marjorie A.
Rodriguez, Maricarmen
Roecklein, Sarah L.
Rogge, Robyn A.
Rognsvoog, Aimie M.
Rosario-Maldonado, Christina
Ruiz Lezama, Marcia C.
Salpeter, Maxine T.
Samper, Lisa D.
Sanchez DeSegura, Sandra A.
Sanders, Phyllis
Sanfelippo, Andrea M.
Schaefer, Charmaine K.
Schallock, Robert B.
Schermerhorn, Lisa
Schieble, Ann M.
Schopf, Cynthia L.
Schwall, Rebecca R.
Shaw-Meitz, Darcus E.
Shropshire, Jeoffrey

Shuck, Barry W.
Smith, Donna R.
Smith, Kortney E.
Smith, Ryan D.
Somppi, Elizabeth
Sonsalla, Mary
Sorrell, Tammy
Spector, Benjamin H.
Spence, Jacqueline N.
Spencer, Rita
St. Lawrence, Scott A.
Stadler, Kristine A.
Stange, Nicole M.
Steffes, Holly
Steinke, Anna M
Stewart, Gregory D.
Sullivan, Elaina M.
Suminski, Kathryn L.
Taylor, Lisa M.
Thao, Sheng
Thomae, Allison M.
Thompson, Dorothy F.
Thong, Binn S.
Torgerson, Keri J.
Torres Hood, Meralis
Trost, James G.
Troyer, Jenifer L.
Turnacliff, Sheri L.
Turner, Christine
Turner, J. Louise
Tyler, Danita A.
Uppal, Sonia
Valadez, Sandra V.
Vang, Pa
Vento, Michael K.
Veternick, Sean P.
Voith, Joseph
Waara, Elise E.
Wagner, Kathleen M.
Waters, McNeal I.
Watkins, Monica
Watters, Dorothy A.
Weiss, Vanessa
Weisse, Brian C.
Wekwert, Colleen A.
Wenzel, Marcus E.
Wiedemann, Kerry L.
Wild, Stephanie J.
Wilde-Payne, Patricia
Westemeier, Mary M.
Whalen, Rosemary
Williams, Cecelia R.
Williams, Janissha L.
Williams, Kimberly
Williams, Tamara D.
Wilson, Abigail H.
Witczak, Marcy A.
Wojtysiak, Heather
Wolter, Susan
Wondra, Jessica
Zimmermann, David
Ziolkowski, Sara B.

Principals
(Completing One Semester)

Mary J. Bowie
Janet B. Miller
Debra A. Ortiz

Principals
(Completing Two Semesters)

Pamela K. Bell
Daryl R. Coppins
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
Sarika S. Simpson
Donald E. Wojczulis

Principals
(Completing Three Semesters)

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

Principals
(Completing Four Semesters)

Albert J. Brugger
Clavon Byrd
Ramon E. Evans
Ella A. Hayes
Erica A. Hendricks
Jonathan D. Leinfelder
Leea N. Power
Angelo Serio
Selestine B. Skipper
Lottie J. Smith
Maurice E. Turner

Principals
(Completing Five Semesters)

Winifred A. Tidmore

Principals
(Completing Six Semesters)

Clark E. Addison
Betty J. Blue
Myron L. Cain
Timothy C. Duax
Yolanda Hernandez
Lisa M. Marion-Howard
Wendell J. Smith
Christlyn A. Stanley
Grace A. Thomsen

Assistant Principals
(Completing One Semester)

Tonya C. Adair
Amita M. Antao
Kirsten L. Burks

Jeffery L. Gaddis
Daniel P. Hennessey
Joseph J. Hill
Lila A. Hillman
Gwendolyn Y. Irvin
Jacqueline K. Richardson
Anthony J. Strancke
Rita M. Tenorio
Gregory T. Tolbert

Assistant Principals
(Completing Two Semesters)

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

Assistant Principals
(Completing Four Semesters)
Sherlyn Brown

Assistant Principals
(Completing Five Semesters)

Gilberto Brown
Francyne T. Dykes
Indyria R. Graham
Trila Pitchford
Ronald M. Ranieri
Jennifer L. Smith

Assistant Principals
(Completing Six Semesters)

Derek Brewer
Steven P. Emmling
Mark R. Fennema
Ervin L. Forgy
Michelle A. Hagen
Lizzie M. Hartwell
Ellease Mayo
Cynthia L. McKesson-Walton
Yvette Moore
Sandra J. Peterson
Lonnie J. Pugh
Juanita B. Sprouse
Sandra J. Stommel
Susan M. Stoner
Gregg R. Willis

Support Staff

(Completing One Semester)
Arthur A. Brown
Willie E. Mitchell

(Completing Four Semesters)
Olivia Buenrostro Soto
Nicole Crass
Mary C. Martin

(Completing Five Semesters)
Kymm Mutch

Approval of Prevailing Wage Rates

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.

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.

Affirmative Action Report

The Affirmative Action Report for April 2006 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:

1. the classified personnel transactions, certificated appointments, and leaves of absence listed above;
2. the reappointment of the probationary teachers, teacher-librarians, principals, assistant principals, and members of the support staff, contingent upon proper Wisconsin certification, as listed above; and
3. prevailing wage rates as listed 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 3] Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

| | | | |
|---|---|---|---|
| 5(r) | Jon Dzurak | Assistant Principal<br>Pulaski High School | Schedule III, Range 12Y<br>$76,848.35 |
| 2(r) | Kelvin Brown | Assistant Principal<br>Riverside University High School | Schedule III, Range 12Y<br>$60,239.64 |
| 4(r) | Juan Baez | Assistant Principal<br>Hopkins Street School | Schedule III, Range 10Z<br>$52,527.00 |
| 2(r) | Flora Odom-Flagg | Director<br>Dept. of Administrative Accountability | Schedule IIIE, Range 16A<br>$117,777.89 |
| 2(r) | Ann Terrell | Director, Early Childhood Education<br>Office of Academic Excellence | Schedule III, Range 12A<br>$92,934.23 |

| | | | |
|---|---|---|---|
| 5(r) | Marie Thompson | Grants Coordinator<br>Division of Grant Development | Schedule III, Range 11A<br>$87,669.84 |
| 2(r) | Mildred McDowell | District School Library Media Specialist<br>Office of Academic Excellence | Schedule III, Range 7A<br>$76,754.00 |

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

* Position created by Board action after budget approved.

** Grant-funded position — approval of this appointment authorizes establishment of the position.

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 Johnson moved to approve the Committee's recommendations.

Director Blewett moved a substitute, to approve all positions except the Library Media Specialist, and to set up a task force to study the position and bring back recommendations in two to three months.

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

Ayes—Directors Balistreri and Blewett—2.

Noes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

The question being on the original motion to approve the Committee's recommendations, they were approved, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—9.

Noes—None.

* * * * *

[Item 4] Informational Report on Progress Made toward Eliminating Audit Findings in the FY05 Management Letter

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

Background

At the Board's January 2006 meeting the Administration agreed to provide an update in May on its progress in addressing audit findings documented in the FY05 Management Letter.

Administration's Report

The Administration has made significant progress in resolving issues identified by the auditors in two Reportable Conditions included in the Management Letter. Following is an update on these issues.

1. REPORTABLE CONDITION: Year-End Financial Reporting Process

   a. Auditor's Recommendation:

      (1) We recommend that the District review its year-end reporting process and determine if the use of its IFAS accounting software system could provide a better system of control over its conversion of data from the cash basis of accounting to the other basis of accounting required for external reporting purposes. We believe it is important from a control aspect that the District's general ledger serve as the official record of the District and include all transactions included in the financial statements.

      (2) We also recommend that, until a change in the system is made, the Excel spreadsheet used for this process be password-protected. We further recommend that access to the spreadsheet be limited to only those individuals who are authorized to be involved in the final financial reporting process.

   b. Management's Update:

      (1) Management has converted all 250+ year-end journal entries from an Excel spreadsheet format to the IFAS general ledger system. As a result, the District's general ledger will include information on year-end adjustments beginning with the 2006 fiscal year.

      (2) In addition, read and write access to Excel spreadsheet data has been limited to only those individuals responsible for producing financial reports. Read-only access has been provided to other Finance staff who have a need for information included in the spreadsheets. No other access has been granted.

2. REPORTABLE CONDITION: Capital Asset Accounting

   a. Auditor's Recommendation:

      We recommend that the District review the policies and procedures that exist within the District related to capital asset accounting and make changes as necessary to eliminate the following issues:

      (1) Management has recently implemented certain controls over capital asset accounting, but our test disclosed that these controls were not universally adhered to during the period ended June 30, 2005.

      (2) The District currently relies on the individual schools to identify and record equipment purchases during the year in the capital asset inventory system. Since this process is separate from and subsequent to the procurement process and relies on individual schools to be knowledgeable on capital asset accounting procedures, there is a significant increase in risk of equipment not being properly recorded in the capital asset inventory system.

(3) There also does not currently exist any complete reconciliation for the current-year additions in the capital asset inventory system to the capital asset expenditures recorded in the financial statements. We believe this to be an integral part of ensuring the accuracy of the information presented in the annual financial statements.

(4) There are two separate sets of records that are being utilized to accumulate the information necessary for the proper presentation of the buildings in the annual financial statement. These two sets of records do not agree, and both require adjustments to be reconciled to the annual financial statements.

b. Management's Update:

(1) Management has developed new procedures which significantly reduce the amount of work required of schools and departments to record fixed asset additions:

(a) First, Management has reduced the number of account codes used to order equipment from seven to two: one code for equipment costing $5,000 or more, and one code for all other equipment. (Only equipment costing $5,000 is reported as a capital asset on the District's financial statements).

(b) Second, buyers in the Purchasing Division have been trained to identify erroneous account codes for fixed assets purchases of $5,000 or more. When an erroneous code is found, the buyer notifies the school or department and requests that the code be corrected.

(c) Third, although the District's financial system automatically creates a fixed asset shell whenever a purchase order is issued for a fixed asset, Management has modified the system to also automatically populate the shell with the cost of the fixed asset addition. The cost information is used by schools and departments in their year-end fixed asset reconciliation. Also, Management can independently request this cost information for fixed asset reporting purposes.

(2) Management initiated a District-wide fixed asset audit in which inventory managers visited schools and departments to ensure fixed assets of $5,000 or more were recorded in the inventory system. The inventory managers also reviewed new fixed asset procedures with schools and departments during their visit. Furthermore, Management hosted two fixed asset training sessions for secretaries in March 2006 to explain new fixed asset procedures and to answer questions.

(3) Management believes that, with the advent of the new fixed asset account codes and the District-wide fixed asset audit initiative, a reconciliation between the general ledger and the fixed asset inventory should be attainable for FY06. The new account codes will help ensure that fixed assets are coded correctly in the general ledger, and the inventory initiative should ensure that fixed assets of $5,000 are included in the inventory system.

(4) Management also undertook an initiative to input data for all MPS buildings and building improvements into the Integrated Finance and Accounting System (IFAS). This initiative, which will be completed by the end of FY06, will provide auditors with a single source for the value of MPS buildings that is derived directly from the general ledger and does not require further adjustments.

With the above changes scheduled to be completed by year-end, the Administration anticipates that the above Reportable Conditions will be eliminated in the FY06 Management Letter. The Administration is also working to eliminate other findings in the FY05 Management Letter and expects by year-end to complete all the work which it committed to undertake in its Management Letter responses.

* * * * *

[Item 5] Authorization to Enter into FY06 Pupil Transportation Contracts

Administration's Analysis

1. The Administration is seeking Board approval of two contract categories for transportation services in FY07. The contracts are for Regular/Suburban service (610 buses) and Special Education service (205 buses). The Regular/Suburban and Special Education contracts are for the third year of a three-year award. A representative contract has been provided under separate cover.

2. The Administration is also seeking approval of the continued purchase of student bus passes and bus tickets from the Milwaukee County Transit System. The Administration projects purchasing $6,625,916 in bus passes and tickets for the 2006-07 school year. Purchases through the Milwaukee County Transit System are based on weekly bus pass usage. The cost of a weekly bus pass is $13.25 (student pass); of a special activity pass, $13.50; and of a 24/7 pass, $14.00.

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

Table 1

| Bus Contractor | # of Buses | Regular/Suburban | Special Education | Total |
|---|---|---|---|---|
| Atlas Transit | 37 | $1,302,546 | $798,317 | $2,100,863 |
| Bee Bus[1] | 60 | $2,619,700 | $378,735 | $2,998,435 |
| Dairyland Bus | 111 | $2,438,330 | $1,895,902 | $4,334,232 |
| Johnson Bus[2] | 11 | $734,490 | | $734,490 |
| Joy Farm Bus | 39 | $1,835,798 | | $1,835,798 |
| Laidlaw Bus | 175 | $7,442,438 | $562,615 | $8,005,053 |
| Lakeside Bus | 178 | $5,351,220 | $2,345,535 | $7,696,755 |
| Lamers Bus | 158 | $5,164,323 | $1,623,611 | $6,787,934 |
| Milwaukee Transit* | | $6,625,916 | | $6,625,916 |
| Riteway Bus | 9 | $392,956 | | $392,956 |
| Specialized Care | 34 | $432,363 | $957,330 | $1,389,693 |
| Totals | 812 | $34,340,080 | $8,562,045 | $42,902,125 |

[1]Owned by minority male

[2]Owned by a woman

*Based on FY07 school and departmental budget requests.

4. Currently, no bus company is certified as a MBE or WBE. One company is owned by a minority male, and one is women-owned. All bus companies (excluding Milwaukee Transit) are required to purchase a minimum of 3.5% of their contracts with a certified HUB firm. The total HUB purchases for FY07 are projected at $1,269,667.

| HUB-Certified Prime? | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|
| | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | NA | NA | NA | 3.5% | 3.5% | $1,269,667 | Transportation | Service |

5. Pursuant to School Board action of April 21, 2005, the Administration is required to provide the results of the Highway Patrol inspection of school buses. The Highway Patrol inspects each company's buses annually. Upon inspection, a bus will receive one of three designations:

a. This vehicle has been APPROVED for service. Any defects noted in the report must be corrected and the certification copy mailed to the appropriate State Patrol Headquarters within 15 days.

b. This vehicle has been DISAPPROVED for service. Any defects marked "OOS" must be corrected prior to any use of this vehicle. All other defects must be corrected and the certification copy mailed to the appropriate State Patrol Headquarters within 15 days.

c. This vehicle has been DISAPPROVED for service and all defects REQUIRE REINSPECTION AND APPROVAL BY STATE PATROL PRIOR TO USE.

6. Bus companies will complete the repairs and certify that defects noted during the safety inspection have been repaired and corrected. Many minor repairs are completed during the inspection period and certified by the inspector at that time. This is noted as "Repaired During Inspection" (RDI). Below is a summary of the most current inspection results.

| | Number of Buses | | | # of Re-inspections Required | # of RDI | Percent of Buses | |
|---|---|---|---|---|---|---|---|
| Contractor | Total | Approved | Disapproved | | | Approved | Disapproved |
| Atlas | 59 | 51 | 8 | 0 | 7 | 87% | 13% |
| Bee | 69 | 63 | 6 | 0 | 5 | 91% | 9% |
| Dairyland | 83 | 82 | 1 | 0 | 0 | 99% | 1% |
| Johnson | 39 | 36 | 3 | 0 | 0 | 92% | 8% |
| JoyFarm | 49 | 47 | 2 | 0 | 2 | 96% | 4% |
| Laidlaw | 275 | 208 | 67 | 0 | 38 | 76% | 24% |
| Lakeside | 279 | 279 | 0 | 0 | 0 | 100% | 0% |
| Lamers* | 181 | 143 | | | | | |
| Riteway | 13 | 10 | 3 | 0 | 3 | 77% | 23% |
| Spec.Care | 43 | 41 | 2 | 0 | 0 | 95% | 5% |
| Totals | 1090 | 960 | 130 | 0 | 78 | 88% | 12% |

** The Highway Patrol has not completed the 2006 inspections for Lamers. In 2005, the approval rate for Lamers was 79%.*

7. For FY06, the Board established a goal of an 85% approval rate for buses to pass the Highway Patrol Inspections. This was accomplished in FY06. Companies that fail to meet the 85% approval rate goal may have their market shares decreased in subsequent years.

Strategic Plan Compatibility Statement

8. 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

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

Fiscal Impact Statement

10. Total cost for these contracts and Milwaukee County Transit System purchases in FY07 is $42,902,125. This item, however, does not authorize expenditures — Final authorization will be given with the adoption of the FY07 budget.

11. Contract rates are adjusted annually based on the Consumer Price Index: Urban Midwest (less shelter), with a minimum annual increase of 2% and a maximum increase of 5%. The actual cost of contracts applies the rate to routes and mileage; therefore, although the FY07 rate will increase by 3.7% because of route and mileage adjustments, the contract amounts are within the 3.5% contract increase projected in the FY07 Proposed Budget. Depending on student enrollment through the Spring and Summer, the Administration may need to adjust the FY07 bus routes, and subsequently, bus contracts.

12. Funds were included in the FY07 transportation budget request for the services described. The accounts are as follows:

| Service | Amount | Budget Code |
|---|---|---|
| Milwaukee Transit | $6,071,516 | STP-0-0-TRS-DW-EPPT0000 |
| | $554,400 | APT-0-0-TRS-DW-EPPT0000 |
| | $6,625,916 | |
| Regular/Suburban | $19,438,984 | RTS-0-0-TRS-DW-EPPT0000 |
| | $879,380 | SMT-0-0-TRS-DW-EPPT0000 |
| | $5,141,550 | SM1-0-0-TRS-DW-EPPT0000 |
| | $374,641 | MDK-0-0-TRS-DW-EPPT0000 |
| | $98,760 | KMT-0-0-TRS-DW-EPPT0000 |
| | $452,352 | PTP-0-0-TRS-DW-EPPT0000 |
| | $304,288 | RTS-0-0-TRS-DW-EVSPFNON |
| | $1,081,563 | RTS-0-0-TRS-DW-EVSPFPUB |
| | $27,714,164 | |
| Special Education | $979,743 | TED-0-0-TRS-DW-EPPT0000 |
| | $7,282,302 | RWT-0-0-TRS-DW-EPPT000 |
| | $300,000 | RTS-0-0-TRS-DW-EVSFPUB |
| | $8,562,045 | |

Implementation and Assessment Plan

13. Bus contracts are for FY07 and will take effect July 1, 2006.

Committee's Recommendation

Your Committee recommends approval of the contracts, as represented by the sample contract attached to the minutes of your Committee's meeting, found in the table below. Contracts will be for the 2006-07 school year.

| Bus Contractor | # of Buses | Regular/Suburban | Special Education | Total |
|---|---|---|---|---|
| Atlas Transit | 37 | $1,302,546 | $798,317 | $2,100,863 |
| Bee Bus[1] | 60 | $2,619,700 | $378,735 | $2,998,435 |
| Dairyland Bus | 111 | $2,438,330 | $1,895,902 | $4,334,232 |
| Johnson Bus[2] | 11 | $734,490 | | $734,490 |
| Joy Farm Bus | 39 | $1,835,798 | | $1,835,798 |
| Laidlaw Bus | 175 | $7,442,438 | $562,615 | $8,005,053 |
| Lakeside Bus | 178 | $5,351,220 | $2,345,535 | $7,696,755 |
| Lamers Bus | 158 | $5,164,323 | $1,623,611 | $6,787,934 |
| Milwaukee Transit* | | $6,625,916 | | $6,625,916 |
| Riteway Bus | 9 | $392,956 | | $392,956 |
| Specialized Care | 34 | $432,363 | $957,330 | $1,389,693 |
| Totals | 812 | $34,340,080 | $8,562,045 | $42,902,125 |

Director Blewett moved approval of the administration's recommendation, with the understanding that the administration bring back to the Board a plan to set up a pilot system of operating our own buses.

Director Johnson moved a substitute, to approve the Committee's recommendation.

The substitute motion was adopted, the vote being as follows:

Ayes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

Noes—Directors Balistreri, Blewett, Hardin and Morales—4.

* * * * *

[Item 6] Action on a Recommendation to Approve 2006-07 Inter-District (Chapter 220) Contracts

Administration's Analysis

1. Section 121.85(3) of the Wisconsin Statues 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 2004, the Administration mailed to each suburban district the 2006-07 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 (under separate cover).

3. Beginning with the 2002-03 school year, a new provision was added to the Interdistrict Student Transfer Agreement, providing procedures to accommodate Milwaukee-resident Chapter 220 students displaced from suburban districts as a result of implementation of the Transportation Zone Plan.

4. As of April 17, 2006, the 23 participating suburban districts have returned the 2006-07 Interdistrict Student Transfer Agreement signed by their board presidents.

5. The chart below highlights the number of contracted seats for the 2006-07 school year, the actual enrollment for 2005-06, and the number of contracted seats for the 2005-06 school year for all 23 suburban school districts.

| | 2006-07 | 2005-06 | |
|---|---|---|---|
| Chapter 220 District | Contracted Seats | Actual Enrollment | Contracted Seats |
| Brown Deer | 51 | 49 | 68 |
| Cudahy | 62 | 73 | 94 |
| Elmbrook | 344 | 300 | 341 |
| Fox Point/Bayside | 91 | 91 | 93 |
| Franklin | 246 | 238 | 272 |
| Germantown | 37 | 32 | 35 |
| Glendale/River Hills | 29 | 40 | 39 |
| Greendale | 60 | 54 | 65 |
| Greenfield | 105 | 105 | 93 |
| Hamilton/Sussex | 105 | 107 | 105 |
| Maple Dale/Indian Hills | 45 | 50 | 54 |
| Menomonee Falls | 315 | 273 | 304 |
| Mequon/Thiensville | 144 | 139 | 152 |
| New Berlin | 56 | 45 | 59 |
| Nicolet | 85 | 103 | 112 |
| Oak Creek/Franklin | 115 | 86 | 113 |
| St. Francis | 121 | 108 | 144 |
| Shorewood | 170 | 175 | 186 |
| South Milwaukee | 149 | 122 | 173 |
| Wauwatosa | 402 | 419 | 483 |
| West Allis/West Milwaukee | 113 | 115 | 153 |

| Chapter 220 District | 2006-07 Contracted Seats | 2005-06 Actual Enrollment | 2005-06 Contracted Seats |
|---|---|---|---|
| Whitefish Bay | 260 | 255 | 282 |
| Whitnall | 70 | 74 | 85 |
| Grand Total | 3,175 | 3,053 | 3,505 |

6. The Brown Deer, Glendale/River, and Mapledale-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 Interdistrict Student Transfer Program (Chapter 220) for the 2006-07 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 Interdistrict Student Transfer Program (Chapter 220). Services are provided either by MPS or through a contract with the suburban school district. This year, seven (7) districts scheduled their own transportation. For those suburban districts that contract for their own transportation services, MPS initially pays the district a per-pupil amount equivalent to the average per-pupil cost for that district if MPS scheduled the service. In subsequent years, MPS pays the average per-pupil cost, plus inflation, as measured by the Consumer Price Index (CPI).

8. The chart below details the districts that plan to provide their own transportation services for the 2006-07 school year and the projected contract amount. 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 had 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 | Contracted Seats | Per-Pupil Cost | Contract Amount |
|---|---|---|---|
| Fox Point/Bayside | 91 | $2,180.92 | $198,463.72 |
| Germantown | 37 | $4,594.26 | $169,987.62 |
| Glendale/River Hills | 29 | $2,180.92 | $63,246.68 |
| Maple Dale/Indian Hills | 45 | $2,180.92 | $98,141.40 |
| Menomonee Falls | 315 | $2,651.19 | $835,124.85 |
| Nicolet | 85 | $2,180.92 | $185,378.20 |
| Oak Creek/Franklin | 115 | $3,678.43 | $423,019.45 |
| Grand Total | 717 | | $1,973,366.80 |

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

11. 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 | Contract Amount |
|---|---|
| Fox Point/Bayside | $198,463.72 |
| Germantown | $169,987.62 |
| Glendale/River Hills | $63,246.68 |
| Maple Dale/Indian Hills | $98,141.40 |
| Menomonee Falls | $835,124.85 |
| Nicolet | $185,378.20 |
| Oak Creek/Franklin | $423,019.45 |
| Grand Total | $1,973,366.80 |

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

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the 2006-07 Interdistrict Student Transfer Agreement and authorize the Board President to execute the 2006-07 transfer agreements for the following school districts:

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

2. authorize the Administration to enter into contracts to provide transportation services with the following school districts for the 2006-07 school year:

| Chapter 220 District | Contract Amount |
|---|---|
| Fox Point/Bayside | $198,463.72 |
| Germantown | $169,987.62 |
| Glendale/River Hills | $63,246.68 |
| Maple Dale/Indian Hills | $98,141.40 |
| Menomonee Falls | $835,124.85 |
| Nicolet | $185,378.20 |
| Oak Creek/Franklin | $423,019.45 |
| Grand Total | $1,973,366.80 |

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

* * * * *

[Item 7] Action on a Request to Enter into Summer Contracts for 21st Century Community Learning Centers (CLCs)

Administration's Analysis

1. In the summer of 2005, the District was able to provide summer grants to 31 elementary and

middle-school Community Learning Centers (CLCs). Each CLC site was required to maintain a minimum enrollment of 100 participants and to sustain a minimum 80% attendance throughout the duration of the program in order to receive full grant funding. All sites were required to enter daily participation data on the CLC attendance tracking system — Academics Plus Attendance Tracking System (APlus).

2. A rich variety of enrichment activities were provided to over 6,000 youth in 31 CLC sites in collaboration with 10 lead-agency partners.

3. Reading and math academic enrichment were designed as pull-out programs with teachers hired through the Summer School Office.

4. This summer, the District will provide grants to 33 elementary and middle-school CLCs who agree to adhere to the operational and program standards as outlined in the attached contract.

5. Program dates for the Summer 2006 CLC Program will be June 26-August 4, 2006, for the six-week programs, and June 26-August 18, 2006, for the eight-week sites.

6. The Administration is requesting the Board's authorization to enter into contracts for the period of June 1 through August 31, 2006, with the lead agencies of the following elementary and middle-school CLCs:

| Agency | Site | Amount |
|---|---|---|
| Boys and Girls Club | Allen Field Elem. School | $ 50,000 |
| | Gaenslen K-8 School | 43,000 |
| | Grand Avenue MS | 26,000 |
| | Lincoln Elem. School | 33,500 |
| | Lloyd Elem. School | 33,500 |
| | Pierce Elem. School | 33,500 |
| | Riley Elem. School | 33,500 |
| | Siefert Elem. School @ Brown St. | 50,000 |
| | 35th St Elem. School | 33,500 |
| | Townsend K-8 | 33,500 |
| | Vieau K-8 School | 33,500 |
| | Walker MS | 20,500 |
| COA Youth and Family Centers | Auer Ave. K-8 School | $ 33,500 |
| | OW Holmes K-8 School | 33,500 |
| Latino Community Ctr | Kagel Elem. School | $ 43,000 |
| Journey House | Fritsche MS | $ 20,500 |
| | Humboldt Park K-8 School | 43,000 |
| | Longfellow Elem. School | 43,000 |
| Northcott Neighborhood House | Keefe Ave. K-8 School | $ 33,500 |
| | Edison MS @ Muir MS | 20,500 |
| | Green Bay Ave. Elem. School | 33,500 |
| | Lee K-8 School | 33,500 |
| | Lincoln MS of the Arts | 20,500 |
| | Multiplex North | 26,300 |
| | Malcolm X Academy | 17,500 |
| Milwaukee County Extension | 21st St. Elem. School | $ 33,500 |
| Our Next Generation, Inc | Westside I & II | $ 43,000 |
| Silver Spring Neighborhood Ctr | Burroughs MS | $ 20,500 |
| | John Muir MS | 20,500 |

| | | |
|---|---|---|
| United Migrant Opportunity Services (UMOS) | Kosciuszko MS | $ 20,500 |
| YMCA | Engleburg Elem. School | $ 33,500 |
| | LaFollette K-8 School | 33,500 |
| | Mitchell K-8 School | 33,500 |
| Total | | $1,064,300 |

Strategic Plan Compatibility Statement

7. This program 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 market place.

Statute, Administrative Policy, or Board Rules Statement

8. The contracts are being presented to the Board pursuant to Administrative Policy 3.09(3).

Fiscal Impact Statement

9. Funds from the Wisconsin State Department of Public Instruction's 21st Century Community Learning Centers Grant, Fund for the Improvement in Education's (FIE) federal earmark from the Department of Education (DOE) for before- and after-school programs, APlus software sales, and the MPS Recreation Division will be used to fund the summer grants for the elementary and middle-school CLCs.

10. The total amount of the projected allocation is $1,064,300, which will be funded through the following budget codes:

| | |
|---|---|
| GEN-0-0-216-XX*-ECTS | $189,000 (WI DPI Contracted Services) |
| GEN-0-0-LC6-XX*-ECTS | $118,546 (WI DPI Contracted Services) |
| GEN-0-I-FS6-XX*-ECTS | $308,649 (Dept. of Education Contracted Services) |
| DTI-0-S-SY6-XX*-ECTS | $281,768 (APlus Contracted Services) |
| CSV-0-0-PRC-RC-ECNS | $166,337 (Extension Fund Contracted Services) |

(*appropriate site locations will be inserted here upon approval by the Board).

Implementation and Assessment Plan

11. The Director of the Division of Recreation and Community Services, or a designee, will monitor each agency's compliance with the contract and manage the reimbursements of expenditures. Program evaluation — which will include expenditures, attendance, and activity reports — will be required from each agency.

12. The following goals have been set for the Summer 2006 CLC Program:

a. to expose youths to engaging recreation enrichment on a daily basis;

b. to offer academic instruction through the MPS Summer School Office;

c. to provide participants with safe custodial care during the summer months;

d. to expose youths to caring adults;

e. to provide participants with two nutritious meals per day;

f. to provide needed child care for working parents; and

g. to expose youths to new, off-site learning opportunities through various field trips.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts for the period of June 1 through August 31, 2006 , with the lead agencies of the following elementary and middle-school CLCs, contingent upon available grant funding:

| Agency | Site | Amount |
|---|---|---|
| Boys and Girls Club | Allen Field Elem. School | $ 50,000 |
| | Gaenslen K-8 School | 43,000 |
| | Grand Avenue MS | 26,000 |
| | Lincoln Elem. School | 33,500 |
| | Lloyd Elem. School | 33,500 |
| | Pierce Elem. School | 33,500 |
| | Riley Elem. School | 33,500 |
| | Siefert Elem. School @ Brown St. | 50,000 |
| | 35th St Elem. School | 33,500 |
| | Townsend K-8 | 33,500 |
| | Vieau K-8 School | 33,500 |
| | Walker MS | 20,500 |
| COA Youth and Family Centers | Auer Ave. K-8 School | $ 33,500 |
| | OW Holmes K-8 School | 33,500 |
| Latino Community Ctr | Kagel Elem. School | $ 43,000 |
| Journey House | Fritsche MS | $ 20,500 |
| | Humboldt Park K-8 School | 43,000 |
| | Longfellow Elem. School | 43,000 |
| Northcott Neighborhood House | Keefe Ave. K-8 School | $ 33,500 |
| | Edison MS@ Muir MS | 20,500 |
| | Green Bay Ave. Elem. School | 33,500 |
| | Lee K-8 School | 33,500 |
| | Lincoln MS of the Arts | 20,500 |
| | Multiplex North | 26,300 |
| | Malcolm X Academy | 17,500 |
| Milwaukee County Extension | 21st St. Elem. School | $ 33,500 |
| Our Next Generation, Inc | Westside I & II | $ 43,000 |
| Silver Spring Neighborhood Ctr | Burroughs MS | $ 20,500 |
| | John Muir MS | 20,500 |
| United Migrant Opportunity Services (UMOS) | Kosciuszko MS | $ 20,500 |
| YMCA | Engleburg Elem. School | $ 33,500 |
| | LaFollette K-8 School | 33,500 |
| | Mitchell K-8 School | 33,500 |
| Total | | $ 1,064,300 |

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

* * * * *

[Item 8] Action on Granting Authorization for the Milwaukee Metropolitan Sewerage District (MMSD) to Install Rain Gauges and Related Equipment at Alcott Elementary School and Madison High School

Background

1. The City of Milwaukee has had a rain gauge installed at Alcott Elementary School and one at the City of Milwaukee Public Works yard located at 8414 West Florist Avenue for approximately 20 years. The MMSD needs reliable precipitation data from these service areas in order to properly operate its waste water conveyance and treatment systems; however, due to the age of the city's equipment, MMSD has not been able to rely on the equipment to provide accurate data.

2. The City of Milwaukee has indicated that it is discontinuing the operation of these sites and will not be upgrading the equipment. As a result, MPS has received a request from MMSD for permission to install a new rain gauge and telemetry equipment as a replacement of the city's equipment at Alcott Elementary School and to relocate the equipment from the 84th and Florist site to Madison High School.

Administration's Analysis

3. The Division of Facilities and Maintenance Services has reviewed the proposed installation and finds it acceptable. All equipment will be installed by the MMSD at its expense and in accordance with MPS district standards. A summary of the terms and condition of the installation are included in the attachments to the minutes of your Committee's meeting.

4. MMSD will be allowed to use the power at the building for its equipment. The electrical power requirement is equivalent to operating two 100 watt bulbs. Since the MMSD is another governmental taxing authority, we are not recommending any fees or payment for this activity. The District did not receive any funds from the City of Milwaukee for its installation at Alcott Elementary School.

Strategic Plan Compatibility Statement

5. 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

6. The Board's approval is required to enter into intergovernmental cooperation agreements.

Fiscal Impact Statement

7. This item authorizes does not authorize expenditures nor does it generate any revenues.

Implementation and Assessment Plan

8. Upon approval by the Board, the intergovernmental agreement will be executed by the proper officials.

Committee's Recommendation

Your Committee recommends that the Board authorize the execution of the intergovernmental cooperation agreements with the Milwaukee Metropolitan Sewerage District, attached to the minutes of your Committee's meeting, for the installation of rain gauges and telemetry equipment at Alcott Elementary School and Madison High School.

Director Morales moved to approve the Committee's recommendation with the additional provision that the Administration and Board President Send a letter to the MMSD indicating that the MBSD is waiving any fee for use of MPS space for the installation of rain gauges and related equipment at Alcott Elementary School ad Madison High School authorized by the Board's May 2006 action.

Director Spence recused himself from voting on the item.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Johnson, Morales and President Dannecker—8.

Noes—None.

Recused—Director Spence—1.

* * * * *

[Item 9] Approval of an Agreement for the Demolition of Existing Facilities and Construction of Playfields at the Old Milwaukee Technical High School

Background

1. In May 1999, the Lynde and Harry Bradley Technology and Trade School Commission was created through an intergovernmental cooperation agreement among Milwaukee Area Technical College, the University of Wisconsin-Milwaukee, and the Milwaukee Public Schools. In accordance with the terms of the cooperation agreement, the Commission is charged with the responsibility of the oversight of the development, construction, equipping, assessment, and operation of the Lynde and Harry Bradley Technology and Trade School (Tech). These duties include the demolition of the old Milwaukee Trade and Technical High School and the replacement of that structure with new recreational facilities.

2. The development of the new Bradley Tech High School has consumed space formally available for recreational and sports activities. As a result, the school is incurring significant transportation costs and presents logistical problems associated with the absence of adequate recreational facilities in the vicinity of Tech.

Administration's Analysis

3. The City of Milwaukee, the Lynde and Harry Bradley Technology and Trade School Commission, and the District are proposing a partnership to develop recreational facilities for Bradley Tech. This partnership would provide for the demolition of the old Milwaukee Trade and Technical High School and replacement of that structure with new recreational facilities.

4. The asbestos abatement and demolition of the old Milwaukee Tech is currently estimated at $3.1 million. The City of Milwaukee's 2006 budget included $2 million towards the demolition of the building. The District's FY05 capital plan included $600,000 from reprioritizing two asbestos-abatement projects and savings from other projects. A federal grant was obtained for $200,000, and $300,000 was reprogrammed from the replacement of lockers at Webster Middle School due to the closing of that facility.

5. The District is responsible for contracting for all activities associated with the demolition of the facility and leaving the site as a level and grass-seeded parcel.

6. The Commission is responsible for the funding, design and construction of the playfields. Final design must be approved by both MPS and the City. In the event that the recreational facilities are not constructed and completed by September 1, 2007, the Commission is responsible to repay $2 million to MPS in annual payments over a 15-year period at 5.5% interest.

7. In accordance with the intergovernmental cooperation agreement, the Lynde and Harry Bradley Technology and Trade School will be conveyed to the City for the benefit of MPS within 30 days following completion of the recreational facilities.

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 Board's approval is required to execute cooperation agreements.

10. Administrative Policy 3.09, Purchasing and Bidding Requirements, requires Board approval for contracts over $50,000.

Fiscal impact statement

11. The FY05 construction fund contains $600,000 from reprioritizing two asbestos-abatement projects and savings from other projects that is to be used for the demolition of the old Milwaukee Tech. In addition, the District received a federal grant in the amount of $200,000 for this project and $300,000 has been reprogrammed from the FY05 construction fund that was intended for the replacement of lockers at Webster Middle School. The City of Milwaukee's 2006 budget contained borrowing authority of $2 million for this project.

Implementation and Assessment Plan

12. Upon approval by the Board, the agreement will be executed and $2 million in funding will be released by the City of Milwaukee's controller for this project.

Committee's Recommendation

Your Committee recommends that the Board authorize execution of the cooperation agreement attached to the minutes of your Committee's meeting.

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

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[Item 10] Action on Granting a Permanent Electrical Easement to We Energies at Sarah Scott Middle School to serve the SBC Communications Vault

Background

1. On December 19, 2002, the Board approved an exclusive permanent easement at Sarah Scott Middle School to permit the installation of a telecommunications vault by Ameritech. Ameritech paid the district $22,000 for this easement.

2. The Administration has received a request from WE Energies for an easement in order to provide power to the SBC communications vault. This easement would extend from the pad-mounted transformer located on an existing easement on the Sarah Scott site for a distance of approximately 90 feet easterly to the SBC electric service entrance, which is located on its exclusive easement.

Administration's Analysis

3. The Division of Facilities and Maintenance Services has reviewed the proposed easement and finds it acceptable. The Division has negotiated a fee in the amount of $2,850 for this easement since it is not for the direct benefit of the district.

Strategic Plan Compatibility Statement

4. 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

5. The Board's approval is required to execute third-party easement requests.

6. Under Board Policy 5.01, Facilities, revenue generated by the granting of an easement at a school site that exceeds district expenses shall be allocated to the local school.

Fiscal Impact Statement

7. This item does not authorize expenditures. Upon approval of the recommendation and execution of the easement, $2,850 will be deposited into the budget for Sarah Scott Middle School.

Implementation and Assessment Plan

8. Upon the Board's approval of the granting of this easement, the City Attorney and the Department of Public Works will proceed to have the documents executed. Approval by the Common Council will follow Board action.

Committee's Recommendation

Your Committee recommends that the Board:

1. grant the permanent electrical easement to WE Energies for work at Sarah Scott Middle School;

2. authorize the appropriate officials to execute the easement documents; and

3. direct the funds in the amount of $2,850 be placed in the budget of Sarah Scott Middle School.

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

* * * * *

[Item 11] Report and Action on the Emergency Authorization of an Agreement Relating to Repairs of Damage to the Facilities and Maintenance Services Building and the Granting of Temporary and Permanent Easements to Facilitate the Repairs

Background

1. In June 2004, the Board approved a sale of property and the granting of temporary limited easements to the State Department of Transportation for work associated with the reconstruction of the Marquette Interchange Project adjacent to the Division of Facilities and Maintenance Services (DFMS) building.

2. During construction of a secant wall directly in front of the DFMS Building on Eleventh Street, the contractor over-excavated, causing soil instability which resulted in damage to the secant wall and to the DFMS building. Damage was to both the exterior and exterior of the building, including, but not limited to, structural and foundation damage; cracks on both the outside and inside of the building; shifting of windows and creation of gaps around their frames; shifting of the foundation; and damage to the sidewalk adjacent to the building.

Administration's Analysis

3. Due to the instability of the soils, the contractor has undertaken temporary stabilization efforts. Design efforts needed to begin immediately. Certain commitments on the part of the District were required in determining the best method of repair.

4. The office of the City Attorney worked with the State Department of Transportation to draft the attached agreement for the repairs and associated easements. All repairs will be made by the state's contractor and paid for by the Marquette Interchange's general liability insurance carrier.

5. Any and all costs incurred by the District — including but not limited to, staff time, independent consultants, security personnel, and repairs to the interior and exterior of the building — will be totally paid by the Marquette Interchange's general liability insurance carrier.

6. The DFMS will approve any plans for repairs to the District's building prior to work commencing. The State and its contractor are responsible for all work associated with the repairs and will indemnify and hold MPS harmless.

7. The temporary easement is required for the contractor to be able to work on our property to make the necessary repairs to the building. The permanent easement is required for the tie-back system that will be used for the repair of the secant wall. These tie-backs will extend under the foundations of the existing building.

8. The temporary right of entry is required to access DFMS building's main parking lot and receiving dock from 10th street so that the current entrance on Highland can be closed due to safety concerns. The Administration anticipates a permanent relocation of the entrance due to the anticipated increased traffic patterns that will develop on Highland Avenue as a result of the opening of the entrance ramp on Highland Avenue at 11th street.

Strategic Plan Compatibility Statement

9. The agreed-upon activities are consistent with the practice of fiscal responsibility to aid in informed decisions about allocation of resources for district programs, functions and operations.

10. The Board's approval is required to execute third-party easements.

Statute, Administrative Policy, or Board Rules Statement

11. In accordance with Wis. Statute 119.60 (1) and Administrative Policy 5.01, Facilities, proceeds from the easements are to be placed in the construction fund.

Fiscal Impact Statement

12. This item does not authorize expenditures. The temporary limited easement will generate $3,000 of unanticipated revenue, and the permanent easement will generate $15,000. These proceeds will be placed in the construction fund. There is no cost associated with the right of entry.

13. All work by the contractor for the repair of the building will be paid by the Marquette Interchange's general liability insurance carrier directly to the contractor.

14. Any expenses incurred by the District will be reimbursed by the Marquette Interchange's general liability insurance carrier and deposited into the accounts from which expenditures were made.

15. Upon approval of this item, the attached agreement will be executed by the proper officials. Work is scheduled to begin within the month and is anticipated to be completed by August.

Committee's Recommendation

Your Committee recommends that the Board:

1. grant the temporary limited easement for repairs associated with the MPS facility at 1124 North 11 Street;

2. grant the permanent easement for repairs associated with the repair of the secant wall that has been constructed as a part of the Marquette Interchange Project;

3. approve the agreement relating to repairs of damage to the MPS property located at 1124 North 11 Street, and the terms in the right of entry; and

4. authorize the appropriate officials to execute the repair agreement, right of entry, and associated easement documents.

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

* * * * *

[Item 12] Authorization to Enter into a Lease Agreement to Erect Cellular Transmission Antennas at Juneau High School and Milwaukee High School of the Arts

Background

1. This board item requests authority to enter into lease agreements with Voice Stream PCS II Corp., a Delaware Corporation doing business as T-Mobile, to erect a Wireless Communication Facility at Juneau High School and at Milwaukee High School of the Arts. The agreements will generate $23,000 per year at Juneau High School, which will be deposited into the construction fund, and $21,000 per year for Milwaukee High School of the Arts.

2. The Board has approved four leases with Sprint Spectrum for towers at Hamilton High School, Juneau High School, and Garden Homes Elementary School, and with ATT for a tower at Riverside High School.

Administration's Analysis

3. T-Mobile has requested permission to erect cellular transmission towers/antennas at Juneau High School, 6415 West Mount Vernon Street, and at Milwaukee High School of the Arts, 2300 West Highland Boulevard. T-Mobile is proposing to install individual mast-type antennas on the parapet and roof at Milwaukee High School of the Arts and panel antennas on frames at Juneau High School. 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 towers will be borne by T-Mobile. In addition to the $1,000.00 non-refundable application fee for each site proposal, MPS will receive rent of $1,916.67 per month at Juneau High School and $1,750 per month at Milwaukee High School of the Arts. The initial term of each lease shall be five years, with the option for T-Mobile to renew for three additional periods of five years each. Rental rates will be adjusted by 3% after each year of each term.

5. The construction of transmitter towers is regulated by the Milwaukee Zoning Ordinance Section 295-113(4) (b). As such, T-Mobile will be required to obtain approval from the City of Milwaukee for the construction of these proposed towers.

6. 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), include provisions stating that "Any revenue generated by the lease fees at school sites that exceed District expenses shall be placed in the local school budget."

7. The Administration projects revenues of $23,000 per year at Juneau High School, which will be deposited in the District's construction fund account, and $21,000 per year to Milwaukee High School of the Arts' budget, beginning in FY07 for a minimum of five years.

8. 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 other cellular providers.

Strategic Plan Compatibility Statement

9. 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

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 the expenditure of district funds. All costs associated with the installation, maintenance, and operation of the towers will be borne by T-Mobile. The Administration projects that revenues of $23,000 per year for a minimum of five years will be allocated to the construction fund for the antenna at Juneau High School, and $21,000 per year for a minimum of five years will be allocated to Milwaukee High School of the Arts School's budget. The additional funding will begin in FY07.

Implementation and Assessment Plan

12. Upon approval by the Board and receipt of approvals by other appropriate agencies, the Administration will negotiate the lease agreement. Construction will occur upon successful completion of lease negotiations.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into lease agreements with T-Mobile to erect a Wireless Communication Facility at Juneau High School and at Milwaukee High School of the Arts 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$23,000 at Juneau High School and $21,000 at Milwaukee High School of the Arts;
3. Rent will be escalated by 3% each year, beginning with the second year of the initial term; and
4. All other terms and conditions of the leases will be similar to those of the current leases which the District has with other cellular providers.

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

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[Item 13] Authorization to Lease Space at Malcolm X Academy to The Rainbow Institute of Learning, Inc.

Background

1. Malcolm X Academy has leased space to the Community Trade and Business Center, an MPS non-instrumentality charter school, and Nzingha Institute of Creative Learning for Living, Inc., during the last year.

2. In FY07, Malcolm X Academy will enroll the students from the Community Trade and Business Center, and that school's lease will be terminated. In addition, the lease for the Nzingha Institute will not be renewed.

3. Malcolm X has received a request from the Rainbow Institute of Learning to lease space previously leased to the Nzingha Institute at Malcolm X Academy. The Rainbow Institute is a Milwaukee Parental Choice Program school that will serve up to 94 students in grades 7-12.

Administration's Analysis

4. The Malcolm X principal and the Administration have met with representatives of the Rainbow Institute of Learning to review the available space and the requirements of the lease. The Rainbow Institute of Learning is agreeable to the space and terms and conditions of the lease.

5. The lease will be for one year and does not contain any options for an extension. The term of the lease will commence on July 1, 2006, and will terminate on June 30, 2007. The rental fee of $12.00 per square foot, totaling $118,848 annually, is payable in 12 equal monthly payments of $9,904. A copy of the proposed lease agreement is provided as an attachment.

Strategic Plan Compatibility Statement

6. 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

7. The recommendation is consistent with Administrative Procedure 5.01(3)(3), Lease Provisions: Partial Use.

Fiscal Impact Statement

8. This item does not authorize expenditures. The Rainbow Institute will pay MPS $118,848 for use of the space at Malcolm X Academy. This amount is for an all-inclusive lease.

9. Funds from this lease will be deposited into the budget for Malcolm X Academy.

Implementation and Assessment Plan

10. Upon approval by the Board, the lease document will be executed. At that time, the Rainbow Institute of Learning can make the appropriate arrangements for moving and setup at Malcolm X Academy, beginning July 1, 2006.

Committee's Recommendation

Your Committee recommends that the Board approve the lease agreement with the Rainbow Institute of Learning for space at Malcolm X Academy for $118,848, to commence on July 1, 2006, and to terminate on June 30, 2007.

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

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[Item 14] Authorization to Extend the Lease at Kilmer South

Background

1. This item seeks Board approval of an amendment to the lease between the District and First Property, LLC., for the purpose of extending the term of the lease to August 14, 2009. Without the amendment, this lease would expire on August 15, 2006. This represents the fourth amendment to the lease.

2. On July 14, 1995, the Board approved the lease agreement with First Property, LLC., for space at 4708 S. 2nd St. to house the Kilmer Alternative Program.

3. The lease was first amended on August 15, 1995, to allow district employees to clean the building. It was amended a second time on January 15, 2002, to include language related to the establishment clause (i.e., concerning separation of church and state). It was amended a third time, on February 24, 2005, to extend the term of the lease for one year, until August 15, 2006. It also increased the amount of available space while keeping the lease rate the same.

Administration's Analysis

4. The Board approval of an extension of the lease until August 15, 2006, on February 15, 2005. At that time, it was anticipated that the District would have excess space available to move the program to a District-owned location as the result of the school-closing process.

5. The Administration submitted a request to the Board's Committee on Innovation/School Reform on May 9, 2006, to relocate the Kilmer South Program to Bell Middle School and Hamilton High School. The request also contained various other options for the location of the program, including keeping the program in its current location.

6. The ISR Committee amended the Administration's recommendation by directing the Administration to negotiate a three-year extension of the current lease with the option for the Board and/or landlord, at the Board's direction, to sublease a portion of the facility to another entity if necessary during the extension period.

7. The Administration has been able to negotiate a three-year extension of the current lease incorporating the Committee's request for the ability to sublease if required. The rental amount would remain at its current rate of $396,431 for each year of the extension. This amount includes utilities and all other services, with the exception of cleaning. The school would also pay an additional $60,000 per year for District cleaning services.

8. The school anticipates a fairly substantial carryover into FY07. That carryover, combined with an anticipated enrollment increase of 50 students, would cover the total annual cost of $456,431 in FY07. Another 58 students would be needed in FY08, for a total increase of 108 students, to support the continued annual cost.

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.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

11. This item would require expenditures of $396,431 from the Kilmer South School's budget for the annual lease cost in FY07, plus $60,000 for district cleaning services.

Implementation and assessment plan

12. Upon approval by the Board, the amendment will be executed and made part of the current lease. All provisions of the amendment are effective August 15, 2006.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to the lease agreement with First Property, LLC., as presented in the attachment to your Committee's meeting, for space located at 4807 S. 2nd St. to house the Kilmer South Program for an additional three years at an annual cost of $396,431.

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

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[Item 15] Action on the Extension of Military Service Credit Under the City's Pension Plan to Represented MPS Classified Employees

Background

1. The sunset for the military service credit provision, 36-04-1-c, of the City of Milwaukee Employees' Retirement System (City Pension) was December 31, 2002. This provision provided one year of creditable service for each three (3) years of active military service prior to enrollment in the retirement system. The creditable service awarded under this paragraph does not exceed three years.

2. This provision applied to all general city employees, as defined under the City Pension Ordinance, which includes employees of the Milwaukee Board of School Directors (MBSD).

3. Subsequently, the City negotiated the continuation of the military service credit separately with its various unions for the period following December 31, 2002, and in each case it was part of a City strategy that included, among other things, changes in the health plan. This continuation was an extension of the sunset date.

4. The City also made various changes in the health plan and removed the sunset for non-represented general city employees and represented management employees. This removal of the sunset automatically applies to MPS non-represented classified employees.

5. Since the military service credit extension was accomplished by bargaining unit through the collective bargaining process, and thus does not apply automatically to the general city employee class as defined under the City Pension, other city agencies such as MBSD must bargain the same with its unions in order to grant the extension.

Administration's Analysis

6. Although the December 31, 2002, sunset on military service credit applies to all MPS represented classified employees covered under the City Pension, the extension does not, as it was an enhancement that was bargained separately for each bargaining unit.

7. The following is a list of MPS classified employee groups represented by unions

   a. Locals 1053 and 1616
   b. Local 150 (BSH/FSA/HCA)
   c. Local 950
   d. ASC
   e. Building Trades
   f. MTEA (Educational Assistants)
   g. MTEA (School Accountants/Bookkeepers)

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about the district's employee benefit programs.

Statute, Administrative Policy, or Board Rules Statement

9. The approval of the Common Council of the City of Milwaukee is required to amend the Charter Ordinance Chapter 36 of the City of Milwaukee Employees' Retirement System to extend Military Service Credit to represented MPS classified employees.

Fiscal Impact Statement

10. The Common Council requires that the City Pension's actuary estimate the cost of the benefit and is in the process of giving the Administration the permission to use the actuary. The cost of the actuarial cost estimate, which is expected to be $5,000 to $7,500, will be paid by MPS from account #DWC-0-0-EMB-DW-EPLR (Classified Pension — Employer).

11. Contributions for military service credit would normally be included in the employer contribution to the City Pension. Because of the fully funded status of the City Pension, there has been an employer contribution holiday for all City agencies since January 1, 2000, with the exception of a *de minimis* contribution for non-consenters to the global pension settlement. The end of the contribution holiday has not been determined exactly, and it is anticipated to continue for several more years.

Implementation and Assessment Plan

12. The Administration will bargain the extension of military service credit with the aforementioned MPS represented employee units, contingent upon the approval of the Common Council.

Committee's Recommendation

Your Committee recommends that the Board grant the authority to the Superintendent and his designee(s) to bargain the extension of the military service credit under the City Pension to represented classified employees of Milwaukee Public Schools, subject to approval of the Common Council, and the authority to take any action necessary to implement such extension.

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

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[Item 16] Action on a Request for Contingency Fund Transfers

Administration's Analysis

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.

2. In accordance with Board Rule 1.14(4), "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."

3. The FY06 contingent fund budget originally was $1 million. The Board previously approved expenditures of $22,000 from the contingent fund for police overtime, leaving a balance of $978,000.

4. The Administration is requesting authority to spend $491,000 for Cisco equipment to support the district's FY07 network upgrade; $99,400 for computers for administrative use in school offices; $95,600 for technology improvements requested by the Office of Board Governance; $70,000 for purchase of non-perishable items that would be necessary under disease pandemic conditions; $80,000 for preparing and mailing information related to the mumps outbreak and immunizations to MPS families and staff; $80,000 for television cameras needed to continue televising School Board meetings; $32,000 for curriculum guides related to the implementation of a new wellness policy; and $30,000 to pay for required retrofits of district-owned defibrillators and new training units for the retrofitted items

5. The Division of Technology is requesting $491,000 to upgrade network routing hardware in both the Central Services and Tech Support Building data centers to support the FY07 network replacement. The network upgrade is required because the current routing hardware is obsolete and the vendor will no longer support it. The district was not able to obtain E-rate funds for the new routing hardware since it had to be purchased before the next E-rate cycle. The cost of this equipment is $490,776. It is being purchased through a state of Wisconsin contract.

6. The Office of Board Governance has requested a total of $95,600 for technology improvements. This amount includes $80,000 for software, licensing and support of Board Item automation software that will greatly improve the efficiency of the office while streamlining preparation of agendas for both the Office of Board Governance and the Administration. The type of software the Office of Board Governance is proposing to purchase will automatically format Board items for publication on the MPS portal or web site. Currently, Board items must be hand-coded in preparation for portal publication. The software also will allow for tracking of Board items and their progress. Proposals for the software will be sought. Based on a preliminary investigation, the Office of Board Governance does not expect the first-year cost to exceed the $80,000 requested, including purchase and support. Future costs associated with the software will be included in Office of Board Governance budget requests.

7. The Office of Board Governance also has requested $15,600 to purchase 13 Dell laptop computers to be used by Board members, as well as staff members from the Administration and the Office of Board Governance during School Board and committee meetings. Using laptops will allow the electronic distribution of Board items and will reduce the number of paper copies that need to be made.

8. The Division of Technology is requesting $99,400 for new computers for school office administrative use. This is part of a regular cyclical upgrade and replacement to ensure that school computers are able to handle necessary district applications.

9. The Administration and Office of Board Governance are jointly requesting $80,000 for new cameras to allow continued television broadcasts of Board of School Directors meetings. MATA Community Media has notified the district that it will no longer televise District Board meetings because of the poor quality of the District's video feed. MATA provided technical specifications it requires for broadcast, and the existing camera cannot meet those requirements. The Administration is proposing to replace the district's camera, which is about 15 years old, with three remote-controlled cameras. The district used to have three cameras, but two were cannibalized to keep the final camera operational.

10. The Division of Special Services is requesting $70,000 to purchase masks, hand sanitizers, gloves, and tissues to begin preparing for potential disease pandemic scenarios. While this is not enough to meet maximum potential demand, it does allow the District to begin acquisition and storage of essential non-perishable supplies.

11. The Office of Communications and Public Affairs is requesting $80,000 to pay for three mailings that have been made to MPS families and staff regarding the mumps outbreak and to fund a postcard mailing reminder to all MPS families regarding the importance of immunizations. The three letters that have been printed and mailed included:

- A letter on Health Department stationery to the families of MPS students susceptible to mumps—those who were not immunized or were not fully immunized.
- A letter on Health Department stationery to families of all MPS students explaining the mumps outbreak, outlining symptoms of the disease and explaining what they could do to protect their families.
- A letter on Health Department stationery to all MPS staff advising them to check their immunization records and under what conditions they should update their immunizations.

12. The Office of Academic Excellence is requesting $32,000 for the preparation of curriculum guides related to the implantation of a new wellness program. Development of the program is mandated by federal low. The Administration plans to introduce the proposed plan to the Board for consideration prior to the end of the fiscal year.

13. The Division of Special Services is requesting $30,000 to pay for necessary retrofitting to district-owned defibrillators and new trainers to go with the retrofitted units. The American Heart Association has issued new CPR guidelines, and the "voice instructions" given by district defibrillators must be changed so the instructions coincide with the new guidelines. The trainers, which are essentially defibrillator simulators, will stay at each site to be used by staff there.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

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

Implementation and Assessment

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

Fiscal Impact Statement

17. This item authorizes transfers of $978,000 for the following purposes:

- $491,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to EQM-0-0-TEC-TC-EREQ (Technical Services — Replacement Equipment) for Cisco upgrade;
- $99,400 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to EQM-0-0-TEC-TC-EREQ (Technical Services — Replacement Equipment) for computers for school office use.
- $80,000 from account SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to ADT-0-0-OBG-OB-ESUP (Board Governance — Supplies) for Board item software;
- $80,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to EQM-0-0-TEC-TC-EREQ (Technical Services — Replacement Equipment) for television cameras;
- $70,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to SSU-0-0-SES-DE-ESUP (Special Services — Nursing Supplies) for purchase of non-perishable masks, gloves and hand sanitizer in preparation for pandemic disease outbreaks.

- $47,500 from SCF-0-0-CTG-DW-ECTG to INF-0-0-MED-IC-EDUP (Communications and Public Affairs — Duplicating) for mumps-related mailings;
- $32,500 from SCF-0-0-CTG-DW-ECTG to INF-0-0-MED-IC-EPST (Communications and Public Affairs — Postage) for mumps-related mailings;
- $32,000 from SCF-0-0-CTG-DW-ECTG to SD1-0-0-CAI-CI-ESIP (Academic Excellence — Professional Development — Supplies)
- $30,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to SSU-0-0-ESS-DE-ESUP (Special Services — Special Education Supervision — Supplies) for required upgrades to district defibrillators and trainers.
- $15,600 from SCF-0-0-CTG-DW-ECTG to ADT-0-0-OBG-OB-EAEQ (Board Governance — Addl. Equipment) for laptop computers;

Committee's Recommendation:

That the Board authorize $978,000 in transfers from the contingent fund as follows:

- $491,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to EQM-0-0-TEC-TC-EREQ (Technical Services — Replacement Equipment) for Cisco upgrade;
- $99,400 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to EQM-0-0-TEC-TC-EREQ (Technical Services — Replacement Equipment) for computers for school office use.
- $80,000 from account SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to ADT-0-0-OBG-OB-ESUP (Board Governance — Supplies) for Board item software;
- $80,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to EQM-0-0-TEC-TC-EREQ (Technical Services — Replacement Equipment) for television cameras;
- $70,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to SSU-0-0-SES-DE-ESUP (Special Services — Nursing Supplies) for purchase of non-perishable masks, gloves and hand sanitizer in preparation for pandemic disease outbreaks.
- $47,500 from SCF-0-0-CTG-DW-ECTG to INF-0-0-MED-IC-EDUP (Communications and Public Affairs — Duplicating) for mumps-related mailings;
- $32,500 from SCF-0-0-CTG-DW-ECTG to INF-0-0-MED-IC-EPST (Communications and Public Affairs — Postage) for mumps-related mailings;
- $32,000 from SCF-0-0-CTG-DW-ECTG to SD1-0-0-CAI-CI-ESIP (Academic Excellence — Professional Development — Supplies)
- $30,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund) to SSU-0-0-ESS-DE-ESUP (Special Services — Special Education Supervision — Supplies) for required upgrades to district defibrillators and trainers.
- $15,600 from SCF-0-0-CTG-DW-ECTG to ADT-0-0-OBG-OB-EAEQ (Board Governance — Addl. Equipment) for laptop computers;

Director Johnson moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—9.

Noes—None.

* * * * *

[Item 17] Authorization to Enter into an Intergovernmental Agreement with the City of Milwaukee to Provide Law Enforcement Services to Milwaukee Public Schools

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, by way of empirical data, that the safety and security of students and staff is adversely affected by the presence of non-students in the immediate vicinity of our schools. This is particularly true for district high schools.

3. The Administration has determined that non-students were creating disturbances by confronting students, staff, and others associated with eight high schools as students and staff are leaving the schools and in the vicinity of the schools. The high schools are Bay View High School, Custer High School, Madison High School, Pulaski High School, Washington High School, Vincent High School, South Division High School and Bradley Tech High School. In an effort to address this issue, MPS requested that the MPD provide a uniformed police presence at the exterior of the eight high schools during dismissal time as a deterrent to these confrontations and disturbances. MPD available resources to provide the requested daily service are negligible and could not be secured.

4. The Administration has collaborated with the Chief of Police to provide a police presence at the high schools between 3:00 and 4:30 p.m. The Chief agreed to provide this additional service if MPS funds the $15,000 cost of this service. This represents the best effort the Milwaukee Police Department can make at this time, given a current shortage of approximately 300 officers. MPD will begin providing this service as of May 22, 2006, in an effort to address the immediacy of the situation.

Administration's Analysis

5. The purpose of the agreement is to improve the safety of students, staff, and others associated with Bay View High School, Custer High School, Madison High School, Pulaski High School, Washington High School, Vincent High School, South Division High School and Bradley Tech High School.

6. 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 specified schools, beginning at 3:00 p.m. and ending at 4:30 p.m. on each school day.

7. Upon approval by the Board, the agreement will cover services from May 22, 2006, through June 12, 2006.

Strategic Plan Compatibility Statement

9. 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.

Statute, Administrative Policy, or Board Rules Statement

10. This item is consistent with Administrative Policy and Procedure 4.03, Security.

Fiscal Impact Statement

11. This item authorizes expenditures of $15,000 from account OGA-0-0-SST-DW-ELPC (School Safety — Contracted Services — Intergovernmental Agreement.)

Implementation and Assessment Plan

12. Upon approval by the Board, the Administration will execute the Intergovernmental Agreement with the City of Milwaukee.

Committee's Recommendation

Your Committee recommends that the Board:

1. Approve the Intergovernmental Agreement with the City of Milwaukee, attached to the minutes of your Committee's meeting, to provide law enforcement services to Milwaukee Public Department to cover the associated costs of providing the requested law enforcement services to Milwaukee Public Schools from May 22, 2006, through June 12, 2006; and

2. Authorize expenditures of $15,000 from account OGA-0-0-SST-DW-ELPC (School Safety — Contracted Services — Intergovernmental Agreement).

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

* * * * *

(Item 18) Action on a Recommendation to Approve a contract with Marguerite Roza and Paul Hill for the "District Dollars Project"

Background

At its meeting of August 25, 2005, the Board adopted Resolution 0506R-007 by Director Johnson as follows:

WHEREAS, Members of the Milwaukee Board of School Directors (the Board) must take an oath of office that compels us to follow the constitutions of the U.S. and of the State of Wisconsin; and

WHEREAS, Chapter 119.16(1), Stats., dictates that the Board and the Superintendent shall issue an annual report, as well as "such additional reports as [they] deem desirable," on the progress of pupils enrolled in public schools in Milwaukee; and

WHEREAS, Chapter 119.18(1g), Stats., states, "The board may do all things reasonable to promote the cause of education…"; and

WHEREAS, The children of Milwaukee have many educational choices within the City of Milwaukee; and

WHEREAS, MPS is, and will continue to be, the largest — though not sole — provider of public education in Milwaukee; and

WHEREAS, Of the many educational options available, both public and private, some may be more attractive to parents and students than may be others; and

WHEREAS, It is also known that a single family will choose a variety of options for their children during the course of their academic careers — some within MPS and some outside MPS — and that there will be movement between schools public and private; and

WHEREAS, The Board has an opportunity to create access to and dialogue about, but not limited to, budgeting, research opportunities, programming, accountability considerations, fiscal considerations, clearing false assertions, community educational needs, and coalition building with leaders of Milwaukee's educational options; now, therefore, be it

RESOLVED, That all Milwaukee children deserve high-quality schools and a high-quality education; and be it

FURTHER RESOLVED, That, because all our children matter and all our children count, all high quality schools serve the public's interests; and be it

FURTHER RESOLVED, That all Milwaukee children deserve an equitable funding formula for their schools and educational programs; and be it

FURTHER RESOLVED, That the Board and its members create and promote an environment of mutual respect and dialogue with leaders of educational options in Milwaukee in advocacy of the children of Milwaukee; and be it

FURTHER RESOLVED, That the Board and its members lead efforts to bring all leaders of educational options in Milwaukee together to collaborate and advocate more effectively for all children in Milwaukee; and be it

FURTHER RESOLVED, That the Board strive to become the representative voice of all children in Milwaukee because of the relationships nurtured by creating an environment of mutual respect and dialogue with leaders of educational options in Milwaukee in advocacy of the children of Milwaukee; and be it

FURTHER RESOLVED, That the Board authorize the Administration to openly explore any of these pursuits as the Administration sees fit for proposal to the Board where applicable; and be it

FURTHER RESOLVED, That the Board authorize and direct the Administration to produce a report documenting comparative school cost and revenue allocations for all varieties of MPS schools and educational services contracts in order to demonstrate to the Milwaukee community the District's wise and fair use of public funds, grant awards, and donations; and be it

FURTHER RESOLVED, That the Board work with the Administration to engage conversation, mobilize community support, and build a stronger coalition of civic and political leaders in accordance with the Board's conviction that all Milwaukee children are part of the public and, therefore, all Milwaukee families with school-age children deserve:

- high-quality learning environments of their choice;
- adequate and equitable funding for their children's educations; and

- schools that are accountable for fiscal responsibility and academic results; and be it

FURTHER RESOLVED, That, in an effort to create a unified Milwaukee-wide education agenda, the Administration work with the Board to develop strategies for engaging civic leaders as well as the broader community in dialogue on topics including, but not limited to:

- closing the Achievement Gap;
- accountability of all schools to the community, to taxpayers, and to one another;
- healthcare and nutrition for students and pre-school-age children;
- access to affordable, high-quality daycare for all families;
- early childhood education and school preparation;
- recruitment, retention, and professional development for high-quality teachers
- after-school learning and recreational opportunity
- violence-reduction and public safety
- economic conditions affecting education and family sustainability
- parental and community involvement in education
- student mobility across schools and neighborhoods
- "No Child Left Behind"
- adequate state and federal funding for children in poverty and children with special needs; and be it

FURTHER RESOLVED, That this resolution effectively negates any intent of previous board actions that limit, restrict, or prohibit the discussions or actions reflected in this resolution, including, but not limited to, our legislative agenda, policies, and procedures.

Administration's Analysis

1. The Broad Foundation has agreed to partially fund a "District Dollars Project" designed to clarify complicated district budget revenue streams, identify centers of financial control, and provide assistance in identifying areas in which greater clarity can be provided in explaining to MPS communities the different factors that address resource-distribution across schools.

2. Milwaukee Public Schools would be one of three districts participating.

3. The greater goal of the project would be to provide participating superintendents with the fiscal information they need to clarify current district spending practices and, where appropriate, target funds toward areas that improve student achievement.

4. The resulting analysis also would detail what level of spending is associated with different students' characteristics, such as disability types and language fluency.

5. The project also is designed to provide information to the districts that will allow them to consider the value of programs or schools in light of the district's student performance information. The Administration believes participating in this study would meet the intent of Resolution 0506R-007.

6. The Broad Foundation grant requires the researchers for the project to be Marguerite Roza and Paul Hill. The contract would be awarded as a sole-source agreement per Administrative Policy 3.09, which permits sole-source procurements "when a grantor has made the use of a specific vendor a condition of the grant."

7. The agreement requires the District to contribute $30,000 toward the project in each of two years, for a total of $60,000. While $45,000 can be raised from non-MPS contributors, at least $15,000 must come from the district budget.

8. Broad would contribute $127,000 for the MPS portion of the project.

Strategic Plan Compatibility Statement

9. The recommendation supports MPS Strategic Plan, Goal 3, family satisfaction as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

10. This expenditure complies with sole-source requirements of Administrative Policy 3.09, Purchasing and Bidding Requirements.

Fiscal Impact Statement

11. This item authorizes expenditures of up to $60,000. This expenditure would be funded in FY06 through FSC-0-0-FIN-OF-ECNS (Office of Finance and Operations — Consultant Services). Implementation and Assessment Plan

12. The Administration will enter into a formal contract with Marguerite Roza and Paul Hill upon approval by the Board.

Administration's Recommendation

The Administration recommended that the Board authorize the Administration to enter into the contract with Marguerite Roza and Paul Hill for the District Dollars Project, as attached to the minutes of your Committee's meeting, with MPS contributing up to $60,000 toward the cost of the project and the Broad Foundation contributing up to $127,000.

Committee's Recommendation

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

Director Johnson moved to approve the Administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

Noes—Directors Balistreri, Blewett, Hardin and Morales—4.

* * * * *

## COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

[Item 1] Action on a Proposed Amendment to the Superintendent's Proposed FY07 Budget

Your Committee is forwarding the following proposed amendment without recommendation to the Board for its consideration.

**AMENDMENT TO THE FY07 PROPOSED BUDGET #01**

**BY:** Director Morales

**DATE:** May 11, 2006

**INTENT (required):**

Increase the level of arts and cultural activities available to Milwaukee children and the community with a $1 million increase in the Extension Fund tax levy.

**FUNDING SOURCE/DESTINATION (required) — New Project**

| Page # | Budget Line to be Changed (To/From) | Increase FTE | Increase Amount | Decrease FTE | Decrease Amount |
|---|---|---|---|---|---|
| | CSV-0-0-???-RC-ESUP — Supplies | | $107,801 | | |
| | CSV-0-0-???-RC-ECTS — Contracted Services | | $260,000 | | |
| | CSV-0-0-???-RC-EPPT — Transportation | | $40,000 | | |
| | CSV-0-0-???-RC-EWRC — Part-Time Recreation Staff | | $375,600 | | |
| | DWC-0-0-???-RC-EBOW — Fringe Benefits | | $75,120 | | |
| | CSV-0-0-???-RC-ESRS2216 — Program Coordinator | 1.0 | $50,608 | | |
| | DWC-0-0-???-RC-EEBN — Fringe Benefits | | $30,871 | | |
| | CSV-0-0-???-NL-ECTS — Contracted Services (Instrumental Music) | | $60,000 | | |
| | **Total to be Changed** | | $1,000,000 | | |

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

**BACKGROUND:**

The Extension Fund is also commonly referred to as the Community Service Fund, Recreation Fund, or Fund 80.

The proposed budget increases the Extension Fund levy by $250,000. This amendment adds $1 million, so that the total levy increase would be $1,250,000, and the total levy would be $9,327,455. The $1 million in additional funding would represent an increase of four cents per thousand dollars in the tax rate. The district's overall levy increase is difficult to predict. A $1 million increase represents 0.5% of the 2006 levy.

Statutory Authority: 120.13(19), Community Programs and Service — "A school board may establish and maintain community education, training, recreational, cultural or athletic programs and services, outside the regular curricular and extracurricular programs for pupils, under such terms and conditions as the school board prescribes. The school board may establish and collect fees to cover all or part of the costs of such programs and services. Costs associated with such programs and services shall not be included in the school district's shared cost under 121.07(6)."

**Programs:**

Funding dedicated to arts activities within Extension Fund could be used to provide the following:

- Dedicated arts specialist at every Community Learning Site ..... $ 247,680
- Concentrated arts program (includes Saturday workshops in many areas of arts) ..... $ 112,320
- An additional Weekend Music program ..... $ 60,000
- Adaptive Arts Program ..... $ 90,720
- Contracted Artist/Theatre Groups — Work with high schools and local community groups to provide additional performance opportunities for MPS students and the community ..... $ 250,000
- Visual Arts Festival Plan and design a district-wide Visual Arts festival to be held on a bi-annual basis ..... $ 10,000
- Program Coordinator — Arts ..... $ 81,479
- Supplies ..... $ 107,801
- Transportation ..... $ 40,000

IS FURTHER BOARD ACTION REQUIRED TO IMPLEMENT THIS AMENDMENT (e.g., amending Board rules or administrative policies, state or federal regulations, etc.)? No.

REQUIRED VOTE: ☑ Simple Majority ☐ Super (2/3) Majority

Director Morales moved that the Board approve the Amendment to the budget with the following additional provisions:

One, that the District will delay implementation of the amendment's provisions until the Board has had the opportunity to review the certified State aid estimate expected in October 2006, and the overall proposed property tax levy, at which time the Board may take additional action on the amendment; and

Two, that the Board direct the administration to seek at the school and district levels new matching funds for the one million dollar levy increase from private or other public sources to be directed to school-based arts education opportunities.

After discussion, the Board amended the motion as follows:

One, that the District will delay implementation of the amendment's provisions until the Board has had the opportunity to review the certified State aid estimate expected in October 2006, and the overall proposed property tax levy, at which time the Board ~~may~~ must take additional action on the amendment; and

Two, that the Board direct the administration to seek at the school and district levels new matching funds and/or in-kind contributions for the one million dollar levy increase from private or other public sources to be directed to school-based arts education opportunities.

As a substutute, Director Blewett requested that the Board vote on the original unamended motion.

The being no objection, the unamended motion was put to the vote and failed, the vote being as follows:

Ayes—Diectors Blewett and Morales—2.

Noes—Directors Balistreri, Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—7.

The question being on the amended motion, it was adopted, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Horton, Johnson, Morales and Spence—6.

Noes—Directors Balistreri and Hardin—2.

Voting "present"—President Dannecker—1.

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Item 2) Action on Recommendations to Adopt a Proposed FY2007 Budget

1. Your Committee reports having reviewed the Superintendent's proposed FY2007 budget for the School Operations, Extension, and Construction Funds, dated April 26, 2005.

2. Your Committee gave public hearing on the budget on May 2, 4, 11, and 16, 2006.

3. Your Committee held worksessions on the budget on May 2, 11, and 16, 2006.

4. In accordance with statutory provisions, the budget was published in the *Milwaukee Journal Sentinel* on May 11, 2006.

5. The full Board held its statutory public hearing on May 18, 2006.

Committee Recommendation

Your Committee recommends that the Board adopt the Superintendent's proposed budget for FY2007, dated April 28, 2006.

Vice President Horton in the Chair.

Director Dannecker moved to amend the budget by adding the following provisions:

To ensure alignment of Central Services talent and resources with school needs, the Administration shall, no later than September 2006, present a plan of organization or reorganization for all academic support functions, to be implemented no later than December 30, 2006, and demonstrate how each function in this organizational plan directly supports schools at one or more levels indicated in the Superintendent's SMAART initiative, taking into account the Administration's own analysis and judgment as well as external reviews, so that the Board may consider the functional alignment of resources in timely fashion to consider whether further or alternative direction to the Administration during final budget adjustments will better apply limited resources to support high quality school programs.

The amendment was adopted, the vote being as follows:

Ayes—Directors Balistreri, Dannecker, Goldberg, Hardin, Johnson, Morales, Spence and President pro tem Horton—8.

Noes—Director Blewett—1.

President Dannecker resumed the Chair.

Director Blewett requested permission to change his vote.

There being no objection, the request was granted, with the vote now being:

Ayes—Directors Balistreri, Blewett, Dannecker, Goldberg, Hardin, Johnson, Morales, Spence and President pro tem Horton—9.

Noes—None.

Director Johnson moved to adopt the FY2007 budget as amended.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—Director Hardin—1.

Voting "present"—Director Balistreri—1.

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[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 $935,059,049 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 2007 Fiscal Year; and that $197,300,931 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 2007 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 $20,610,539 will be required for the 2007 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $14,580,539 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2007, 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 $11,616,461 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2007 Fiscal Year, and that $8,327,455 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 2007, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

* * * * *

Director Johnson moved to adopt the School Operations Fund resolution.

The resolution was adopted on the following vote:

Ayes—Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—9.

Noes—None.

Director Johnson moved to adopt the Construction Fund resolution.

The resolution was adopted on the following vote:

Ayes—Directors Balistreri, Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—9.

Noes—None.

Director Johnson moved to adopt the Extension Fund resolution, as amended previously in the meeting:

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 ~~$11,616,461~~ $12,616,461 will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2007 Fiscal Year, and that ~~$8,327,455~~ $9,327,455 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 2007, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

The resolution was adopted on the following vote:

Ayes—Directors Balistreri, Blewett, Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—Director Hardin—1.

## NEW BUSINESS

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by: Director Joseph Dannecker

Previous month's summary

1. Site visits by the Critical Friend for the Assurant Health Foundation grants are ongoing. An update to the Assurant Health Foundation Board will occur in July.

2. Site visits to all Focus Schools have concluded, and a marked difference has been found in the conversations of the learning teams. Progress has been made.

   a. Teachers and administrators are focused on the quality of teaching and learning, the data analysis, and the professional development which are needed to close the achievement gaps. Their focus, dedication, and hard work are clearly making a difference in the lives of the students.

b. The majority of the documentation for Year 1 of the NEA Foundation grant to close the achievement gaps has been compiled and submitted to the NEA Foundation. Year-end reports from all schools participating in NEA Foundation mini-grants are due by June 9. Planning is in progress for Year 2 of the grant.

3 NEA-MSU Coaching Training offered by WEAC free of charge through the NEA has concluded, with the last sessions held on April 24-26, 2006. A number of staff from Focus Schools participated. Collaboration with WEAC continues concerning other professional development.

4. Planning and preparations continue for the "Embrace the Challenge: Closing the Achievement Gaps through Partnerships and Leadership" national conference on June 28-30, 2006.

5 On May 9, the 21st Century Urban Technical Education Project at MATC held a symposium for counselors, school-to-work coordinators, teachers, administrators, school board members, parents, business, and community leaders on addressing technical talent and skill shortages. Dr. Kenneth Gray from Penn State University was the keynote speaker.

6. On May 10, the Metropolitan Milwaukee Association of Commerce (MMAC) held its annual Education Blueprint Briefing.

7. Another meeting was held on May 12 concerning the STEM initiative with GE Healthcare.

8. Staff attended the Teachers Network Board of Directors Meeting in New York April 26-28, 2006. A brief presentation of information from each participating organization was given. MPA participation is relative to the Action Research Mini-grant through the NEA Foundation and MetLife Foundation.

9. Teachers for a New Era (TNE) will be holding their retreat on June 6 at the Heftner Center from 4:00 to 8:00 p.m.

10. Antoinette Errante from Ohio State University, the Learning Teams External Evaluator, gave a presentation concerning the Formative Assessment of Learning Teams in MPS to all MPS principals and MTEA Executive Board Members at their May 3 meetings. A copy of the full report was distributed to all.

11. The MPA Implementation Team has reviewed the Formative Assessment of Learning Teams in MPS and held a work session on the learning teams strategy and burnout issue and on the literacy coach model. One group addressed how the MPA can help in establishing effective learning teams in all schools. A second group addressed how the MPA can help reduce innovation fatigue on learning teams. The third group addressed what literacy model could and should be used to be more effective. Although changes may be necessary, the need for continuation of the strategies was clearly expressed.

12. Mary Diez from Alverno College gave a brief presentation to the Implementation Team regarding Project CALL (Coaching and Assessment for Leadership and Learning) funded through a grant from the Joyce Foundation. (Please see the attached document for additional information.)

13. Beginning this summer, Alverno College is offering special scholarships for K-12 teachers. Teachers will be eligible for a 50 percent reduction in tuition for up to three graduate credits each semester. Alverno's education courses assist participants in reflecting on and improving their teaching practices, integrating theory into practice. A key feature of the program is meaningful feedback on performance in relationship to standards.

14. Bob Lehmann is retiring, and Cris Anderson is leaving her position as Executive Director of the MPA at the end of the school year. They both will be sorely missed. Their hard work and dedication to the MPA, its strategies and initiatives, and the children of MPS have truly made a difference. Bob will be replaced by Manuela (Mimi) Soto as an MTEA representative on the Implementation Team and a member of the Teacher and Principal Quality Work Group. A transition committee headed by Dean Alfonzo Thurman from UWM is working on a transition plan for the Executive Director position during the interim period.

The next meeting to be held on June 16, 2006.

Upcoming agenda items will include:

- Wallace Fellows
- Action Research Fellows

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Project CALL:
Coaching and Assessment for Leadership and Learning
2005-2006

Through a grant from the Joyce Foundation, Alverno College, in collaboration with the Milwaukee Public Schools and Milwaukee Partnership Academy, is working with eight schools serving middle-grades students (K-8s and middle schools) over a two-year period, 2005-2007. (In 2005-06, there are nine Project CALL schools; Webster M.S., which will be closed at the end of 2005-06, was initially selected for the project and so is participating this year. That brings the total of schools at the workshops to 15 for 2005-06.) These schools are participating in a two-fold strategic intervention to improve student academic performance — (1) intensive coaching for the principal, assistant principal and learning team, and (2) rigorous professional development focused on tools and techniques for data-driven decision making.

Project CALL seeks to help principals and school learning teams to:

- develop leadership capable of effective, collaborative efforts to produce positive learning outcomes;
- develop the skills necessary to understand, collect, and interpret data related to student achievement; and
- analyze data to identify and apply needed instructional strategies and interventions in the classroom to improve student achievement

Project CALL provides each of the eight schools with these benefits:

- Intensive coaching for the leadership team: principal, assistant principal/learning coordinator, and learning team. Will Johnson and Beverly Connors — both highly experienced coaches — are each serving four of the schools, spending 4-6 hours per week working with the team and with individuals.
- Capacity-building workshops based on the Southeastern Wisconsin Assessment Collaborative (SEWAC) model are being held five times a year. Each school sends a team of 6-8 members, including an administrator. The eight Project CALL teams are joined by six teams from schools with similar populations who have effective track records in student achievement. The workshops assist team members in looking at patterns of performance and in analyzing those patterns in relationship to current curriculum and teaching approaches. The 14 teams engage in discussions and hands-on skill-building exercises related to the analysis of data, clarification of changes necessary in curriculum and teaching strategies, and the development of classroom-based assessments. Each school's team members are piloting a process of data gathering that will be implemented with a broader group of teachers at the schools in year two. Workshops for Project CALL schools are scheduled for the following Tuesdays, from 8:30 a.m. to 3:30 p.m.: December 13, February 7, March 7, April 4, and May 2.
- Individual school incentive grants: Schools receive grants of $3,000 in each of the two years, which can be used to support hiring substitutes to free up teachers to attend workshops or engage in on-site professional development

| Schools selected for Project CALL | Partner Schools: |
|---|---|
| Burroughs Middle School | |
| Grand Avenue Middle School | Audubon Middle School |
| Holmes Elementary | Burbank Elementary |
| Kosciuszko Middle School | Carson Academy of Science |
| MEC Middle School | Humboldt Park Elementary |
| Metcalfe Elementary | Vieau Elementary School |
| Scott Middle School | Walker Middle School |
| Story Elementary School | |
| Webster Middle School | |

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## COMMUNICATIONS AND PETITIONS

The Chief Auditor presented the following communications:

(Item A) Communication 0607C-001 from Ms. Julie Zettel Requesting a Hearing on Truancy in the Bay View High School area.

On May 15, 2006, the Office of Board Governance received a communication from Ms. Julie Zettel requesting a hearing before the Board regarding an ongoing truancy problem in the Bay View High School area.

Referred to the Committee on Innovation/School Reform.

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## RESOLUTIONS

Resolution 0607R-001

By Director Goldberg

RESOLVED, That the Milwaukee Board of School Directors supports the implementation of a comprehensive system to realize outcome based budgeting for fiscal year 2008; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors further direct the Administration to bring a proposal for implementation of such a system to the Milwaukee Board of School Directors for approval.

Referred to the Committee on Strategic Planning and Budget.

Resolution 0607R-002

By Director Dannecker

WHEREAS, The Board and Administration must work cooperatively as responsible stewards of scarce public resources

WHEREAS. The Board and Administration face growing challenges to providing access to, and facilitating adequate education for our community's children,

WHEREAS, Efficient and Wise use of resources, including time and money are important

WHEREAS, Sometimes members might inadvertently make duplicative requests, or unknowingly request work to be performed that requires expenditure of time, talent, energy and other resources disproportionate to the rank of the subject matter of the request in the array of the public's list of priorities as determined by the Board and Administration working in collaboration; or, on the other hand, a party may unwillingly request, or fail to perform, a task in a manner that obstructs the collaborative efforts of Board and Administration to achieve the public's will in developing the world's greatest public education system, now, therefore, be it

RESOLVED, That the Board revise its policies and procedures as appropriate to provide new rules governing the Board's processes for addressing matters that come before the Board and ensuring effective use of resources on matters to be considered by the Board. Specifically, the Board's rules and governance policies are revised to provide:

(A) Each rule or policy, or amendment thereto, proposed to be adopted by the board (collectively "rule") shall after introduction to the Board and appropriate public notice, be given an initial reading by the Board or an appropriate committee as established by Board rule or policy.

(B) At such initial reading, the Board, as a whole or acting through the designated Committee, shall determine whether to further consider the proposed rule.

(C) If the Board chooses not to further consider the rule, the process shall be complete. If the Board decides to consider adoption, it shall provide for appropriate notice of the intended action by Board or Committee.

(D)The Board adopts a notice period and encourages written comment to be submitted sufficiently in advance of Board/Committee Action to be given due consideration by Board Members. Within an appropriate period so as not to encourage either undue rush or delay, the appropriate Committee or the Board shall schedule a public hearing on the proposed rule; and be it

FURTHER RESOLVED, ThatBoard Rules and Governance policies shall further be reviewed and refined to provide the following:

(A) Emergency rule provisions for matters that, due to immediate danger to public health, safety or welfare, or other circumstances impractical to control, reasonably require expedited action that could not readily be achieved through ordinary rule making procedures. Such emergency rule making shall provide appropriate procedures and safeguards to protect legal rights and prevent such emergency action from exceeding minimal action required to protect public interest under the circumstances of the emergency.

(B) Provisions for encouraging and collecting input from the public outside the necessarily limited forum provided by public hearing on a specified proposed rule.

(C) Provisions to foster decision making based on matters placed on the public record.

(D) Provisions to require that requests for research and information given to the administration are fulfilled efficiently and without undue demand on time and resources; that any such information requests that require staff time or expenditure are presented at a regular Board meeting for approval by a majority of the Board; that individual board member requests made outside a meeting but deemed by the Superintendent to be unduly demanding may be submitted by the individual member to the entire Board for consideration; that a committee may, upon majority vote of the committee make an

information request, which the Superintendent may appeal to a meeting of the Board if the Superintendent determines the request to be too demanding; and that such information requests be made without unwarranted duplication of efforts by staff.

Referred to the Committee on Legislation, Rules and Policies.

The Board recessed from 9:03 to 9:21 PM and from 11:45 to 11:49 PM.

The Board adjourned at 12:00 midnight.

RONALD J. VAVRIK
Chief Auditor

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JUNE 13, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 5:39 PM.

Present—Directors Blewett (5:52 PM), Goldberg, Hardin (5:51 PM), Horton, Johnson (5:42 PM), Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

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

June 9, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Tuesday, June 13, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to consider a request from the District Attorney's office to provide a Victim Impact Statement and to request restitution related to a criminal complaint.

2. 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

3. 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 2 above, and pursuant to Wisconsin Statutes, Section 19.85(1)(f), the Board may retire to executive session for the purpose of considering disciplinary data of specific persons.

In regard to Item 3 above, and pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of 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.

LYNNE A. SOBCZAK
Board Clerk

Director Johnson moved to place Item 1 on file.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None—

Abstaining from voting—Director Blewett—1.

With respect to Item 2, the Assistant Board Clerk, presented seven 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 24, May 25, May 26, May 30 and May 31, 2006.

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

Ayes— Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Noes—None.

Consideration of Item 3 was postponed.

The Board adjourned at 6:02 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JUNE 15, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:16 PM.

Present—Directors Goldberg, Hardin, Johnson, Morales, Spence, and President Dannecker—6.

Absent and excused—Directors Blewett and Horton—2.

Vacancy on Board—1.

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

June 14, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Thursday, June 15, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to consider collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units: The Administrators and Supervisors Council (ASC); Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers); PAMPS; Local 150 (Food Service Helpers and Building Service Helpers); Local 950; Local 1053; and Local 1615; and
2. 2. to consider and possibly take action on the proposed 2006-2007 school calendar.

In regard to the above items, 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.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to the provisions of the Wisconsin Statutes, Section 19.85(1)(e), to consider collective bargaining negotiations strategy with respect to contract negotiations with the bargaining units listed in the call of the meeting, as well as the 2006-2007 school calendar.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Johnson, Morales, Spence, and President Dannecker—6.

Noes—None.

The Board retired to executive session at 6:21 PM.

The Board reconvened in open session at 6:41 PM.

Director Hardin moved that the Board authorize the Administration to move forward with the collective bargaining negotiations strategies with respect to the contract negotiations with the following bargaining units: The Administrators and Supervisors Council (ASC); The Milwaukee Teachers Education Association (Teachers, Substitute Teachers, Educational Assistants, School Accountants/Bookkeepers); PAMPS; Local 150; Local 950; local 1053; and Local 1616; and also, that the Board approve the proposed calendar for the 2006-2007 school year.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Johnson, Morales, Spence, and President Dannecker—6.

Noes—None.

The Board adjourned at 6:46 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JUNE 15, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 8:56 PM.

Present—Directors Blewett, Goldberg, Johnson, Spence, and President Dannecker—5.

Absent and excused—Directors Hardin, Horton and Morales—3.

Vacancy on Board—1.

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

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 8:00 p.m. on Thursday, June 15, 2006, (or immediately upon adjournment of the meeting of the Committee on Legislation, rules and Policies) in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin for the purpose of receiving an update on pending litigation.

Pursuant to Wisconsin Statutes, Section 1985(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is, or may 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 1985(1)(g), to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is, or may become, involved.

The motion prevailed, the vote being as follows:

Ayes— Directors Blewett, Goldberg, Johnson, Spence, and President Dannecker—5.

Noes—None.

The Board retired to executive session at 8:58 PM.

The Board adjourned from executive session at 9:27 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JUNE 27, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 10:03 PM.

Present—Directors Blewett, Goldberg, Horton, Johnson, Morales, and President Dannecker—6.

Absent and excused—Directors Hardin and Spence—2.

Vacancy on Board—1.

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

Office of Board Governance

June 23, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 6:30 P.M. (or immediately upon adjournment of the meeting of the Committee on Strategic Planning and Budget) on Tuesday, June 27, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of deliberating and possibly taking action on the potential sale of real estate.

Pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may retire to executive session for the purpose of deliberating or negotiating the purchasing of public properties.

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

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 Morales moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(e), for the purpose of deliberating or negotiating the purchasing of public properties.

The motion prevailed, the vote being as follows:

Present—Directors Goldberg, Horton, Johnson, Morales, and President Dannecker—5.

Noes—None.

Temporarily absent—Director Blewett—1.

The Board retired to executive session at 10:05 PM.

The Board adjourned from executive session at 10:22 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JUNE 29, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:20 PM.

Present—Directors Goldberg, Horton, Morales, Spence, and President Dannecker—5.

Absent and excused—Directors Blewett, Hardin and Johnson—3.

Vacancy on Board—1.

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

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

Office of Board Governance

June 28, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Thursday, June 29, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin for the purpose of receiving an update on a settlement agreement with respect to litigation in which the Board is currently engaged.

Pursuant to Wisconsin Statutes, Section 1985(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is, or may 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 1985(1)(g), to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is involved.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Horton, Morales, Spence and President Dannecker—5.

Noes—None.

The Board retired to executive session at 6:24 PM.

The Board reconvened in open session at 6:38 PM.

Director Spence moved that move that the Board grant the administration the ability to go forward and seek settlement in the matter discussed in closed session.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Horton, Morales, Spence and President Dannecker—5.

Noes—None.

The Board adjourned at 6:41 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JUNE 29, 2006

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:44 PM.

Present—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence, and President Dannecker—7.

Absent and excused—Director Johnson—1.

Vacancy on Board—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:

I.D.E.A.L. SCHOOL STAFF

The I.D.E.A.L. staff — including Nancy Balkowski, Jennifer Carter, Oscar Del Valle, Barbara Ernest, Sandra Fennema, Pamela Gustafson, Kathleen Hites, Katie Hornik, Deborra Huyck, Victoria Johnson, Cory Kilsdonk, Willa Lee, Kristin Leguizamon, Mary Ann Padol, Jennifer Skover, Tania Vujasinovic, Debbie Williams, and Deb Wolter — are being recognized for exhibiting the ultimate in collaboration for the purpose of increasing student achievement.

The I.D.E.A.L. staff values their colleagues and work together to achieve common goals. I.D.E.A.L.'s Teacher Cooperative Model contributes to its collaborative professional learning community. Responsibility and accountability are shared among all staff as well as the Governance Board. The success of the I.D.E.A.L. Teachers' Cooperative has earned recognition from schools across the country.

This is the second consecutive year in which I.D.E.A.L. has received the Milwaukee City Council PTA's Staff of the Year Award. I.D.E.A.L. also received the 2006 Milwaukee City Council PTA Event of the Year Award for its efforts in promoting physical fitness and healthful lifestyles. I.D.E.A.L.'s partnership with the Southtown YMCA encourages these efforts and provides leadership opportunities for its students.

Successfully sharing a facility with two high schools also provides a model of collaboration and resourcefulness for the district and other schools that are becoming multiplexes.

The Milwaukee Board of School Directors and the entire school community recognize the I.D.E.A.L. school staff for its 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 North Division High School

Submitted by Director Hardin on Behalf of the Milwaukee Board of School Directors

WHEREAS, North Division High School, one of the oldest schools in Milwaukee, opened in 1907 and, for its first four years, was housed in barracks on the west side of 12th Street; and

WHEREAS, In 1977, the current building, facing Center Street, was opened, becoming the center of change in Milwaukee Public Schools; and

WHEREAS, North Division has graduated many outstanding leaders not only in the local community, but even in the world-wide community, among whom may be counted:

- Golda Meir, Prime Minister of the State of Israel and one of the signers of Israel's Declaration of Independence;
- Congresswoman Gwendolyn Moore, U.S. House of Representatives, District 4;
- Brigadier General Robert Cocroft, U.S. Army Reserve (Ret.);
- Vel Phillips, the first woman and first African-American to serve as alderperson in Milwaukee and the first woman and first African-American to serve as Wisconsin Secretary of State;
- Marvin Pratt, former President of the Milwaukee Common Council and former Interim Mayor of Milwaukee;
- Arthur Jones, Milwaukee's first African-American Police Chief;
- Donald Jackson, first African-American Deputy Chief of the Milwaukee Fire Department;
- Howard Fuller, PhD, former Secretary of Health for the State of Wisconsin and former Superintendent of Milwaukee Public Schools;
- Ben Barkin, philanthropist and founder of Milwaukee's famous Circus Parade; and
- Reuben Harpole, community activist and Program Officer, Helen Bader Foundation; and

WHEREAS, North Division honored MPS by being its first high school to sponsor a National Honor Society upon the chartering of the National Association for Honor Societies; and

WHEREAS, North Division continues to be faithful to its longstanding school legacy and mascot, "The Blue Devil"; and

WHEREAS, This, the 99th year of North Division's service as an educational facility, marks the transition of the school to support the Milwaukee Board of School Directors' initiatives to reform traditional high schools; and

WHEREAS, The name North Division will live on lovingly in Milwaukee for the many individuals upon whom the school's rich educational legacy has had a positive impact; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors acknowledges and lauds the outstanding legacy of education, leadership, and success to which North Division High School may so proudly lay claim; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors looks forward to a bright future with the new educational programs which are transitioning into the new incarnation of the school, the North Division Educational Complex, and to the new tradition of innovation, leadership, and success which they shall establish; 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 both of the former North Division High School and of the current North Division Educational Complex.

The resolution was adopted by concensus.

Other Awards and Commendations

Students

The Kelben Foundation has awarded a number of MPS students with Kelben Scholarship Grants worth $500, $1,000, or $1,500. The Kelben Foundation makes a point of helping areas of education and health within the community.

The criteria for applicants require that students be in a class that graduated in 2006, rank in the top 50% of their class, and demonstrate a need for financial assistance. An applicant must also be planning to attend an accredited college or university as a full-time student in the fall and intend to earn a bachelor's degree in his or her chosen major.

The award winners are:

ALAS High School
Manuel Busso
Esbeidy Castillo
Maria Hernandez
Maritza Martin
Clayton Newburg

Bay View High School
Rachel Thompson

Custer High School
Joyce Wynter Watts

Hamilton High School
Arely Flores
Yesenia Garcia
Amber Lindstrum
Veronica Sotelo

Juneau High School
Martinez White

Marshall High School
Anthony Bryant
Latosha Earl
Brady Means

Milw. HS of the Arts
Crystal Lipek

North Division Virtual University
Andrea Adkins
Alayna Jenkins

Pulaski High School
Alma Cotherine
Katie Luu
Felicia Meza
Angelica Sanchez
Nguyet-Minh Tran

Riverside University HS
Amanda Davis
Sarina James
Kendra Pass
Alexander Vang

Rufus King High School
Aubrei Gray
Crystal Ikanih
Kelsie Kelly
Sabrina Pinnix
Phoua Xiong

South Division High School
Deyci Perez
Araseli Ramirez
Berenice Roman
PoYee Xiong
Alondra Marchand
Ana Bernal
Hattie Griggs
Raquel Herrara
Adriana Mercado

Vincent High School
Chaparis Blackman
Pachia Xiong

Washington High School of Expeditionary Learning
Wendy Willingham
Sherquila Riley

Washington High School of Law, Education and Public Service
Meloni Williams

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The following six MPS students were awarded scholarships by Time Warner Cable and officials of the City of Milwaukee for displaying outstanding scholastic achievement in their respective high schools:

Earl V. Arms, Marshall High School
Brickney Frierson, Rufus King High School
Treba Mitchell, Rufus King High School

Brittany Nash, Rufus King High School
Lonnie Satterfield, Vincent High School
Martinez White, Juneau High School

Each student had to exhibit a minimum 2.5 cumulative grade-point average, 90% classroom attendance, eligibility for admission to an accredited higher educational institution, a selected major in the communications field, evidence of financial need, and residency in the City of Milwaukee.

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Staff

School Safety Assistants Honored at End-of-Year Program

At the end-of-year School Safety program for the 2005-06 school year, the following safety assistants were given awards for their efforts in keeping our school communities safe:

- Benjamin R. Duke received the *Exceptional Courage Award* for resolving a dangerous incident with no injury to students or staff on October 20, 2005.
- The following safety assistants received the *Above and Beyond Award*, which is presented to those safety assistants who, during the course of a school year, show great courage and tenacity and go above and beyond the call of duty in order to protect their respective school communities:

| | |
|---|---|
| Shirley L. Amos | David J. Greene |
| Rachael D. Woods | Owen P. Lynch |
| Anthony Anderson | Jose R. Rivera III |
| Jamaal T. Beamon | Joseph R. Szombathelyi |
| Kenyari M. Brown | David B. Wittemann. |

Carlos L. Boyd

- Finally, Safety Assistant David J. Greene was also selected as the recipient of the *Dale Schaff Memorial Award*, given annually to the most outstanding safety assistant. Mr. Greene exposed himself to great danger as he directed the students from the playground at Bethune Academy moments after a bullet struck a fourth-grader.

Milwaukee Public Schools is proud of these safety assistants and commends them for using excellent judgment and going the extra mile in order to protect our staff and students.

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The following teachers were named as winners in Time Warner Cable's *Teaching Creatively with Cable* Awards:

- Danielle Hassforth, Fairview Elementary School, *Silver Winner* — I-movie biographies
- Wendy Weiner and Jane Prahlor, Parkview Elementary School, *Bronze Winners* — "The Parkview Gingerbread Factory."

These teachers, who have developed exceptional, imaginative, and challenging learning-centered projects through the use of cable, reflect a standard of excellence in education.

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Kim Abler, Art Curriculum Specialist, has earned the *2006 Partner of the Year Award* by Artists Working in Education, Inc., for her efforts to maintain and strengthen the art curriculum in MPS and for her proactive work to involve professional artists and community organizations in art programming.

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Milwaukee Public Schools was recently recognized by the Centers for Disease Control and Prevention (CDC) for its positive use of results of the CDC's Youth Risk Behavior Surveillance System (YRBS). According to the 2005 YRBS, fewer United States high-school students are engaging in health-risk behaviors, and MPS reflects this national trend.

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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

Ms. Lynne A. Sobczak
Director, Office of Board Goverance/Board Clerk
Milwaukee Public Schools
P.O. Drawer 2181 (Room 273)
Milwaukee, WI 53201

Dear Ms. Sobczak:

The City of Milwaukee anticipates the issuance of Revenue Anticipation Notes for the Milwaukee Public Schools in order to provide temporary funds in advance of the receipt of State Aid Payments. Should the Milwaukee Board of School Directors determine that the temporary borrowing is desirable, enclosed are two copies of a resolution that is required to be adopted by the Board in order that such borrowing may take place.

We would ask that the resolution be placed on the next available agenda for the Board for their consideration. 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 2006-2007 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 ("RAN s") 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 adopt the resolution.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

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## COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on the Proposed Submission of a DPI Head Start State Supplement Grant Application

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

The Wisconsin Department of Public Instruction has made available a Head Start State Supplement grant. As in the past, the MPS Head Start Program will apply for this grant, working in collaboration with MPS Grant Development Services. In anticipation of this grant, the MPS Head Start Policy Council and the MPS Board of School Directors approved a budget of $311,516 for this grant application; however, on Wednesday, June 7, 2006, the MPS Head Start Program and Grants Development Services were notified that the amount MPS is eligible for is $339,900.

As in the past, the State Supplement is allocated to support the MPS Head Start Program at Congress Year Round School. The supplement funds staffing for two three-year-old classrooms at Congress. The staff includes 2 teachers and 1 educational assistant. The substitute and supply line items will be expanded to support the overall MPS Head Start Program.

We are submitting requests for you to approve the application for the State Supplement and to approve the amended budget amount to include an additional $28,384 in the Supplies/Supply Backorders budget line item.

Pursuant to Head Start Performance Standard 1304.50(G)(2), Governing Body Responsibility, any changes in Head Start operating budgets must be approved by the Policy Council and the Milwaukee Board of School Directors. The MPS Head Start Policy Council approved these actions on June 10, 2006.

The Administration recommends that the MPS Board of School Directors approve the submission of the DPI Head Start State Supplement grant application in the amount of $339,900 to support the activities and program components as described above.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Spence moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

* * * * *

(Item B) Request for Authorization to Enter into a Contract for the Purchase of ElectronicSchoolBoard Software

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

The Administration is requesting authorization to enter into a sole-source contract with InterCom Network for the purchase and installation of ElectronicSchoolBoard software. The ElectronicSchoolBoard software will greatly improve the efficiency of the Office of Board Governance while streamlining preparation of agendas for both Board Governance and the Administration. In addition, the software automatically formats Board items for publication on the MPS portal or website and tracks their progress.

The request is being presented to the Board pursuant to Board 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 of the product's unique characteristics which meet the specific needs of the Office of Board Governance.

In May 2006 the Board authorized the transfer of $95,600 from the Contingency Fund to the Office of Board Governance for technological improvements. The cost of the contract is not to exceed $80,000. The budget code to be charged is ADT00OBGOB-ESUP (Board Governance — Supplies).

The Administration recommends that the Board authorize a sole-source contract with InterCom Network for the purchase and installation of ElectronicSchoolBoard software, with the cost of the contract not to exceed $80, 0000.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Spence moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

* * * * *

## COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Action on Possible Suspension of Board Rules and Rescheduling of One or More Board Meetings in 2006-07

TO THE BOARD OF SCHOOL DIRECTORS:

On June 26, 2006, the Board's Committee on Innovation/School reform will have given public hearing on a number of charter school petitions. Chapter 118.40(2) of the Wisconsin Statutes mandates that, within 30 days after the public hearing, the Board must either grant or deny these petitions. 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 July 2006 regular Board meeting is currently scheduled to be held on July 27, two days past the 30-day deadline set by Wisconsin Statute 118.40(2) for determination of charter school petitions. In order to avoid having to hold a special meeting prior to the deadline, the Board may wish to move the regular July 2006 to July 25 or earlier.

Also, as the Board often moves its regular meetings in consideration of such holidays and events as Winter Break, Thanksgiving, the Teachers Convention, and Spring Break, it was suggested at the Board's organizational meeting in May 2006 that the Board may wish to reschedule any other regular Board meetings at one time in order to help Board members, MPS staff, and students and their families plan ahead.

If the Board chooses to change the date of the July 2006 regular Board meeting, or any other regular Board meeting (except in April), 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.

For the Board's information, Board Rule 1.01(1)(a) dictates that the Board "shall meet and organize annually by the election of a president on the fourth Monday of April . . . ." In response to this, Board Rule 1.02(2) states that the Board will hold its final, April meeting on the Thursday prior to the fourth Monday of April. As a result, the regular April 2007 Board meeting is currently scheduled for April 19, while the organizational meeting is currently scheduled for April 23. If the Board should wish to change the date of either of these meetings, it will have to suspend the related Board Rule to do so.

A calendar for the remaining 2006-07 Board year is provided on the following page for the Board's reference.

Respectfully,

LYNNE A. SOBCZAK
Director/Board Clerk

**Milwaukee Public Schools**
**2006-07 SCHOOL BOARD CALENDAR**

### AUGUST

| M | T | W | TH | F |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | **31** | |

31 Organization Day

### SEPTEMBER

| M | T | W | TH | F |
|---|---|---|---|---|
| | | | | **1** |
| **4** | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | **28** | 29 |

1 Banking Day
4 Labor Day
5 First day of school

### OCTOBER

| M | T | W | TH | F |
|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | **19** | **20** |
| 23 | 24 | 25 | **26** | **27** |
| 30 | 31 | | | |

19-20 Parent conferences
26-27 Teacher Convention days

### NOVEMBER

| M | T | W | TH | F |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | **23** | **24** |
| 27 | 28 | 29 | **30** | |

23-24 Thanksgiving recess

### DECEMBER

| M | T | W | TH | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| **25** | **26** | **27** | **28** | **29** |

25-29 Winter recess

### JANUARY

| M | T | W | TH | F |
|---|---|---|---|---|
| **1** | **2** | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| **15** | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | **25** | **26** |
| 29 | 30 | 31 | | |

1-2 Winter recess
15 MLK, Jr., Day
26 Staff planning day

### FEBRUARY

| M | T | W | TH | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| **19** | 20 | 21 | **22** | 23 |
| 26 | 27 | 28 | | |

19 Mid-semester break

### MARCH

| M | T | W | TH | F |
|---|---|---|---|---|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | **15** | **16** |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | **26** | 30 |

15-16 Parent conferences

### APRIL

| M | T | W | TH | F |
|---|---|---|---|---|
| 2 | 3 | 4 | 5 | **6** |
| **9** | **10** | **11** | **12** | **13** |
| 16 | 17 | 18 | [a]**19** | 20 |
| [b]**23** | 24 | 25 | 26 | 27 |
| 30 | | | | |

6-13 Spring recess
[a]Regular April Board Meeting
[b]2007-06 Board Organizational Meeting

*Shaded days have no student attendance.*

*Boxed dates indicate the currently scheduled Board meetings.*

Director Hardin moved to suspend Board Rule 1.02 (1).

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

Director Blewett moved to reschedule the July 27 Board meeting to July 20, 2006, and the December 28 Board meeting to December 21, 2006.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

By unanimous consent, the Board next took up Reports of Special Committees.

## REPORTS OF SPECIAL COMMITTEES

The Assistant Board Clerk presented 45 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 2, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 19, 20, 22, 23, 26, and 27, 2006.

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

Ayes— Directors Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—5.

Noes—None.

Temporarily absent—Directors Blewett and Goldberg—2.

* * * * *

## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Report #1, Item 2, a request to authorize the Administration to renew the Instrumentality Charter School Contract with Siefert Elementary School;

Innovation/School Reform Committee, Report #1, Item 4, a request for authorization to renew the Non-instrumentality Charter School Contract with Milwaukee Leadership Training Center;

Innovation/School Reform Committee, Report #2, Item 1, a request for immediate revocation of the Truth Institute for Leadership and Service's Charter Contract and termination of the Truth Institute's Program and Instrumentality Charter School;

Innovation/School Reform Committee, Report #2, Item 3, a Charter School Petition from the Health Sciences Career Institute;

Finance/Personnel Committee, Item 10, a request to change the name of Granville Elementary School to Arthur A. Fletcher Elementary School; and

Strategic Planning and Budget Committee, Item 2, a request to petition the Department of Public Instruction to grant a waiver from the SAGE Program's requirements regarding class size in grades 2 and 3 and centralized spending.

On the motion of Director Spence, the balance of the Reports was approved, the vote being as follows

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

Director Horton moved to reconsider the vote by which the balance of the reports was approved.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

Separate consideration was requested of Report #1, Item 3, of the Innovation/School Reform Committee, a request to petition the Department of Public Instruction to transfer two SAGE program contracts.

The request for separate consideration of Item 2 of the Strategic Planning and Budget Committee was withdrawn.

Director Goldberg moved to approve the balance of the Reports, including Item 2 of the Strategic Planning and Budget Committee.

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—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:

(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, 2005.

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

| | 5/06 | 6/06 |
|---|---|---|
| Population Served | 17,629 | 17,733 |

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 90-day timeline or within an appropriate timeline extension that is agreed upon by the parent. 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.

| | 5/06 | 6/06 |
|---|---|---|
| Initial Evaluations (Completed since 7/05) | 3,477 | 4,105 |
| Percentage Identified Special Education | 59% | 58% |
| Active Initial Referrals | 1,252 | 935 |
| Re-evaluations (Completed since 7/05) | 4,782 | 5,698 |
| Percentage Continued in Special Education | 86% | 86% |
| Active Re-evaluations | 1,245 | 586 |

2. Special Services Information Management System (SSIMS) Project Status Report

a. During the month of May, the HELP desk continued to assist callers, processed remaining Data Extract Forms, and completed numerous data-quality projects.

b. MPS tested, accepted, and received an upgrade to the current Encore system. The first round of testing for the 6.8 Encore release was completed. The production environment is scheduled to be updated with the new release on June 22, 2006.

c. Preliminary specifications for IDEA 2004 updates were previously submitted to Spectrum K12. DPI recently posted the edited forms for IDEA 2004. The SSIMS team is in the process of editing and analyzing the state forms to complete the editing process of the MPS forms for submission to Spectrum K12.

d. "Media Site" web-based SSIMS training videos were completed. These brief trainings are now available on the MPS Portal for the following events:

Navigating through the Encore System
Folder Transfer/Special Ed Referral
Consideration of Existing Data
Initial SE Eligibility — Qualifies for SE
Initial SE Eligibility — Does Not Qualify for SE
Re-evaluation of Eligibility — Qualifies for SE
Re-evaluation of Eligibility — Does Not Qualify for SE
IEP Annual Review
Progress Report
Manifestation Determination

3. MPS Occupational and Physical Therapy Services

a. Serving Students, Families, and Schools

(1) The federal law defines special education services as:

- specially designed instruction, 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 and institutions, and in other settings; and
- instruction in physical education.

(2) The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires that the basic building block of all provision of service provision to students identified with a disability under IDEA is 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 and individualized education program (IEP) and ultimately recommends a placement.

(3) In addition, the team may identify some related services that may be required to assist a child with a disability to benefit from special education services. Related services include transportation and such developmental, corrective, and other supportive services as:

- speech-language pathology;
- audiology services;
- interpretative 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. Related services do not include a medical device that is surgically implanted, or the replacement of the device.

(4) School-based occupational therapy is designed to enhance the student's ability to fully access and be successful in the learning environment. This might include working on handwriting or fine motor skills so the child can complete written assignments, or helping the child organize himself or herself in the environment (including work space in and around the desk). It might also include working with the teacher to modify the classroom or to adapt learning materials to facilitate successful participation, to improve motor control for feeding, or to promote sensorimotor development (body awareness, postural control, eye-hand coordination).

(5) School-based physical therapy is designed to allow the student access to the environments in which learning occurs, including all appropriate physical space within the classroom, school, playground, and community. Physical therapy optimizes a student’s motor control so that the student can have independent mobility with any necessary assistive device.

b. Serving Students

(1) The Milwaukee Public Schools employs a total of 12 FTE (full-time-equivalent) physical therapists (PT) who provide services to nearly 400 students in our city’s public schools. MPS employs 25 FTE occupational therapists (OT) who provide services over 500 students. Student ages range from 3 to 21years, and all require special education services under IDEA or Section 504 accommodations.

(2) Students have a wide range of abilities and receive direct therapy intervention and consultative service based on their individual needs. Therapists design treatment plans and set goals that will encourage students to participate and learn in their educational environments. PTs and OTs are active team members in designing and implementing each student’s Individualized Education Program (IEP).

c. Serving Families

(1) Parents are important participants in the student’s therapy program. Home programs are designed to help the student achieve functional goals while promoting participation in family routines.

(2) Therapists assist families in selecting appropriate equipment for home, such as ramps, lifts, and bathroom adaptations, as well as adaptive devices for personal care and independent living.

(3) PTs and OTs support families by providing information about community resources such as respite care, adaptive sports opportunities, summer camps, and disability advocacy agencies.

d. Serving Schools

(1) Physical and occupational therapists provide services in more than 110 school buildings throughout MPS. Therapists work in all areas of the school to promote student independence, including the classroom, lunch room, gym class, art and music area, bathroom, and playground.

(2) PTs and OTs support teachers by training classroom staff in good body mechanics, safe transfers, and proper positioning. Adaptations to the classroom and learning materials are also readily suggested to assist students in achieving access to the educational setting. In addition, one(1) PT and one(1) OT serve the district as members of the Assistive Technology Core Team, focusing their efforts on low- and high-tech solutions for students with physical and other disabilities.

e. Serving with Others

(1) Physical and occupational therapists interact and collaborate with a variety of professionals, both within and outside of the school setting; this includes physicians, vendors of medical equipment, and community-based providers of therapy services.

(2) Within MPS, collaborations with colleagues such as classroom teachers, speech and language pathologists, and physical education teachers result in a transdisciplinary approach to education for students with complex disabilities. Students benefit from this approach because the required services are provided where the students are actively learning and can achieve the most from the therapeutic interventions.

(3) An example of this collaborative model of intervention will be presented at this Committee's meeting. Students receiving occupational, physical, or speech and language therapy participated in the development of the video clips and PowerPoint presentation. Student representatives will proudly present their work. Students and therapists will be available to answer any questions from members of the Committee.

4. Hypothetical Parent 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 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 monthly agenda fo 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 the availability of an IEP to service providers. In order to protect confidentiality, no identifying information has been included in this hypothetical situation).

A K4 student attending an MPS school was diagnosed with Guillain-Barre syndrome, a relatively rare disease that results in an intense inflammation of the nerves surrounding the spinal cord. She had a slow recovery from the disease and exhibited a wide range of residual symptoms that affected her ability to perform a variety of gross motor tasks, including walking and climbing stairs. The student received physical therapy services through a private agency during her recovery. An IEP team referral was initiated in large part to determine whether she would be eligible for physical therapy services through MPS. The IEP team determined that, although she had a medical impairment, she did not demonstrate a need for special education services and was therefore not eligible to receive related services such as physical therapy under IDEA.

b. Intervention:

(1) This case highlights the obligation that MPS occasionally has to evaluate students who are found ineligible for related services such as physical therapy or occupational therapy under IDEA, but may be eligible to receive related services under Section 504/ADA.

(2) Section 504/ADA requires that related services be provided for qualified students when necessary to ensure equal opportunities for educational services regardless of the student's need for special education. In this case, the Section 504/ADA team determined that the student's condition warranted physical therapy services to ensure that she had the same access to educational opportunities as did the other students.

c. Resolution:

(1) The student received physical therapy as a service under Section 504/ADA. These services were designed to address mobility and safety issues at the school (e.g., climbing stairs) and to work with staff members to identify appropriate accommodations for the student. Considerable improvement was noted after several months of therapy, and she was recently dismissed from Section 504/ADA.

(2) It is important to understand that the services were made available to the student because she needed these accommodations in order to access the school environment. The entitlement to services under Section 504/ADA is not based solely on a determination of medical necessity outside of a context of consideration of the accommodations needed to access the school environment.

(3) The parent of the student who is the subject of this scenario would be entitled to procedural safeguards under both IDEA and Section 504/ADA.

* * * * *

## COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Goldberg 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) Report on Communication 0607C-001 from Ms. Julie Zettel Requesting a Hearing on Truancy in the Bay View High School Area

On May 15, 2006, the Office of Board Governance received a communication from Ms. Julie Zettel requesting a hearing before the Board regarding an ongoing truancy problem in the Bay View High School area.

Committee's Report

Your Committee reports having given hearing to Ms. Zettel and other interested parties.

* * * * *

(Item 2) Action on a Request to Authorize the Administration to Renew the Instrumentality Charter School Contract with Siefert Elementary 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 April 25, 2002, the Board approved a three-year charter school contract establishing Siefert Elementary School as an instrumentality charter school. Located at 1547 North 14th Street, Siefert Elementary School opened as a charter school beginning with the 2001-02 school year and ending with the last regularly scheduled school day of the 2003-04 school year.

3. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In June 2004, the Charter School Contract Review Team completed a review of Siefert's compliance with its charter contract and recommended contract renewal of only one year due to significant concerns about student achievement.

4. During the June 2004 review, the Charter School Contract Review Team studied the most recently audited student achievement data. which was from the 2002-03 school year. Although the 2003-04 audited student achievement data was not yet available, the unaudited student achievement data for 2003-04 indicated an improvement in student achievement in the Wisconsin Knowledge and Concepts Examination (WKCE) from the previous year. The Charter School Contract Review Team recommended a one-year contract renewal for the 2004-05 school year to allow the 2003-04 audited student achievement data to be reviewed and considered along with the results from the 2002-03 achievement data at the next audit review cycle.

5. On August 26, 2004, the Milwaukee Board of School Directors authorized contract negotiations to draft a renewal charter school contract with Siefert Elementary School to begin with the 2004-05 school year and to end with the last regularly scheduled school day of the 2005-06 school year. On November 23, 2004, the Board approved a renewed two-year charter contract. A two-year contract would allow two years of audited data (the 2003-04 and 2004-05 school years' data) to be available for the Charter School Review Team's analysis.

6. The MPS Charter Contract Review Team's findings relative to the Siefert instrumentality charter school contract resulted in a recommendation for termination of the instrumentality charter contract with Siefert Elementary School due to low student achievement and failure to make consistent, significant academic progress.

7. Because the two-year contract awarded to Siefert Elementary School may have been interpreted as providing two years to demonstrate improvement beginning with the 2004-05 school year and including the 2005-06 school year, the Superintendent supported authorization to negotiate a one-year charter school contract renewal for Siefert Elementary School for the 2006-07 school year. This will allow the Charter School Contract Review Team to use the audited 2005-06 student achievement data in a charter school contract review next school year. On May 25, 2006, the Board authorized the Administration to enter into contract negotiations to renew the charter school contract for one year with Siefert Elementary School.

8. The Administration recommends that the renewed Siefert charter school contract allow for more prescriptive oversight by Leadership Support and the Division of Diversified Community Schools in consultation with the Division of Teaching and Learning. In particular, the Administration recommends the following language be included in the Charter Contract in Section I.D:

> In addition, Charter School shall work with MPS to make progress toward attaining the educational goals under the Contract. This shall include, at a minimum, allowing MPS to conduct an Instructional Practices Inventory Walk-Through ("IPI") at the

beginning of the school year. After the IPI is complete, Charter School shall set a series of educational goals in conjunction with Leadership Support. On a monthly basis throughout the school year, the Division of Teaching and Learning and the Division of Diversified Community Schools shall conduct an analysis of the Charter School using MPS' Characteristics of a High Performing Urban Classroom. At the end of the school year, Charter School shall allow MPS to conduct an additional Instructional Practices Inventory Walk-Through. MPS shall assess Charter School's improvement through the Charter School Contract Review Team as set forth in section C.

9. Should the Charter School fail to make sufficient academic progress on its educational goals, the negotiated contract allows for automatic termination in section III. C. of the contract as follows:

Charter School acknowledges that its past low student achievement and failure to make sufficient progress toward attaining the educational goals under the Contract caused Charter School to be in violation of its Contract for the 2005-2006 school year. To allow for an additional one-year term, Charter School shall comply with the program set forth in section I.D. Notwithstanding any other provision in this contract or at law, Charter School stipulates that should the Charter School Review Team find that the Charter School fails to make significant progress on its educational goals, its contract will not be renewed for any additional term, and the Charter School shall revert to a MPS non-chartered school as set forth in section D.

Administration's Analysis

10. Siefert accepts the model contract approved by the Board on October 20, 2005, with the following modifications:

a. The term of the contract is for one-year, consisting of the 2006-07 school year.

b. The school is requesting to decrease its contracted enrollment from 500 full-time-equivalent (FTE) to 400 FTE students enrolled in Head Start through grade 5.

c. Section I.D. is modified to add:

In addition, Charter School shall work with MPS to make progress toward attaining the educational goals under the Contract. This shall include, at a minimum, allowing MPS to conduct an Instructional Practices Inventory Walk-Through ("IPI") at the beginning of the school year. After the IPI is complete, Charter School shall set a series of educational goals in conjunction with Leadership Support. On a monthly basis throughout the school year, the Division of Teaching and Learning and the Division of Diversified Community Schools shall conduct an analysis of the Charter School using MPS' Characteristics of a High Performing Urban Classroom. At the end of the school year, Charter School shall allow MPS to conduct an additional Instructional Practices Inventory Walk-Through. MPS shall assess Charter School's improvement through the Charter School Contract Review Team as set forth in section C.

d. Section III. C of the Siefert Charter Contract is modified to add the following language:

Charter School acknowledges that its past low student achievement and failure to make sufficient progress toward attaining the educational goals under the Contract caused Charter School to be in violation of its Contract for the 2005-2006 school year. To allow for an additional one-year term, Charter School shall comply with the program set forth in section I.D. Notwithstanding any other provision in this contract or at law, the Charter School Contract Review Team will utilize the audited 2004-2005 and 2005-2006 student achievement and performance data to determine a recommendation concerning contract renewal. Charter School stipulates that should the Charter School Contract Review Team

find that the Charter School fails to make significant progress on its educational goals, its contract will not be renewed for any additional term, and the Charter School shall revert to a MPS non-chartered school as set forth in section D.

Strategic Plan compatibility statement

11. The recommendation 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

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

Implementation and Assessment

13. This contract will become effective upon the Board's approval.

Fiscal Impact Statement

14. This item authorizes expenditures. The funds for this charter school contract have been budgeted and considered for approval in the 2006-07 Board-adopted budget.

Committee's Recommendation

Your Committee recommends that the Board approve the attached instrumentality charter school one-year contract with Siefert Elementary School, effective with the 2006-07 school year, with the following modifications:

a. The term of the contract is for one-year, consisting of the 2006-07 school year.

b. The school's contracted enrollment will decrease from 500 FTE to 400 FTE students enrolled in Head Start through grade 5.

c. Section I.D. is modified to add:

In addition, Charter School shall work with MPS to make progress toward attaining the educational goals under the Contract. This shall include, at a minimum, allowing MPS to conduct an Instructional Practices Inventory Walk-Through ("IPI") at the beginning of the school year. After the IPI is complete, Charter School shall set a series of educational goals in conjunction with Leadership Support. On a monthly basis throughout the school year, the Division of Teaching and Learning and the Division of Diversified Community Schools shall conduct an analysis of the Charter School using MPS' Characteristics of a High Performing Urban Classroom. At the end of the school year, Charter School shall allow MPS to conduct an additional Instructional Practices Inventory Walk-Through. MPS shall assess Charter School's improvement through the Charter School Contract Review Team as set forth in section C.

d. Section III. C. of the Siefert Charter Contract is amended to add the following language:

Charter School acknowledges that its past low student achievement and failure to make sufficient progress toward attaining the educational goals under the Contract caused Charter School to be in violation of its Contract for the 2005-2006 school year. To allow for an additional one-year term, Charter School shall comply with the program set forth in section I.D. Notwithstanding any other provision in this contract or at law, the Charter School Contract Review Team will utilize the audited 2004-2005 and 2005-2006 student achievement and performance data to determine a recommendation concerning contract renewal. Charter School stipulates that should the Charter School Contract Review Team find that the Charter School fails to make significant progress on its educational goals, its contract will not be renewed for any additional term, and the Charter School shall revert to a MPS non-chartered school as set forth in section D.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Hardin, Horton and Morales—4.

Noes—Director Spence and President Dannecker—2.

Voting "present"—Director Goldberg—1.

* * * * *

(Item 3) Action on a Request to Petition the Department of Public Instruction to Transfer Two S.A.G.E. Program Contracts

Background

1. The SAGE (Student Achievement Guarantee in Education) began in the 1996-97 school year, was expanded in 1998-99, and was expanded again in 2000-01. The program is authorized by s.118.43, Wis. Stats. and administered by the Department of Public Instruction (DPI). The objective of the program is to improve student achievement through the implementation of the following four school-improvement strategies:

a. student-to-teacher ratios of no more than 15:1 in five-year-old kindergarten through grade three,

b. increased collaboration between schools and their communities,

c. implementation of a rigorous curriculum focusing on academic achievement, and

d. improving professional development and staff-evaluation practices.

2. Schools in SAGE have renewable five-year contracts with the state and receive state aid equal to $2,000 for each low-income child in the grades served by the program. During 2005-06, 494 Wisconsin schools participated in SAGE (up from 30 when the program began). State funding, which was $4.5 million in 1996-97, is $97.6 million in 2005-06 and projected to be $98.6 million in 2006-07.

3. DPI does not have statutory authority to enter into any additional SAGE contracts at this time; however, DPI does have the ability to transfer current SAGE contracts within a district. For example, when Garfield School closed in June 2005, the SAGE contract was transferred to Seher School.

Administration's Analysis

4. The Milwaukee Public Schools currently has 86 schools participating in SAGE In 2006-07 we expect to have 84 SAGE schools. A listing of the schools is attached to the minutes of your Committee's meeting. Frederick Douglass and Philipp are closing. Granville and Happy Hill are merging and will be located at the Granville site. Tippecanoe found the 2006-07 budget development process for SAGE implementation to be extremely challenging and, consequently, will be withdrawing from the SAGE Program. V.E. Carter School of Excellence (2001 W. Vliet Street) and Wings Academy (1501 S. Layton Blvd.), both non-instrumentality charter schools, have requested the transfer of the Philipp and Douglass contracts to their schools for implementation beginning in 2006-07. V.E. Carter School of Excellence currently has a non-instrumentality charter school contract with MPS that expires at the close of the 2007-08 school year. A renewed non-instrumentality charter school contract has been negotiated with Wings Academy that, upon Board approval, will expire at the close of the 2010-11 school year.

5. The Philipp and Douglass SAGE contracts were renewed for a five-year term that began with the 2005-06 school year. The current contracts will expire at the close of the 2009-10 school year.

6. The 2005-06 SAGE aid generated by 86 schools to Milwaukee Public Schools is $30,242,000. The projected 2006-07 SAGE aid to Milwaukee Public Schools for the continuing 82 schools is $29,640,000. It is anticipated that V.E. Carter School of Excellence will generate $332,000 in 2006-07 SAGE aid, and Wings Academy will generate $16,000.

7. The 2006-07 SAGE projected enrollment for V.E. Carter School of Excellence is 60 students in all-day five-year-old kindergarten, 60 students in grade 1, 60 students in grade 2, and 30 students in grade 3. The projected low-income (free- and reduced-lunch-eligible students) percentage is 79%. The current five-year contract expires at the close of the 2007-08 school year.

8. On March 30, 2006, the Milwaukee Board of School Directors authorized contract negotiations to renew the current charter school contract with Wings Academy for a five-year term beginning with the 2006-07 school year. The school will enroll students in grades 1-12 during the 2006-07 school year. The 2006-07 SAGE projected enrollment for Wings Academy is 2 students in grade 1, 5 students in grade 2, and 8 students in grade 3. The projected low-income (free- and reduced-lunch-eligible students) percentage is 58%.

Strategic plan and compatibility Statement

9. The recommendation 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. This item is being presented to the Board pursuant to Wisconsin State Statute 118.43, Achievement guarantee contracts; state aid.

Fiscal Impact Statement

11. Consistent with the current practice relative to the distribution of some categorical funds to non-instrumentality charter schools, Milwaukee Public Schools will distribute anticipated SAGE funds to the non-instrumentality charter schools upon the submission and review of required SAGE compliance documentation so as to mitigate the cash-flow challenges to the schools associated with the SAGE aid distribution from the State. The SAGE aid comes to Milwaukee Public Schools on a cycle of one-third in mid-November, one-third in mid-February, and one-third in mid-June. This item does not authorize expenditures beyond the SAGE revenue generated by the non-instrumentality charter schools.

Implementation and Assessment Plan

12. Upon the Board's approval of this item, the petition will be forwarded to the Wisconsin Department of Public Instruction. Upon authorization of the SAGE contract transfers by the Department of Public Instruction, the Division of Early Childhood Services will provide advisement to V.E. Carter School of Excellence and Wings Academy relative to updating the transferred SAGE contracts, developing grade-level program objectives, and completing required SAGE reports.

Committee's Recommendation

Your Committee recommends that the Board petition the Department of Public Instruction to approve the transfer of the following current SAGE contracts which expire at the close of the 2009-10 school year:

1. from Philipp Elementary School, which will close in June 2006, to the non-instrumentality charter school V.E. Carter School of Excellence (2001 W. Vliet Street) for implementation beginning in 2006-07 and in effect for the duration of the SAGE contract, contingent upon the continuation of the charter school contract with Milwaukee Public Schools, and

2. from Frederick Douglass Elementary School, which will close in June 2006, to the non-instrumentality charter school Wings Academy (1501 S. Layton Blvd.) for implementation beginning in 2006-07 and in effect for the duration of the SAGE contract, contingent upon the continuation of the charter school contract with Milwaukee Public Schools.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

* * * * *

(Item 4) Action on a Request for Authorization to Renew the Non-instrumentality Charter School Contract with Milwaukee Leadership Training Center

Administration's Analysis

1. The Board is authorized to establish Milwaukee Public Schools 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 exceeding five school years.

2. On October 31, 2000, the Board approved a five-year charter school contract establishing Milwaukee Leadership Training Center, Inc., (MLTC) as a non-instrumentality charter school, to begin in January 2001 and to end with the last regularly scheduled school day of the 2004-05 school year.

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. An 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.

4. During the 2004-05 contract review cycle, the Charter School Contract Review Team met regarding the MLTC charter contract and recommended a one-year contract renewal due to the challenge of compliance with the contract's performance standards and the developing program. A one-year contract for the 2005-06 school year would allow the district to explore contract specifications appropriate for schools, such as Milwaukee Leadership Training Center, that enroll high percentages of at-risk and special needs students.

5. MLTC uses a military framework to provide a highly structured, disciplined, high-expectation learning environment focused on preparing students with core academic and life skills to succeed within their families, communities, and places of employment. Parents choose MLTC as an alternative option to more traditional, often larger, school settings in which their children have not been successful. Since its inception, MLTC has worked with more than 400 students, most of whom have been chronic truants or disrupters at their previous schools of attendance.

6. By December 2005, the district completed its investigation of the contract specifications appropriate for schools such as Wings Academy and reported results to the Superintendent.

a. Section (4)(c)3. of MPS Administrative Procedures, 9.12 Charter Schools states, "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."

b. A contract provision in section I.E. of the charter school contract states,

> If Charter School chooses to implement an assessment plan that includes unique local learning or performance standards and additional assessments to measure pupil achievement, the standards must be measurable and assessed annually and the assessment results must indicate if a pupil meets or does not meet the standard(s). In addition, Charter School shall document the growth and trend data for pupil performance as related to the standard(s). Charter School's decision to implement unique standards and assessments shall not affect Charter School's obligation to comply with the Wisconsin Model Academic Standards, federal, state, and district assessment measures.

7. The report concluded that charter schools, such as MLTC, that enroll high percentages of at-risk students and students with special education needs should be encouraged to implement this contract provision.

8. On February 23, 2006, after reviewing data relative to the MLTC contract term, the Charter School Contract Review Team recommended renewal of the non-instrumentality charter school contract. The school, however, must:

a. attend to the areas in which it was identified during the review as being non-compliant or partially compliant, including immunizations;

b. develop an academic growth plan prior to the beginning of the 2006-07 school year; and

c. report the results in the annual pupil academic achievement report.

9. The Division of Diversified Community Schools has received a communication indicating an increase in the percentage of immunizations at MLTC, from 51.2% to 73.4%. The school will continue to work with its students and audit immunization records monthly.

10. On March 30, 2006, the Board authorized the Superintendent's designee to initiate the contract-renewal process and to draft a renewed charter school contract. Milwaukee Leadership Training Center accepts the model contact approved by the Board on October 20, 2005 with the following modifications:

a. MLTC has found its educational program, including the focus on military pedagogy, has been more successfully implemented with its middle-school students. In addition, MLTC, located at the Steuben Complex, 2360 North 52nd Street, is losing three classrooms of space to begin with the 2006-07 school year; therefore, MLTC requests to change the student enrollment maximum from 175 FTEs to 130 FTEs and its grades served from 5-12 to 5-8 for the renewed charter contract.

b. The total costs of the Contract shall be based on the Charter School FTE count for up to a maximum of up to 110 FTE pupils in grades 5-8 for the 2006-07 school year, 115 FTE pupils in grades 5-8 for the 2007-08 school year, 120 FTE pupils in grades 5-8 for the 2008-09 school year, 125 FTE pupils in grades 5-8 for the 2009-10 school year, and 130 FTE pupils in grades 5-8 for the 2010-11 school year under this contract term, plus any categorical aids that Charter School is entitled to receive.

c. The school must

(1) attend to the areas in which it was identified during the review as being non-compliant or partially compliant, including immunizations;

(2) develop an academic growth plan prior to the beginning of the 2006-07 school year; and

(3) report the results in the annual pupil academic achievement report.

d. The contract term is to be for five (5) school years, beginning with the 2006-07 school year and ending on the last regularly scheduled school day of the 2010-11 school year.

e. Maria De Jesus Dixon, or her successor, shall be the person in charge of the Charter School.

Strategic Plan Compatibility Statement

11. This program 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

12. This contract 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.

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

Fiscal Impact Statement

14. This item alone does not authorize expenditures. The funds for this charter school contract were budgeted in the 2005-06 Board-adopted budget.

Implementation and Assessment Plan

15. This contract will become effective upon Board approval.

Committee's Recommendation

Your Committee recommends that the Board approve the five-year charter school contract, as attached to the minutes of your Committee's meeting, with Milwaukee Leadership Training Center as an MPS non-instrumentality charter school, to begin with the 2006-07 school year and to end with the last regularly scheduled school day of the 2010-2011 school year, with the following modifications in terms:

1. MLTC requests to change the student enrollment maximum from 175 FTEs to 130 FTEs and its grades served from 5-12 to 5-8 for the renewed charter contract.

2. The total costs of the Contract shall be based on the Charter School FTE count for up to a maximum of up to 110 FTE pupils in grades 5-8 for the 2006-07 school year, 115 FTE pupils in grades 5-8 for the 2007-08 school year, 120 FTE pupils in grades 5-8 for the 2008-09 school year, 125 FTE pupils in grades 5-8 for the 2009-10 school year, and 130 FTE pupils in grades 5-8 for the 2010-11 school year under this contract term, plus any categorical aids that Charter School is entitled to receive.

3. The school must

   a. attend to the areas in which it was identified during the review as being non-compliant or partially compliant, including immunizations;

   b. develop an academic growth plan prior to the beginning of the 2006-07 school year; and

   c. report the results in the annual pupil academic achievement report.

4. The contract term is to be for five (5) school years, beginning with the 2006-07 school year and ending on the last regularly scheduled school day of the 2010-11 school year.

5. Maria De Jesus Dixon, or her successor, shall be the person in charge of the Charter School.

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Horton, Morales, Spence and President Dannecker—5.

Noes—None.

Temporarily absent—Directors Blewett and Hardin—2.

* * * * *

(Item 5) Action on a Request for Authorization to Renew the Non-Instrumentality Charter School Contract with Wings Academy

Administration's Analysis

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 exceeding five school years.

2. On September 26, 2002, the Board approved a three-year charter school contract establishing Wings Academy as a non-instrumentality charter school. Located in the St. Joseph's Center at 1501 South Layton Boulevard, Wings Academy opened as a charter school beginning with the 2002-03 school year and ending with the last regularly scheduled school day of the 2004-05 school year.

3. The Wings Academy community believes that the school's ability to meet the needs of children with disabilities effectively and efficiently is one of the most compelling reasons to justify continued charter status with MPS. Its relationship with MPS has allowed the school to target a challenging and traditionally underserved population in an effort to provide more individualized and specialized care. Approximately 51% of the students have identified special education needs.

4. 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. An 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.

5. During the 2004-05 contract review cycle, the Charter School Contract Review Team met regarding the Wings charter contract. The Charter School Contract Review Team recommended a one-year contract extension to the Board, the Superintendent, and the charter school, in order to allow the district to explore contract specifications appropriate for schools, such as Wings Academy, that enroll high percentages of students with special needs.

6. On April 21, 2005, the Board approved an amendment to Wings's non-instrumentality charter school contract for a one-year extension. The contract will end on the last regularly scheduled school day of the 2005-06 school year.

7. By December 2005, the district had completed its investigation of the contract specifications appropriate for schools such as Wings Academy and reported results to the Superintendent. Section (4)(c)3 of MPS Administrative Procedure 9.12, Charter Schools, states, "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." A contract provision in section I.E. of the charter school contract states,

> If Charter School chooses to implement an assessment plan that includes unique local learning or performance standards and additional assessments to measure pupil achievement, the standards must be measurable and assessed annually and the assessment results must indicate if a pupil Meets or Does Not Meet the standard(s). In addition, Charter School shall document the growth and trend data for pupil performance as related to the standard(s). Charter School's decision to implement unique standards and assessments shall not affect Charter School's obligation to comply with the Wisconsin Model Academic Standards, federal, state, and district assessment measures.

The report concluded that charter schools, such as Wings Academy, that enroll high percentages of students with special education needs should be encouraged to implement this contract provision.

8. On February 23, 2006, after reviewing data relative to the Wings Academy extended charter contract term, the Charter School Contract Review Team recommended renewal of the non-instrumentality charter school contract, contingent upon the school's resolving asbestos-management issues. In addition, the school must:

a. attend to the areas in which it was identified during the review as being non-compliant or partially compliant;

b. develop an academic growth plan prior to the beginning of the 2006-07 school year; and

c. report the results in the annual pupil academic achievement report.

9. At its public hearing, Wings Academy reported compliance with the asbestos issue. The Division of Diversified Community Schools received documentation to satisfy this contingency. On March 30, 2006, the Board authorized the Superintendent's designee to initiate the contract-renewal process and draft a renewed charter school contract with Wings Academy. The school accepts the model non-instrumentality charter school contract approved by the Board on October 20, 2005, with the following modifications in terms:

a. The contract term is for five (5) school years, to begin with the 2006-07 school year, and to end with the last regularly scheduled school day of the 2010-11 school year.

b. Wings Academy shall submit to the Division of Diversified Community Schools within ~~75~~ 90 days after fiscal year end, unless an extension of time is granted by the division of Diversified Community schools, a complete set of audited financial statements according the contract section I.K.

c. The school will maintain its enrollment of 120 student full-time-equivalent students (FTEs) during the 2006-07 school year and will increase its enrollment to 150 FTEs from kindergarten through grade 12, to begin with the 2007-08 school year and for subsequent years of this contract term.

Strategic Plan Compatibility Statement

10. This program 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

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

Fiscal Impact Statement

13. This item alone does not authorize expenditures. The funds for this charter school contract were budgeted in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

14. This contract will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the five-year charter school contract, as attached to the minutes of your Committee's meeting, with Wings Academy as an MPS non-instrumentality charter school, to begin with the 2006-07 school year and to end with the last regularly scheduled school day of the 2010-11 school year. The school accepts the model non-instrumentality charter school contract approved by the Board on October 20, 2005, with the following modifications in terms:

a. The contract term is for five (5) school years, to begin with the 2006-07 school year, and to end with the last regularly scheduled school day of the 2010-11 school year.

b. Wings Academy shall submit to the Division of Diversified Community Schools within ~~75~~ 90 days after fiscal year end, unless an extension of time is granted by the division of Diversified Community schools, a complete set of audited financial statements according the contract section I.K.

c. The school will maintain its enrollment of 120 student full-time-equivalent students (FTEs) during the 2006-07 school year and will increase its enrollment to 150 FTEs from kindergarten through grade 12, to begin with the 2007-08 school year and for subsequent years of this contract term.

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

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(Item 6) Informational Report Regarding the Review Process for the Educational Contracted Program Contract with the Garden Homes Montessori Program

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

Administration's Report

1. On August 25, 2005, the Board adopted Resolution 0405R-057, which directed that:

a. the Administration bring back to the Board its recommendations for a policy to establish a review panel for partnership and other contracted, non-charter educational programs; and

b. the proposed review panel, in its goals, functions, and make-up, be modeled upon the MPS Charter School Review Panel.

2. An MPS Contracted Educational Program Contract Review Team has been established to review, to evaluate, and to make recommendations to the Board, the Superintendent, and the Division of Early Childhood Programs and Services regarding contract renewal.

3. In June of 2002, the Board approved a three-year early childhood contract establishing Garden Homes Montessori as a contracted early childhood school. In the fall of 2002, Garden Homes Montessori opened as part of Milwaukee Public Schools' Neighborhood School Initiative (NSI) and the Garden Homes Community of Schools. The school is located at 2450 West Roosevelt Drive.

4. The current one-year contract, which was approved on June 23, 2005, and ends on June 30, 2006, stipulates that educational services are to be provided for 133.6 full-time-equivalent (FTE) students in three-year-old kindergarten through sixth grade. During the 2005-06 school year, the school's enrollment is 181 students in grades 3K-6.

5. During the months of March and April 2006, members of the MPS Educational Contracted Program Review Team met to review and evaluate Garden Homes Montessori School's compliance with its contract. The Educational Contracted Program facilitator met with the school administrators on March 28, 2006, to discuss the preliminary findings and preliminary recommendation as summarized in the Educational Contracted Program Contract Review Checklist. The Educational Contracted Program Contract Review Team and the principal of Garden Homes Montessori, Carrie Driver, finalized the Educational Contract Program Review Checklist and recommendations on Friday, April 7, 2006.

6. The Educational Contracted Program Review Team recommends that Garden Homes Montessori institute a stronger accountability process in the areas in which they were found to be non-compliant or partially compliant, specifically AHERA compliance, the submission of an audit extension letter by the designated time requirement, signing the attendance roll for every meeting, and posting revisions to its Educational Plan within 30 days of the initial site visit.

7. In addition to the documentation attached to the minutes of your Committee's meeting, the school also emphasizes the following information for the Review Team:

a. The mission of Garden Homes Montessori is to provide for the children of Milwaukee within the Garden Homes Community and beyond a carefully planned and stimulating environment that helps children develop an excellent foundation for creative learning by using the Montessori method, which was developed by Dr. Maria Montessori.

b. Garden Homes Montessori has six multi-age classrooms that are designed to match the developmental characteristics of the age, 3K-5K, 1, 3, or 4-6. Flexible grouping at all grade levels allows the student to advance according to their individual academic levels. Since providing a full-day educational program is a major goal of Garden Homes Montessori, all of the children participate in a structured and disciplined learning environment that has high expectations for learners.

c. Garden Homes Montessori operates a before- and after-school program to support working families and to enrich children with cultural and academic activities in a healthful, supportive environment including music and second-language lessons. This program successfully operates year round without busing and maintains a high attendance with a low mobility rate.

d. All of the teachers hold Montessori certification from the Association Montessori International (AMI) training program, which requires teachers to complete an extensive year-long Montessori training program. Teachers are advised by outside AMI trainers on a quarterly basis, and modifications in the implementation of the Montessori educational program are made on the recommendation of the advisors.

e. Teachers are further supported with additional training toward advanced certification. The support staff is offered classes, tutoring, and inservices designed to support their endeavors in advanced training and certification in the fields of their choice. Special efforts are being made to prepare staff for advanced certification in Montessori Education. Currently, funds are being raised to send support staff to training to become certified Montessori teachers. Garden Homes Montessori is working towards a school-wide Association Montessori International Certification, a distinction that no Milwaukee public school has yet achieved.

f. Garden Homes Montessori is in the process of designing a screening instrument for all new incoming children in order to set a baseline for each child. This process will help aid

the school in proper alignment and academic placement of each student. Presently, the school uses checklists that list the level of attainment in skills dealing with practical life, sensory, language, mathematics, and cultural subjects. These comprehensive lesson check-sheets align the Montessori lessons with the MPS Learning Targets. These classroom-based assessments are an effort to align learner expectations with the Montessori educational program.

g. Parental involvement is encouraged through unique opportunities to support the educational experiences offered at Garden Homes Montessori. Parents can be involved in the "engagement reading program," become trained classroom assistants, and participate on the parent council in order to help raise funds and plan for upcoming events.

h. Six percent of the enrolled students at Garden Homes Montessori have an Individualized Educational Plan (IEP), which identifies therapeutic and educational goals and objectives needed to appropriately address the educational needs of a school-aged student with a disability. Garden Homes Montessori has a Collaborative Support Team (CST), a school special education intervention group that meets monthly with the MPS Special Education Liaison Supervisor to review compliance to the IEP and to discuss intervention strategies for children who do or who do not have IEPs.

i. Garden Homes Montessori School works to maintain community relationships focused on a healthy and safe community. The school collaboratively works within the Garden Homes Community of Schools to implement safety programs and to communicate to community groups the diverse opportunity and community involvement nurtured by the Milwaukee Public Schools.

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## COMMITTEE ON INNOVATION/SCHOOL REFORM

## REPORT #2

(Item 1) Action on a Request for Immediate Revocation of the Truth Institute for Leadership and Service's Charter Contract and Termination of the Truth Institute's Program and Instrumentality Charter School

Background

1. On May 5, 2004, the Board approved a five-year charter school contract establishing Truth Institute as an instrumentality charter school. The term of the contract commenced with the 2004-05 school year and is to end on the last regularly scheduled school day of the 2008-09 school year. The contract is for an enrollment of 375 students in grades 9-12 (275 students in 2005-06 in grades 9-11).

2. On October 20, 2005, the Board approved an amendment to the contract to allow eighth-grade students to enroll for the 2005-06 school year only. The eighth-grade students transferred from Milwaukee Village School, which closed in October 2005. The Truth Institute's September 2005 State Aid Enrollment Count was 153 students in grades 9-11. The January 2006 State Aid Enrollment Count was 151 students in grades 8-11, including 38 students (25%) with special education needs. Truth Institute is located in the North Division Complex, 1011 West Center Street.

3. At the request of the Superintendent, the MPS Charter School Contract Review Team conducted a mid-contract review of Truth Institute's compliance with its instrumentality charter high school contract under Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals.

4. 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 MPS Diversified Community Schools and various Central Services staff. The Charter School Contract Review Team facilitator met with Sharnissa Dunlap-Parker, Truth Institute's Assistant Principal, on March 6, 2006, to discuss the preliminary findings and preliminary recommendation as summarized in the Charter School Contract Review Checklist. The school requested a meeting with the Charter School Contract Review Team. The meeting was held on March 9, 2006. Ms. Dunlap-Parker and six school representatives, including a principal coach and multiplex staff, attended the meeting with the Charter School Contract Review Team.

5. The MPS Charter School Contract Review Team's findings and recommendation relative to Truth Institute's instrumentality charter school are attached (see the Charter School Contract Review Checklist attached to the minutes of your Committee's meeting.) The Charter School Contract Review Team recommended that:

> the administration 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 immunization compliance in 2005-06.

6. Following a review of the report from the MPS Charter School Contract Review Team, the Superintendent concurred with the recommendation. On March 14, 2006, a letter was sent from the Superintendent to Ms. Dunlap-Parker, Assistant Principal, requesting that the school "submit the plan to immediately address the areas found to be non-compliant or partial compliant to Juanita Lee in Diversified Community Schools by April 13, 2006."

7. On May 3, 2006, a second letter was sent from the Superintendent to Ms. Dunlap-Parker, Assistant Principal, stating:

On March 14, 2006, I sent you a letter requesting that you submit the plan to immediately address the areas found to be non-compliant or partial compliant to Juanita Lee in Diversified Community Schools by April 13, 2006. I have been informed that the plan has not been received."

8. On April 17, 2006, the school responded to three audit findings in response to a March 3, 2006, communication from Diversified Community Schools; however, the "plan to immediately address the areas found to be non-compliant or partial compliant" has not been received.

9. The Charter School Contract between the Milwaukee Board of School Directors and Truth Institute for Leadership and Service 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 a minimum, the end of the semester in which notice of termination is given, unless, in the discretion of the Board, termination should become effective sooner.

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. In the 2004-05 school year, Truth Institute failed to meet any of the specified academic performance criteria (WKCE reading, English language arts, mathematics, science, and social studies performance) and met one of two applicable mandatory academic performance criteria (attendance and mobility rate).

a. On the Grade 10 Reading Wisconsin Knowledge and Concept Exam, 22% of the Truth students scored proficient and above, compared with 45% in MPS.

b. On the Grade 10 English Language Arts WKCE, 19% of the Truth students scored proficient and above, compared with 41% in MPS.

c. On the Grade 10 Mathematics WKCE, 13% of the Truth students scored proficient and above, compared with 31% in MPS.

d. On the Grade 10 Science WKCE, 13% of the Truth students scored proficient and above, compared with 29% in MPS.

e. On the Grade 10 Social Studies WKCE, 12% of the Truth students scored proficient and above, compared with 37% in MPS.

f. Truth had an average daily attendance rate of 84%, compared with 79% in MPS, and a 29% mobility rate, compared with 23% in MPS.

12. Recently-released grade 10 Wisconsin Knowledge and Concepts-Criterion Referenced Test 2005-06 results show a decline in student achievement in reading, mathematics, science, and social studies, as demonstrated on the attached graph.

13. Having extensively analyzed the Truth Institute's leadership capacity and student achievement results, and because the school failed to submit an action plan as recommended by the Charter School Review Team, the Superintendent recommends immediate revocation of the Truth Institute for Leadership and Service's instrumentality charter school contract because "pupils enrolled in the 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," which is ground 3 for termination by the Board as stated in the contract. The Superintendent also recommends immediate termination of the Truth Institute's program and school.

Strategic plan and compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

16. This item does not authorize expenditures.

Implementation and Assessment Plan

17. Upon the Board's approval of this item, the Truth Institute's instrumentality charter contract will be terminated, and the school will be closed. The Administration will develop and implement a plan for closing the school. The North Division Complex will remain open and house two small high schools for the 2006-07 school year.

18. The MPS Division of Student Services and Parent Information Center will work with parents and students to reassign the Truth Institute's students to MPS regular, instrumentality charter, non-instrumentality charter, or partnership schools.

19. District employees will be reassigned consistent with the provisions found in bargaining unit contracts.

Administration's Recommendation

The Administration recommends 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 have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats. or the academic performance criteria established by the Board, which is ground 3 for termination by the Board as stated in the contract.

Committee's Recommendation

Your Committee is forwarding this item to the Board without recommendation for its consideration.

Director Morales moved that the Board continue the charter for one 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 Review Checklist.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

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(Item 2) Action on a Charter School Petition from Foster and Williams High School of the Visual Arts and Communication

Background

On May 31, 2006, Foster and Williams High School of the Visual Arts and Communication submitted a petition to become an MPS instrumentality charter school for the 2007-08 school year, to serve a maximum of 240 students in grades 9-12. On June 15, 2006, the MPS Charter School Review Panel met to review the charter school petition. At that meeting, staff members, students and members of the community demonstrated their passion, commitment, and support for the Foster and Williams High School of the Visual Arts and Communication petition.

Analysis

1. The Foster and Williams High School of the Visual Arts and Communication proposes:

   a. an intimate, language-rich environment that challenges students to stretch their limits and to see the world in a different way;

   b. project-based learning and assessment driven by portfolios;

   c. vocational internships and educationally appropriate community experiences to enhance their learning experiences and to enable students to apply their learning to hands-on experiences;

   d. development of integrated and demonstrational verbal and non-verbal communication and artistic skills throughout all components of the program; and

   e. the expansion of the Milwaukee School of Languages' philosophy of a bilingual-bicultural school, incorporating the immersion of two distinct cultures and languages throughout the school community.

2. The MPS Charter School Review Panel recommends that the Board approve the concept of the petition at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports the MPS Strategic Plan, 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

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 FY2008 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 Foster and Williams High School 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 Foster and Williams High School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-08 school year.

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

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(Item 3) Action on a Charter School Petition from the Health Sciences Career Institute

Background

On May 31, 2006, the Health Sciences Career Institute (HSCI) submitted a petition to become an MPS instrumentality charter school, to serve up to 320 students in grades 8-12, beginning with the 2007-08 school year. On June 15, 2006, the MPS Charter School Review Panel met to review the charter school petition. At that meeting, school staff and community members demonstrated their passion, commitment, and support for the Health Sciences Career Institute petition.

Analysis

1. The mission of the Health Sciences Career Institute School is to prepare under-served and at-risk students with the knowledge, skills, and dispositions needed to ensure their success in healthcare careers and post-secondary education. The school proposes:

a. a rigorous health science curriculum, written by faculty from MATC and Aurora Sinai, which will be grade-level specific and aligned with Learning Targets in health and science;

b. a project-based curriculum and performance assessments with formative feedback to ensure mastery of skills;

c. a small, intimate high-school setting with a population of up to 320 students and class sizes up to 22 students;

d. a year-round school calendar with intersession remediation and internship opportunities;

e. a data-driven accountability plan designed to provide information needed to measure and to track the school's progress towards its goals;

f. dual enrollment opportunities at MATC as early as the 9$^{th}$ grade, with support classes held on the HSCI campus with HSCI staff to ensure student success at MATC; and

g. a teacher-led school administered through the school's leadership team and advised by the Community Governance Board made up of staff, students, parents, and community partners.

2. The MPS Charter School Review Panel recommends that the Board approve the concept of the petition at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports the MPS Strategic Plan, 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

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 FY2008 budget will allocate funds to MPS instrumentality charters in the same manner as it does other non-contracted MPS schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Health Sciences Career Institute School 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 the Health Sciences Career Institute in anticipation of the establishment of an MPS instrumentality charter school for the 2007-08 school year.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—6.

Noes—None.

Temporarily absent—Director Blewett—1.

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(Item 4) Action on a Charter School Petition from the Milwaukee Academy of Chinese Language

Background

On May 31, 2006, the Milwaukee Academy of Chinese Language, a K-5 school, submitted a petition to become an MPS instrumentality charter school for the 2007-08 school year. On Thursday, June 15, 2006, the MPS Charter School Review Panel met to review the charter school petition. At that meeting, staff members demonstrated their passion, commitment, and support for the Milwaukee Academy of Chinese Language School's petition.

Analysis

1. Following the demonstration, the Panel decided to recommend the concept of the Milwaukee Academy of Chinese Language (MACL) petition to become an MPS instrumentality charter school. The Panel believes that MACL's petition has the components necessary to establish a successful charter school. Some of the factors contributing to the endorsement are that MACL's program:

a. has a dedicated staff willing to take ownership for MACL's school concept;

b. uses research-based, structured curricula to improve student achievement;

c. uses a direct-instruction teaching and learning model, with constant monitoring and evaluation which supports their philosophy;

d. has developed the supportive infrastructure of students, staff, parents, and community stakeholders necessary to achieve its goals; and

e. has proposed an educational program that includes the introduction of Mandarin Chinese language.

2. The MPS Charter School Review Panel recommends that the Board approve the concept of the petition at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports the MPS Strategic Plan, 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

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY2008 budget will allocate funds to MPS instrumentality charters in the same manner as it does to other non-contracted MPS schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Milwaukee Academy of Chinese Language 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 the Milwaukee Academy of Chinese Language in anticipation of the establishment of an MPS instrumentality charter school for the 2007-2008 school year.

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

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(Item 5) Action on a Charter School Petition from WORK Institute Leadership Council

Background

On May 31, 2006, the Where Opportunities Require Knowledge (WORK) Institute's Leadership Council submitted a petition to become an MPS instrumentality charter school for the 2007-08 school year, to serve 400 students in grades 9-12. On June 16, 2006, members of the MPS Charter School Review Panel met to review the charter school petition. At that meeting, staff members, demonstrated their passion, commitment, and support for the WORK Institute petition.

Analysis

1. The mission of WORK Institute is to prepare all students for life-long learning and responsible, productive citizenship through a mutual commitment to high educational standards. The school proposes:

a. a solid academic core of studies with a choice of a career/technical concentration;

b. a curriculum that is designed to support the career/technical path by providing project- and performance-based activities, service-learning projects, and an employability-skills certification program;

c. a year-round schedule to enable WORK Institute to increase student academic achievement and enhance workforce readiness;

d. a rigorous academic and career/technical program of study that emphasizes high-level mathematics, science, and language arts; and

e. data-driven decision making to gauge the success of the school program;

2. The MPS Charter School Review Panel recommends that the Board approve the concept of the petition at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports the MPS Strategic Plan, 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

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 FY2008 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 WORK Institute Leadership Council School 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 WORK Institute Leadership Council School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-2008 school year.

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

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## COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Spence 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) Approval of a Proposed District Wellness Policy and Procedure and of Revisions to Existing Related Policies and Procedures

Background

1. Federal law requires each local education authority (LEA) participating in the National School Lunch and Breakfast programs to have a local wellness policy in place by June 30, 2006.

2. To comply with the mandate, the district formed a committee that included MPS staff from School Nutrition Services, Health and Physical Education, Recreation, Public Relations, School Nursing, and schools. Community representatives included representatives from the Parent Teacher Association, the City Health Department, the Milk Marketing Board, the American Heart Association, UW extension community nurses, and Hunger Task Force.

3. The collaborative team worked together for 17 months to develop the proposed policy.

4. Wellness practices already are addressed in existing district policies regarding student nutrition, fitness, and health issues. To avoid duplication and to ensure compliance with the federal wellness requirements, the Wellness Policy Committee reviewed *all* existing MPS policies and procedures.

Administration's Analysis

5. This item seeks the Board's approval of a district Student Nutrition and Wellness Policy and Procedure and revision of existing School Board policies and procedures.

6. The proposed policy, as required by federal law, addresses the following factors:

- creation of a healthful school environment
- nutrition education
- nutrition guidelines
- physical activity goals
- other school-based activities & wellness
- implementation of the policy

7. The proposed wellness policy contains provisions that modify many existing administrative policies. The sections below describe the proposed changes to existing policies and procedures.

a. *Administrative Policy 4.05, School Nutrition Management* — Under the existing policy, the district assumes responsibility "for providing meals without cost or at reduced cost to all school children who are unable to pay the full cost of the meals." The proposed policy includes wording that demonstrates the district's commitment to advocating for universal free meals and supper programs.

b. *Administrative Procedure 4.05, School Nutrition Management* — The proposed language updates the procedure, which has not been revised since 1979. The proposed language eliminates the prohibition of vending machines and the requirement that the Board approve popcorn and donut machines. The proposed policy revision includes recommended snack food nutritional content guidelines and encourages consumption of healthful snack foods. It also includes school meal guidelines.

c. *Administrative Policy 4.06, Vending Machines* — Proposed changes to this policy include the addition of milk to the list of products approved for sale from vending machines, and the addition of monitoring of vending machine sales

d. *Administrative Policy 7.06, Health Education* — The health education policy would be amended to include mental and social-emotional education and well-being; nutrition; physical activity; and alcohol, tobacco, and other drug abuse prevention topics in the

district curriculum. Currently, the policy specifically requires age-appropriate education in human growth and development, sexually transmitted diseases, Human Immunodeficiency Virus, pregnancy prevention, family living, and parenthood.

e. *Administrative Policy 7.07, Physical Education* — The proposed Wellness Policy recommends activity times for grades 1-12. It also assigns monitoring and implementation responsibilities and makes gym scheduling recommendations.

f. *Administrative Procedure 7.07, Physical Education* — The proposed modifications detail ways in which to increase physical activity during the school day. Recommendations include integrating physical activity throughout the day, across disciplines, and during after-school activities.

g. *Administrative Policy 9.08, Advertising in the Schools* — The proposed revision requires advertisements of foods or beverages, including vending machine advertisements, to be consistent with district nutrition guidelines.

h. *Administrative Policy 9.11, School Governance Councils* — The proposed Student Nutrition and Wellness policy calls for regular monitoring of school environments to determine wellness compliance. This monitoring may be done by either a coordinated school health team or by a school governance council. The inclusion of school governance councils and potential monitors requires modification of Administrative Policy 9.11.

i. *Administrative Procedure 7.22, School Fundraising Activities* — The proposed change is meant to reinforce the proper nutrition messages and promote the sale of nutritious foods or non-food item.

Strategic Plan Compatibility Statement

8. 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

9. This item requests creation of a new policy and procedure relative to student nutrition and wellness and modifications to existing Administrative Policies 4.05, 4.06, 7.06, 7.07, 9.08, and 9.11 and existing Administrative Procedures 4.05, 7.07, and 7.22.

Implementation and Assessment Plan

10. The proposed changes to Administrative Policies 4.05, 4.06, 7.06, 7.07, 9.08, and 9.11 and Administrative Procedures 4.05, 7.07, and 7.22 will be made and implemented upon adoption by the Board.

Fiscal Impact Statement

11. This item does not authorize expenditures. School programs that benefit from vending machine sales may see an initial decrease in sales related to changes in products offered, but other school districts have noted that sales of products that meet the policy guidelines quickly recover and meet or even exceed previous revenue levels. Implementation of the wellness policy may require expenditures for curriculum instruction materials, but that amount has not been determined.

Committee's Recommendation

Your Committee recommends that the Board adopt the proposed administrative policy and procedure on student nutrition and wellness below and the proposed revisions to the existing related polices and procedures as detailed below:

Administrative Policy 4.07:
Student Nutrition & Wellness Policy

(1) HEALTHY SCHOOL ENVIRONMENT

(a) The following Wellness Policy was developed in response to the passage of Federal Public Law (PL108.265 Section 204) requiring each Local Education Authority (LEA) to have a local wellness policy in place by June 30, 2006. This policy reflects a coordinated effort and commitment from child nutrition professionals, school nurses, parents, school administrators, community representatives and local health department authorities. This policy also recognizes that schools have the unique opportunity to influence the nutritional and physical activity behaviors of the nation's children.

(b) It is the goal of the Milwaukee Public School District to make a significant contribution to the nutritional intake and physical fitness of each student by providing a school environment that enhances learning and development of lifelong wellness practices. At the center of a thriving school is a healthy, resilient, successful learner. The district recognizes that a carefully implemented school wellness policy will improve the health and safety of all members in the school community and improve the academic achievement of students. Schools must actively promote positive, motivating, wellness messages to reinforce the importance of personal health and wellness.

(2) NUTRITION EDUCATION

Nutrition education is fundamental to promoting lifelong healthful eating habits. Students in pre-kindergarten through grade 12 will receive nutrition education that teaches the skills they need to adopt healthy eating behaviors as referenced in Administrative Policy 7.06.

(3) NUTRITION GUIDELINES

During each school day, the food service program shall offer breakfast and lunch under the nutritional guidelines of the USDA's National School Lunch and Breakfast Program. School nutrition programs are proven to improve student performance and assist in closing the achievement gap. Foods offered to students in addition to meals will be of optimal nutrition quality. School nutrition management is outlined in Administrative Policy 4.05.

(4) PHYSICAL ACTIVITY

Every student shall participate in daily physical activity. Daily recess, physical education classes, extracurricular/ after school programs and movement activities provide students with a physically active and healthful lifestyle. It is recommended that children accumulate at least 60 minutes of moderate to vigorous physical activity on all or most days of the week. This can be accomplished through several short periods of physical activity throughout the day. The guidelines for physical education classes are outlined in Administrative Policy 7.07.

(5) OTHER SCHOOL-BASED ACTIVITIES

After-school programs, including but not limited to, Community Learning Centers, clubs, camps, day care, tutoring, and recreation activities will encourage physical activity and healthy habit formation. Local wellness policy goals are also to be considered in planning all school-based activities (such as school events, field trips, fundraisers, dances, and assemblies). Whenever possible, fundraising activities should demonstrate the district's commitment to promoting healthy behaviors and improving personal wellness. Selling nutritious foods reinforces nutrition messages taught in classrooms and lunchrooms. Support for the health of all students is demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in Medicaid and other state children's health insurance programs.

(6) IMPLEMENTATION

(a) The Superintendent or her/his designee is charged with the timely and effective implementation of the wellness policy.

(b) District food service dietitians are charged with maintaining school meal nutritional standards per USDA requirements, and will work to improve healthy, fresh menu choices for students.

(c) Principals as leaders of their school environment are expected to promote student nutrition and wellness by promoting a healthy school environment; promoting nutrition education; fully supporting school breakfast and lunch programs; and assuring adequate physical activities for students. It is the principal's responsibility to ensure compliance with all federal, state, and local regulations pertaining to the sale of food and beverages in school including vending machines, fundraisers and advertising.

(d) Each school is hereby mandated to utilize School Governance Councils or establish coordinated school health teams to implement this wellness policy. If creating a coordinated school health team, the principal of each school shall appoint parents, teachers, administrators, and students and shall submit the membership list of the committee to the Superintendent or her/his designee. Each team/council should discuss the wellness policy at least quarterly. The team/council will conduct a review of their respective schools to identify areas for improvement in physical education, physical activity, nutrition and health services. These groups will report their findings to the school principal and develop with him/her a plan of action for improvement. The plan of action will be forwarded to the Superintendent or his/her designee on an annual basis for monitoring the district-wide implementation of the wellness policy.

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Administrative Procedure 4.07:
Student Nutrition & Wellness Procedures

(1) HEALTHY SCHOOL ENVIRONMENT

(a) The district values the health and wellbeing of students and staff. To promote school wellness, the district will plan and implement activities that support health promoting behaviors. Educational activities for staff members may include information on healthy lifestyle behaviors, healthy eating, physical activity and injury prevention.

(b) Healthy eating and physical fitness will be actively promoted by staff to students, parents, teachers and the community at registration, parent group meetings, open houses, and health fairs.

(c) School staff are encouraged to model healthy eating and exercise behaviors. Schools should offer staff time and training to practice health-promoting activities.

(2) NUTRITION EDUCATION

(a) The district will provide and/or coordinate regular training to teachers, principals, coordinated school health team members and the food service staff on basic nutrition, nutrition education, and best wellness practices. Training will also be offered to teachers to facilitate the integration of nutrition education into core curriculum areas such as math, science, social studies, and language arts.

(b) Nutrition education, especially in the primary grades, must be emphasized for the students to be capable of making wise lifelong food choices. It is the role of the health and wellness curriculum specialist to develop a nutrition education curriculum. Beginning with the 2006-2007 school year, all K-12 instructional staff will be encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Nutritional knowledge such as the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparations, handling and storage.

2. Nutrition-related skills such as planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising.

3. How to assess personal eating habits, set goals for improvement, and achieve nutrition goals.

(c) The district nutrition and wellness policy reinforces nutrition education to help students practice these themes in a supportive school environment. Nutrition education will be offered in the school dining room and in the classroom, with coordination between school foodservice staff and teachers. Promotion occurs through the use of educational brochures, posters, and presentations.

(d) Schools are encouraged to participate in USDA nutrition programs (such as Team Nutrition) and to conduct healthy activities and promotions that involve students, parents, and the community.

(3) IMPROVING STUDENT NUTRITION

(a) All students are to receive the same quality school lunch and/or breakfast under all circumstances.

(b) Schools will not establish policies, class schedules, bus schedules or other barriers that directly or indirectly restrict meal access.

(c) School principals will make participation and return of meal applications a high priority for their sites. Schools shall make efforts to ensure that families are aware of need-based programs for free or reduced price meals (until universal free meals are available at each school).

(d) Schools are strongly encouraged to implement innovative breakfast programs such as breakfast in the classroom, grab and go bags and breakfast carts in an effort to increase breakfast participation.

(e) School schedules are set to provide students with a minimum of 10 minutes to eat breakfast and 20 minutes to eat lunch, from the time the student is seated.

(f) Dining areas are clean, safe, and attractive and have enough space for seating all students comfortably.

(g) Lunch periods are scheduled as near the middle of the school day as possible.

(h) Schools are encouraged to offer meals during breaks in the school calendar whenever possible and to coordinate with other agencies and community groups to operate, or assist with operating a summer food service program for students who are eligible for federal program support.

(i) The school encourages parents to provide a variety of nutritious foods if students bring bag lunches or snacks from home.

(j) Food is not to be used as a reward or punishment for student behaviors.

(k) The monitoring of vending machines by coordinated school health teams is highly encouraged to maximize the nutritional value of available snack foods (for a list of recommended healthy snacks, see Administrative Procedure 4.05, School Nutrition Management). Nutritional concerns should be brought to the attention of the school principal.

(4) FOODS OF MINIMAL NUTRITIONAL VALUE (FMNV)

(a) Federal regulations prohibit the sale of certain foods, determined to be of minimal nutritional value, in the foodservice area during meal periods. These are foods that provide less than 5 % of the U.S. recommended daily allowance per serving of protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. Examples of FMNV foods include: soda, water ices, chewing gum, and candy. Schools are generally discouraged from offering these foods at any time.

(b) Foods of minimal nutritional value may be offered in the following circumstances:

1. Accommodating Students with Special Needs: Special Needs Students whose Individualized Education Program (IEP) plan indicates the use of a FMNV for behavior modification may be given FMNV.

2. School Events: It is at the discretion of the principal to decide what special events may serve FMNV. It is recommended that FMNV not be served at school events more than three times per year. During these events, FMNV may not be given during meal times in the areas where school meals are being served or consumed, and regular meal service (breakfast and lunch) must continue to be available to all students in accordance with federal regulations.

3. Instructional Use of Food in Classroom: Food provided for students as part of a class or school cultural heritage event for instructional or enrichment purposes would be exempt from the policy.

4. Athletic, Band and Other Competitions: School groups which leave campus to travel to athletic, band or other competitions are exempt from FMNV procedures.

5. Birthdays: It is at the discretion of each school to allow for FMNV birthday treats. These treats will be served after the end of the lunch period.

6. Bag Lunches: This procedure does not restrict what parents may provide for their own child's lunch or snacks. Parents are discouraged from providing FMNV for their own child's consumption, or any other child's consumption before or during lunch time. A school may adopt a more restrictive rule, however, as local policy.

(5) INCREASING PHYSICAL ACTIVITY

(a) Each school must include periods of physical activity in the regular school day for each student enrolled in grades kindergarten to five. All schools should enforce existing physical education requirements.

(b) Movement activities can be integrated across the curricula and throughout the school day.

(c) Schools should encourage after-school childcare programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate time spent in sedentary activities. Schools should offer after-school intramural programs and/or physical activity clubs to promote physical wellbeing.

(d) It is strongly recommended that PE or recess should be scheduled before lunch whenever possible.

(e) Recess or other physical activity should not be denied as a form of punishment or cancelled for instructional make-up time.

(f) Schools should work with their local neighborhood to create an environment that is safe and supportive for students to walk or bike to school.

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Administrative Policy 4.05:
School Nutrition Management

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(2) The programs shall be operated in all schools with suitable facilities on a nonprofit basis. The Board shall be responsible for providing meals without cost or at reduced cost to all school children who

are unable to pay the full cost of the meals. The district recognizes that proper nutrition and academic achievement are inextricably bound and will therefore advocate for universal free meals for breakfast and lunch. In addition, the Board will advocate for federal funding for supper programs for after-school programs.

*(Remainder of current policy remains unchanged)*

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Administrative Procedure 4.05:
School Nutrition Management

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(2) SPECIFIC RULES RELATED TO EXTRA FOOD SALES

(a) No food or beverage of any kind, other than those provided by the Division of School Nutrition Services, is to be sold to students from 15 minutes before the start of the student school day to the end of the school day. On regular school days, the one exception may be at one fund-raising event per year authorized by the Board for the official parent-teacher organization.

(b) Extra food items may be sold prior to 15 minutes before the start of the student school day and after the close of the school day if the organization selling such food items has received prior approval from the school principal. Proceeds from the sales of these food items are to go to the organization sponsoring such sales for a specific purpose which would benefit the students at the school.

~~(c) Under administrative policy, schools are prohibited from placing any type of food or drink vending machine in the building that would be intended for student use.~~

~~(d) Production-type machines (popcorn, doughnut, etc.) may be used in school buildings within the above rules. Prior to purchase or acceptance of such a machine as a gift, the school must first receive approval of the Board. This can be accomplished by following the previously established procedures for submitting gift certificates to the Department of Leadership Services.~~

~~(e)~~ (c) All funds resulting from the sale of extra food type items are subject to accounting procedures and auditing regulations set forth in the Milwaukee Public Schools' accounting manual.

(d) It is recommended that snacks served on school sites outside of the federal school meal programs shall meet all of the following standards:

1. have 30 % or less of its total calories from fat or 7 grams or less.
2. have 10 % or less of its total fat calories from saturated plus trans fat or 2 grams or less.
3. ave 480 milligrams or less of sodium per serving.
4. ave 35 % or less of its weight from sugars, excluding sugars occurring naturally in fruits, vegetables, and dairy products (or 15 grams).
5. ave at least one other nutrient (5 % or more) of fiber.

(e) Recommended healthy snacks include:

- Baked chips
- Beef jerky
- Cereal — corn flakes, granola, raisin bran, cheerios, rice, bars, oatmeal
- Crackers — animal, graham, saltines

- Fruit — fresh, dried, canned, sauces
- Nuts
- Pita bread
- Popcorn
- Pretzels
- Sunflower seeds
- Trail mix
- Vegetables — fresh, dried
- Yogurt

(f) Recommended healthy beverages include:

- Any juice that states 100% fruit juice
- Milk/Flavored milk
- Bottled water/Flavored water
- Sports drinks
- Soy Milk
- Vegetable juice — 100%
- Drinkable yogurt — low fat

(3) SCHOOL MEALS NUTRITION GUIDELINES

(a) Foods of good nutritional content including fruits, vegetables, dairy and low-fat grain products shall be available wherever and whenever food is sold or otherwise offered at school during the normal school day.

(b) Foods should be minimally processed, using whole meat whenever possible, whole grains or converted grains that retain most of their whole grain nutrients, minimal dyes, sodium and added sweeteners. Cooking methods shall retain the maximum nutrients possible.

(c) Schools should eliminate frying as a method of on-site preparation for foods served as part of school meals, a la carte, snack lines, and competitive foods.

(d) Portion sizes should follow the 2005 US Dietary guidelines.

(e) Students will be able to choose from a menu of healthy choices.

(f) Schools will always offer skim, 2% or flavored milk for student consumption.

*(Remainder of current procedure remains unchanged)*

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Administrative Policy 4.06:
Vending Machines

Vending machines for student use may be installed in high schools. The vending machines may be used before and after, but not during, the school day, subject to insurance requirements. They shall be located in areas other than the student cafeteria. These machines may stock only milk, fruit juices, and other healthful foods. Adherence to the vending machine policy will be monitored by the principal, the food service manager, and/or the coordinated school health team. Adherence to the Vending Machine Policy will be considered in the evaluation of the building administrator. This policy applies to all high schools, and the Board reserves the right to remove vending machines from schools found to have abused this policy.

Administrative Policy 7.06:
Health Education

(1) To meet the requirements of state statutes, and because the Board believes that each person is unique and needs opportunities for reflection on his or her own health and well-being, the Board shall require that instruction in comprehensive school health education be provided within the Milwaukee Public Schools (MPS).

(2) The totality of each student's health education, values clarification, and interpersonal relationships training shall continue to be developed and expanded through a developmentally appropriate, multidisciplinary approach from kindergarten through grade 12.

(a) In grades K-8, health education shall be taught by the classroom teacher, not only as health situations arise, but also as a distinct subject offering at least each week.

(b) In a middle-school setting, instruction shall be provided each week or an equivalent amount of time.

(c) In the high school, health education shall be a required subject taught by a certificated health teacher, and specific health areas shall be offered as electives at various grade levels in the secondary schools. Health education shall be conducted under the supervision of a health teacher certified by the Department of Public Instruction (DPI).

(3) The comprehensive K-12 health program shall contain age-appropriate lessons in the following:

(a) human growth and development (HGD)

(b) sexually transmitted diseases (STDs), Human Immunodeficiency Virus (HIV), and pregnancy prevention

(c) parenthood

(d) family living

(e) mental and social-emotional health and well-being education

(f) nutrition

(g) physical activity

(h) alcohol, tobacco, and other drug abuse prevention topics (see Administrative Policy 7.08)

(4) The comprehensive K-12 health program shall be coordinated with the federally-mandated wellness policy (Public Federal Law: PL 108.265 section 204).

Administrative Policy 7.07:
Physical Education

(1) GRADING PRACTICES

(a) Each teacher should carefully evaluate and assess his/her grading procedures to eliminate inequities and malpractice in grading students.

(b) Students who attend class on a regular basis, have good attitudes, and put forth an honest effort to improve should not fail.

(c) Students should not fail on the basis of physical ability alone. Participation, improvement, knowledge, and skill development must also be considered.

(2) OPTIONAL PASS/FAIL GRADING

All students in grades 9-12 shall be allowed to enroll in any physical education courses with the understanding that their accomplishments in those courses shall be evaluated either as passing (recorded grade is "P") or unsatisfactory (recorded grade is "U").

(3) SHOWERS

In all high schools, students shall be provided with towels and requested to take showers on a voluntary basis. Swim classes are not included in this policy. (Note: All students are required to take showers before and after swimming instruction.)

(4) LOCAL, STATE, AND FEDERAL MANDATES

(a) In an effort to assure that all MPS schools meet state-mandated physical education requirements (Section 121.02(L) and the federally mandated Wellness Policy, the Milwaukee Board of School Directors has instituted the following time allocations for MPS students:

- a total of 100 minutes of physical education per week for Grades 1-3
- 120 minutes for Grades 4-6
- 125 minutes for grades 7-8 per week
- 1.5 credits for high-school students

(b) Principals are to ensure these requirements are met. Principals are responsible for monitoring the scheduling of elementary, middle- and high-school physical education classes and to ensure that all students receive the appropriate amount of instruction and physical activity.

(c) When the elementary physical education specialist cannot fully schedule the required weekly allocation, it becomes the responsibility of the elementary classroom teacher to conduct the additional activities to meet the Board-approved time requirements. Elementary classroom teachers are encouraged to work with their physical education specialists in order to provide lessons that complement the district-wide physical education scope and sequence.

(d) Each school should develop a schedule by which teachers may use the gymnasium on a regular basis in order to comply with Administrative Policy 7.07.

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Administrative Procedure 7.07:
Physical Education

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(4) PHYSICAL EDUCATION CLASSES

(a) All physical education (PE) staff are to be certified by the State of Wisconsin.

(b) Physical education courses will be the environment in which students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge.

(c) Policies ensure that physical education classes have a student/teacher ration similar to other classes.

(d) Members of the physical education staff are to be trained in implementing physical fitness tests.

(e) There is to be a program in physical activity for students with special needs.

(f) When the elementary physical education specialist cannot fully schedule the required weekly allocation, it becomes the responsibility of the elementary classroom teacher to conduct the additional activities to meet the Board-approved time requirements. Elementary classroom teachers are encouraged to work with their physical education specialists in order to provide lessons that complement the district-wide physical education scope and sequence. Elementary teachers who have been asked to teach some PE lessons have been given proper training and materials.

(g) Each school should develop a schedule by which teachers may use the gym on a regular basis to ensure that the state standards are followed. A copy of the schedule must be submitted to the MPS Physical Education Curriculum Specialist.

(5) PROMOTING PHYSICAL FITNESS

(a) Physical education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity. Principals are encouraged to provide funding to ensure that adequate equipment is available for all students to participate in physical education. Physical activity facilities on school grounds will be safe. The school provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not athletically gifted. The primary goal of a school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to participate regularly in physical activity, and to understand the short- and long-term benefits of a physically active and healthful lifestyle.

(b) Schools are encouraged to provide community access to, and to encourage students and community members to use, the school's physical activity facilities outside of the normal school day. Information will be provided to families to help them incorporate physical activity into their students' lives. Schools encourage families and community members to institute programs that support physical activity, such as a walk-to-school program.

(c) Physical activity will be integrated across curricula and throughout the school day. Movement can be made a part of science, math, social studies, and language arts.

(d) Schools should provide a daily recess period, which is not to be used as a punishment or a reward. Consider planning recess before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake and reduce food waste. Physical activity participation will take into consideration the "balancing equation" of food intake and physical activity. Physical activity can be offered during the school day through daily recess periods (i.e. low-organized games and walking clubs), elective physical education (PE) classes, and the integration of physical activity into the academic curriculum.

(e) Students should be given opportunities for physical activity through a range of after-school programs, including intramurals, interscholastic athletics, and physical activity clubs. After-school programs will encourage physical activity and the formation of healthy habits. Patterns of meaningful physical activity will connect to students' lives outside of physical education.

*(Remainder of current procedure remains unchanged)*

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Administrative Procedure 7.22:
School Fund-Raising Activities

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(2) FUNDRAISING GUIDELINES FOR SCHOOLS

(a) *GENERAL GUIDELINES*

1. Requests to initiate fundraising activities should be submitted to the principal on the Internal Fundraising Authorization Application Form #80082 for approval. The principal's decision must be based on the guidelines found in this section. The request must be filed in the school office before any fundraising activity is initiated and prior to making any commitment to vendors. Once approved, one (1) copy of the form should be maintained on file in the school office.

2. Each fundraising project is limited to a two (2) -week selling period or a specific time period approved on the Internal Fundraising Authorization Application Form #80082.

3. If approved by the principal, fundraising activities for voluntary school-related field trips may accrue either as individual or group credits. These credits can be used to pay direct field trip expenses, but may not be dispersed as cash to individual students. Any exception to the rule must have written approval from the Superintendent or his/her designee.

4. Whenever possible, fundraising activities should demonstrate the district's commitment to promoting healthful behaviors and improving personal wellness. Selling nutritious foods reinforces nutrition messages taught in classrooms and lunchrooms.

*(b) FUNDRAISING PROJECTS*

Past experience has shown that certain fundraising activities have been successful in raising funds. These include the following examples:

(a) product sales (popcorn, ~~pizza, candy~~, fruit, cookbooks, clothing, cards, etc.)

(b) bazaar, carnival (no rides), or fair

(c) craft, art, hobby, science fair

(d) dance

(e) supper, luncheon, or dinner

(f) ice cream social

(g) athletic competition between students and faculty

(h) concert, play, stage production

(i) bake sale or food sales

(j) sponsored movie night at a theater or at the school

(k) donations

(l) school pictures

~~(m) similar activities~~

(m) bike-/bowl-/jump-/read-/skate-/walk-a thons

(n) gift wrapping

(o) fun runs

(p) rent-a-helper

(q) car wash

(r) recycling

(s) auctions

*(Remainder of current procedure remains unchanged)*

Administrative Policy 9.08:
Advertising in the Schools

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(7) Advertising messages are consistent with and reinforce the objectives of the district's student nutrition and wellness policy.

(8) Advertising of foods or beverages in the areas accessible to students during meal times must be consistent with district nutrition guidelines.

(9) Vending machines must be updated to comply with this policy.

*(Remainder of current policy remains unchanged)*

Administrative Policy 9.11:
School Governance Councils

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(6) AUTHORITY AND RESPONSIBILITIES OF SCHOOL GOVERNANCE COUNCILS

(a) School governance councils are empowered and limited in function by policies and procedures adopted by the Milwaukee Board of School Directors. If current policies and procedures, contracts, laws and regulations, or district agreements impede a school's restructuring process or strategic planning, the principal will obtain the support of the appropriate Central Services personnel to assist the school governance council with requests for adjustments, waivers, or memoranda of understanding from the appropriate body. School governance councils shall not discuss wages, hours, or working conditions unless a bargaining unit waiver has been secured. The Division of Labor Relations will assist schools in securing requested waivers.

(b) The role of the principal in terms of authority and responsibility for school management is not changed by this policy. Ultimately the principal is responsible and accountable to the superintendent.

(c) The Milwaukee Public Schools' Code of Ethics applies to all employees. Non-employees will be required to sign a statement that they will not participate in advisement which represents a conflict of interest. School governance councils shall establish procedures to be followed by members to ensure that conflicts of interest are prevented.

(d) All newly elected council members will participate in inservice/training sessions. Related costs for these sessions shall be funded by local school funds. Inservice/training sessions will focus on the development of quality educational programs and high standards with respect to team building, school policies and procedures, increasing parental involvement, consensus building, leadership skills, financial procedures (audits, budgets), committee work, and other issues that affect student achievement. Common documents (cover letters for the schools' annual educational plans and annual budgets, formats for agendas and written records of council meetings, etc.) will be developed by the Office of the Deputy superintendent — Operational Leadership.

(e) School governance councils shall develop and publish their own bylaws. Bylaws shall be guided by the principles of the Open Meetings Law, and all meetings shall be open to the public unless

permitted to be closed under the law. The Department of Human Resources, in consultation with the Office of the City of Attorney, shall provide assistance in this regard. The definition of a meeting shall be included in each school's bylaws and shall be consistent with the Open Meetings Law definition. Written records for all school governance council meetings shall be taken at each council meeting and maintained in one binder. Minutes shall be on file and available for review at each school.

(f) Council authority and responsibilities will be advisory as referenced below:

1. The council shall participate in the selection and evaluation of school staff in a manner consistent with federal and state statutes, Board policy, and collective-bargaining agreements. Members of school governance councils shall interview and recommend principal appointments to the superintendent in a manner consistent with Administrative Policy 6.23: "The superintendent shall have the sole right of nomination for employment and promotion of certificated personnel, and the appointment of any nominated candidates shall be effected only with the approval of the Board. In the case of rejection, the Board may request another nomination."

2. The council shall participate in the development of the annual school educational plan and the annual school budget.

3. The council shall regularly review and assess the annual school educational plan and the annual school budget. The council shall have the authority and responsibility to submit an accompanying cover letter when its school submits its annual educational plan and annual school budget to the superintendent. The cover letter will bear the signatures of each council member, thereby indicating the council's participation in the development of both documents.

4. The council will regularly review and assess school performance with respect to:

   a. student achievement;

   b. parental involvement;

   c. dress-code expectations;

   d. character and value building;

   e. behavioral concerns;

   f. scheduling procedures;

   g. building maintenance;

   h. suspension/disciplinary procedures.

5. The council, in cases in which the principal of the school has volunteered in writing to have the council's evaluation included in his or her professional evaluation, shall conduct such an evaluation of the principal's performance.

6. In the absence of a coordinated health team, the School Governance Council will function in that capacity.

*(Remainder of current policy remains unchanged)*

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

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(Item 2) Action on a Request for Endorsement of the State of Wisconsin's Participation in the U.S. Department of Agriculture's "At-Risk Afterschool Suppers" Program

Background

1. The William F. Goodling Child Nutrition Reauthorization Act of 1998 (Public Law 105-336) established new food service components for both the National School Lunch Program (NSLP) and the Child and Adult Care Food Program (CACFP). This Act provided reimbursement for snacks served to children, 18 years of age and younger, in certain community-based at-risk after-school care centers under CACFP and school-based after-school care programs under the NSLP. These new components are intended to provide nutrition assistance to after-school care programs that offer the types of activities known to help reduce or prevent involvement in juvenile crime. (USDA Food and Nutrition Service)

2. The Agricultural Risk Protection Act of 2000 (Public Law 106-224) amended section 17(r) of the Richard B. Russell National School Lunch Act (NSLA) [42 U.S.C. 1766(r)] to expand the at-risk after-school snack benefit in the Child and Adult Care Food Program (CACFP) to include the reimbursement of suppers in at-risk after-school care programs. (USDA Food and Nutrition Service)

3. There are currently seven states, Delaware, Illinois, Michigan, Missouri, New York, Oregon and Pennsylvania, that are authorized by the USDA to participate in the At-Risk After-school Suppers program. Programs can be implemented in areas where 50% or more of children qualify for free or reduced price lunches.

4. Currently, agencies, churches and schools in Wisconsin only receive reimbursement for snacks in their eligible after-school programs.

Administration's Analysis

5. The State of Wisconsin first applied to be selected for participation in USDA "After-school Suppers" program in 2000. Since that time seven states have been made eligible for the program.

6. The foundation of the program, providing Milwaukee children with greater access to high-quality meals, is in keeping with other efforts being made by MPS and its partners.

7. MPS does not currently provide suppers in its after-school programs.

Strategic Plan Compatibility Statement

8. 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.

Statute, Administrative Policy, or Board Rules Statement

9. This item is consistent with Administrative Policy and Procedure 4.05: School Nutrition Management.

Fiscal Impact Statement

10. This item does not authorize any expenditure.

Implementation and Assessment Plan

11. Program implementation is not a requirement if the Wisconsin application for the After-School supper program is approved.

Committee's Recommendation

Your Committee recommends that the Board endorse the application to the U.S. Department of Agriculture to allow Wisconsin to participate in the "At Risk After-school Suppers" program.

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

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(Item 3) Action on Request to Amend Administrative Procedure 6.27, Time Schedules and Workload: Certificated Staff

Background

1. Administrative Procedure 6.27 was last updated in February 1995. Since that update, the schools and the Administration have used negotiated contracts to implement changes in time schedules and workload with certified staff.

2. Due to the established procedure and the value of learning teams, school governance councils, business partners, parent/teacher organizations, and development of the education plan, it has become apparent that a new paradigm is needed to change the authority to make select school changes at the school level with appropriate approval by the Superintendent or the Superintendent's designee.

3. Block scheduling is a restructuring of the school day into classes much longer than the traditional 50-minute period. In one common form, students have four long class periods per day instead of seven or eight. A course that normally covered the entire school year could then be compressed into an intense half-year course. Fewer, longer classes allow new and innovative styles of teaching than does traditional instruction. Schools using this model have found that education becomes less stressful, more relaxed, and more enjoyable, resulting in many educational advantages.

4. In order to promote student achievement, there is a need for the Administration to have increased authority to require specific strategies. To achieve this, amending Administrative Procedure 6.27 to adjust block scheduling is necessary at this time; therefore, the Administration is recommending that block scheduling be added to Administrative Procedure 6.27 as an option relative to class scheduling.

Administration's Analysis

5. Currently, ten (10) high schools and four (4) middle schools have established Memoranda of Understanding (MOUs) with the Milwaukee Teachers Education Association (MTEA) to implement block scheduling. The MOU development is dependent upon a majority vote by the teaching staff.

6. The Administration is recommending that Administrative Procedure 6.27 include block scheduling. The proposed language for sections 2(a), Teaching Day: High Schools, states that classroom teachers in high schools that operate on a block schedule system shall be assigned no more than three teaching periods and one preparation period.

7. The City Attorney's Office has reviewed the recommended changes to Administrative Procedure 6.27 and has found no exception that needs to be addressed.

Strategic Plan Compatibility Statement

8. 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

9. An adjustment to Administrative Procedure 6.27 is necessary. This item is consistent with administrative policies and procedures and Part IV of the MTEA contract.

Fiscal Impact Statement

10. This item does not authorize expenditures. There is no impact on school or district budgets as a result of revising this procedure.

Implementation and Assessment Plan

11. Upon approval by the Board, the proposed changes will be made to Administrative Procedure 6.27(2)(a).

12. Upon request, and where appropriate, the Administration will bargain the impact, if any, of the policy change.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Procedure 6.27, Time Schedules and Workload: Certificated Staff:

Administrative Procedure 6.27:
Time Schedules and Workload: Certificated Staff

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(2) TEACHING DAY

*(a) HIGH SCHOOLS*

(1) Classroom teachers in the high schools operating on the seven-period day shall be assigned not more than 25 teaching periods, five homeroom periods, and five preparation periods per week. Classroom teachers in the high schools operating on the eight-period day shall be assigned to not more than 25 teaching periods, five homeroom periods, and not less than five preparation periods per week, except in trade and technology education. Such ~~All~~ high schools will operate under the guidelines for schools operating on an eight-period day, as set forth below:

1. Periods released for special assignment duties shall be subtracted from the normal load of five classes.

2. The teacher "in charge" and any additional teachers assigned lunchroom duties each lunch period shall have such duty in lieu of a class.

3. Teachers, beyond those needed for study hall supervision, attendance counseling and hall supervision, and projects dealing with curriculum development within their areas of teaching, shall be assigned to other duties as prescribed by the principal.

   a. Normally, one teacher and such educational assistants as are necessary may be assigned to hall supervision. Additional teachers may be assigned where essential due to the structure of the building and special problems.

   b. Volunteers shall first be assigned, and where there are insufficient volunteers, assignments shall be made with available teachers on a rotating basis by semesters.

4. Study halls, lunchroom duty, and attendance counseling shall be assigned so that individual teachers do not have to perform these duties year after year without being relieved when they specifically request it.

5. To the extent possible, a first-semester teacher will not be assigned to study hall, lunchroom duty, hall supervision, or attendance counseling, but will be involved in inservice activities, such as long-range planning for his/her specific classes, work on curriculum in his/her area, or observing classes of experienced teachers.

(2) Classroom teachers in high schools operating on block schedules shall be assigned no more than three teaching periods and one preparation period, subject to any impact bargaining.

*(Remainder of Procedure is unchanged)*

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

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## COMMITTEE ON FINANCE/PERSONNEL

Director Horton 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 contract award recommendations for the June 2006. Adequate funding is available in the accounts as noted below.

ATHLETIC TRACK RECONSTRUCTION

*South Division High School*

Prime Contractor
Black Diamond Group, Inc.
124 E. Rawson Avenue
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$308,200.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10% W/DBE | 68 | 11 | 4 | Corporation | 7 |

Funds are budgeted for South Division High School's athletic track reconstruction project from FY07 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2SD ECNCGND7, (W.O. #2-715490). *Project was originally funded in FY06; however, additional funding was budgeted in FY07*. The project, which is to begin on July 3, 2006, is scheduled for completion on September 12, 2006.

NEW TOT LOT

*Congress School*

Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 W. Loomis Road
Greenfield, WI 53220

Low Bidder, Base Bid of.....$60,950.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10.2% MBE | 25 | 9 | 2 | Corporation | 0 |

Funds are budgeted for the Congress School tot lot project from School Funded Minor Building Modifications, account code MBM00BDKCO EMMB. (W. O. #2-719811). The project, which is to begin on July 3, 2006, is scheduled for completion on October 13, 2006.

ROOF REPLACEMENT

*Rufus King High School*

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

Low Bidder, Base Bid of.....$1,545,626.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 25% HUB | 25% MBE | 142 | 44 | 6 | Corporation | 2 |

Funds are budgeted for the Rufus King High School roof replacement project from FY07 Deferred Maintenance Construction Fund, contracted services for roofing, account code FAR00980RK ECNCROF7 (W.O. #2-706134). The project, which is to begin on July 3, 2006, is scheduled for completion on October 27, 2006.

*Milwaukee School of Languages*

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$1,049,000.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| Yes | 25% HUB | 100% D/EBE | 45 | 15 | 5 | Corporation | 0 |

Funds are budgeted for the Milwaukee School of Languages roof replacement project from FY07 Deferred Maintenance Construction Fund, contracted services for roofing, account code FAR00980ML ECNCROF7 (W.O. #2-702800). The project, which is to begin on July 3, 2006, is scheduled for completion on October 27, 2006.

NEW PARKING LOT

*Westside Academy II*

Prime Contractor
Payne & Dolan, Inc.
P. O. Box 781
Waukesha, WI 53187

Low Bidder, Base Bid of.....$149,255.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 15% HUB | 18% D/WBE | 631 | 102 | 51 | Corporation | 7 |

Funds are budgeted for the Westside Academy II parking lot project from Neighborhood Schools Initiative Operations Fund, contracted services, account code FAR00NSSWE EOTH (W.O. #2-531545). The project, which is to begin on July 3, 2006, is scheduled for completion on September 1, 2006.

Construction Contracts

Total construction contract dollars awarded.....$3,113,031.00
Total dollars HUB participation .....$1,499,397.00
% of HUB participation.....48.17
% Minority employees within company.....29.70
% Women employees within company .....6.95

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 a Contract to Provide Support Services for the Mathematics and Science Partnership Program

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*** (Content, Leadership and Assessment to Support the Sciences). *Project CLASS II* was developed to continue and expand the success of *Project CLASS I* (pilot program) by offering this effective professional development to a second cohort of middle-grades (5-8) teachers and a first cohort of high-school teachers (9-12).

MPS and Alverno College collaborated to offer this 3-year professional development opportunity to MPS teachers to:

- Improve student learning and achievement in science
- Increase the number of highly qualified science teachers
- Receive resources in science to support teaching and learning.

The District has a contract currently with Alverno College to support the pilot phase, *Project CLASS I. Project CLASS I* and *II* are funded through the Wisconsin ESEA Improving Teacher Quality Higher Education Program. Alverno College has received two separate awards for each phase of this professional development program. Alverno College serves as the fiscal agent for *Project CLASS I* and *II* for the ESEA awards. Due to the magnitude and costs expended to provide *Project Class II*, the District sought additional funding resources to support the project.

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. Additionally, Alverno College is internationally renowned 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* build upon a central MPA goal to increase student achievement through improved teaching and learning across educational institutions, Alverno College being one of them.

The amount of the contract will not exceed $218,735 through the period ending August 31, 2007. Funding for 2008 has not yet been confirmed. The budget code to be charged is: SD10SMT6CI-ECNS (Title IIB — Contracted Services).

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | $218,735 | 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 FY07. MPS annually enters into a contract with CESA #1 to provide or procure a variety of consulting services.

The FY07 contract includes cost estimates totaling $157,911. This amount includes $13,400 in basic membership fees, $5,000 for membership in the Southeastern Wisconsin In-School Telecommunications (SEWIST) organization, $130,387 for a Health Services Coordinator, and $9,124 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)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | $157,911 | NA | NA | NA | NA | NA | NA | NA | NA |

Implementation of the Families and Schools Together (FAST) Program and the Family Leadership Academy (FLA)

The Administration is requesting authorization to enter into a two-year contract with Family Bridges Inc. to provide services to schools through the Families and Schools Together (FAST) Program and the Family Leadership Academy (FLA).

A request for proposal (RFP) was issued in 2005 for these services. Family Bridges was the only respondent and was awarded a one-year contract. The Administration now is requesting authorization to enter into an additional two-year contract with Family Bridges, based once again on the result of the RFP.

FAST is designed to assist in building healthy relationships among families, schools, and the community. The mission of FLA is to create an environment in which family leaders may demonstrate confidence, competence, and caring in support of student success in the school and community. The FLA has been sponsoring successful workshops for parent teams since 2003.

The two-year contract with Family Bridges will not exceed $170,000. The budget code to be charged is: SDV00ZK6CI — ECTS (Staff Development — Curriculum & Instruction)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| YES | $170,000 | NA | NA | NA | 20% RFP 520 | 100% | $170,000 | FAST | FAST |

Authorization to Enter into Contracts for Teacher And Principal Interview Services

The Administration requests authorization to enter into sole-source contracts with the Gallup Organization to receive access to its *TeacherInsight* and *PrincipalInsight* interview screeners.

The *TeacherInsight* System uses the Web to provide fast, efficient, and effective screening of teacher applicants with a research-based interview and provides feedback about their individual strengths. The *TeacherInsight* is administered to all teacher, social worke, psychologist, and intern applicants. Applicants must complete the *TeacherInsight* before they can be considered for hire. The *TeacherInsight* interview enables MPS to set the criteria for the candidate pool, ensuring that applicants interviewed by principals across the District possess talents like the best teachers, while allowing site-based decision making in the school-based interview process.

The *PrincipalInsight* is an automated interview system that measures the applicant's strengths and weaknesses and assesses the individual's ability to provide strong leadership skills in a large urban school district. All assistant principal and principal applicants are administered the *PrincipalInsight* before they are considered for promotion.

The Gallup Organization stands by its products. If the District is legally challenged in its use of the *TeacherInsight* or *PrincipalInsight* in the initial screening process, Gallup will represent MPS in court. Both products have proven effective not only in the initial screening process, but in the areas of professional development and leadership development as well.

Contracts would be for one year, with the option to extend for two additional one-year periods. The amounts of the *TeacherInsight* and *PrincipalInsight* contracts would be as follows:

| | FY07 | FY08 | FY09 | 3-Year Total | Grand Total |
|---|---|---|---|---|---|
| TeacherInsight | $21,000 | $21,000 | $21,000 | $63,000 | $93,000 |
| PrincipalInsight | $10,000 | $10,000 | $10,000 | $30,000 | |

The budget codes to be charged are:

*TeacherInsight* ..... RCR00STFHR-ECTS (Staffing — Contracted Services)

*PrincipalInsight* ..... OGA00ADSLS-ECTS (Administrative Accountability — Contracted Services)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | $93,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Enter into a Contract for Teacher Intern Training

The Administration requests authorization to enter into a sole-source contract with the University of Wisconsin-Milwaukee (UWM) for the purpose of preparing teacher interns to take the Praxis tests. MPS relies heavily on its alternative certification programs to fill teacher vacancies in shortage areas like special education. The Praxis tests are extremely important because alternative certification programs require that applicants complete the Praxis test before they can enroll, and the State requires successful completion of a Praxis test before individuals can be licensed to teach. Failure to successfully pass these tests is affecting the District's applicant pool for the alternative certification programs as well as potential graduates of those programs.

UWM has designed a Praxis tutorial model which consists of fifteen 3-hour one-on-one customized Saturday workshops. This tutorial provides comprehensive Praxis support to interns, permit teachers, and other MPS staff members.

Praxis applicants receive individualized learning plans; customized Praxis content-area goals, timelines and objectives; ongoing interactive tutoring; and group workshops, all designed to help individuals successfully pass the state-required Praxis test.

An additional component of the UWM tutorial program is a partnership with Milwaukee Area Technical College (MATC). If after an assessment of each candidate's individualized plan, it is determined that intensive curriculum content-area support is required, students are referred to MATC. MATC has developed four college-level courses to meet those needs: Intensive English for PPST Success, Preparing for the PPST Math Test, Preparing for Praxis I and II, and Critical Reading for Success and Preparing for the PPST Writing Test-Short Answer and Essay.

The contract with UWM will not exceed $125,000. The budget code to be charged is SD100DP6HR-ECNS (Transition to Teaching — Consulting Services)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | $125,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Increase the Amounts of Contracts for Special Education Speech and Language Services

The Administration is requesting authorization to increase the amounts of the contracts with MJ Care and Team Rehab for the provision of special education speech and language services through FY08. MJ Care and Team Rehab provide these services to MPS students when school-based speech and language pathologists are on a long-term absence.

In July 2005, a request for proposal (RFP) was issued soliciting vendors qualified to provide special education speech and language services. Based on the RFP responses, the evaluation team recommended that MJ Care and Team Rehab both be awarded contracts to ensure there would always be someone available to fill a long-term absence.

In August 2005, MPS entered into three-year contracts with MJ Care and Team Rehab. The amount of each contract was $24,999 for FY06. In January 2006, the Board increased the amount of each contract to $69,999.

MJ Care and Team Rehab personnel are used only when a school requests their services as the result of a long-term absence. The reason the contracts must be increased is schools have had a greater number of long-term absences than originally projected.

It is now estimated an increase of $60,000 will be required for MJ Care for the remainder of FY06. It is also estimated that increases will be needed for the second and third years of the contracts, FY07 and FY08. Contracts for MJ Care and Team Rehab will require increases to $150,000 each for FY07, and to the same amount for FY08.

In summary, the Administration is requesting authorization to increase the contracts for MJ Care and Team Rehab as follows:

| | FY06 | FY07 | FY08 |
|---|---|---|---|
| MJ Care | $60,000 | $80,001 | $80,001 |
| Team Rehab | 0 | $80,001 | $80,001 |
| Total Increases | $60,000 | $160,002 | $160,002 |

Actual costs will depend on the amount of services requested by schools. The budget code to be charged is SDV00IF6DW-ECTS (Title I — Contract Services). This is a clearing account from which individual schools are charged, based on the amount of services requested.

MJ CARE

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| YES M/WBE | $220,002 | NA | NA | NA | 0 | 100% | $220,002 | Special Ed Services | Special Ed Services |

TEAM REHAB

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | $160,002 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Increase the Amount of a Contract for Nursing Services

The Administration requests authorization to increase the amount of a contract with the Visiting Nurses Association (VNA) to provide nursing services to MPS schools. The VNA was selected through a competitive request for proposal (RFP) process soliciting nursing services for diabetic students. The RFP focused on the provision of mid-day injections and on training students to be self-sufficient when possible.

These services are contracted out because the MPS nursing staff is unable to fully provide these services, as they are required over a relatively short time-period (student lunch) and because MPS nurses would not be available to other students if they accompanied students on fieldtrips. The Administration has concluded it would not be economically feasible to hire additional MPS nurses for these services because of the high volume of services required over a short time-period.

In October 2005, the Board approved a contract with the VNA for one year, with the option to extend for two additional one-year periods. The cost had been estimated not to exceed $150,000 for each year of the contract, with the total cost of the contract not to exceed $450,000. Due to an increased demand for these services, however, it is now estimated the contract cost must be increased by $75,000 in each year, with a total three-year cost of $675,000. The budget code to be charged is SSU00IF6DW-ECTS (Special Services — Contracted Services).

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| $225,000/ *NTE $675,000 | No | 936 | 87 | 794 | 10 | NA** | NA** | Various | Professional Service |

**Vendor has used HUBs in the past; however, there is no commitment for this contract.

Authorization to Enter into a Contract for an Online Subscription Program

The Administration is requesting authorization to enter into a sole-source contract with ProQuest Learning Page to subscribe to an online program entitled Vocabulary A-Z. This program is used to create vocabulary lessons based on assignments and reading levels. It works in conjunction with two other software titles for which MPS currently has District licenses. All MPS teachers would have access to the Vocabulary A-Z.

The contract is for the period September 2006 through December 2007 and would not exceed $72,314. The budget code to be charged is SSU00IF6DW-ESUP (IDEA — Supplies)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | $72,313.76 | NA | NA | NA | NA | NA | NA | NA | NA |

Purchasing Request Summary — June 2006

| | |
|---|---|
| Total contract dollars to be awarded | $1,891,964 |
| Total dollars eligible for HUB participation | $ 170,000 |
| Total HUB dollars | $ 170,000 |
| % of MBE participation | 100 |
| % of WBE participation | 100 |
| Total HUB Participation | 100% |

Report of Revenues and Expenses and the Monthly Expenditure Control Report

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of April 30, 2006, 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 | $ 890,122,170 | $ 47,061,680 | $ 937,183,850 | $ 5,021,113 | 612,252,257 | $ 324,931,593 | 65% |
| Categorically Aided | 178,897,030 | 34,449,933 | 213,346,963 | 18,252,253 | 114,569,798 | 98,777,165 | 54% |
| School Nutrition | 29,742,979 | 954,734 | 30,697,713 | 389,096 | 18,446,884 | 12,250,829 | 60% |
| Construction | 24,347,033 | 48,849,051 | 73,196,084 | 9,259,948 | 36,990,408 | 36,205,676 | 51% |
| Extension | 11,366,461 | 658,306 | 12,024,767 | 48,555 | 9,379,198 | 2,645,569 | 78% |
| Total All Funds | $ 1,134,475,673 | $ 131,973,704 | $ 1,266,449,377 | $ 32,970,965 | $ 791,638,545 | $ 474,810,832 | 63% |

Below is a summary of expenditures as of April 30, 2006, 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 | $ 890,122,170 | $ 47,061,680 | $ 937,183,850 | 67,836,319 | 712,001,099 | $ 225,182,751 | 76% |
| Categorically Aided | 178,897,030 | 34,449,933 | 213,346,963 | 16,435,519 | 146,681,751 | 66,665,212 | 69% |
| School Nutrition | 29,742,979 | 954,734 | 30,697,713 | 3,102,406 | 25,708,848 | 4,988,865 | 84% |
| Construction | 24,347,033 | 48,849,051 | 73,196,084 | 1,221,663 | 72,320,056 | 876,028 | 99% |
| Extension | 11,366,461 | 658,306 | 12,024,767 | 535,124 | 9,827,161 | 2,197,606 | 82% |
| Total All Funds | $ 1,134,475,673 | $ 131,973,704 | $ 1,266,449,377 | $ 89,131,031 | $ 966,538,915 | $ 299,910,462 | 76% |

[1]Represents Board approved transfers during fiscal year 2006 and appropriations for purchases encumbered in fiscal year 2005.

Monthly Expenditure Control Report

The following report is submitted for the Board's information pursuant to the Milwaukee Board of School Director's action of November 8, 1978. This report, which is presented on a budgetary basis of accounting, reflects revenues and expenditures for the period July 1, 2005, through April 30, 2006.

SCHOOL OPERATIONS FUND

Expenditures and encumbrances through April totaled $712,001,099, or 76% of the revised budget.

**District Contingent Fund** — The balance at April 30, 2006, was $978,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2005 ..... $ 1,000,000

Approved Transfers:

Police Department Overtime (Nov.) ..... - 22,000

Balance — April 30, 2006..... $ 978,000

CONSTRUCTION FUND

Expenditures and encumbrances through April totaled $72,320,056, or 99% of the revised budget.

EXTENSION FUND

Expenditures and encumbrances through April totaled $9,827,161, or 82% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of April 30, 2006

| | Revenues | | Expenditures | |
|---|---|---|---|---|
| | Percent Realized | | Percent Expended | |
| Fund | Current Year | 3-Yr Avg | Current Year | 3-Yr Avg |
| School Operations | 65% | 64% | 76% | 77% |
| Categorically Aided | 54% | 59% | 69% | 74% |
| School Nutrition | 60% | 63% | 84% | 86% |
| Construction | 51% | 22% | 99% | 92% |
| Extension | 78% | 82% | 82% | 74% |

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 School Bus Accidents

Below is a report on school bus accidents for the month of May 2006. This is an informational report, and no action is required.

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 5/1/06 | 659 | 81st St | No | No | Lakeside |
| 5/2/06 | 7:50 | Bay View H.S. | No | No | Johnson |
| 5/2/06 | 8:45 | Milw French | No | Yes | Joy Farm |
| 5/3/06 | 6:50 | Atwater/Lake Bluff | No | No | Dairyland |
| 5/3/06 | 8:10 | Muir M.S. | No | No | Lamers |
| 5/5/06 | 6:53 | Emerson | No | No | Lakeside |
| 5/5/06 | 8:00 | Shorewood Int | No | No | Laidlaw |
| 5/5/06 | 9:45 | Atwater/Lake Bluff | Yes | Yes | Lakeside |
| 5/8/06 | 3:10 | Trowbridge | No | No | Lakeside |
| 5/10/06 | 7:08 | Bryant | No | No | Lakeside |

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 5/12/06 | 3:05 | Milw Sign Lang | No | No | Dairyland |
| 5/15/06 | 8:10 | M.E.C. | No | No | Lamers |
| 5/19/06 | 8:01 | Hamilton H.S. | No | Yes | Laidlaw |
| 5/22/06 | 3:35 | Audubon M.S. | No | Yes | Lamers |
| 5/22/06 | 3:35 | Audubon M.S. | No | Yes | Lamers |
| 5/22/06 | 3:42 | Scott M.S. | No | No | Lakeside |
| 5/22/06 | 3:42 | Scott M.S. | No | No | Lakeside |
| 5/22/06 | 4:04 | Morse M.S. | No | No | Lakeside |
| 5/22/06 | 4:18 | 68th Street | No | No | Laidlaw |
| 5/23/06 | 2:49 | Holmes | No | No | Lakeside |
| 5/23/06 | 3:55 | Audubon M.S. | No | No | Lamers-S |
| 5/24/06 | 3:00 | Hopkins/Wheatley | No | No | Laidlaw |
| 5/25/06 | 7:19 | Underwood/Eisenhower | No | No | Lakeside |
| 5/26/06 | 3:52 | Pulaski H.S. | No | No | Lakeside |
| 5/30/06 | 2:53 | Milw Spanish | No | No | Lamers |
| 5/31/06 | 2:25 | Hawley/Burbank | No | No | Dairyland |
| 5/31/06 | 2:30 | Keefe Ave. | No | No | Dairyland |

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Audubon | Boxtops for Education — General Mills | $264.67 | Special Education Special Olympic Activities |
| Audubon | National Youth Tobacco | $1,000 | National Youth Tobacco Survey Student Incentives |
| Bruce | UW Oshkosh Students | $210 | Art supplies to be used in the classrooms |
| Fernwood | National Ace Hardware | $75 | Student Gardening Projects |
| Fernwood | Access Computer Products | $102.80 | Donation to School |
| Fernwood | Roundy's | $139.66 | Donation to School |
| Garland | 1st Credit Union | $50 | Spring Fling Family Carnival Prizes |
| Garland | Advance Landscape | $25 | Spring Fling Family Carnival Prizes |
| Garland | Amelias | $50 | Spring Fling Family Carnival Prizes |
| Garland | American Credit Union | $50 | Spring Fling Family Carnival Prizes |
| Garland | AmeriSuites | $100 | Spring Fling Family Carnival Prizes |
| Garland | Arby's | $100 | Spring Fling Family Carnival Prizes |
| Garland | AutoSpa | $150 | Spring Fling Family Carnival Prizes |
| Garland | Baloonee Toonz | $25 | Spring Fling Family Carnival Prizes |
| Garland | Betty Brin Museum | $20 | Spring Fling Family Carnival Prizes |
| Garland | Blue Harbor | $180 | Spring Fling Family Carnival Prizes |
| Garland | Branded Steer | $30 | Spring Fling Family Carnival Prizes |
| Garland | Champps | $20 | Spring Fling Family Carnival Prizes |
| Garland | CHEC | $250 | Spring Fling Family Carnival Prizes |
| Garland | Circuit City | $100 | Spring Fling Family Carnival Prizes |
| Garland | Clarion Hotel | $179 | Spring Fling Family Carnival Prizes |
| Garland | Classic Lanes | $250 | Spring Fling Family Carnival Prizes |
| Garland | Comedy Sportz | $24 | Spring Fling Family Carnival Prizes |
| Garland | Cousins | $25 | Spring Fling Family Carnival Prizes |
| Garland | Crystal Limousine & Coach, Inc. | $175 | Spring Fling Family Carnival Prizes |
| Garland | Culver's Restaurant | $50 | Spring Fling Family Carnival Prizes |

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Garland | DeMarinis | $100 | Spring Fling Family Carnival Prizes |
| Garland | Dolores Marki | $50 | Spring Fling Family Carnival Prizes |
| Garland | Dr. Redlin | $50 | Spring Fling Family Carnival Prizes |
| Garland | Dunkin Donuts | $50 | Spring Fling Family Carnival Prizes |
| Garland | Famous Dave's | $73 | Spring Fling Family Carnival Prizes |
| Garland | Fantastic Sam's | $55 | Spring Fling Family Carnival Prizes |
| Garland | Farm & Fleet | $75 | Spring Fling Family Carnival Prizes |
| Garland | The Fox Hills Resort | $80 | Spring Fling Family Carnival Prizes |
| Garland | Fun Services | $50 | Spring Fling Family Carnival Prizes |
| Garland | Great Clips | $36 | Spring Fling Family Carnival Prizes |
| Garland | Green Bay Packers | $100 | Spring Fling Family Carnival Prizes |
| Garland | The Hanger | $25 | Spring Fling Family Carnival Prizes |
| Garland | Half Priced Books | $30 | Spring Fling Family Carnival Prizes |
| Garland | Holiday Inn | $100 | Spring Fling Family Carnival Prizes |
| Garland | Hospitality Inn | $100 | Spring Fling Family Carnival Prizes |
| Garland | Inflatable Rentals | $130 | Spring Fling Family Carnival Prizes |
| Garland | Jewel Foods | $20 | Spring Fling Family Carnival Prizes |
| Garland | KARL's | $39 | Spring Fling Family Carnival Prizes |
| Garland | K-Mart | $50 | Spring Fling Family Carnival Prizes |
| Garland | Mrs. Litza | $75 | Spring Fling Family Carnival Prizes |
| Garland | Mama DeMarini's | $100 | Spring Fling Family Carnival Prizes |
| Garland | McDonald's (Steren Management) | $30 | Spring Fling Family Carnival Prizes |
| Garland | Menards | $19 | Spring Fling Family Carnival Prizes |
| Garland | Michaels Family Restaurant | $30 | Spring Fling Family Carnival Prizes |
| Garland | Midwest Twisters Gymnastics | $115 | Spring Fling Family Carnival Prizes |
| Garland | Milwaukee Admirals | $60 | Spring Fling Family Carnival Prizes |
| Garland | Milwaukee Art Museum | $70 | Spring Fling Family Carnival Prizes |
| Garland | Milwaukee Brewers Baseball Club | $50 | Spring Fling Family Carnival Prizes |
| Garland | Milwaukee Bucks | $92 | Spring Fling Family Carnival Prizes |
| Garland | Milwaukee County Zoo | $20 | Spring Fling Family Carnival Prizes |
| Garland | Milwaukee Public Museum | $73.50 | Spring Fling Family Carnival Prizes |
| Garland | Milw. World Festival, Inc. | $30 | Spring Fling Family Carnival Prizes |
| Garland | Mr. Z's | $90 | Spring Fling Family Carnival Prizes |
| Garland | Old Country Buffet | $140 | Spring Fling Family Carnival Prizes |
| Garland | Panera Bread Company | $20 | Spring Fling Family Carnival Prizes |
| Garland | Paul's Omega Restaurant | $15 | Spring Fling Family Carnival Prizes |
| Garland | Pettit Ice Center | $50 | Spring Fling Family Carnival Prizes |
| Garland | Pick n' Save | $10 | Spring Fling Family Carnival Prizes |
| Garland | Pick n' Save | $25 | Spring Fling Family Carnival Prizes |
| Garland | Ponderosa | $100 | Spring Fling Family Carnival Prizes |
| Garland | Potter's Piggly Wiggly | $10 | Spring Fling Family Carnival Prizes |
| Garland | Prime Quarter | $18 | Spring Fling Family Carnival Prizes |
| Garland | Ramada Inn | $100 | Spring Fling Family Carnival Prizes |
| Garland | Dr. Redlin | $50 | Spring Fling Family Carnival Prizes |
| Garland | SAM's Club | $25 | Spring Fling Family Carnival Prizes |
| Garland | Subway (twice) | $35 | Spring Fling Family Carnival Prizes |

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Garland | Target | $30 | Spring Fling Family Carnival Prizes |
| Garland | Tumbleweeds | $20 | Spring Fling Family Carnival Prizes |
| Garland | Ultimate Beach Suntanning | $20 | Spring Fling Family Carnival Prizes |
| Garland | Usingers | $10 | Spring Fling Family Carnival Prizes |
| Garland | Walgreens | $20 | Spring Fling Family Carnival Prizes |
| Garland | Wendy's | $10 | Spring Fling Family Carnival Prizes |
| Garland | Wisconsin Athletic Club | $315 | Spring Fling Family Carnival Prizes |
| Garland | YMCA - South Shore | $184 | Spring Fling Family Carnival Prizes |
| Lowell | Roundy's Supermarkets | $55.37 | "We Care" |
| MacDowell | PTA | $5,000 | Arts Support |
| MacDowell | Betty Brinn Foundation | $5,000 | Arts Programs |
| MEC | Women's Club of Wisconsin Foundation | $2,100 | Books for 8th-Grade Students |
| Meir | SBC and Suzanne Szydlowski | $120 | Principal's Discretion |
| Meir | Anonymous | $1,500 | Principal's Discretion |
| Meir | Anonymous | $500 | Emergency Lunch Fund |
| Milwaukee German Immersion | Suzanne Frost | $1,250 | Additional Funds to be Used for the Installation of a Climbing Wall |
| Mitchell | Chipotle | $500 | Staff Appreciation |
| New School | Ms. Connie Davey | $1,200 | Display School Trophies and Memorabilia |
| New School | Midwest Great Lakes Region | $150 | Donation to School |
| Riley | Roundy's Supermarkets | $51.10 | Items for Rooms and Field Trips |
| Trowbridge | Greater Milwaukee Committee | $500 | Incentive Program for Students With Improved Attendance and Academic |
| Vieau | Huff Elementary, Elgin, Il. | $100 | Not Designated |
| Washington Expeditionary Learning | JoEllen Rostad | $300 | Prom |
| Washington Information and Technology | WHS Scholarship Foundation | $800 | Special Olympics Camp |
| Washington — LEAPS | WHS Scholarship Foundation | $1,000 | Books |
| Webster | Wal-Mart Foundation | $1,000 | Teacher of the Year |

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 Teacher Appointments; Approval of Leaves of Absence; Report on Resignations; Approval of Prevailing Wage Rates; and Affirmative Action Report

Approval of Classified Personnel Transactions

| Name and Assignment | Position and Salary | Date |
|---|---|---|
| | APPOINTMENTS | |
| 2 Neesha Brown<br>School Nutrition | Food Service Manager Trainee<br>$16,349.60/yr. | 05-22-06 |
| | PROMOTIONS | |
| 2 Jeffrey Brown<br>Building Operations | School Engineer I<br>$38,697.10/yr. | 05-22-06 |
| 2 Ervin Coleman<br>Building Operations | School Engineer I<br>$40,313.52/yr. | 05-22-06 |
| | CHANGES IN STATUS | |
| Blanca Aviles+<br>Student Services | School Secretary I<br>$33,522.06/yr. | 06-26-06 |
| Barbara Ball#<br>Grantosa | Handicapped Children's Assistant<br>$15,352.46/yr. | 05-03-06 |
| Nancy Belle#<br>Doerfler | Handicapped Children's Assistant<br>$15,352.46/yr. | 05-22-06 |
| Cynthia Brooks#<br>Lowell | Handicapped Children's Assistant<br>$15,352.46/yr. | 05-15-06 |
| Mary Shine#<br>Lowell | Handicapped Children's Assistant<br>$15,352.46/yr. | 05-15-06 |
| Vivian Strapp+<br>Marshall Montessori IB | School Secretary I<br>$34,577.92/yr. | 07-03-06 |
| Ruthann Galarza<<br>Technology | School Secretary I<br>$33,522.06/yr. | 05-24-06 |

\+ From a 10-month to a 12-month position # From substitute to regular
< From School Secretary I Hourly 10-month

Approval of Certificated Appointments — Teachers

| Ethnic Code | Teachers | Division | Salary | Yr. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 2,r,a | Shamar L. Cotton<br>Instructional Technology | B | $32,439.00 | 1 | 5/22/2006 |
| 5,r,a | Tara L. Krebsbach<br>Kindergarten | B | $32,439.00 | 1 | 5/10/2006 |
| 5,r | Trisha Mueller<br>Cross-categorical | B | $32,439.00 | 1 | 5/15/2006 |
| 5,r | Daniel P. Scherbert<br>Grade 6 | B | $32,439.00 | 1 | 5/24/2006 |

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, 2006: | | |
| Annie Cross | Day-to-Day | June 1, 2006 |
| Scott Fields | Thoreau | February 28, 2006 |
| Nancy Kiefer | Manitoba | January 31, 2006 |
| Patricia Nielson | Mitchell | January 13, 2006 |
| Julie Rosploch | LaFollette | March 7, 2006 |
| Everett Rupert | Walker | February 2, 2006 |
| Maternity Leave, to June, 2006: | | |
| Jennifer Rank | Hi-Mount | May 25, 2006 |
| Maternity Leave, to June, 2007: | | |
| Cheryl Belott | Morse | September 25, 2006 |
| Susan Loewenstein | Hamilton | August, 2006 |
| Personal Leave, to June, 2007: | | |
| Teresa Carter | Starms Early Childhood Ctr | August, 2006 |
| Holly Crow | Academy of Acc. Learning | August, 2006 |
| Charissa Gilmore | Granville | August, 2006 |
| Lisa Nekich | Grantosa | August, 2006 |
| Tammy Ollinger | Kluge | August, 2006 |
| Sabbatical Leave, to June, 2007: | | |
| Cindy Williams | Keefe | August, 2006 |
| Extension of Illness Leave, to June, 2007: | | |
| John Bril | Leave | August, 2006 |
| Phyllis Wiggins | Leave | August, 2006 |
| Extension of Maternity Leave, to June, 2007: | | |
| Jacqueline Capstran | Leave | August, 2006 |
| Angela Daines | Leave | August, 2006 |
| Jessica Jaglowski | Leave | August, 2006 |
| Ann Mary Kabitzke | Leave | August, 2006 |
| Keri Kinney | Leave | August, 2006 |
| Amy Mudlaff | Leave | August, 2006 |
| Loreve Rucka | Leave | August, 2006 |
| Jennifer Tomkalski | Leave | August, 2006 |
| Extension of Personal Leave, to January, 2007: | | |
| William Crandall | Leave | August, 2006 |
| Melissa Halleen | Leave | August, 2006 |
| Extension of Study Leave, to June, 2007: | | |
| Tina Boyle | Leave | August, 2006 |

Report on Resignations

| Name | Position | Effective Date |
|---|---|---|
| Erica Agbaji | Teacher | 07/01/06 |
| Bernardino Alvarez | Teacher | 05/09/06 |
| Susan Apps | Director | 07/05/06 |
| Aaliyah Baker | Teacher | 06/30/06 |
| Jazmin Barreto Hamneby | Teacher | 06/30/06 |

| | | |
|---|---|---|
| Deborah Bent | Principal | 06/30/06 |
| Amber Bentilla | Psychologist | 06/21/06 |
| Jason Bowman | Teacher | 06/15/06 |
| Amy Brandau | Teacher | 06/18/06 |
| Julie Brigham | Teacher | 06/15/06 |
| Glen Burk | Principal | 07/01/06 |
| Michael Coffey | Teacher | 05/16/06 |
| Santa Consiglio | Principal | 07/14/06 |
| Leigh Destache | Teacher | 06/15/06 |
| Jeffrey Dolski | Teacher | 06/15/06 |
| Kim Duffek | Teacher | 06/15/06 |
| Tranace English | Teacher | 06/16/06 |
| Christie Gajewski | Teacher | 06/30/06 |
| Jodi Gillitzer | Teacher | 06/15/06 |
| James Gother | Coordinator | 07/11/06 |
| Holly Graves | Teacher | 06/15/06 |
| Timothy Gross | Teacher | 06/15/06 |
| Lori Hawkins | Teacher | 06/16/06 |
| Marilyn Hennen | Teacher | 06/15/06 |
| Nicole Jakubiak | Teacher | 06/14/06 |
| Aruna Jha | Teacher | 06/21/06 |
| Linda Karpinski | Teacher | 06/15/06 |
| Julia Kirzhner | Teacher | 06/15/06 |
| Sara Kolo | Teacher | 08/15/06 |
| Jessica Kroening | Teacher | 06/15/06 |
| Elisabeth Lien | Teacher | 06/16/06 |
| Andrea Marx | Teacher | 06/25/06 |
| Hammadi Masrour | Assist Princ | 07/01/06 |
| Donna Miller | Teacher | 05/27/06 |
| Excell Moore Jr. | Supervisor | 07/07/06 |
| Delphine Morgan | Teacher | 07/01/06 |
| Erica Mucino | Teacher | 06/15/06 |
| Margaret Mund | Teacher | 06/14/06 |
| Karen Nesmith | Teacher | 09/29/06 |
| Robert Noe | Teacher | 06/15/06 |
| Titus Peck | Teacher | 06/20/06 |
| Jerome Pinkus | Psychologist | 06/21/06 |
| Nina Pyatskowit | Teacher | 06/16/06 |
| Jacob Reynolds | Teacher | 06/15/06 |
| Lettie Robinson | Teacher | 05/26/06 |
| Jessica Schnake | Teacher | 06/01/06 |
| Randy Schober | Teacher | 08/09/06 |
| Charles Siebert | Principal | 08/04/06 |
| Zoe Shreffler | Teacher | 05/03/06 |
| Robert Staggenborg | Teacher | 06/15/06 |
| Jeri Jayne Stillman | Assist Princ | 05/26/06 |
| Charles Swartz | Teacher | 06/15/06 |
| Edward Szopinski | Principal | 07/01/06 |
| Paul Tracey | Teacher | 07/01/06 |
| Christiane Wood | Teacher | 06/14/06 |

Correction to April 2006 Board Report

| | | |
|---|---|---|
| Regina Lohre | Teacher | 06/15/06 |
| Tari Neumann | Teacher | 09/03/06 |

Approval of Prevailing Wage Rates

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.

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 as an attachment to the minutes of your Committee's meeting.

Affirmative Action Report

The Affirmative Action Report for May 2006 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, teacher appointments, and leaves of absence as presented above, and prevailing the wage rates as provided in the attachments to the minutes of your Committee's meeting.

*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) | Paul Armour | Principal<br>Marshall High School | Schedule III, Range 14Z<br>$89,993.78 |
| 5(r) | James Wisniewski | Principal<br>Metropolitan High School | Schedule III, Range 14Z<br>$89,993.78 |
| 2(r) | Dura Hale | Principal<br>Milwaukee Academy of Aviation, Science and Technology | Schedule III, Range 13Z<br>$86,660.68 |
| 5(r) | David Nevaranta | Principal<br>Project Stay | Schedule III, Range 14Z<br>$89,993.78 |
| 2(r) | Gregory Ogunbowale | Principal<br>Washington High School of Expeditionary Learning | Schedule III, Range 14Z<br>$80,894.61 |

| | | | |
|---|---|---|---|
| 2(nr) | Tayotis Caldwell | Principal<br>Neeskara School | Schedule III, Range 13Z<br>$60,595.00 |
| 5(r) | Larry Miller | Assistant Principal<br>W.E.B. DuBois High School | Schedule III, Range 11Z<br>$70,728.33 |
| 5(r) | Leslie Sieb | Assistant Principal<br>Expressions School of the Inter-Arts and Communication | Schedule III, Range 11Z<br>$55,085.00 |
| 2(r) | Arleen Dansby | Director<br>Leadership Support | Schedule IIIE, Range 15A<br>$107,589.54 |
| 5(r) | Kymm Mutch | Administrator<br>School Nutrition Services | Schedule III, Range 13A<br>$78,558.58 |
| 2(r) | Gertrude Johnson | Accounting Specialist — Financial Reporting<br>Department of Finance and Operations | Schedule III, Range 6A<br>$73,160.00 |

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

*Position created by Board action after budget approved.

**Grant-funded position — approval of this appointment authorizes establishment of the position.

Codes:

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

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

* * * * *

(Item 4) Action on Contracted 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 choosing 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 Programs, 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 Programs. The remaining major fiscal and administrative contract provisions were included within the scope of Audit Services' financial and compliance review.

3. The seven programs audited during FY06 included five partnership and two early childhood/regular education programs.

a. The five partnership programs were:

- Assata High School (Assata)
- Career Youth Development (CYD)
- Loyola Academy (Loyola)
- Seeds of Health, Inc. — Grandview High School (Grandview), and
- Lad Lake, Inc. — Synergy (Synergy).

b. The two early childhood/regular education programs selected for review were Guadalupe Head Start (Guadalupe) and Seeds of Health, Inc. —Windlake, Hilltop, and Parkside (WHP).

c. Individual audit reports for the seven 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 FY05, were conducted in accordance with the standards set forth in the United States General Accounting Office Government Auditing Standards (2003 Revision) with the exception of a peer review. A peer review will be conducted during calendar year 2006.

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 Programs 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, are presented in the attached management letter to MPS's Division of Diversified Community Schools and Division of Early Childhood Programs.

7. Except for the material issues of non-compliance listed below, the results of tests performed indicate that Assata, CYD, Loyola, Grandview, Synergy, Guadalupe, and WHP (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 FY05.

SCHEDULE OF MATERIAL ISSUES OF NON-COMPLIANCE

| Audit Finding | Possible Disallowed Costs |
|---|---|
| Audit Report #2006-42 — Assata High School | |
| *Fiscal Requirements* | |
| Costs charged to MPS did not comply with OMB Circular A-87 requirements. A written employee pension benefit policy did not exist, and related pension expenses charged to the program were not paid by October 1, 2005 | $21,000 |
| Written permission from MPS was not obtained to carry over surpluses from FY04 and FY05 | $45,141 |

*Administrative Requirements*

A FY05 annual budget expenditure report was not submitted to MPS ..... N/A

Audited financial statements and a single audit were not completed and provided to MPS ..... N/A

Periodic surveillance of the school building was not conducted every six months as required by Asbestos Hazard Emergency Response Act regulations ..... N/A

Audit #2006-43 — Career Youth Development

*Fiscal Requirements*

Written permission from MPS was not obtained to carry over surpluses from FY04 and FY05 ..... $48,196

*Administrative Requirements*

Documentation demonstrating compliance with Asbestos Hazard Emergency Response Act regulations has not been submitted to MPS since 2000 ..... N/A

Audit #2006-44 — Loyola Academy

*Fiscal Requirements*

Costs charged to MPS did not comply with OMB Circular A-87 requirements. Building rent was charged to the MPS program rather than charging allowable building depreciation and related mortgage interest ..... $26,013

*Administrative Requirements*

Documentation demonstrating compliance with Asbestos Hazard Emergency Response Act regulations has not been submitted to MPS since 1994 ..... N/A

Audit #2006-45 — Seeds of Health, Inc.-Grandview High School

*Fiscal Requirements*

Expense allocation methods were not supported by records used to develop the allocation percentages. Alternative audit procedures determined that FY05 charges were reasonable (compliance issue) ..... N/A

Costs charged to MPS did not comply with OMB Circular A-87 requirements. Building rent was charged to the MPS program rather than charging allowable building depreciation and related mortgage interest. ..... $89,248

*Administrative Requirements*

A FY05 annual budget expenditure report was not submitted to MPS ..... N/A

Audit #2006-46 — Lad Lake, Inc.-Synergy

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

Audit #2006-47 — Guadalupe Head Start

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

Audit #2006-48 — Seeds of Health, Inc.-Windlake, Hilltop, and Parkside

*Fiscal Requirements*

Expense allocation methods were not supported by records used to develop the allocation percentages. Alternative audit procedures determined that FY05 charges were reasonable (compliance issue) ..... N/A

Costs charged to MPS did not comply with OMB Circular A-87 requirements. Building rent was charged to the MPS program rather than charging allowable building depreciation and related mortgage interest. In addition, one invoice was not paid by the contract required payment date of October 1, 2005 ..... $56,769

*Administrative Requirements*

A FY05 annual budget expenditure report was not submitted to MPS ..... N/A

Committee's Recommendation

Your Committee recommends that the Board:

1. receive the reports of partnership and early childhood/regular education school financial and compliance audits, Audits #2006-42 to 48, and the management letter to MPS's Division of Diversified Community Schools and Division of Early Childhood Programs;

2. direct MPS's Division of Diversified Community Schools and Division of Early Childhood Programs to resolve the exceptions reported for partnership and early childhood/regular education schools and submit a report to the Office of Board Governance by August 2006 indicating:

   a. how the exceptions were resolved; and

   b. the actions taken in response to the management letter's recommendations about improving the MPS contract-administration process.

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

* * * * *

(Item 5) Action on a Three-Year Extension of a Contract for the Renewal of the CarePlus Dental Plan

Background

1. The Administration is seeking the Board's approval of the renewal of its insured dental plan with CarePlus for a three-year period commencing on July 1, 2006. CarePlus has been offered by Milwaukee Public Schools in accordance with its collective bargaining agreements since 1987.

2. This dental plan — the only staff model dental maintenance organization (DMO) in the greater Milwaukee area — may be considered to be a sole-source for this type of plan. The dentists and technicians at CarePlus are employees of CarePlus who are paid a salary for performing services, rather than the dental

plan's contracting with independent dentists who bill on a per-service cost (i.e., price times utilization). Other dental plans that are insured either base their premiums on billed services (price times utilization) or they have fixed, capitated service arrangements and sub-contract with non-salaried dentists, clinics, etc.

3. Approximately 53% of the district's eligible employees are enrolled in this plan. The district also offers DentalBlue, which is a self-insured indemnity dental plan that includes a passive preferred-provider option.

4. The 2006 renewal discussions with Careplus have been extremely problematic. The company originally sought a 32% rate increase based on a new target pricing model that applies to all clients. CarePlus now requires its insurance premium to be based on 70% of the going retail prices for dental services.

5. CarePlus would not deviate from this pricing model for MPS, stating that it is losing money on the MPS account because the benefit plan provides rich benefits and because utilization of services is high. CarePlus also declined to offer more competitive pricing in consideration for an "exclusive," in that it is one of only two dental plans offered at MPS. Other options discussed for the renewal entailed terms that were more restrictive to MPS or reduced negotiated benefit levels.

Administration's Analysis

6. The final renewal options are:

a. a one-year option at a 22% increase or

b. a three-year option with a first-year increase of 19.85%, with the second and third year each not to exceed 9%. The second- and third-year rates are based on actual experience trended at 5%, with premium rates not to exceed 9%.

7. The first year of the three-year renewal option is $86,000 less than the one-year renewal option. The cost analysis is as follows using current enrollments:

| Premium | Annual FY07 Premium Increase | Premium |
|---|---|---|
| Current Rates for FY06 | $3,989,000 | n/a |
| One-year Option at 22% FY07 | $4,866,000 | $877,000 |
| Three-year Option, first year 19.85% | $4,780,000 | $791,000 |

8. The renewal is based on the district's existing wraparound contract, which does not restrict the offering of other dental plans, nor does it prevent cancellation of this dental plan during the contract period.

9. Cancellation of this dental plan at the current time would result in employees either having to find other dentists or having to continue treatment with CarePlus dentists who would charge our DentalBlue plan at full retail. It should be noted that CarePlus is not in the DentalBlue PPO network and, therefore, would not discount the prices of its services charged. This would result in both the district and employees paying more for dental services.

10. Dental benefits are a mandatory subject of bargaining. The unions have been briefed on the status of the renewal. By consensus, the unions have agreed with the Administration's recommendation for a three-year renewal with CarePlus, during which time a request for proposal will be issued for the district's insured and self-insured dental benefits.

Strategic Plan Compatibility Statement

11. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about the district's employee benefit programs.

Statute, Administrative Policy, or Board Rules Statement

12. The provision of employee benefits is a mandatory subject of collective bargaining.

Fiscal Impact Statement

13. The one-year renewal option of a 22% increase amounts to $4,866,000, based on current enrollments. This is an increase of $877,000 from existing premium rates.

14. The three-year renewal option with a 19.85% first-year increase amounts to $4,780,000. This represents a first-year increase of $791,000 from existing premium rates and is $86,000 less than the one-year proposal.

15. Dental premiums are charged to budget codeDWC-0-0-EMB-DW-EDNI.

Implementation and Assessment Plan

16. The renewal will take effect on July 1, 2006.

17. A request for proposal will be issued in Fiscal Year 2007.

Committee's Recommendation

Your Committee recommends that the Board renew the CarePlus dental plan for a three-year period commencing on July 1, 2006.

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

* * * * *

(Item 6) Action on Authorization for Approval of Allocations for Partnership School Alternative Education

Administration's Analysis

1. The Milwaukee Public Schools 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 24, 2004, the Board approved funding for a number of community-based organizations to provide alternative education programs for children at risk. The funding included 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 was signed into law on May 8, 2000, and went into effect on July 1, 2000. The fundamental change is from "Children At Risk" to "Children At Risk of Not Graduating from High School." The law sets standards for student outcome data. These standards include the percent of student attendance, academic units earned on a prorated basis, the number and percent of seniors receiving high-school diplomas, the percent of students staying in school, and the percent of students demonstrating on standardized tests or other appropriate measures at least one month's gain in reading and mathematics for each month of enrollment. Data for the 2004-05 academic year reflect the provisions in the current law and will be available upon request after July 15, 2005.

3. The Office of Board Governance-Audit Services conducted Partnership School Financial/Compliance Reviews in the spring of 2005 and Partnership Contract Reviews in the winter of 2006 for the following partnership schools: Cornerstone Achievement Academy, HR Academy, HR Educational Possentem, Northwest Opportunities Vocational Academy, Silver Spring Neighborhood Academy, St. Charles Behavioral Reassignment, St. Charles Intensive Day Treatment, St. Charles Special Education and United Community Center.

4. The Division of Diversified Community Schools' recommendations for seat allocations for the 2006-07 school year are outlined under the Fiscal Impact Statement. Of the total seat allocations, 112.0 seats are on a to-be-assigned (TBA) basis to allow the Administration maximum flexibility to assign expelled students to the schools which best meets their needs.

5. Aurora Weier (75.0 FTE) transferred from partnership status to non-instrumentality charter school status with the commencement of the FY06 fiscal year. Learning Enterprise High School (150.0 FTE) closed by mutual agency and Board agreement during the FY05 fiscal year. The combined 225.0 FTE were distributed among existing partnership schools.

6. HR Educational Possentem increased its behavioral reassignment (BR) seats to accommodate the increasing amount of expelled, court-ordered, and temporary-hold students.

7. The Office of Board Governance-Audit Services conducted Partnership School Financial/Compliance Reviews in the spring of 2006 for the following partnership schools: Assata, Council for Spanish Speaking/Loyola Academy, Lad Lake Synergy, MMAIC/Spotted Eagle, and Seeds of Health/Grandview. The Division of Diversified Community Schools will conduct the Partnership Contract Review Process for the schools listed above in FY07.

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS Strategic Plan, Goal 1, to improve student achievement, and Goal 2, to improve 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

9. 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).
- MPS Board of 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

10. Approval of this item authorizes expenditures totaling $15,806,452 for FY07. The chart below outlines the number of contracted seats for FY05 and FY06, the proposed number of seats for FY07, and the cost per partnership school. The total contract costs listed are based on a rate of $8,175.75 per student and include the cost of an MPS teacher (HR Educational Complex has two MPS teachers). Funding to cover the cost of the seats is included in the FY07 budget in accounts: ARC-0-I-AGN-1S-ECTV; AGP-0-I-AGN-IF-ESTC; DWC-0-0-AGN-DW-EEBN.

Proposed Seats for FY2007

| At Risk | Grade | Total FTE Seats | | | Total Contract |
|---|---|---|---|---|---|
| | | 2005 | 2006 | 2007 | |
| Assata | 9-12 | 60 | 100 | 100 | $817,575.00 |
| Aurora Weier | 9-12 | 75 | 0 | — | 0 |
| Career Youth Development | 9-12 | 0 | 15 | 15 | 122, 636.00 |
| Cornerstone Achieve. Acad. | 9-12 | 100 | 100 | 100 | 817,575.00 |
| Council for Span. Spkg./Loyola Academy** | 9-12 | 90 | 90 | 95 | 776,696.00 |
| El Puente | 9-12 | 100 | 100 | 100 | 817,575.00 |
| HR Educational Complex** | 6-12 | — | — | 165 | 1,348,999.00 |
| HR Academy | 9-12 | 100 | 100 | 0 | 0 |
| HR Educational Possentem | 6-8 | 60 | 75 | 0 | 0 |
| Lad Lake/Synergy | 6-12 | 0 | 15 | 15 | 122,636.00 |
| Learning Enterprise High School | 9-12 | 150 | 0 | — | 0 |
| MMAIC/Spotted Eagle** | 9-12 | 100 | 100 | 105 | 858,454.00 |
| Milwaukee Spectrum | 9-12 | 90 | 110 | 110 | 899,333.00 |
| NOVA | 6-12 | 100 | 100 | 100 | 817,575.00 |
| Seeds of Health/Grandview | 9-12 | 225 | 235 | 235 | 1,921,301.00 |

| At Risk | Grade | Total FTE Seats 2005 | 2006 | 2007 | Total Contract |
|---|---|---|---|---|---|
| Shalom | 9-12 | 100 | 100 | 100 | 817,575.00 |
| Silver Spring Neigh. Ctr. | 6-8 | 80 | 80 | 80 | 654,060.00 |
| Sixth Street Academy** | 6-8 | 90 | 110 | 90 | 735,818.00 |
| | **Totals** | **1520** | **1,430** | **1,410** | **$11,527,808.00** |

| Behavioral Reassignment | Grade | Total FTE Seats 2005 | 2006 | 2007 | Total Contract |
|---|---|---|---|---|---|
| Assata | 9-12 | 40.0 | 0 | — | 0 |
| Career Youth Development | 9-12 | 112.5 | 117.5 | 117.5 | 960,651.00 |
| St. Charles | 6-12 | 45.0 | 60.0 | 60.0 | 490,545.00 |
| Southeastern | 6-8 | 75.0 | 80.0 | 80.0 | 654,060.00 |
| Silver Spring Neighborhood Ctr. | 6-8 | 0 | 2 | — | 0 |
| Synergy | 6-12 | 125.0 | 155.0 | 155.0 | 1,267,241.00 |
| To Be Assigned (TBA)* | — | 107.0 | 105.0 | 112.0 | 915,684.00 |
| | **Totals** | **504.5** | **519.5** | **524.5** | **$4,288,181.00** |
| | **GRAND TOTAL** | **2024.5** | **1949.5** | **1934.5** | **$15,815,989.00** |

* During FY05, 107.0 behavioral reassignment seats were allocated on a to-be-assigned (TBA) basis in an effort to accommodate expelled students who were assigned to partnership schools. During FY06, 105.0 behavioral reassignment seats were allocated a TBA basis. A total of 112.0 TBA behavioral reassignment seats have been allotted for FY07.

** During FY07 there is a decrease in the number of total seat allocations for the partnership schools. The total number of behavioral reassignment seats increased by 5 FTEs; however, the at-risk seats decreased by 20 from FY06. Based on the Diversified Community Schools' bi-weekly eSIS enrollment-monitoring process, the seat allocations increased or decreased according to the school's average during the 2005-06 school year. HR Educational Complex now has one contract, and its combined student FTEs decreased by 10. Sixth Street Academy decreased by 20 student FTEs. Council for Spanish Speaking/Loyola Academy and MMAIC/Spotted Eagle each increased by 5 student FTEs.

Implementation and Assessment

11. Formal/informal assessments are implemented throughout the school year. Unless otherwise negotiated and agreed upon by the parties in writing, partnership schools will comply with the performance standards in the District Accountability Plan.

12. The requirements of the "No Child Left Behind"/NCLB Act include provisions to raise academic achievement for all children. This includes students enrolled in MPS partnership schools.

13. 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. Five MPS partnership schools have been identified as Schools Identified for Improvement (SIFI). The following is a list of the schools and their levels:

- HR Academy of Global Awareness (Level 3 — the school failed to meet AYP for four consecutive years)
- HR Educational Possentem* (Level 3, Improved)
- St. Charles Youth & Family Center (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).

14. To be removed from the SIFI list, the school must meet AYP in the components 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:

1. authorize the renewal of the seats with partnership schools for FY07 as listed below;
2. with respect to the 112.0 seats that have yet to be assigned, direct the Administration to bring back for the Board's approval the names of, and specific terms for, potential contractors from which the Administration may choose; and
3. direct that any potential contractors to whom the Administration may in the future wish to assign seats, and who are not included in the pre-approved list — or who are requesting terms other than those previously approved — be brought back to the Board for special consideration and approval before assignment of those seats.

**Proposed Seats for FY2007**

| | | Total FTE Seats | | | |
|---|---|---|---|---|---|
| **Behavioral Reassignment** | **Grade** | **2005** | **2006** | **2007** | **Total Contract** |
| Assata | 9-12 | 40.0 | 0 | — | 0 |
| Career Youth Development | 9-12 | 112.5 | 117.5 | 117.5 | 960,651.00 |
| St. Charles | 6-12 | 45.0 | 60.0 | 60.0 | 490,545.00 |
| Southeastern | 6-8 | 75.0 | 80.0 | 80.0 | 654,060.00 |
| Silver Spring Neighborhood Ctr. | 6-8 | 0 | 2 | — | 0 |
| Synergy | 6-12 | 125.0 | 155.0 | 155.0 | 1,267,241.00 |
| To Be Assigned (TBA)* | — | 107.0 | 105.0 | 112.0 | 915,684.00 |
| | **Totals** | **504.5** | **519.5** | **524.5** | **$4,288,181.00** |
| | **GRAND TOTAL** | **2024.5** | **1949.5** | **1934.5** | **$15,815,989.00** |

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

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(Item 7) Action on Authorization for Approval of MPS/Milwaukee County Collaborative Day-Treatment Programs for Adjudicated Youth

Administration's Analysis

1. The Milwaukee County Children's Court Center and MPS have agreed to collaborate in providing intensive day-treatment programs to those students who have been assigned by the courts. The Milwaukee Public Schools 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 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, experiencing academic problems, and are involved in 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 a day-treatment center are assigned for a designated period of time by court order. At termination, students are either reassigned to an MPS school or are referred to the court system.

5. In January of 2003, the Milwaukee Children's Court Center approved proposals to provide day-treatment services from three community-based organizations: Lad Lake Ultra, Project Excel, and St. Charles, Inc. The Administration is recommending that the district continue to provide educational services for these community-based organizations for 2006-07 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 $622,575 for FY07. Projected costs listed for approval are shown below.

| | Seats | | | |
|---|---|---|---|---|
| **Day Treatment Site** | **2005** | **2006** | **2007** | **Cost** |
| Lad Lake Ultra | 30 | 30 | 30 | $193,074 |
| Project Excel | 30 | 30 | 30 | 193,074 |
| St. Charles Intensive Day | 45 | 30 | 30 | 236,427 |
| **Totals** | **105** | **90** | **90** | **$622,575** |

The amount for St. Charles includes the cost of the MPS teacher. Funds sufficient to support educational services to adjudicated students were approved in the FY07 budget (accounts: ORC-0-0-MCO-XX-ESTC; DWC-0-0-MCO-XX-EEBN; ORC-0-0-MCO-XX-ECTS).

Implementation and Assessment Plan

9. 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.

10. 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.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to provide an educational program for adjudicated students in FY07.

| Day Treatment Site | Seats 2005 | Seats 2006 | Seats 2007 | Cost |
|---|---|---|---|---|
| Lad Lake Ultra | 30 | 30 | 30 | $193,074 |
| Project Excel | 30 | 30 | 30 | 193,074 |
| St. Charles Intensive Day | 45 | 30 | 30 | 236,427 |
| **Totals** | **105** | **90** | **90** | **$622,575** |

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

* * * * *

(Item 8) Action on Authorization for Approval of 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 Board 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, requiring the State Superintendent of Public Instruction to individually 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 3-5) and 95 secondary seats (grades 6-12). An additional 23 seats will be undesignated to allow for flexibility in matching student needs with a larger variety of placements. In the past, these placements have included the following agencies: Willowglen Academy (Phoenix Care Systems), St. Aemilian Lakeside, Kradwell, and St. Rose. The total FTEs (full-time-equivalent seats) will be 158.

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 $1,868,560 for 2006-07. The per-FTE cost for grades 3-5 is $11,593. The per-FTE cost for grades 6-12 is $10,103. The difference in the rate is due to the additional services required for students in the elementary grades. Funding to cover the cost of the seats is included in the FY07 budget in account ARC-0-1-AGN-1S-ECTV. The costs for these seats are shown below:

| **FTEs** | | | |
|---|---|---|---|
| **Agency** | **FY05** | **FY06** | **FY07** |
| St. Charles | 135 | 135 | 135 |
| To Be Determined | 23 | 23 | 23 |
| **Total** | **158** | **158** | **158** |
| **Grade** | | | |
| 3-5 | 40 | 40 | 40 |
| 6-12 | 95 | 95 | 95 |
| To Be Determined | 23 | 23 | 23 |
| **Total** | **158** | **158** | **158** |
| **Costs** | | | |
| | **FY05** | **FY06** | **FY07** |
| Grades 3-5 | $445,720 | $454,640 | $463,720 |
| Grades 6-12 | $922,545 | $940,975 | $959,785 |
| 23 Undesignated Seats(budgeted) | $460,000 | $436,307 | $445,055 |
| **Total** | **$1,828,265** | **$1,831,922** | **$1,868,560** |

Implementation and Assessment Plan

9. Unless otherwise negotiated and agreed upon by the parties in writing, a 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.

10. 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.

11. The school shall achieve a percentage of pupils in grades 3-12 meeting at least 70% of their IEP goals.

12. 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.

13. The successful bidders, in collaboration with the Division of Special Services, will develop appropriate transition plans for all students.

14. The requirements of the "No Child Left Behind" (NCLB) Act include provisions to raise academic achievement for all children — This includes students enrolled in MPS Diversified Community Schools.

Committee's Recommendation

The Administration recommends that the Board

1. authorize the renewal of the contract with St. Charles for FY07 for 135 special education seats;

2. with respect to the 23 seats that have yet to be assigned, direct the Administration to bring back for the Board's approval the names of, and specific terms for, potential contractors from which the Administration may choose; and

3. direct that any potential contractors to whom the Administration may in the future wish to assign seats, and who are not included in the pre-approved list — or who are requesting terms other than those previously approved — be brought back to the Board for special consideration and approval before assignment of those seats.

| **FTEs** | | | |
|---|---|---|---|
| **Agency** | **FY05** | **FY06** | **FY07** |
| St. Charles | 135 | 135 | 135 |
| To Be Determined | 23 | 23 | 23 |
| **Total** | **158** | **158** | **158** |
| **Grade** | | | |
| 3-5 | 40 | 40 | 40 |
| 6-12 | 95 | 95 | 95 |
| To Be Determined | 23 | 23 | 23 |
| **Total** | **158** | **158** | **158** |
| **Costs** | | | |
| | **FY05** | **FY06** | **FY07** |
| Grades 3-5 | $445,720 | $454,640 | $463,720 |
| Grades 6-12 | $922,545 | $940,975 | $959,785 |
| 23 Undesignated Seats(budgeted) | $460,000 | $436,307 | $445,055 |
| **Total** | **$1,828,265** | **$1,831,922** | **$1,868,560** |

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

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(Item 9) Action on Renewal of Contracts for Early Childhood Contracted Programs

Administration's Analysis

1. In 1988, the Milwaukee Public Schools was given 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 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 students. When Sec. 119.72 of the Wisconsin State Statutes was repealed in July 2003, 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. 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.

2. The district continues to have a need for contracted programs serving children in early and elementary grade levels. On June 23, 2005, the Board approved one-year contracts with eight agencies to provide educational services in off-site settings. Within each contracted educational 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 school-year, schedule. The teacher provides classroom instruction and works cooperatively with time guidelines of the approved curricula.

3. 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.

4. The contact provides for renewal, subject to an annual performance evaluation, the availability of funds, and the needs of MPS

5. Funds totaling $4,710,197 were allocated in the FY07 budget for the early-childhood-through-eighth-grade contracted educational programs. The contract amount of $4,417,430 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.

6. The Administration recommends that the Board authorize a one-year contract with each of the following agencies for early-childhood-through-eighth-grade educational programs for FTEs and amounts listed below:

| Site | FTE | | Grade Level | Amount |
|---|---|---|---|---|
| | FY06 | FY07 | | |
| **Agape** | **170** | **170** | **Grades 1-8** | **$1,105,170** |
| Garden Homes Montessori | 133.6 | 174 | 3-K-Grade 6 | $1,131,174 |
| **Seeds of Health** | **230** | **243.5** | | **$1,582,994** |
| Parkside | | *13.5 | 4K-Grade 5 | $87,764 |
| Windlake | | 230 | 4K-Grade 5 | $1,495,230 |
| **Guadalupe Head Start** | **20** | **20** | **4-K** | **$130,020** |
| **La Causa** | **60** | **72** | | **$468,072** |
| | | *12 | 3-K | $78,012 |
| | | 60 | 4-K, 5-K | $390,060 |
| Total Contract | 613.6 | 679.5 | | $4,417,430 |
| Informational note — MPS Head Start, COA — Youth and Family Services | 15 | 15 | 4-K | MPS Staff |

*Unallotted seats

7. *Garden Homes Montessori School*

   a. Garden Homes Montessori School was started in fall 2002 as part of the Neighborhood Schools Initiative. 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. Presently, Garden Homes Montessori has six multi-age classrooms that provide a full-day educational program for grades 3-K through 6.

   b. Consistent with the district's current school-funding structure, Montessori schools receive 1.0 full-time-equivalent (FTE) funding for three-year-old and four-year-old students. Garden Homes Montessori has 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 FY07 budget allocates funds for 1.0 FTE for each student at Garden Homes Montessori.

8. *Seeds of Health*

   a. In January of 2006, the Executive Director of Seeds of Health, Inc., made a formal request to increase the school's elementary contracted seats from 230 FTE to 375 FTE. In order to fulfill this request, an additional 131.5 FTE (costing the district an additional $854,881.50) would need to be added to the total Seeds of Health seat and expenditure allotment. Even though Seeds of Health provides educational services to over 390 students, its current educational contract awards the organization 230 FTE seats at three locations.

b. The Seeds of Health elementary programs are strongly committed to excellence and operate without busing while successfully maintaining a high attendance and low mobility rate. The schools provide a developmentally appropriate program that allows each child's physical, emotional, social, and intellectual needs to be address to his/her potential. The members of the teaching staff are highly trained experts in collaboration, in team planning, and, most important, in matching the strengths and weaknesses of individual students to the appropriate instructional strategies. Since Seeds of Health's interactive approach to learning enhances creativity, self-esteem, and skills needed for lifelong learning, an additional 13.5 FTE (from unallotted seat reserves) is recommended to be added to Seeds of Health's contract number of 230.

9. *Guadalupe North*

a. The Spanish Speaking Council, the oldest non-profit organization in the City of Milwaukee, has partnered with Milwaukee Public Schools since 1999 to provide early childhood educational services for four-year-old children at the Guadalupe North Head Start location. Located at 809 W. Weil St., Guadalupe North is within the Riverwest area, a community experiencing demographic changes reflecting an increase in families with no children. For the past two fiscal years (FY05 and FY06), Guadalupe North has struggled, because of a lack of transportation services and school-age children in the area, to fill the number of contracted seats.

b. The Council for the Spanish Speaking, however, is encountering an overabundance of interest in its South Side locations, which are in an area with the fastest population growth rate in the city, especially among young children aged 5-years-old or younger. Since facility space is an issue, the Council for the Spanish Speaking has resorted to collaborations to fill its 4-K Head Start slots. Successful collaborations include partnerships with Bruce Guadalupe and St. Joseph's Child Care Center.

c. The Council for the Spanish Speaking is proposing to divide its contracted number of 20 FTE students between two locations (10 FTE at Guadalupe North, 809 W. Weil St., and 10 FTE at Guadalupe Loyola, 1645 S. 36th St.). The Loyola location has a strong enrollment base and is looking to serve as a feeder for Greenfield Elementary School. Overall, this collaboration supports Milwaukee Public Schools' core belief that community partnerships add value. It is not only an opportunity to further a strong partnership with a high-quality early childhood program, but it is also an opportunity to meet the needs of families and to narrow the achievement gap.

10. *La Causa Early Childhood Learning Center*

La Causa Early Childhood Learning Center, an early childhood partner since 1988, was awarded an additional 12 FTE seats for three-year-old students for the FY07 school year. La Causa Early Learning Center submitted to the Division of Early Childhood Programs and Services a successful grant proposal for funding of three-year-old students. The additional three-year-old FTE seats are listed as unallotted seats in the approved FY07 budget category for contracted programs.

11. *Agape School of Academic Excellence*

In May of 2006, the Chief Executive Officer of Agape School of Academic Excellence made a formal request to increase its elementary school contracted seats from 170 FTE to 270 FTE. During the 2005-06 school year, Agape has experienced issues in contractual compliance which have resulted in a request for a plan of action to be submitted to the Division of Early Childhood Program and Services. The Administration recommends that Agape's request for additional seats not be taken into consideration at this time.

Strategic Plan Compatibility Statement

12. The early-childhood-through-eighth-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 with non-sectarian private schools or community-based agencies located in the City of Milwaukee for the provision of 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 $4,417,430. Contracts are funded at the projected per-pupil amount for the Milwaukee Parental School Choice Program. ($6,501 per pupil, an increase of $150.00 over FY06 amount, is the estimated Choice amount for FY06). La Causa Early Childhood Learning Center's funding covers 12 FTEs for three-year-old kindergartners. Seeds of Health's funding covers an additional 13.5 FTEs. Garden Homes Montessori's funding covers 1.0 FTE per 3-K (three-year-old kindergartner) pupil and 4-K (four-year-old kindergartner), as do all of the other Montessori schools. Costs of the contract are included in the FY07 budget, accounts Contracted Kindergarten KG5-0-0-CKG-1S-ESTC (teacher); DWC-0-0-CKG-1S-EEBN (benefits); 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 22, 2006), 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 with the following agencies for the FTEs and amounts listed below:

| Site | FTE | | Grade Level | Amount |
|---|---|---|---|---|
| | FY06 | FY07 | | |
| **Agape** | **170** | **170** | **Grades 1-8** | **$1,105,170** |
| Garden Homes Montessori | 133.6 | 174 | 3-K-Grade 6 | $1,131,174 |
| **Seeds of Health** | **230** | **243.5** | | **$1,582,994** |
| Parkside | | *13.5 | 4K-Grade 5 | $87,764 |
| Windlake | | 230 | 4K-Grade 5 | $1,495,230 |
| **Guadalupe Head Start** | **20** | **20** | **4-K** | **$130,020** |
| **La Causa** | **60** | **72** | | **$468,072** |
| | | *12 | 3-K | $78,012 |
| | | 60 | 4-K, 5-K | $390,060 |
| Total Contract | 613.6 | 679.5 | | $4,417,430 |
| Informational note — MPS Head Start, COA — Youth and Family Services | 15 | 15 | 4-K | MPS Staff |

*Unallotted seats

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

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(Item 10) Action on a Request to Change the Name of Granville Elementary School to Arthur A. Fletcher Elementary School

Background

At a meeting on April 25, 2006, the Board approved the merging of Granville and Happy Hill Elementary Schools. Contained in the plan were several options to enhance the merger. One such option was to rename Granville Elementary School, currently located at 9520 W. Allyn Street, Milwaukee, Wisconsin 53224.

Administration's Analysis

1. The Granville and Happy Hill school community, comprising the school governance councils, parents and staff, has expressed its desire not to retain the Granville Elementary School name in the merger.

2. Since the approval of the merger by the Milwaukee Board of School Directors, both schools have worked collaboratively at building a foundation supported by the principles of a Professional Learning Community. 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.

3. With the encouragement of parents, students, and staff regarding a new name for the merged school, on May 1, 2006, letters were mailed to each student's household and given to each staff member as a means to solicit participation from both school communities. Under criteria established by the Implementation Team, two names emerged from those submitted by parents, students, and staff — Swan Elementary and Allyn Street School. These suggestions were shared with the staff and school governance councils.

4. On May 10, 2006, the chairperson of the Happy Hill School Governance Council presented to the Implementation Team a strong argument for including Arthur A. Fletcher on the ballot. After much discussion, on a vote of 18 to 1, Arthur A. Fletcher was added to the ballot.

5. After researching the names of Swan and Allyn, it was discovered that neither had any apparent connection to education or the philosophy which the school communities intend to adopt. Thus, it was decided by the Implementation Team to remove both names from the ballot.

6. With the sole name of Arthur A. Fletcher, and a section for comments, the school communities were given the opportunity to accept or reject the name choice. Of the 169 ballots returned, 149 were in favor of the name selection.

7. A formal letter signed by the Granville and Happy Hill school governance council chairpersons to the Superintendent, dated May 17, 2006, indicated the desire of the school communities to change the name of the new merging school site to Arthur A. Fletcher Elementary School. A second letter signed by the Happy Hill principal and the Granville and Happy Hill school governance council chairpersons, dated May 30, 2006, requested that the Superintendent bring this request before the Milwaukee Board of School Directors for approval.

8. The school communities believe that Arthur A. Fletcher School is a name that will be proudly recognized by many generations to come. The schools' research indicates that Dr. Fletcher was an upstanding citizen with a diversified background. The principles and values in which Dr. Fletcher believed proved him to be the type of leader that our students would be proud to emulate.

9. Dr. Fletcher is known by many as a civil rights activist, author, entrepreneur, professional athlete, advisor to four presidents, and father of affirmative action. The Granville/Happy Hill school communities have come to admire Dr. Fletcher for his commitment and contributions to education.

10. Long before his service as executive director of the United Negro College Fund, where he coined the phrase "A mind is a terrible thing to waste", Dr. Fletcher's deeds and actions were directly aligned to this belief. Dr. Fletcher held two bachelor degrees, a degree in law, and a Ph.D. in education. He was an elementary school teacher and personally helped finance the lawsuit against the Topeka Board of Education in the landmark case Brown vs. the Board of Education.

11. A letter addressed to Ms. Carletta Noland, Happy Hill principal, from Mrs. Bernyce A. Fletcher, the wife of Dr. Fletcher, indicates approval and support for naming Granville Elementary School after her deceased husband (see attachment to the minutes of your Committee's meeting).

12. The Administration, having reviewed the results and information submitted by the school communities, concurs with the recommendation from the schools.

Strategic Plan Compatibility Statement

13. The recommended name is compatible with the Board's support of the innovative schools proposals and involvement of parents, staff, and community in the planning and implementation of these proposals. The recommended name is appropriate to the school's educational focus.

Statute, Administrative Policy, or Board Rules Statement

14. The recommendation is compatible with Administrative Policy 5.01 (6), Facilities Development, which states:

> When a school is named after a person, the person after whom it is named shall have been deceased for a period of not less than 10 years; shall have been a citizen of the United States, or shall have rendered valuable service to May 21, 2003 the United States; and shall have made an outstanding contribution to the public welfare. A school named after a person shall not be renamed, expect for compelling reasons. Once official action is taken to name a school, the name shall not be changed unless there is a confusion of names. Changing the name of a school building shall be limited to elementary and middle schools. The recommendation of a name change shall be brought to the Board through the local governance structure of the school.

15. Because Dr. Fletcher died on July 12, 2005, the Milwaukee Board of School Directors would have to waive the portion of Administrative Policy 5.01(6)(a), Facilities Development, which mandates that "the person after whom [a school] is named shall have been deceased for a period of not less than 10 years."

Fiscal Impact Statement

16. The projected cost of the new signage is $1,150. Changing of the name, which was anticipated as part of the merger, will be paid for from the school relocation fund in the construction fund.

Implementation and Assessment Plan

17. Upon the Board's approval, the Administration will include the new name as part of the merger of the two schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive the portion of Administrative Policy 5.01(6)(a), Facilities Development, which mandates that "the person after whom [a school] is named shall have been deceased for a period of not less than 10 years"; and

2. approve the name change for the current Granville Elementary School to Arthur A. Fletcher Elementary School.

Your Committee also requests that this item automatically be set aside for further discussion before the Board takes action on it at the Board's regular June 2006 meeting.

Director Hardin moved to approve the Committee's recommendation, with the title "Doctor" added to the new name of Arthur A. Fletcher Elementary School.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Spence and President Dannecker—6.

Noes—Director Morales—1.

* * * * *

(Item 11) Action on a Request to Approve a Sole-Source Purchase of a Flight Simulator and Various Options for the Milwaukee Academy of Aviation, Science, and Technology

Background

1. On January 27, 2005, the Milwaukee Board of School Directors approved an instrumentality charter school contract with Milwaukee Academy of Aviation, Science, and Technology (MAAST). MAAST is a small high school that is designed to prepare students for higher education and sustainable employment. With a strong academic curriculum in mathematics, science, history, and English, and a concentrated focus in technology, students have the educational opportunities necessary to become productive citizens and lifelong learners in the global community.

2. MAAST is supported by various organizations and partnerships such as the Tuskegee Airmen, Bill and Melinda Gates Foundation, Wisconsin Aviation Corporate Headquarters, Civil Air Patrol, Experimental Aircraft Association, Sally Ride Academy, Tuskegee University, Milwaukee Area Technical

College, Air Shows of Wisconsin, NAACP, United Negro College Fund, Tomorrow's Aeronautical Museum, Wisconsin Educational Partnership Initiative, Delta Airlines, and Midwest Express. The school had a 2005-06 enrollment of 150 students in grade 9. The 2006-07 projection is 200 students in grades 9 and 10. The school will continue to add a grade each year, reaching an enrollment maximum of 400 students in grades 9-12 for the 2008-09 school year. MAAST is relocating from the Andrew Douglas facility to the Marshall Complex this summer.

3. MAAST has received a 2005-06 $300,000 charter school implementation grant from the Department of Public Instruction and a $150,000 grant from Gates/TALC New Vision of Secondary Education in Milwaukee. MAAST has received support from the grant authorizers for the purchase of a flight simulator and various options to enhance the educational program.

Administration's Analysis

4. The Frasca 142 "TruFlite" with Cessna 172 configuration flight simulator is a product available from Frasca International located in Urbana, Illinois. Frasca simulators have developed a reputation for realism, reliability, and affordability — As the number and reputation of Frasca simulators in use grew, the name "Frasca" began to be used as a generic term for simulators. Frasca simulators are used as primary and advanced simulators to teach flying techniques and procedures, including emergency procedures. Because of the highly accurate replication of actual aircraft characteristics, the simulators substantially reduce the training hours pilots have to spend in a real aircraft. The Frasca 142 "TruFlite" model uses a digitally recorded aerodynamic model. Almost 90% of aviation colleges use Frasca simulators. The best performing schools at the National Intercollegiate Flying Association (NIFA) competition always train on Frasca devices.

5. In addition to the $140,000 Frasca 142 "TruFlite" with Cessna 172 configuration, the purchase will include the following at no additional cost:

- Pilot Flight Controls
- Simulated BendixKing — NAV/COM/ADF/RNAV
- TruVision 170 degree visual system
- Wide Cockpit
- CISt (Instructor)
- One year Warranty

6. The purchase includes shipping and installation as well as maintenance and operator training. The system requires low maintenance and accommodates all of MAAST aviation and aerospace curriculum needs.

7. The flight simulator will be used at MAAST to provide students with realistic classroom flight training experiences. Students will be able to log training hours which are applicable to FAA flight-certification requirements. In addition, it will strengthen their knowledge in all content areas, such as geography, social studies, mathematics, and science. It will also provide opportunities for parents and the community at large to experience the impact of aerospace technology and communication. It is our understanding that Frasca International, Inc., is the only company that can provide a flight simulator that meets the MAAST unique curricular needs.

8. MAAST, as a member of the Milwaukee small high school reform initiative, is committed to a focus on the seven key attributes of successful high schools (i.e., common focus, high expectations for all staff and students, a personalized environment, respect and responsibility, time to collaborate, performance-based assessments, and the use of technology as a tool to drive improvement). The principles of relationships, relevance, and rigor are embedded in the MAAST educational program. The addition of the flight simulator will enhance the ability of the staff to developed relationships with students and families, demonstrate aviation and technology curricular relevance, and increase the rigor of the curriculum.

Strategic Plan Compatibility Statement

9. 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

10. The recommendation is consistent with Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals. The request is being presented to the Board pursuant to Board 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 of the unique product characteristics and national reputation of Frasca relative to flight simulators.

Fiscal Impact Statement

11. This item authorizes expenditures of $140,000. Funds to support $100,000 of the purchase are available in the 2005-06 DPI charter school implementation grant, which must be expended by September 30, 2006. An additional $40,000 is available in the Gates/TALC New Vision of Secondary Education in Milwaukee grant, which must be expended by June 30, 2006.

Implementation and Assessment

12. Upon approval of this purchase, the flight simulator and identified options will be ordered. The simulator will be delivered to and installed at the Marshall Complex MAAST site. The school administrator and staff will oversee the implementation of this resource in the educational program. The school staff expects that the flight simulator resource will assist the school in meeting the performance criteria included in the charter school contract.

Committee's Recommendation

Your Committee supports the request from Milwaukee Academy of Aviation, Science, and Technology and recommends that the Board approve the purchase of the Frasca 142 "TruFlite" flight simulator with Cessna 172 configuration at a cost of $140,000, which includes the items listed below (at no additional cost) using Milwaukee Academy of Aviation, Science, and Technology's DPI charter school implementation grant funds and MAAST Gates/TALC New Vision of Secondary Education in Milwaukee grant funds:

- Pilot Flight Controls
- Simulated BendixKing — NAV/COM/ADF/RNAV
- TruVision 170 degree visual system
- Wide Cockpit
- GISt (Instructor)
- One year Warranty

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

* * * * *

(Item 12) Action on a Sole-Source Request for Authority to Reassemble the QZAB Team to Arrange QZAB Financing

Background

1. The Qualified Zone Academy Bond (QZAB) program sponsored by the Internal Revenue Service (IRS) provides interest-free capital for the purpose of promoting special academic programs in partnership with the business community. Each year since 1998, the U.S. Department of Revenue has provided an allotment of QZAB funding authority to all 50 states. The states, in turn, have been directed to allocate QZAB funding authority to qualifying school districts.

2. The IRS has placed some restrictions on the QZAB program: To qualify for funding, a school must have

a. a minimum of 35% of its students qualify for free and reduced-price lunch;

b. a partner in an educational program designed to enhance graduation and employment rates and to better prepare students for the rigors of college and the workforce; and

c. substantial business support, defined by the IRS as qualified contributions of at least 10% of the requested capital.

3. The State of Wisconsin awarded $677,000 of 2004 QZAB authority to MPS for qualified projects and another $401,100 of 2005 QZAB authority to MPS for qualified projects.

Administration's Analysis

4. The Administration now requests Board authority to enter into negotiations for sole-source contracts with Foley & Lardner as bond counsel and the HUB firm of Siebert, Brandford, Shank as placement agent for the purpose of creating leases and agreements and engaging in other legal and fiduciary duties associated with solicitation of bids from QZAB lenders for the placement of $1,078,100 of QZAB authority awarded to the district for 2004 and 2005.

5. The extension of contracts is requested based on work performed by both vendors for the three previous borrowings. They have devoted considerable time to establishing the District's QZAB process and developing the required QZAB documentation. Retention of both firms will facilitate timely and cost-effective placement of the borrowing. In addition, both firms were originally selected for the original scope of work based on competitive quotes for services.

6. The two projects anticipated to be funded under this borrowing will be the remodeling of the Marshall High School Campus and of the Washington High School Complex. Both of these projects have been a part of the high school redesign plan since its inception in 2003.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of District resources.

Statute, Administrative Policy, or Board Rules Implication Statement

8. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

9. This Board item does not authorize expenditures. This Board action will authorize the Administration to enter into negotiations for sole-source contracts with Foley & Lardner as bond counsel, and Siebert, Brandford, Shank as placement agent. The cost of these services is expected to be under $100,000. Issuance costs will be deducted from the QZAB proceeds.

10. MPS will borrow $1,078,100 from the financial institution providing the most favorable terms. MPS will repay this amount over approximately 14 years. MPS will not pay interest expense on the borrowed funds. Rather, the IRS "pays" the interest expense to the financial institution in the form of tax credits.

Implementation and Assessment Plan

11. Following the Board's approval, the Administration will enter into negotiations with Foley & Lardner and Siebert, Brandford, Shank.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into negotiations for sole-source contracts with Foley & Lardner to act as bond counsel, and Siebert, Brandford, Shank to act as placement agent in connection with the QZAB borrowing of $1,078,100, with the Administration to bring the contracts back to the Board for approval in July 2006.

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

* * * * *

(Item 13) Action on Authorization to Enter into an Intergovernmental Agreement with the City of Milwaukee for Repayment of Debt Services

Background

1. Milwaukee Public Schools does not have independent authority to issue its own bonds and notes. Under state law, Wis. Stat. §§119.49-119.50, the City of Milwaukee is required to issue bonds and notes on Milwaukee Public Schools' behalf. The City on occasion issues bonds or notes for the benefit of Milwaukee Public Schools that amount to aid which Milwaukee Public Schools is not required to pay back (non-reimbursable debt). The City also issues bonds or notes for the benefit of Milwaukee Public Schools that Milwaukee Public Schools is required to reimburse. This is referred to by the City and MPS as *reimbursable debt.*

2. When the City issues reimbursable debt on behalf of Milwaukee Public Schools, the City supplies Milwaukee Public Schools with an amortization schedule indicating the principal and interest payments due over the life of the debt. The City occasionally refinances debt issues under its auspices, including Milwaukee Public School's reimbursable debt, to effect a cost savings.

3. Milwaukee Public Schools' auditors have noted that the City has refinanced several of Milwaukee Public Schools' reimbursable debt issues without an accompanying agreement that clearly identifies the terms of repayment that bind Milwaukee Public Schools.

4. The Administration seeks to enact this intergovernmental agreement to ensure that, should any Milwaukee Public Schools reimbursable debt issues be refinanced by the City, Milwaukee Public Schools will be bound by the new terms of repayment and not the initial terms of repayment. The Agreement provides that Milwaukee Public Schools will share *pro rata* in any costs associated with the refinancing of Milwaukee Public Schools' debt. This intergovernmental agreement, which ensures that any savings on Milwaukee Public Schools refinanced debt issues are passed on to Milwaukee Public Schools, also addresses the auditors' concerns.

Administration's Analysis

5. The terms of the attached intergovernmental cooperation agreement ensure that any savings on Milwaukee Public Schools refinanced debt issues will be passed onto Milwaukee Public Schools. In addition, the terms of the intergovernmental agreement ensure that the City will issue a current amortization schedule reflecting any changes in interest rates and repayment terms. The Administration believes the intergovernmental agreement will address the concerns raised by the audit.

6. Upon approval by the Board, the agreement will cover current debt issues as well as any debt issued henceforth.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of district resources.

Statute, Administrative Policy, or Board Rules Statement

8. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

9. This item does not authorize expenditures. The Intergovernmental Cooperation Agreement in this item memorializes the agreement between the City and MPS that, in the event of a refinancing of MPS reimbursable debt, MPS will be bound by the new terms of repayment and not the initial terms of repayment. The Agreement also provides that Milwaukee Public Schools will share *pro rata* in any costs associated with the refinancing of Milwaukee Public Schools' reimbursable debt.

Implementation and Assessment Plan

10. Upon approval by the Board, the Administration will execute the Intergovernmental Cooperation Agreement between the City of Milwaukee and the Milwaukee Board of School Directors Regarding Reimbursable Debt Service Refinancing.

Committee's Recommendation

Your Committee recommends that the Board approve the Intergovernmental Cooperation Agreement, as attached to the minutes of your Committee's meeting, between the City of Milwaukee and the Milwaukee Board of School Directors Regarding Reimbursable Debt Service Refinancing.

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

* * * * *

(Item 14) Action on a Transfer from Charter School Funds to Various Funds and Request to Carry Over Funds

Background

1. Funds were set aside for an average of 3,281.2 full-time-equivalent (FTE) pupils for Fiscal Year 2006 (FY06) non-instrumentality charter schools activity. That expected FTE pupil count was not realized; therefore, as of this date, non-instrumentality charter funds of $1.21 million are not needed for charter payments.

2. Administrative Policy 3.04(1)(g) mandates that the approval from the Board must be obtained for transfers exceeding $100,000 annually on a cumulative basis. The Administration is proposing to transfer FY06 funds under this guideline.

Administration's Analysis

3. Non-instrumentality charters receive the same estimated per-pupil amount that the State determines for charters that contract through UWM, MATC, and the City of Milwaukee. For FY06, the per-pupil amount is $7,519. The non-instrumentality charters' gross payment is the per-pupil amount times the average of the September third-Friday FTE pupil count and the January second-Friday FTE pupil count.

4. The FY06 adopted budget set aside an average of 3,538 FTEs for non-instrumentality charters. This was revised downward by 256.8 FTEs (to 3,281.2 FTEs) as part of the October amendment process to reflect the actual September counts. The January pupil counts and revisions of submitted September counts reduced the FY06 actual average FTEs to 3,120.2 FTEs. This further reduction of 161 FTEs equates to $1.21 million in available funds, which is now available to be used for other school purposes.

5. The Administration proposes to carry forward the funds into FY07 and then redistribute the funds for other school purposes as follows.

a. Transfer $95,500 for benchmark assessments to Assessment and Accountability. Benchmarks are periodic assessments that are scientifically researched-based, valid, and reliable instruments. They are intended to provide educators with better ways to measure student progress and inform instructional practices. The goal is to assess student progress in math and reading quarterly at the schools in the S.M.A.A.R.T. initiative.

b. Transfer $237,600 for GED02 and pre-GED02 programs to Agency Programs. The funds will be used to increase and offer new GED02 programs at high schools which assist students aged seventeen years or older in ninth grade. Funds will be transferred to individual schools, based on the Project Direct Graduation model of $1,138 per student, once applications from schools to offer the programs and DPI approval are received by Diversified Community Schools.

c. Transfer $472,000 for advanced-placement initiatives to Academic Excellence — School Program Funds. High schools will chose from a menu of options designed to improve program development and to increase course selections that will best fit their needs. The menu will include professional development activities, direct student support training, and supplies.

d. Transfer $281,000 to Agency Programs. The funds will provide 25 partnership seats at $8,175.75 per seat to serve Spanish-speaking special education students and special education staff to support the program.

e. Transfer $55,000 for a summer transition-to-college program to Academic Excellence — School Program Funds. The funds will provide supportive instruction to high-school teachers to help students improve scores for three major post-secondary assessments: the ACT, the Accuplacer, and the UW mathematics placement exam. The fall follow-up funds will be provided by the Milwaukee Mathematics Partnership.

f. Transfer $45,000 for College Summit. There will be two sites (Washington campus and Pulaski), each serving 240 students, accessing College Summit's program in-services:

(1) College Summit student workshop Summer 2006;

(2) College Summit staff workshop Summer 2006;

(3) Provision of curriculum and related materials to schools; and

(4) Access by all student and faculty College Summit Program participants to College Summit's online college application management tool ("CSNet").

g. Transfer $23,900 to Special Services for summer enrollment of special education students. Funds will provide an additional 372 hours of special education supervisor time to assist parents by reviewing IEP needs and making appropriate school selections from July 31, 2006, through August 18, 2006.

Strategic Plan Compatibility Statement

6. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement.

Statute, Administrative Policy, or Board Rules Statement

7. This item is in accordance with Board Administrative Policy 3.04, regarding Fund Transfer Authority.

Fiscal Impact Statement

8. This item does not authorize expenditures. The funds requested will be carried over into FY07 and then be transferred to the appropriate accounts for the stated one-time purposes. Any programs that will continue past FY07 will be reviewed as part of the FY08 budget development process. FY06 fund balance will be reserved for this carryover.

9. This item requests carryover of $1.21 million of Non-Instrumentality Charter Schools Remaining Balances — Contracted Services into FY07 Non-Instrumentality — Other Expenses (GEN-0-0-BDS-DW-EOTH). The carryover funds will come from Contracted Services accounts: Bruce Guadalupe $26,101 (GOE-0-I-BDS-BP-ECTV), V.E. Carter $32,693 (GOE-0-I-BDS-VE-ECTV), Community Trade and Business Center $174,944 (GOE-0-I-BDS-CZ-ECTV), Highland Community School $43,930 (GOE-0-I-BDS-HD-ECTV), La Causa $185,368 (GOE-0-I-BDS-LU-ECTV), Milwaukee Leadership Training Center $62,068 (GOE-0-I-BDS-M2-ECTV), New Hope Institute of Science & Technology $302,601 (GOE-0-I-BDS-NH-ECTV), Next Door Foundation $34,889 (GOE-0-I-BDS-NX-ECTV), Preparatory School for Global Leadership $83,642 (GOE-0-I-BDS-P7-ECTV), Aurora Weier $183,956 (GOE-0-I-BDS-AW-ECTV), Wisconsin Career Academy $79,808 (GOE-0-I-BDS-WJ-ECTV).

10. This item requests the following transfer of a total of $1.21 million from the FY07 Non-instrumentality Charter Other Expenses (GEN-0-0-BDS-DW-EOTH):

a. $95,500 — Assessment and Accountability-Contracted Services (SYS-0-0-ASM-RH-ECTS) for benchmark assessments;

b. $237,600 — Agency-Non-MPS-Contracted Services (ARC-0-I-AGN-1S-ECTV) for GED02 programs for 208 students;

c. $472,000 — Academic Excellence-School Program Funds-Other Expenses (GEN-0-0-SPF-DW-EOTH) for advanced placement initiatives;

d. $281,000 — Agency-Non-MPS for special education program for Spanish speaking students. $204,394 for Contracted Services (ARC-0-I-AGN-1S-ECTV), $31,138 for .5 Special Education Teacher (MCG-0-I-AGN-1S-ESTC5105), $3,106 for .05 Diagnostic Teacher (DTS-0-S-AGN-1S-ESTC5105), $3,111 for .05 School Social Worker (SS3-0-0-AGN-1S-ESSW6018), $3,155 for .05 School Psychologist (PY1-0-0-AGN-1S-ESPS6000), $7,071 for .1 Special Education Supervisor (SSU-0-0-AGN-1S-ESAD1697) and $29,025 for Benefits (DWC-0-0-AGN-DW-EEBN);

e. $55,000 — Academic Excellence-School Program Funds for transition-to-college programs. $24,845 Staff Development-Part-time Certificated (SDV-0-0-SPF-DW-EWPT), $15,155 Benefits (SDV-0-0-SPF-DW-EBOW) and $15,000 Staff Development-Supplies (SDV-0-0-SPF-DW-ESUP);

f. $45,000 — Academic Excellence-School Program Funds-Contracted Services (SD1-0-0-SPF-DW-ECTV) for College Summit programs;

g. $23,900 — Special Services for summer enrollment activities for special education students. $14,845-Part-time Certificated (SSU-0-0-ESS-DE-EWPT) and $9,055-Benefits (SSU-0-0-DE-EEBN).

Implementation and Assessment Plan

11. Upon approval, funds will be carried forward to FY07 Non-Instrumentality Charter Other Expenses account and then transferred to the appropriate accounts in FY07.

12. Any remaining balance in the Non-instrumentality Charter Schools account will be requested as carryover to FY07 during fall adjustments.

Committee's Recommendation

Your Committee recommends that the Board approve:

1. the carryover of $1.21 million of Non-Instrumentality Charter schools remaining balances-Contracted Services into FY07 Non-Instrumentality-Other Expenses (GEN-0-0-BDS-DW-EOTH). The carryover funds will come from Contracted Services accounts:

Bruce Guadalupe $26,101 (GOE-0-I-BDS-BP-ECTV), V.E. Carter $32,693 (GOE-0-I-BDS-VE-ECTV), Community Trade and Business Center $174,944 (GOE-0-I-BDS-CZ-ECTV), Highland Community School $43,930 (GOE-0-I-BDS-HD-ECTV), La Causa $185,368 (GOE-0-I-BDS-LU-ECTV), Milwaukee Leadership Training Center $62,068 (GOE-0-I-BDS-M2-ECTV), New Hope Institute of Science and Technology $302,601 (GOE-0-I-BDS-NH-ECTV), Next Door Foundation $34,889 (GOE-0-I-BDS-NX-ECTV), Preparatory School for Global Leadership $83,642 (GOE-0-I-BDS-P7-ECTV), Aurora Weier $183,956 (GOE-0-I-BDS-AW-ECTV), Wisconsin Career Academy $79,808 (GOE-0-I-BDS-WJ-ECTV).

2. the transfer of $1.21 million from the FY07 Non-instrumentality Charter Other Expenses (GEN-0-0-BDS-DW-EOTH) in the following manner:

   a. $95,500 — Assessment and Accountability-Contracted Services (SYS-0-0-ASM-RH-ECTS) for benchmark assessments;

   b. $237,600 — Agency-Non-MPS-Contracted Services (ARC-0-I-AGN-1S-ECTV) for GED02 programs for 208 students;

   c. $472,000 — Academic Excellence-School Program Funds-Other Expenses (GEN-0-0-SPF-DW-EOTH) for advanced placement initiatives;

   d. $281,000 — Agency-Non-MPS for special education program for Spanish speaking students. $204,394 for Contracted Services (ARC-0-I-AGN-1S-ECTV), $31,138 for .5 Special Education Teacher (MCG-0-I-AGN-1S-ESTC5105), $3,106 for .05 Diagnostic Teacher (DTS-0-S-AGN-1S-ESTC5105), $3,111 for .05 School Social Worker (SS3-0-0-AGN-1S-ESSW6018), $3,155 for .05 School Psychologist (PY1-0-0-AGN-1S-ESPS6000), $7,071 for .1 Special Education Supervisor (SSU-0-0-AGN-1S-ESAD1697) and $29,025 for Benefits (DWC-0-0-AGN-DW-EEBN);

   e. $55,000 — Academic Excellence-School Program Funds for transition-to-college programs. $24,845 Staff Development-Part-time Certificated (SDV-0-0-SPF-DW-EWPT), $15,155 Benefits (SDV-0-0-SPF-DW-EBOW) and $15,000 Staff Development-Supplies (SDV-0-0-SPF-DW-ESUP);

   f. $45,000 — Academic Excellence-School Program Funds-Contracted Services (SD1-0-0-SPF-DW-ECTV) for College Summit programs;

   g. $23,900 — Special Services for summer enrollment activities for special education students. $14,845-Part-time Certificated (SSU-0-0-ESS-DE-EWPT) and $9,055-Benefits (SSU-0-0-DE-EEBN).

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

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(Item 15) 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 of 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 2005-06 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 required by law.

3. For the 2006-07 school year, the Administration is again recommending that the Panel comprise directors, coordinators, managers, supervisors, specialists, assistant coordinators, program administrators, and other staff of Central Services departments and offices. In 2005-06 assistant principals were added to the Panel. This will continue for the 2006-07 school year. 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 Division of Student Services will provide training for the Independent Hearing Panel to ensure that all panel members understand their role, responsibilities, and options.

4. From the 1989-90 through the 2001-02 school years, 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 offenses involving the use, ownership, or possession of illegal drugs and alcohol.

5. 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 endangered the health or safety of others. A copy of the Guidelines is available upon request.

6. 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.

7. 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.

8. 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.

9. Beginning with September 2003, the Board approved a one-year waiver of Administrative Policy 8.32, Student Expulsion, and Administrative Policy 8.23, Weapons in the Schools (and Other Criminal Offenses), that gave the Independent Hearing Panel the authority to offer every student who is expelled without services the opportunity for early readmission if the student volunteered to participate in and successfully completed 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 from the Milwaukee Public Schools during the 2003-04 and 2004-05 school year without services were invited to participate in this voluntary program.

10. During the 2005-06 school year (July to May 24), 335 students were expelled. There were 309 expulsions during the 2004-05 school year. 302 students were expelled during the 2003-04 school year. A summary of the expulsion data for the 2005-06 school year and expulsion statistics covering 1980-81 through 2005-06 will be provided at the time of the meeting.

11. Most 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 or guardian to respond to a reinstatement conference request will result in the Administration's issuing a school assignment for the student. The parent or guardian and the receiving school will be notified in writing of the school assignment.

Strategic Plan Compatibility Statement

12. The recommendation supports the MPS mission statement, "We know that children learn and achieve more when they are cared for, when they are safe and when they have a happy well-being."

Statute, Administrative Policy, Or Board Rules Statement

13. The proposed resolution regarding 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

14. 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 2006-2007 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 and assistant principals.

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 2005-2006 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.*

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(Item 16) Authorization to Enter into an Intergovernmental Agreement with the City of Milwaukee for Tennis Courts at Riverside High School

Background

1. In March, 2002, the Board authorized a long-term ground lease with the Urban Ecology Center for the construction of its new facility at Riverside Park. It was indicated that the construction of this new facility would result in the loss of two tennis courts and the reconfiguration of the remaining five courts when they were replaced by the City of Milwaukee.

2. Since the two tennis courts were removed for the construction of the new Urban Ecology Center, it has been difficult for Riverside High School to host "home" tennis matches with only five courts. They have also had to use courts at Lake Park for practices, which has resulted in increased expenses for transportation and additional coaches for supervision.

3. The City of Milwaukee's Department of Public Works (DPW) has recently informed the district that it is in the process of designing and bidding the reconstruction of the existing courts. DPW has indicated that there is a possibility of adding an additional court by constructing a new retaining wall and re-leveling the site. DPW has estimated that this additional work will cost approximately $66,000.

4. The Administration has requested that the City prepare its bidding documents to allow for an alternate bid for the construction of six courts.

Administration's Analysis

5. The addition of a sixth court at Riverside Park would provide a significant benefit to the school and local community. Tennis is a part of Riverside University High School's physical education curriculum

for graduation. All tenth-graders at the school currently receive tennis instruction, and the addition of an extra court would allow more on-court practice for students. This would also allow the school to host "home" tennis matches and provide additional resources for the community.

6. Cost savings in the Recreation Division's FY06 capital improvement allocations have allowed the Merrill Park roof replacement, originally scheduled for FY07, to be funded in FY06. The sixth court at Riverside Park would be included in its place in the Division's FY07 budget.

7. Since this item would require the payment of funds to another governmental agency that will actually contract for the work, an intergovernmental agreement is necessary to identify the scope of services and the financial commitment. The Intergovernmental Agreement (attached to the minutes of your Committee's meeting) was reviewed and approved by the City Attorney's Office on June 12, 2006.

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 authorization is required for the execution of an intergovernmental agreement.

Fiscal Impact Statement

10. This item authorizes expenditures up to $66,000. Funds would be used from the Division of Community Recreation's FY07 budget for capital improvements, Budget code CSV-0-0-PRC-RC-ECTS0000.

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will execute the intergovernmental agreement with the City of Milwaukee.

Administration's Recommendations

Your Committee recommends that the Board: approve the intergovernmental agreement, as attached to the minutes of your Committee's meeting, with the City of Milwaukee for the construction of a sixth tennis court at Riverside Park for use by Riverside University High School and the community, at a maximum cost not to exceed $66,000.

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

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## COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

(Item 1) Action on Resolution 0607R-001 by Director Goldberg Regarding Outcome-based Budgeting

Background

At its meeting on May 25, 2006, the Milwaukee Board of School Directors referred Resolution 0607R-001 by Director Goldberg to the Strategic Planning and Budget Committee:

RESOLVED, That the Milwaukee Board of School Directors supports the implementation of a comprehensive system to realize outcome-based budgeting for fiscal year 2008; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors further direct the Administration to bring a proposal for implementation of such a system to the Milwaukee Board of School Directors for approval.

Administration's Analysis

1. Outcome-based budgeting (OBB) links the budget to a set of strategic activities and goals designed to achieve outcomes as prioritized by community participation. Three main components are:

a. strategic planning;

b. linking the budget to the Strategic Plan via performance measures; and

c. integrating technology and other systems to support the tracking of key outcomes.

2. The process includes strategic planning and community participation, so it will be important to develop a request for proposal (RFP), to consider proposals, and to select consultants by October to allow time for incorporating new methods in the development of the FY08 budget.

Strategic Plan Compatibility Statement

3. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of district resources.

Statute, Administrative Policy, or Board rules Statement

4. This item is consistent with Administrative Policy and Procedure.

Fiscal Impact Statement

5. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to bring a proposal in August 2006 to implement an outcome-based budgeting methodology in the development of the FY08 budget.

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

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(Item 2) Action on a Request to Petition the Department of Public Instruction to Grant a Waiver from the SAGE Program's Requirements Regarding Class Size in Grades 2 and 3 and Centralized Spending

Background

1. SAGE (Student Achievement Guarantee in Education) began in the 1996-97 school year, was expanded in 1998-99, and was expanded again in 2000-01. The program is authorized by s.118.43, Wis. Stats. and administered by the Department of Public Instruction. The objective of the program is to improve student achievement through the implementation of the following four school improvement strategies:

a. Class sizes of no more than 15:1 in five-year-old kindergarten through grade three;

b. Increased collaboration between schools and their communities;

c. Implementation of a rigorous curriculum focusing on academic achievement; and

d. Improved professional-development and staff-evaluation practices.

2. Schools in SAGE have renewable five-year contracts with the state and receive state aid equal to $2,000 for each low-income child in the grades served by the program. During 2005-06, 494 Wisconsin schools participated in SAGE (up from 30 when the program began). State funding, which was $4.5 million in 1996-97, is $97.6 million in 2005-06 and projected to be $98.6 million in 2006-07. MPS has claimed $30,242,000 in SAGE aid for the 2005-06 school year. The MPS SAGE aid projection for 2006-07 is $29,988,000.

3. The SAGE aid is insufficient to cover the costs of the number of teachers needed to comply with the program's class-size requirement. In FY06 and FY07, MPS has supplemented the SAGE aid with $9,000,000 in class-size-reduction categorical and district funds. In addition, many SAGE schools subsidize SAGE implementation with per-pupil funds beyond those allocated for a standard class size.

4. For the 2005-06 school year, the Wisconsin Department of Public Instruction granted temporary flexibility in the MPS SAGE Program for Burdick, Garland, Ninety-fifth Street, and Victory Schools with the following parameters:

a. maintenance of full-time 15:1 pupil/teacher ratio for all SAGE K-1 classrooms;

b. In grades 2-3, maintenance of a 90-minute block of uninterrupted time for reading and a 60-minute block of uninterrupted time for math;

c. maintenance of a class size in non-core programs of 24:1 or less; and

d. use of any savings realized from this flexibility process to meet MPS's 20 deficiencies in standards (library, music, art, etc.).

5. In addition, the 2005-06 agreement allowed for centralized spending of SAGE revenue.

6. Milwaukee Public Schools currently has 86 schools participating in SAGE. In 2006-07 we expect to have 84 SAGE schools:

- Frederick Douglass and Philipp are closing.
- Granville and Happy Hill are merging and will be located at the Granville site.
- Tippecanoe found the 2006-07 budget-development process for SAGE implementation to be extremely challenging and, consequently, will be withdrawing from the SAGE Program.
- V.E. Carter School of Excellence and Wings Academy, both non-instrumentality charter schools, have requested the transfer of the Philipp and Douglass contracts to their schools for implementation in 2006-07. (This request was considered by the Committee on Innovation/School Reform this month and has been forwarded to the Board for its consideration at its regular June 2006 meeting).

A listing of the schools is attached to the minutes of your Committee's meeting.

Administration's Analysis

7. During the FY07 budget-development process, Burdick (42.1% S.A.G.E poverty), Elm (44.7% SAGE poverty), Garland (64.7% SAGE poverty), Hawley (63.2% SAGE poverty), Ninety-fifth Street (42.9% SAGE poverty), and Victory (60.4% SAGE poverty) Schools found it necessary to budget using the parameters for flexibility in class size for grades 2 and 3 stated above. (At this time, Hawley anticipates implementing the flexibility plan for grade 3 only.)

8. During the FY07 budget-development process, Tippecanoe School was unable to budget for a sufficient number of teachers to comply with the SAGE Program's class-size requirement. Space limitations do not allow Tippecanoe School to participate in the class-size flexibility plan for grades 2 and 3. Tippecanoe School's SAGE contract expires at the close of the 2009-10 school year. The Department of Public Instruction was informed on May 31, 2006, that Tippecanoe School will be withdrawing from the SAGE Program at the close of the 2005-06 school year.

9. Wisconsin State Statute 118.38, Waivers of laws and rules, allows a school board to request the Department of Public Instruction to waive certain school board or school district requirements in chs. 115 to 121 or in the administrative rules promulgated by the Department under the authority of those chapters. State Statute 118.43, relative to the SAGE Program, falls under the waiver option. A waiver is effective for four years. The Administration informed the Department of Public Instruction on May 31, 2006, that the Milwaukee Board of School Directors would be considering a waiver request for the six schools in June 2006, and that it may be necessary to request flexibility for additional schools if Fall enrollments do not reach projections in individual schools.

10. During the 2005-06 school year, Milwaukee Public Schools administered SAGE aid centrally. Centralized spending is needed to efficiently maximize the insufficient SAGE aid to support implementation of the SAGE Program. The FY07 Budget was developed consistent with the centralized spending in 2005-06 as authorized by the Department of Public Instruction. Year-end SAGE surpluses will be used in the following school year to address the district's SAGE shortfall. Year-end school SAGE deficits will be the responsibility of the school.

11. SAGE aid will be distributed to schools in accordance with the goal of sustaining SAGE in as many schools as possible. As a result, high-poverty schools that generate SAGE aid beyond the cost of the SAGE teachers may receive SAGE aid less than the SAGE aid per full-time-equivalent pupil who receives free or reduced-price lunch. The SAGE requirements beyond class size (i.e., school and community collaboration, rigorous curriculum, professional development, and accountability) will continue to be addressed through district initiatives such as community learning centers (CLCs), learning targets, comprehensive literacy and mathematics framework, literacy coaches, principal leadership and accountability, and teacher evaluation.

Strategic plan and compatibility Statement

12. The recommendation 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

13. This item is being presented to the Board pursuant to Wisconsin State Statutes 118.38, Waivers of laws and rules, and 118.43, Achievement guarantee contracts; state aid.

Fiscal Impact Statement

14. The SAGE aid comes to Milwaukee Public Schools on a cycle of one-third in mid-November, one-third in mid-February, and one-third in mid-June.

15. This item does not authorize expenditures.

Implementation and Assessment Plan

16. Upon the Board's approval of this item, the waiver petition will be forwarded to the Wisconsin Department of Public Instruction. Upon granting of the SAGE waiver, the Department of Finance will implement the FY07 Budget as it relates to the SAGE Program, and the Division of Early Childhood Services will continue to provide to the schools advice about the implementation of the education program and the completion of required SAGE reports.

Committee's Recommendation

Your Committee recommends that the Board petition the Department of Public Instruction to grant a waiver from the SAGE Program's class-size requirement in grades 2 and 3 and for centralized spending because the SAGE aid is insufficient to fund the number of teachers needed to comply with the class-size requirement. The request for waiver of the class-size requirement reflects continuation of the flexibility granted in 2005-06 to Burdick, Garland, Ninety-fifth Street, and Victory Schools and expanded to include Elm and Hawley Schools, with the potential of additional schools being added if Fall enrollments do not reach projections in individual schools. The centralized spending request includes all SAGE schools, with the exception of non-instrumentality charter SAGE schools. The specific parameters of the class-size waiver are:

1. maintenance of full-time 15:1 pupil/teacher ratio for all SAGE K-1 classrooms;
2. In grades 2-3, maintenance of a 90-minute block of uninterrupted time for reading and a 60-minute block of uninterrupted time for math;
3. maintenance of a class size in non-core programs of 24:1 or less; and
4. use of any savings realized from this flexibility process to meet MPS's 20 deficiencies in standards (library, music, art, etc.).

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

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(Item 3) Informational Report on a Recommendation from the Division of School Safety & Security's Safety Advisory Committee

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

Administration's Report

1. As a result of ongoing discussions about school safety that started in August 2005 at the Board retreat, the Superintendent convened the School Safety Planning Advisory Committee. This committee had wide representation, including Board, Central Services Administration, School Safety personnel, principals (high school, middle school and elementary), a parent representative, a student representative, an MTEA representative, public officials, the Mayor's office, and the Milwaukee Police Department. Both the 2005-06 Chair and Vice-chair of the Board's Committee on Strategic Planning and Budget were members of the School Safety Planning Advisory Committee from its inception and continued serving through the final committee meeting in April 2006.

2. At the final committee meeting in April 2006, the following recommendations were finalized and presented to the Superintendent:

a. Increase in the number of safety assistants, educational assistants, and other adults in the schools: Having more adults in the schools will help to set and maintain a safe educational environment.

b. More persons of authority at the bus stops: If drivers identify rowdy students, they expect administrators to remove them and to suspend bus privileges. This is currently being done, but the drivers indicate it could be done more often for greater effectiveness.

c. More administrator/teacher training: Two particular programs were discussed as highly successful — Classroom Management Organization Program (COMP) and Crisis Prevention Intervention (CPI). Both programs are currently being implemented in Milwaukee Public Schools, and expansion is suggested because of their effectiveness in supporting teacher retention, well organized classrooms, improved education for students, fewer classroom incidents, higher graduation rates, and fewer suspensions and incident referrals. Empirical and statistical data support the effectiveness of both programs.

d. Daytime K9 searches: The student representative suggested that many students leave their drugs in their lockers; therefore, a daytime search by K9's would be beneficial. The legality of such efforts would have to be investigated before proceeding. Until that occurs, the recommendation would be to increase the number of scannings and locker searches during the daytime.

e. Development of memorandums of understanding (MOUs) with other agencies: It would be helpful if other agencies assisted Milwaukee Public Schools in keeping schools safe.

MOUs are the appropriate mechanism to involve other agencies in this important charge. An example of this is the MOU that has been under discussion for two years between the Milwaukee Police Department and Milwaukee Public Schools regarding the exchange of student information.

f. Focus on safe passage: Some parents are not sending their children to MPS because they are concerned about the safety of their children off school grounds. This is an issue that the Milwaukee Board of School Directors may want to revisit relative to community engagement, involving other political entities, and seeking exterior funding sources to address this key parental concern.

g. Police presence after school: During the first seven weeks of the 2005-06 school year, there were 16 significant incidents involving outsiders at our high schools. After the police overtime project was implemented at five high schools, there were no incidents for the following seven weeks. The committee unanimously supported a similar intergovernmental agreement between MPS and the Milwaukee Police Department for spring 2006, if necessary. It was deemed necessary, and the Board approved the intergovernmental agreement in May 2006. It was suggested that, for future years, this expenditure be part of the Division of School Safety's budget.

h. Increased fines on school property: This has not yet been finalized, but is being worked on by a local alderman.

i. Increase in the importance of schools in the community: Special emphasis should be placed on the need for the entire community to join MPS to help keep schools safe. This might include communicating the importance of our schools via the media by scheduling press conferences featuring local public officials (Board members, mayor, superintendent, police chief, sheriff, elected officials, etc.) promoting initiatives that relate directly to supporting school safety. One example of such an initiative is creating safe school zones that would incorporate increased penalties for existing ordinances within these zones.

j. Standardized conduct expectations and reporting of suspension, expulsion, and incident data in schools: The committee discussed at length suspension, expulsion, and incident data. There was general agreement that there is a wide variance in the enforcement of reporting data in the schools. A committee has been formed to address the procedures in place for processing data once they are received from the schools. It was also stressed that principals must ensure that data from the schools be as consistent and accurate as possible.

k. More cameras, recorders, etc. in the schools: The Division of School Safety has been successful in securing several grants that have helped fund the installation of first-rate security equipment in MPS. These efforts will result in an additional 36 schools being equipped with cameras, recorders, etc.

l. Investigation of the number of Wisconsin school districts with School Resource Officers (SROs): School Safety personnel found that, of the 15 largest urban districts, 14 have SROs. Milwaukee Public Schools is the only one that does not. The School Safety Advisory Committee strongly recommends that the SRO Program be implemented in MPS. On June 12, 2006, the Superintendent and the Director of School Safety met with the Chief of Police to discuss this model. There was general agreement about the need for police officers in and around our schools. The Director of School Safety and the Milwaukee Police Department senior staff will meet and establish a committee to explore the framework of this model in order to make a recommendation to the Superintendent and Chief of Police. These discussions will begin in the next several weeks.

3. The School Safety Planning Advisory Committee put much time and effort into discussing and forming these recommendations, and looks forward to carrying out the Board's suggestions relative to them. The Superintendent has carefully reviewed the recommendations and concurs with them.

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(Item 4) Informational Report Regarding the Planning and Implementation of the First Things First Framework in Large Comprehensive High Schools as Part of the Milwaukee High School Redesign Initiative

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

Background

1. In November of 2005, the Administration delivered to the Board the two-year report of the Milwaukee High School Redesign Initiative. This report included information about the expansion of the Initiative, which now includes the launch of new, small high schools and the planning and implementation of small learning communities in some of the district's large, comprehensive high schools.

2. The expansion of the High School Redesign Initiative is aimed at developing a portfolio of high-school options that moves the district from a time of one kind of high school for all types of students that meets only some of our students' needs to a time of different types of high schools for different types of students that meet all of our students' needs. As noted in figure 1, the portfolio of high schools is envisioned to include alternative schools, our new small high schools, large high schools organized as small learning communities, comprehensive high schools, and large selective high schools such as Rufus King, Milwaukee High School of the Arts, and Riverside University High School. The portfolio-of-schools vision is intended to meet the diverse needs of students in this community by creating the conditions in which student need and student choice will be met with unique options to support student success.

Figure 1.

**Milwaukee Public Schools**
**High School Redesign**

Current vs. future portfolio of high schools

**Current**

| **Alternative** | **Small** | **Comprehensive** | **Selective** |
|---|---|---|---|
| 26 High Schools | 30 High Schools | 9 High Schools | 3 High Schools |
| 2,473 students | 6,025 students | 13,875 students | 3,930 |
| 9% | 23% | 53% | 15% |

**Envisioned**

| **Alternative** | **Small** | **SLC** | **Selective** |
|---|---|---|---|
| 26 High Schools | 50 High Schools | 4-5 High Schools | 3 High Schools |
| 2,500 students | 10,000 students | 6,000 students | 4,500 students |
| 10% | 36% | 22% | 16% |
| | | **Comprehensive** | |
| | | 3-4 High Schools | |
| | | 4,500 students | |
| | | 16% | |

3. The planning of the work on small learning communities began at Bradley Tech and Pulaski High Schools in fall 2005. This work is supported with funding from the Bill & Melinda Gates foundation of $2.5 million dollars, which provides for district and school staff to facilitate and manage the work with the

schools and provides for a significant investment in professional development and support of the planning and implementation of small learning communities through the Institute for Research and Reform in Education (IRRE). The initial planning included meetings between IRRE and district staff, with leadership of the Milwaukee Teachers' Education Association's district curriculum and instruction staff and from each building.

Administration's Report

4. IRRE is an independent, not-for-profit organization whose work in various parts of the country is supported through foundation, federal, and district funds. IRRE provides the highest quality support and access to a diverse staff of national experts and experienced practitioners who provide support in all areas of high-school reform, including curriculum and instructional improvement, formation and strengthening of small learning communities, creation and support of family and student advocacy strategies, and leadership development at the building district level.

5. IRRE coordinates all aspects of the planning and implementation of the First Things First (FTF) framework with district staff. 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. Developed by IRRE in 1996, FTF strives to create meaningful change for all students — particularly young people in low-income communities.

6. IRRE uses FTF to support schools and districts in the planning and implementation of the small learning communities in large high schools. The framework includes three central components — small learning communities, the family advocacy system, and a sharp focus on improved teaching and learning. The FTF framework provides a set of expectations and articulates the ways in which these expectations can be met by schools and districts.

7. FTF is designated as a research-proven comprehensive school-reform model and, because of this status, is included in *The Catalog of Comprehensive School Reform Models* available through the Northwest Regional Education Lab. Recognized by NASSP (National Association of Secondary School Principals) and the NEA (National Education Association) in their national publications, it has received multiple competitive awards from the U.S. Department of Education. Research supporting the FTF framework is available on the Internet at http://www.irre.org.

8. The FTF framework is currently up and running in elementary, middle, and high schools in Illinois, Kansas, Louisiana, Mississippi, Missouri, and Texas. The framework has evolved from an abstract theory to a tested set of interlocking processes, strategies, and implementation standards aimed at improving critical student outcomes. When fully implemented, FTF has helped school and district partners generate results such as higher graduation rates, stronger persistence of students in school, and improved performance on state tests, even in large urban secondary schools.

9. The FTF framework includes three primary strategies which together focus on improving student achievement and the success which students achieved after graduation:

a. Strategy 1: Small Learning Communities

(1) In the FTF framework, small learning communities encompass 10-20 staff and no more than 350 students at the middle- and high-school levels. Students take most classes during the school day from the core group of teachers in that small learning community. The classes are delivered on a block schedule. The core teachers in the small learning community are all situated near each other within the school building, with one of the core small learning community teachers serving as the community coordinator. This teacher facilitates community meetings and acts on behalf of the community in other school meetings.

(2) School-wide electives are offered by teachers who have an affiliation with a small learning community for planning and professional development activities, but who but teach students across all small learning communities. This scheduling strategy allows for common planning for core small learning community teachers as described below.

(3) With a relatively small number of students, each small learning community is small enough to allow staff to know every student personally, but still large enough to include teachers who can ensure the needed breadth of content expertise in all core subject areas. All high-school and many middle-school small learning communities mix grades — including students from all grade levels within the building in each community — making it possible to base instruction and curriculum on individual academic needs and interests, rather than only on grade levels. Small learning communities are also the place where staff members study data on individual students; take collective responsibility for every student's success; make key decisions about discipline, staffing, and use of time; and inform budget decisions as well.

(4) All FTF high schools have themes selected through staff, students, and community input. These themes include both academic and career-oriented focus. Several FTF schools also have transitional communities, some of which enable students who are over age for their grade levels to recover credits rapidly and join the mainstream small learning communities within a year, getting back on track toward graduation. Other FTF schools provide intensive literacy support to students with low levels of English proficiency to help them meet the challenges of the core curriculum in the mainstream small learning communities.

(5) In Milwaukee, the strategy to support over age ninth-grade students is called the Opportunity Center, and "double dosing" or "dose-and-a-half" in literacy and mathematics will be provided to students who experience difficulties mastering the core curriculum. Unlike the previous efforts to identify students entering high school without the necessary skills (the former "8T" program), the Opportunity Center intervenes when new ninth-grade students fall behind their peers. This strategy keeps students moving forward, in contrast to the past practice in which students were maintained in the 8T program and did not gain credits toward graduation. The Opportunity Center offers high-school courses for credit by staff specifically trained to work with this group of students.

10. Strategy 2: Family Advocate System

(a) Small learning communities also include students' families. The Family Advocate System is a strategy to strengthen the kind of family involvement that really matters for student achievement. Each staff member becomes an advocate for 15-20 students and their families, stays with them all the years they are in the school, and does whatever it takes to help those students succeed. Family advocates contact families regularly and involve them and the students themselves in setting and meeting academic and behavioral goals. They also help students and families connect to community resources through referrals to resources both within and, where appropriate, beyond the school building.

(b) Family advocates receive training to find and effectively use time for one-on-one meetings and group meetings with students, to monitor student progress, to establish regular and productive communication with parents, to conduct effective family conferences and to work with colleagues to ensure each student's success (see Klem, Levin, Connell, and Bloom, 2003, for a more detailed description). IRRE provides training and extensive resources for staff advocates to use with students and families. The 309-page resource guide which is provided to all advocate staff can be reviewed at the IRRE website as well.

11. Strategy 3: Improving Instruction

(a) Three overarching instructional goals have become the focus of FTF instructional improvement:

(1) *Engagement:* Students are actively involved — emotionally, behaviorally, and cognitively — in their academic work;

(2) *Alignment:* Learning materials, student work, and all assignments reflect academic standards important to the district and state and offer opportunities for students to master the methods used on their states' high-stakes assessments; and

(3) *Rigor:* Teachers set high standards for all students, make those standards clear to students up front, embed those high standards in everything they do and everything that they ask students to do, and regularly review progress toward those standards.

Teachers and district staff are trained in these strategies through ongoing school-based and district-wide professional development.

(b) To achieve these goals, teachers need adequate time to focus on instructional improvement and the support to use this valuable time effectively. FTF builds on the small learning community structure to create four basic timeframes in which instructional improvement activities are to take place:

(1) *Common Planning Time:* The goal is for core staff in each small learning community to have at least three hours of common planning time a week, with 75% of that time to be spent on instructional improvement. This is time when students are not present because they are engaged in elective classes offered by teachers affiliated with the small learning community.

During the common planning time, small learning community core staff make classroom visits within and across disciplines, discuss what they see, and consider how to implement new practices in their own classrooms. They study student work together to evaluate the rigor of a particular assignment, look at the resulting student output, and talk about ways to improve it. It is also the forum for looking at student data. Since small learning community staff members share the same students, together they set targets based on data about student performance, create action plans to meet those targets, and regularly review data to monitor progress.

(2) *Early Dismissals/Late Starts:* Early dismissals and late starts provide additional time for professional development. Since students are not in the school at all during these periods, staff can work across their small learning communities. For instance, teachers in the same content areas or departments (e.g., math, music, English) or those responsible for the same courses of study (e.g., Algebra I, Vocal Music, English III) can collaborate on their instruction and on curricula that will engage students.

Small learning community core staff also use this time to include their affiliated members — teachers who serve as family advocates and share professional development activities, but who teach elective courses during common planning time. Examples might be a music or health teacher. Because affiliated members may teach students during the small learning community's common planning time, early dismissals or late starts allow them to work with their other community colleagues.

(3) *District Professional Development Days — Banking Days:* Faculty learn about new instructional strategies for strengthening student engagement, aligning instruction with state and local standards, and incorporating high expectations for all students into their lesson planning and teaching practices. Typically, sessions include national instructional experts using simulations and demonstrations; faculty studying and dialoguing; and staff creating implementation plans and

reviewing ongoing support activities to put these new strategies into practice. Schools in later stages of implementation determine the focus for these capacity-building days by using assessments to pinpoint areas of need.

(4) *Summer Training Institutes:* These sessions focus on enriched curricula and an expanded array of instructional strategies explicitly designed to re-engage and accelerate the progress of struggling readers and math learners. They include specific activities that help family advocates develop the relationships they need with students and families.

12. The impact of the strategies and professional development are measured through a set of tools, techniques, and data-analysis processes called "Measuring What Matters," which includes a classroom-visit and observation protocol similar to the Instructional Practices Inventory (IPI) already in use in the district. Like the IPI, the Measuring What Matters classroom visits are non-evaluative, but provide deep information on the state of teaching and learning within a school. The Measuring What Matters process adds depth to the classroom observation process by focusing directly on engagement, alignment, and rigor.

13. Measuring What Matters equips our district and participating schools with the data necessary to measure the outcomes and implementation of their reforms. Measuring What Matters encompasses:

a. a technology-based set of data-collection tools and reports focused on student outcomes and effective practices. These tools use state-of-the-art technology to capture observations on Palm Pilots/PDAs (personal data assistants — i.e., handheld computers) and then load that information into a secure website for use by school and district staff.

b. a process for using these tools and reports effectively.

14. Measuring What Matters student outcome reports go to:

a. family advocates so they can monitor the progress of individual students and share that information in family conferences and one-on-one discussions with students;

b. coordinators and staff in small learning communities so they can plan and monitor interventions and supports;

c. school and district leaders so they can track and report progress, design interventions, and assess the system's effectiveness in hitting outcome targets; and

d. community stakeholders so they celebrate success and hold the system accountable for student progress.

15. Measuring What Matters also includes data-collection, analysis, and reporting tools centered around effective practices to support each of FTF's three implementation strategies: small learning communities, a family advocate system, and instructional improvement. Teachers, administrators, and providers of technical assistance can use these tools to collect data through observation, self-assessments, and surveys. The data then become a solid basis for shaping supports for individual staff as well as for more systemic interventions at the departmental, SLC, school, and district levels. Measuring What Matters tools and training provide schools and districts with the capacity to sustain and strengthen their reform efforts using a small number of compelling success indicators.

16. The planning and implementation of the FTF framework is supported by a district-level small learning community coordinator and a school-based school improvement facilitator (SIF). The school improvement facilitator reports directly to the director of Administrative Accountability, works closely with the principal, and provides both support and change advocacy in the process.

17. Both Bradley Tech and Pulaski have a full-time school improvement facilitator, chosen in close consultation with the principal, district staff, and IRRE, whose sole responsibility is to plan, implement, and strengthen the reform in that school. During the planning year, school improvement facilitators:

a. learn about the FTF framework approach to small learning communities, the Family Advocate System, and instructional improvement;

b. coordinate with IRRE, school leaders, and the district staff;

c. address staff concerns and needs around the FTF framework's planning and capacity-building process;

d. work with emerging leaders among the teachers and school staff to move different components of the reform forward, including establishment of small learning community themes, initial instructional improvement activities, and set-up of the Family Advocate System; and

e. provide small learning communities with objective feedback and ideas and techniques for having constructive and timely discussions of student progress.

18. IRRE, using the FTF framework, has supported significant student satisfaction, persistence, and academic gains in Kansas City, Kansas. Kansas City, Kansas, Public Schools — the district that has partnered with IRRE the longest — saw strong gains after implementing FTF district-wide for three years. Because improvements at the high-school level have been so difficult to obtain nationally, the gains in the four comprehensive high schools are especially noteworthy:

a. The graduation rate rose to 80 percent in 2004 from a range of 40-47 percent in the years preceding FTF.

b. Students have attended close to 100,000 more days in these same schools since FTF was introduced.

c. The percentage of students scoring at proficient or advanced levels on high-stakes reading tests increased from 25 percent to 40 percent.

d. The percentages of struggling readers on these same tests decreased by 18 percent (from 45 percent to 27 percent).

e. The percentage of students reporting on confidential surveys that they are disaffected with school dropped from nearly 50 percent to less than 25 percent over this same period.

f. In the Kansas City, Kansas, Public Schools (KCKPS) as a whole:

- African-American and Hispanic students made dramatic gains in reading proficiency, narrowing the racial gap with Caucasian students, who also improved their performance;
- students from economically disadvantaged families dramatically increased their reading proficiency, closing the economic achievement gap as well;
- the gap in reading test scores between KCKPS and predominantly rural and suburban communities in the rest of the state has been cut in half.

19. Another large, comprehensive high school serving over 90% poor and minority students in Houston, Texas, recorded double-digit gains on state tests in all four core subject areas since implementation of FTF. The FTF framework was cited by the National Association of Secondary School Principals in the May 2006 edition of its *Principal's Research Review* (Volume 1, Issue 3) as one of three models focused on improving high-school performance. The findings of this research lend support to the Milwaukee effort to implement the framework and affirms that our focus on personalized environments, family advocacy, and improved instructional practice has merit.

20. Milwaukee Public Schools will begin the implementation of the FTF framework in two high schools — Bradley Tech High School and Pulaski High School — in the fall. District staff have partnered closely with IRRE to learn about the FTF framework and to develop the capacity to support the schools taking on this important improvement effort. The Administration is currently seeking federal, national foundation, and local foundation funds to expand this work in Milwaukee. Should funding be identified, the Administration anticipates the planning and implementation of a new, large charter high school based on the FTF framework.

21. The funding for the initial planning and early implementation of the FTF framework at Bradley Tech and Pulaski High Schools is provided for in a grant from the Bill & Melinda Gates Foundation. The grant budget, a copy of which is included as attachment 1, identifies the requested amounts — all of which are funded — as well as the district investment from July 1, 2006, through June 30, 2009. The grant funds to the district ($1,179,770) support a district coordinator, two school improvement facilitators, school instructional coaches, district support, travel to IRRE conferences and other small learning community sites, supplies, and marketing. The IRRE's portion of the funding ($1,339,705), which is contracted directly with the foundation, supports extensive professional development for school staffs as well as significant professional development for district employees provided by a national network of experts.

22. The district's overall investment of $7,329,047 in the initiative is primarily of staff time represented in the payroll costs of this time. School staff members participate in training related to each strategy of the FTF framework. Staff members will also participate in common planning in the coming school years. Additionally, the MPS investment is represented in the transition of grant-funded positions to local funding. As the implementation moves forward, schools will make decisions about maintaining these positions and funding them through local sources, or shifting the roles to other positions in the school.

23. Additional funding from the Department of Education's Small Learning Community grant is being pursued to support the implementation at Bradley Tech and Pulaski High Schools. This funding will provide another opportunity for schools to support the positions launched in the first grant, as well as opportunities to identify local needs based on school data and to implement plans to address these specific needs within the FTF framework.

24. The planning and implementation of the FTF framework becomes a sustainable effort beyond the initial investment of grant dollars. The first level of sustainability is evidenced in the substantial professional development investment embedded in the process. School and district-level staff members participate in professional development related to each strategy in the framework as well as staff development related to Measuring What Matters. The development of capacity at both the school and district levels makes this effort sustainable across time. It also provides the district with the capacity to expand this effort to other schools without the ongoing investment of district-level staff time for each new school.

25. Additionally, this effort becomes sustainable through the careful alignment of school-based resources to the FTF framework. As an example of this alignment, a copy of the FY07 budget for Pulaski High School is included as attachment 2. Pulaski High School will implement the FTF framework with five themed communities and the Opportunity Center for ninth-grade students who need additional support to get back on track towards graduation.

26. The alignment of resources to support the FTF framework and the small learning communities required a slight increase in the number of students and a very careful analysis of the expected Title I dollars. These tasks, which were completed with the support of MPS Budget and Finance staff members, allowed for a small increase in staffing as needed to support the reform framework.

27. It should also be noted that using time differently during the school day and school year provides for more professional development opportunities and opportunities for teachers to focus on improving instructional practice. Through common planning time, early release days, and careful use of staff meeting time, more time is made available for teachers' professional development. The use of this time is part of the professional development offered through IRRE and monitored by the school improvement facilitator and principal.

28. The Administration looks forward to the implementation of the first FTF small-learning-communities high schools. We have a strong relationship with the representatives from IRRE and will continue to work closely with their national network of experts seeking opportunities to expand the use of the framework in Milwaukee. We appreciate working closely with the MTEA to communicate the elements of the reform framework and to pursue memoranda of understanding to support its implementation.

* * * * *

(Item 5) Work session on Various Aspects of the MPS Charter School Program and of the Chartering Process

Your Committee reports having held a work session to discuss the philosophy and general structures in place relative to MPS charter schools (instrumentality and non-instrumentality). The discussion also included, but was not necessarily limited to, the impact of No Child Left Behind (NCLB) legislation on chartering, the charter school evaluation process, the charter contract renewal and termination process, and the approval process for new charters.

* * * * *

## UNFINISHED BUSINESS

(Item A) Appointment of Board Representatives

At its annual organizational meeting in May 2006, the appointment of the Board's representatives to the various boards and committees on which the MPS Board is represented was deferred until the June 2006 regular Board meeting.

The appointments are listed below:

Library Board

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

2005-06 Representative ..... Director Johnson

The President nominated Director Johnson to serve on the Library Board for 2006-2007.

On the motion of Director Horton, the appointment was approved, the vote being as follows:

Ayes—Directors Goldberg, Horton, Morales, Spence and President Dannecker—5.

Noes—Directors Blewett and Hardin—2.

* * * * *

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.

Selection of representatives to the MATC Appointment Committee was deferred to a future meeting.

* * * * *

CESA #1 Board of Control

President Dannecker offered to continue to serve for 2006-2007.

On the motion of Director Goldberg, the appointment was approved, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

* * * * *

Head Start Policy Council

2005-06 .....Director Johnson

The President nominated Director Johnson to continue to serve on the Head Start Policy Council for 2006-2007.

On the motion of Director Spence, the appointment was approved, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—6.

Noes—Director Blewett—1.

* * * * *

Milwaukee City Council of PTAs/PTSAs

2005-06 .....Director Johnson

The President nominated Director Hardin to serve on the Milwaukee City Council of PTAs/PTSAs for 2006-2007.

On the motion of Director Blewett, the appointment was approved, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—7.

Noes—None.

* * * * *

Title I Advisory Council

2005-06 .....Director Goldberg

The President nominated Director Goldberg to continue to serve on the Head Start Policy Council for 2006-2007.

On the motion of Director Horton, the appointment was approved, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—6.

Noes—Director Blewett—1.

* * * * *

# NEW BUSINESS

## REPORTS OF BOARD DELEGATES

(Item 1) Report of the Board's Delegate to the Head Start Policy Council

Delegate: Director Kenneth Johnson

Major Activities

- Staff members continued to develop the Technical Assistance & Training and Program Self-Assessment Plans.
- Staff members participated in the writing of the draft state supplement and federal grant applications in collaboration with the MPS Grants Office.
- The Fatherhood Initiative Committee met on June 9, 2006.
- The MPS Head Start Policy Council met on Saturday, June 10, 2006. They approved the submission of the State Supplement Grant Application.
- Staff members attended the Program Information Report (PIR) training in Wausau on June 14 and 15, 2006.
- Head Start recruitment efforts were held at Juneteenth Day.
- The Technical Assistance & Training Plan will be submitted to Region V office by June 30.
- Parent Orientation sessions are tentatively scheduled for June 29 and 30, 2006.

The next Policy Council meeting is tentatively scheduled for Saturday, July 8, 2006, at 12:00 noon in Room 206/208 of MPS Central Services. Tentative agenda will include the approval of the MPS Head Start Federal Grant Application.

* * * * *

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

Submitted by: Director Joseph Dannecker

Previous Month's Summary:

- NEA Steering Team meetings continue, and planning for Year 2 of the NEA Foundation grant is in progress. Several meetings took place with the NEA Foundation's President/CEO and Director of Programs concerning the succeeding years of the grant.

- The Action Research Fellows were introduced at the June 16 MPA Partners Meeting, and they will be meeting with Ellen Meyers, Senior Vice President of Teachers Network, on June 29. The Action Research Fellows, which will be tied into the national network of Teachers Network,d will be working all year on implementing action research in the classrooms and reporting on it. This is a joint effort with NYU and two professors from UWM, as well as some from other colleges and universities.
- A meeting was held with staff from the MPS Department of Human Resources regarding staffing at NEA Focus Schools.
- Four MPS schools have been identified to participate in SEWAC training in the 2006-07 school year: Lee, Keefe Avenue, McNair and Edison. The first three are NEA Focus Schools.
- Representatives of MPS, the MTEA, and the MPA met regarding low-performing schools.
- Final preparations are being made for the "Embrace the Challenge: Closing the Achievement Gaps through Partnerships and Leadership" national conference on June 28-30, 2006, at the Four Points Sheraton-Airport.
- UWM held its second annual summer institute, "Moving Beyond Closing Achievement Gaps: Strategies That Work," on June 19-20, 2006.
- The 9th Annual UWM Urban Initiatives Conference, "College Access and Success: Our Community's Future," was held on May 24 at the Italian Community Center. Dr. Paul Ruiz shared his perspective on the college access crisis with compelling evidence and a global comparison. Several MPA Partners attended. William Andrekopoulos (MPS), Christine Anderson (MPA), and Rita Cheng (UWM), along with Deborah Blanks of the Social Development Commission and State Representative Lena Taylor, participated in a follow-up panel discussion, sharing perspectives on race, poverty, and college access and responding to how these issues can be addressed at the local level.
- MPS hosted an event on May 31 featuring Dr. Robert Pianta. It was attended by a number of MPA Partners. Dr. Pianta's message focused on what is essential to ensure that children and families make smooth transitions to school. These transitions are key to building a foundation for high-performing urban classrooms.
- The Teachers for a New Era (TNE) Steering Group held a strategic planning retreat at the Heftner Center on May 31 and a Spring Institute at UWM on June 6.
- The MPA Executive Partners continue to work on strategic planning. Input is being gathered from all MPA partners related to focus/mission, structure, membership, governance/leadership, decision making, staffing, and funding. One of the greatest challenges that must be addressed is the engagement of parents.
- MPS is reviewing the Literacy Coach Report, Learning Teams Evaluation Report, and the Council of Great City Schools Report and has begun meeting regarding an instructional improvement plan for the district. The MPA Implementation Team will be involved in this planning process.
- An MPA Retreat is being planned for August 17 at Cardinal Stritch University. Data analysis of the reports mentioned above will be reviewed, and the Implementation Team Work Groups will set goals.
- In the effort to align district resources, the NEA Focus Schools will be combined with the SMAART (Schools Moving Academic Achievement Responsibly Together) Schools — those identified by the district as needing more focus and direction in terms of instructional improvement.

- The MPS Teachers-in-Residence (TIRs) at UWM over the past two years have done an outstanding job and, among other things, have positively affected the teacher education program for preparing teachers for urban education. They were recognized at the June 16 MPA Partners meeting and presented with plaques. New TIRs will be selected for the next two-year term. The application process is in progress.
- MATC, along with ESM and Johnson Controls, is sponsoring the Milwaukee Area Computer Camp July 24-28, 2006, at MATC. The camp is free for up to 15 MPS students entering 7th or 8th grade this fall. Students will learn to design their own web pages using HTML and animation using Flash. Lunch and bus passes will be provided. Students will also participate in a tour at Johnson Controls to learn more about its engineering and technology departments. Students will present their web pages during a luncheon that will be attended by their families and sponsors of the event.
- The MPA Transition Team, headed up by Dean Alfonzo Thurman from UWM, developed a position description, new title, salary range, and assignment period for the interim person to be hired when Dr. Anderson is gone. The new title is Director of Teaching and Learning for the MPA. The role of this position will be to coordinate the work of the Implementation Team and work groups, to continue to:
  - — seek funding through grants;
  - — manage existing grants;
  - — plan and implement Implementation Team retreats;
  - — seek the assistance of various organizations;
  - — meet with various business, education and community groups regarding partnerships and the alignment of work of MPS with the MPA and its partners;
  - — participate in MMADE and carry out the directives of the Executive Partners;
  - — participate in MPS academic meetings;
  - — assist in planning and monitoring of the MPA budget as related to the teaching and learning functions;
  - — prepare monthly reports;
  - — meet with new teachers each fall at the orientation meeting;
  - — collect feedback and reflect on work done; and
  - — carry out various office duties.

  Recommendation was made for a one-year commitment, with the possibility of extension. The Transition Team will be conducting several interviews and hopes to have someone in place in July.
- Descriptions have been posted through MPS for the positions of curriculum generalist, mathematics teaching specialist, mathematics instructional coach, teacher-in-residence, and literacy specialist. Curriculum generalists will be working with the NEA Focus Schools and SMAART Schools. These two groups of schools will be combined into one list of schools to be embraced. The math instructional coach is also a new position. People in this position will support high-school mathematics, particularly in small high schools and SIFI schools (Schools In Need of Improvement).
- The MMP (Milwaukee Mathematics Partnership) is providing a Summer Math Bridge Program at UWM for MPS HIGH-SCHOOL SENIORS intending to go to college in fall 2006. This program will offer four weeks of math support, Monday through Friday, for two hours per day. There are 25 students signed up so far; there is room for 50. This is a part of the effort to get students out of the remedial math courses when they enter college.

- A conference for a network in mathematics among institutions of higher education is being planned and will probably occur in late August.
- A new Title IIB grant for high-school mathematics is being planned for this summer.
- The first Mathematica research project concerning the impact of high-intensity induction on new teachers and retention has been completed. Lessons learned from this study will now be reviewed. Data on the teachers involved will follow for three years. Details are being finalized, and district data is being gathered to move ahead with the next Mathematica research project, the U.S. Department of Education's ten-school, cross-country study researching curriculum related to reading comprehension. Four curricula have been identified, and one will supplement the study. Results will have an impact on NCLB.
- Funding has been received from DPI through school improvement money to target five high schools with a reading intervention program. Details are being finalized for further implementation next year.
- Special sessions were held this year for schools that identified writing as one of their Smart Goals. Schools sent one or more staff members to a series of focused professional development on writing instruction and how to support their smart goals in their educational plans around writing. They went through resources on the Portal, instructional techniques, how to use the results from the district writing assessment, and a range of things focused on supporting the educational plan. School staff came together to examine very deeply something pertinent to their school community.
- A walk-through for characteristics of a high-performing urban classroom is being finalized. Alignment of professional development is being worked on.
- The Skunkworks Work Group helped to facilitate a student forum organized by David Weingrod, MPS Service Learning Coordinator, that took place just after Memorial Day at the Salvation Army Center. Approximately 100 ninth-, tenth-, and eleventh-grade students from ten schools across the city were in attendance. Students discussed what has gone right in their school careers and what has not. Students left the forum with action learning packets and information to apply for grant funding to continue meeting in their schools and work on action plans.

The next meeting date has yet to be determined.

Upcoming agenda items will include:

- Wallace Fellows

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## RESOLUTIONS

Resolution 00607R-003

by Director Johnson

RESOLVED, That, when two or more Board or committee meetings are scheduled so that one immediately follows the other, recitation of the Pledge of Allegiance is required only at the beginning of the first meeting, with an acknowledgment of that recitation to be made at the beginning of each succeeding meeting.

Referred to the Committee on Legislation, Rules and Policies

Resolution 0607R-004

by Director Dannecker

RESOLVED, That Administrative Policy 7.22, School Fundraising Activities, be revised as follows:

(2) SALES INCENTIVES

(a) Sales incentives can be accepted by the school as part of the revenue from a fundraising activity. Individual staff members~~, students, or members of their families~~ shall not receive sales incentives such as money, gifts, or merchandise from vendors ~~or the school~~ for their participation or sales efforts during a school fundraising activity. Individuals failing to comply shall be subject to forfeiture of not more than $200.00 for each offense as provided by state law.

(b) Students participating in parent organization fundraising activity may receive a non-monetary token of appreciation. The token must be the same for all students who participated and not be based on the amount of individual sales.

(c) ~~Incentives may be given at the secondary level, providing that each participant has equal opportunity to win the award.~~ In addition to any tokens of appreciation provided to all participating students, the school community may decide whether additional incentives based on sales levels will be given and the basis upon which such incentives will be awarded.

And be it

FURTHER RESOLVED, That the Administration review and bring to the Board for its approval any other policies or procedures — including, but not necessarily limited to, Administrative Procedure 7.22 — that may be affected by these revisions to Administrative Policy 7.22.

Referred to the Committee on Legislation, Rules and Policies

The Board recessed from 8:28 to 8:47 PM.

The Board adjourned at 9:37 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JULY 20, 2006

Regular meeting of the Board of School Directors called to order by President Dannecker at 7:15 PM.

Present—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—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:

SISTER JOEL READ

Sr. Joel Read's highly successful career in education has spanned nearly six decades. She began teaching in 1948 as a seventh-grade teacher in an elementary school in Illinois. In 1955, she began as a faculty member at Alverno College in the Department of History and chaired the Division of History and the Social Sciences from 1961 to 1968. From 1968 to 2003, she served as the President of Alverno College.

There are many reasons that Sr. Joel Read is receiving the Excellence in Education Award, all of which emanate from her highly successful career in education and her many significant contributions to the field. She has served MPS as a strong and vigorous voice in the community, consistently and strongly advocating for continuous improvement in the district. The endless time and effort that Sr. Joel has dedicated to MPS has led to significant improvement in the quality of education available to MPS students. She continues to have a positive impact on the lives of countless children through her enthusiastic efforts.

Sr. Joel supports public education and is a firm believer that it is an absolute requirement in a democracy. She has worked closely with MPS on a number of levels to support increased student achievement and opportunity for all of Milwaukee's children. Sr. Joel continues to dialogue with the Superintendent on a regular basis to determine the best strategies for engaging the community to support MPS students. This has resulted in clearer communication in the public relative to the district's mission, vision, and goal of continuous improvement.

The Milwaukee Board of School Directors and the entire MPS community recognize Sr. Joel Read for her 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 James Cameron

Submitted by Director Blewett on Behalf of the Board

WHEREAS, James Cameron dedicated his life to promoting civil rights, racial peace, unity and equality; and

WHEREAS, In 1940, James Cameron founded three NAACP chapters in Indiana, serving as the first president of the NAACP Madison County Branch in Anderson, Indiana; and

WHEREAS, James Cameron served as the Indiana State Director of Civil Liberties from 1942-1950 and worked on revocation of the "equal accommodations" laws to end previously mandated segregation; and

WHEREAS, During the 1970s James Cameron published literally hundreds of articles and booklets detailing civil rights and documenting occurrences of racial injustice; and

WHEREAS, In 1988 James Cameron founded the American Black Holocaust Museum to memorialize racial injustice suffered by people of African heritage; and

WHEREAS, James Cameron, after a long life dedicated to civil rights, died on June 11, 2006; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors hereby expresses its appreciation for the work of James Cameron and for his dedication to and passion for civil rights; and be it

FURTHER RESOLVED, That the Board expresses its sincere sympathy to the family of James Cameron on his passing; and be it

FURTHER RESOLVED, That the Board instruct the Office of Board Governance to have an engrossed copy of this resolution, suitably signed and sealed, prepared and delivered to the family of James Cameron in recognition of his lifelong dedication to making this city and the world better places for his fellow human beings.

Resolution in Honor of Marty Stein

Submitted by Director Blewett on Behalf of the Board

WHEREAS, Martin (Marty) F. Stein was first and foremost a family man who considered the community part of his family and saw every person as a gift; and

WHEREAS, Marty Stein worked to tear down traditional lines of race and religion, saying that such divisions had no place in an all-too-divided world; and

WHEREAS, Marty Stein's advocated for the community as a whole, with a special emphasis on efforts to combat poverty and hunger; and

WHEREAS, Marty Stein was involved in a long list of organizations, including Big Brothers Big Sisters of Metro Milwaukee; Boys & Girls Clubs' of Greater Milwaukee, America's Black Holocaust Museum, the Milwaukee Jewish Home and Care Center, and the Hunger Task Force of Milwaukee; and

WHEREAS, Marty Stein is considered the father of the Betty Brinn Children's Museum, having spearheaded an 11th-hour effort to make the museum a reality; and

WHEREAS, Marty Stein departed from his worldwide family on March 2, 2006; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extends its sincerest appreciation to Martin Stein's family for his philanthropy and humanitarianism, especially on behalf of the children and families of Milwaukee; and be it

FURTHER RESOLVED, That the Board instruct the Office of Board Governance to have an engrossed copy of this resolution, suitably signed and sealed, prepared and delivered to the family of Martin F. Stein in recognition of his lifelong dedication to making this city and the world better places for his fellow human beings.

Other Awards and Commendations

SCHOOLS

The automotive training program at Pulaski High School has received certification by the National Automotive Technicians Education Foundation (NATEF) and the National Institute for Automotive Service Excellence. To achieve this coveted recognition, the school's automotive training program underwent rigorous evaluation by NATEF. Nationally accepted standards of excellence in areas such as instruction, facilities, and equipment were used.

STAFF

The Department of Health and Human Services recently commended Judy Gerrity and MPS for the following notable accomplishments:

- collaborating with community partners to disseminate the results of the 2005 YRBS for the purposes of planning and improving programs and policies to address the health issues identified;
- targeting selected secondary schools to improve the knowledge and skills of classroom teachers relative to HIV instruction and assessment;
- involving community partners in providing supplemental, evidence-based STD/HIV/Unintended pregnancy prevention education to young people in selected after -school programs; and
- providing training for parents in order to build capacity for supporting the prevention of STD/HIV infection among Milwaukee's youth.

Judy and Dave Braby, curriculum specialist, are to be congratulated for their hard work.

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MPS has been awarded a grant totaling $1,148,295 for elementary school counseling programs. The Educational and Secondary School Counseling (ESSC) grant was awarded by the U.S. Department of Education. MPS is the only Wisconsin school district awarded this grant.

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## APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of April 27, May 18, 25, and June 13, 15, 27, and 29, 2006, were approved as printed.

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# COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Action on a Request for Approval to submit a Federal Head Start grant application

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

The Department of Health and Human Services Administration for Children and Families has made available the application to refund the MPS Head Start Program. As in the past, the MPS Head Start Program will apply for this grant, working in collaboration with MPS Grant Development Services.

In anticipation of this refunding opportunity, the MPS Head Start Policy Council and the Milwaukee Board of School Directors approved a budget of $5,616,264 for this grant application. On June 12, 2006, however, the MPS Head Start Program and Grants Development Services were notified that the amount MPS is eligible for is $5,619,437.

We are submitting requests for you to approve the application for the Federal Head Start funding and to approve the amended budget amount to include an additional $3,173 in the Supplies/Supply Backorders budget line item.

Pursuant to Head Start Performance Standard 1304.50(G)(2), Governing Body Responsibility, any changes in Head Start operating budgets must be approved by the Policy Council and the Milwaukee Board of School Directors. The MPS Head Start Policy Council approved these actions on July 15, 2006.

The Administration recommends that the Milwaukee Board of School Directors approve the submission of the Federal Head Start grant application in the amount of $5,619,437 to fund and support the MPS Head Start program.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

Director Johnson moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

Temporarily absent—Director Blewett—1.

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(Item b) Approval of a Negotiated Labor Agreement with the MTEA (Substitute Teachers)

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

Negotiations were completed on July 17, 2006, between the Milwaukee Board of School Directors and the following bargaining unit:

MTEA (Substitute Teachers) —
Two-year contract (July 1, 2003, through June 30, 2005)

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

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

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SETTLEMENT HIGHLIGHTS
CONTRACT BETWEEN THE MILWAUKEE BOARD OF SCHOOL DIRECTORS
AND
MILWAUKEE TEACHERS' EDUCATION ASSOCIATION (SUBSTITUTE TEACHERS)
July 1, 2003, through June 30, 2005

1. Two (2)-year contract (July 1, 2003, through June 30, 2005).

2. Salaries: Qualified economic offers for 2003-04, 2004-05

Director Johnson moved to approve the Superintendent's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

Temporarily absent—Director Blewett—1.

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## REGULAR ITEMS OF BUSINESS

(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; Report of School Bus Accidents; 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

Authorization to Enter into Two Contract Extensions for Network and Internet Support Services

The Administration is requesting authorization to enter into contract extensions with AE Business Solutions for the provision of network engineering services, and I-TECH for the provision of Internet engineering services.

The District's wide-area network, which connects all schools to the Internet, e-mail, and business applications, is being upgraded from an ATM SONET network to an Internet Protocol (IP) network with gigabit speed. This upgrade is required because the equipment used for the SONET network is at the end of its useful life and is no longer supported by the equipment supplier. As a result, the District is unable to obtain repair service when a network outage occurs.

Several firms were instrumental in designing the new network over the last year, including AE Business Solutions and I-TECH. The Administration is requesting an extension of the current contracts with these vendors for an additional one year to install, test, and implement the new network. These vendors have been granted sole-source waivers due to the technical knowledge and skills they acquired in designing the new network.

The contract period would be July 1, 2006, through June 30, 2007. The cost of the contract extensions would not exceed:

AE Business Solutions ..... Network Engineering Support $370,000

I-TECH..... Internet Engineering Support $230,000

The budget code to be charged is TSV-0-0-TEC-TC-ECTS (Technology Division — Contract 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 | NT $600,000 | NA | NA | NA | 0 | 0 | 0 | NA | NA |

Authorization to Purchase Network Switches

The Administration is requesting authorization to purchase network switches for non-eligible E-rate schools from Berbee Information Network Corp. A Request For Proposal (RFP-512) was issued for the purpose of selecting a vendor to provide network switches for both E-rate program-eligible and non-eligible schools. Berbee was selected as the winning vendor.

The purchase order will not exceed $381,500. The budget code to be charged is EQM-0-0-TEC-TC-EEQ5 (Technology Division — 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 | NTE $381,500 | NA | NA | NA | 0 | 0 | 0 | NA | NA |

Authorization to Enter into a Contract for Oracle Database Administration Support

The Administration is requesting authorization to enter into a one-year contract with GreenLight Technologies, LLC, to:

1. provide Oracle Database Administration support and programming for mission-critical database applications;
2. act as a technical resource to district database Administrators; and
3. provide limited desktop management services.

MPS has an existing contract with GreenLight Technologies, which has been instrumental in developing the District's Operational Data Source system. This system now requires an update to Oracle Version 10G from Version 9, and MPS lacks the in-house expertise to carry out the update.

The contract period is July 1, 2006, through June 30, 2007, and the cost is not to exceed $90,000. The budget code to be charged is TSV-0-0-TEC-TC-ECTS (Technology Division — Contract 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 $90,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Purchase Network Routers

The Administration is requesting authorization to purchase network routers for non-eligible E-rate schools from Inacom Information Systems. A Request For Proposal (RFP-511) was issued for the purpose of selecting a vendor to provide network routers for both E-rate program-eligible and non-eligible schools. Inacom was selected as the winning vendor.

The purchase order will not exceed $128,000. The budget code to be charged is EQM-0-0-TEC-TC-EEQ5 (Technology Division — 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 |
| YES | NTE $128,000 | 145 | 7 | 55 | 0 | 100% WBE | NTE $128,000 | Info Systems | Tech Services |

Authorization to Enter into a Contract for Support Services for the District's APlus System

The Administration is requesting authorization to enter into a one-year contract with JGM Consulting to provide design modifications for the District's APlus System, which supports

- Supplemental Services Providers
- CLCs
- Gear-Up
- Summer STARS

JGM Consulting has a unique background in project management and working with student systems. For the District to provide the knowledge transfer and training to a new person would be time-consuming and would have a negative impact on the transitioning of APlus from Cayen Systems to MPS. For this reason, JGM Consulting has been granted a sole-source waiver.

The contract is for the period July 1, 2006, through June 30, 2007, and the cost is not to exceed $120,000. The budget code to be charged is TSV-0-0-APD-TC-ECTS (Technology Division — Contract 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 | NTE $120,000 | 1 | 0 | 1 | 0 | 100% | $120,000 | Tech. Service. | Prof. Serv. |

Authorization to Enter into a Maintenance Agreement for the District's PBX Switches

The Administration is requesting authorization to enter into a one-year contract extension with Mitel Inc. to provide maintenance services for the District's PBX switches.

The District's telephone network is designed around Mitel series 2000 PBS switches. The majority of these switches are covered under the E-rate program, as they are located in schools with a free- and reduced-lunch rate of 90%. Mitel provides maintenance services for these switches.

The remainder of the switches are located in schools with free- and reduced-lunch rates of less than 90%. For these schools, PBX maintenance is funded through the District's operations fund. The Administration's request addresses the maintenance of PBX switches not covered by E-rate.

Mitel was granted a sole-source waiver for this contract due to its contract with MPS for the maintenance of the E-rate-eligible schools.

The contract would be in effect for the period 8-1-2006 through 7-31-2007, and the cost would not exceed $130,000. The budget code to be charged is TSV-0-0-TEC-TC-EEQ5 (Technology Division — 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 | NTE $130,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Enter into a Contract for CAT5 Low-Voltage and Fiber Cabling SerVIces

The Administration is requesting authorization to enter into a three-year contract with Munger Technical Services to provide for the repair and installation of CAT5 and fiber cabling.

The District issued Request For Proposal (RFP-528) soliciting proposals for the repair and installation of CAT5 and fiber cabling. The evaluation team recommended awarding a contract to Munger Technical Services.

The recommended firm will be responsible for the repair and installation of the network wiring in all of the District's schools. Munger has recently completed a contract with MPS for the same services.

This cost of the contract is not to exceed $130,000, and the budget code to be charged is TSV-0-0-TEC-TC-EEQ5 (Technology Division — 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 | NTE $130,000 | 14 | 3 | 1 | 0 | 0 | 0 | NA | NA |

Authorization to Enter into Contract Extensions for Telephone Move, Add, and Change Services

The Administration is requesting authorization to enter into one-year contract extensions with Onyx Communications and Cablecom, LLC, to provide telephone move, add, and change services.

The District has an inventory of over 10,000 telephone instruments, 1,000 fax machines, and 160 PBX switches. Onyx Communications and Cablecom respond to all daily requests for repair services. Both vendors are 100% HUB-owned, and both have been granted sole-source waivers based on their comprehensive knowledge of the District's telecommunications network.

The contract extensions would be in effect for the period 8-26-2006 through 8-25-2007, and the cost would not exceed $100,000 for each vendor. The budget code to be charged is TSV-0-0-TEC-TC-ECQ5 (Technology Division — Equipment).

ONYX & CABLECOM

| 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 | NTE $100,000 EACH | NA | NA | NA | 0 | 100% | NTE $200,000 | Phone Service | Tech. Serv. |

Authorization to Enter into a Contract for Implementation Support of Wired and Wireless Networks

The Administration is requesting authorization to enter into a one-year contract with TraceRoute to assist the Technology Division with the design and implementation of the new wired gigabit network and the proposed wireless WiMax network.

MPS is re-designing its wired network and designing a new wireless network. TraceRoute has provided security analysis for the design phases and, as a result, has received a sole-source waiver to return to oversee and provide quality control for the implementation phase.

The contract period is July 1, 2006, through June 30, 2007, and the cost is not to exceed $90,000. The budget code to be charged is TSV-0-0-TEC-ECTS (Technology Division — Contract 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 | NTE $90,000 | 1 | 1 | 0 | 0 | 100% | $90,000 | Tech. Service Provider | Tech. Services |

Authorization to Enter into a Contract for Data Warehouse/Programming Support for the Division of Assessment and Accountability

The Administration requests authorization to enter into a contract with M&M Technologies for the purpose of providing data warehouse and specific programming support to the Division of Assessment and Accountability. M&M Technologies has been granted a sole-source waiver.

The services to be performed include extracting data from various sources and formatting as requested; reviewing data quality; cleansing external data files and preparing for upload to the District's student information systems; analyzing existing data extract processes and implementing solutions to improve time to delivery; creating data warehouse tables and designing reports; updating existing applications as needed (e.g., MPS Report Card System); and documenting ongoing processes with sufficient detail to support capacity building with non-IT personnel. These services require the skills of an experienced K-12 data warehouse developer with significant expertise in MPS applications and terminology.

The contract is for one year, with the option to extend for two additional one-year periods. The cost is not to exceed $140,000 annually, or $420,000 over the three-year period. The budget code to be charged is OGA0A1E7RH-ECNS (Title I Evaluation — Consultant 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 420,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Enter into a Contract for the Evaluation of Supplemental Education Services Programs

The Administration is requesting authorization to enter into a one-year contract with the Wisconsin Center for Educational Research (WCER) to evaluate Supplemental Education Services (SES) programs.

The SES programs are currently in their fourth cycle in Milwaukee, servicing 20 schools identified for improvement (SIFI). Students choose SES/tutoring services from any of 25-30 active service providers in Milwaukee that have been approved by the Department of Public Instruction. The providers are compensated for their services in an amount that varies from year to year and currently is set at $1,858 per student.

WCER has been approved as an MPS program evaluator through the Request For Approval (RFP) process. RFP-464 was issued in FY05 requesting proposals from vendors offering program evaluation services. WCER was selected as one of the vendors pre-approved to provide services to the District over a three-year period ending June 30, 2008.

Based on the findings and success of the FY07 study, WCER will develop a plan for FY08 data collection and analysis.

The immediate contract with WCER would be in effect from the date of Board approval through 6-30-2007. The cost of the contract would not exceed $100,000. The budget code to be charged is: OGA0A1P7RH-ECTS (Title I — 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 $100,000 | NA | NA | NA | 0 | 0 | 0 | NA | NA |

Authorization to Enter into a Contract for Research Services for the Division of Assessment and Accountability

The Administration requests authorization to enter into a three-year contract with the Wisconsin Center for Education Research (WCER) to provide an embedded research manager for the purpose of conducting program and policy evaluations using value-added statistical methods. WCER has been granted a sole-source waiver.

The services to be performed include both *ad hoc* and routine evaluations. The WCER researcher would receive functional direction from the Director of Assessment and Accountability and technical direction from the Director of the Value-Added Research Center at the WCER. This relationship provides practical grounding for projects, while ensuring the independence and technical expertise necessary for the objective evaluation of district initiatives.

The contract is for one year, with the option to extend for two additional one-year periods. The cost of the contract is not to exceed $125,000 annually, or $375,000 over the three-year period. The budget code to be charged is OGA0A1E7RH-ECNS (Title I Evaluation — Consultant 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 $375,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Purchasing Request Summary — July 2006

Total contract dollars to be awarded.....$ .2,764,500
Total dollars eligible for HUB participation.....$ .2,764,500
Total HUB dollars .....$ ....538,000
% of MBE participation..... .....0
% of WBE participation ..... .....0
Total HUB Participation..... .....19%

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, 2006, 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 | $ 890,122,170 | $ 47,061,680 | $ 937,183,850 | $ 3,848,421 | 616,100,678 | $321,083,172 | 66% |
| Categorically Aided | 178,897,030 | 36,982,614 | 215,879,644 | 14,671,558 | 129,241,356 | 86,638,288 | 60% |
| School Nutrition | 29,742,979 | 954,734 | 30,697,713 | 5,495,247 | 23,942,131 | 6,755,582 | 78% |
| Construction | 24,347,033 | 48,849,051 | 73,196,084 | 3,480 | 36,993,888 | 36,202,196 | 51% |
| Extension | 11,366,461 | 658,306 | 12,024,767 | 269,305 | 9,648,503 | 2,376,264 | 80% |
| Total All Funds | $ 1,134,475,673 | $134,506,385 | $1,268,982,058 | $ 24,288,011 | $815,926,556 | $453,055,502 | 64% |

Below is a summary of expenditures as of May 31, 2006, 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 | $ 890,122,170 | $ 47,061,680 | $ 937,183,850 | $ 78,031,639 | $ 782,555,480 | $154,628,370 | 84% |
| Categorically Aided | 178,897,030 | 36,982,614 | 215,879,644 | 16,380,372 | 161,763,301 | 54,116,343 | 75% |
| School Nutrition | 29,742,979 | 954,734 | 30,697,713 | 2,452,230 | 28,120,647 | 2,577,066 | 92% |
| Construction | 24,347,033 | 48,849,051 | 73,196,084 | 2,233,746 | 72,659,771 | 536,313 | 99% |
| Extension | 11,366,461 | 658,306 | 12,024,767 | 682,706 | 10,491,444 | 1,533,323 | 87% |
| Total All Funds | $1,134,475,673 | $134,506,385 | $1,268,982,058 | $ 99,780,693 | $1,055,590,643 | $213,391,415 | 83% |

[1]Represents Board-approved transfers during fiscal year 2006 and appropriations for purchases encumbered in fiscal year 2005.

Respectfully submitted,

Michelle Nate
Chief Finance and Operations Officer

Monthly Report on Expenditures

The following report, which has been submitted for the Board's information pursuant to the Milwaukee Board of School Directors' action of November 8, 1978, is presented on a budgetary basis of accounting and reflects revenues and expenditures for the period July 1, 2005, through May 31, 2006.

**SCHOOL OPERATIONS FUND**

Expenditures and encumbrances through May totaled $782,555,480, or 84% of the revised budget.

**District Contingent Fund** — The balance at May 31, 2006, was $0. Fund transfers and the dates on which they were approved are as follows:

| | |
|---|---|
| Balance — July 1, 2005 | $ 1,000,000 |
| Approved Transfers: | |
| Police Department Overtime (Nov.) | (22,000) |
| Cisco Upgrade/Replacement Equipment (May) | (491,000) |
| Replace School Office Computers (May) | (99,400) |
| Board of Governance Automation Software (May) | (80,000) |
| Board Meeting Television Cameras (May) | (80,000) |
| Potential Disease Pandemic Supplies (May) | (70,000) |
| Mumps-Related Mailings/Duplicating (May) | (47,500) |
| Mumps-Related Mailings/Postage (May) | (32,500) |
| Wellness Program Curriculum Guides (May) | (32,000) |
| Retrofitting of and Training on Defibrillators (May) | (30,000) |
| Board of Governance Laptop Computers (May) | (15,600) |
| Balance — May 31, 2006 | $ 0 |

**CONSTRUCTION FUND**

Expenditures and encumbrances through May totaled $72,659,771, or 99% of the revised budget.

**EXTENSION FUND**

Expenditures and encumbrances through May totaled $10,491,444, or 87% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of May 31, 2006

| | Revenues | | Expenditures | |
|---|---|---|---|---|
| | Percent Realized | | Percent Expended | |
| Fund | Current Year | 3-Yr Avg. | Current Year | 3-Yr Avg. |
| School Operations | 66% | 65% | 84% | 83% |
| Categorically Aided | 60% | 66% | 75% | 82% |
| School Nutrition | 78% | 73% | 92% | 95% |
| Construction | 51% | 30% | 99% | 91% |
| Extension | 80% | 84% | 87% | 79% |

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Board Policy 4.04 has been submitted to the Board under separate cover. 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 2006. This is an informational report, and no action is required.

| Month | School | Project | Contractor | HUB % | Amount |
|---|---|---|---|---|---|
| April | Hamilton High School | Audio/Video Surveillance System (COPS Grant) | Globalcom Technologies | MBE-10.2 | $47,898 |
| | Starms ECC | New Tot Lot | Bluemel's Maintenance Service, Inc. | MBE-10 | $35,700 |
| | Dover Street | Service Area Pavement Reconstruction | Payne & Dolan, Inc. | MBE-10.3 | $46,625 |
| | Special Education | Audio Equipment for Deaf/Hard of Hearing Students | Phonak | 0 | $28,906 |
| May | Recreation | Summer 2006 Guide | American Litho | 0 | $36,501 |
| | Garland | Chiller | Trane Company | 0 | $45,957 |
| | Academy of Accelerated Learning | Leapdesk Technology-Based Reading Materials | LeapFrog SchoolHouse | 0 | $29,007 |
| | Custer High School | Stage Curtains | Alchemy, Inc. | N/A | $32,000 |
| June | Gaenslen | iBooks | Apple Computer | 0 | $26,480 |
| | George Washington Carver Academy | New Corridor Lockers | Burkel Construction | N/A | $46,900 |
| | Foster & Williams Visual Communications High School | Fire Alarm System Work | Braun Corporation | MBE-11.5 | $34,900 |
| **Total** | | | | | **$410,874** |

Report of School Bus Accidents

Below is a report on school bus accidents for the month of June 2006. This is an informational report, and no action is required.

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 6/1/06 | 8:26 | Roosevelt M.S. | No | No | Lakeside |
| 6/1/06 | 2:45 | Elm | No | Yes | Lamers |
| 6/2/06 | 8:13 | Riverside H.S. | No | Yes | Laidlaw-W |
| 6/2/06 | 10:25 | Garland | No | No | Dairyland |
| 6/5/06 | 10:57 | Milw Sign Lang | No | No | Laidlaw |
| 6/5/06 | 2:40 | Zablocki | No | No | Lamers-S |
| 6/5/06 | 2:45 | Meir | No | No | Johnson |
| 6/5/06 | 4:06 | Milw Schl Lang | No | Yes | Dairyland |
| 6/8/06 | 12:25 | Seher | No | No | Lakeside |
| 6/9/06 | 3:51 | St. Charles | No | No | Lakeside |
| 6/12/06 | 7:30 | Hopkns/Whtley | No | Yes | Laidlaw |
| 6/12/06 | 7:55 | Carson/53rd St. | Yes | Yes | Laidlaw-W.A. |
| 6/12/06 | 4:00 | Burroughs M.S. | No | No | Lakeside |

Acceptance of Donations

Following is the listing of donations offered to schools and departments:

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Bradley Tech | Manx Engineering | $500 | 10" Craftsman Table Saw |
| Dover | John W. Sullivan Scholarship | $350 | Camping Project |
| Fernwood | Roundy's | $347.94 | Donation to School |
| Hawley | Robert Brumder | $200 | General School Needs |
| Hayes | Northwestern Mutual Foundation | $500 | General |
| Maple Tree | Roundy's | $70.80 | We Care Check — General |
| Meir | Parent | $1,000 | Principal's Discretion |
| Riley | Roundy's | $54.93 | Field Trips |
| Silver Spring | St. Michael Hospital | $30 | Office Supplies |
| Starms Centers | Alpha Kappa Alpha Sorority, Inc. | $200 | Purchase Books |
| Victory — Italian Immersion Program | Mr. Frank Schiro, Order Sons of Italy in America | $250 | Promotion and/or materials |
| Webster | Pauline Redmond Coggs Foundation, Inc. | $125 | Student Incentives |

Administration's Recommendation

The Administration 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.

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Leaves of Absence; Approval of Prevailing Wage Rates; Report on Resignations; Quarterly Report of the Compensation Review Committee; and Affirmative Action Report

*This item initiated by the Administration*

Approval of Classified Personnel Transactions

| | Name and Assignment | Position and Salary | Date |
|---|---|---|---|
| | | APPOINTMENTS | |
| 5 | Denise Jones<br>Emerson | School Secretary I<br>$20,683.56/yr. | 08-24-06 |
| 2 | Cynthia Newell<br>DDCE | School Secretary II<br>$36,564.58/yr. | 06-26-06 |

PROMOTIONS

| | | | |
|---|---|---|---|
| 5 | David Clark<br>Longfellow | School Engineer II<br>$40,624.74/yr. | 07-03-06 |
| 5 | Keith Doman<br>Building Operations | Groundskeeper<br>$38,795.38/yr. | 07-03-06 |
| 5 | Michael Frank<br>Riverside | School Engineer IV<br>$56,752.54/yr. | 07-03-06 |
| 5 | Donna Hinzman<br>Fratney | School Engineer II<br>$47,122.66/yr. | 07-03-06 |
| 5 | Christopher Koller<br>Technology | Sr. Programmer/Analyst<br>$61,795.37/yr. | 06-19-06 |
| 4 | Cynthia Mendoza<br>Milwaukee Education Center | School Secretary II<br>$34,791.03/yr. | 06-12-06 |
| 2 | Joseph Peterson<br>Building Operations | Boiler Attendant Trainee<br>$31,979.48/yr. | 07-03-06 |
| 5 | Jeff Post<br>Technology | Programmer/Analyst<br>$48,759.69/yr. | 06-19-06 |
| 5 | Steven Schnelz<br>Technology | Sr. Programmer/Analyst<br>$57,539.86/yr. | 06-19-06 |
| 5 | Stuart Smith<br>Building Operations | Boiler Attendant Trainee<br>$36,897.12/yr. | 07-03-06 |
| 5 | Michael Sponholtz<br>Building Operations | Groundskeeper<br>$38,795.38/yr. | 07-03-06 |
| 2 | Raymond Watson<br>Building Operations | School Engineer I<br>$40,515.02/yr. | 07-03-06 |
| 5 | John Wolf<br>Lee | School Engineer II<br>$47,122.66/yr. | 07-03-06 |
| 2 | John Wright<br>Hamilton | Boiler Attendant Trainee<br>$29,358.16/yr. | 07-03-06 |

RETURN FROM LEAVES

| | | |
|---|---|---|
| Lynda Curry<br>Vincent | School Secretary I<br>$22,448.00/yr. | 08-24-06 |

CHANGES IN STATUS

| | | |
|---|---|---|
| Larry Beckley[1]<br>Recreation | Stockroom Custodian<br>$47,123.73/yr. | 07-01-06 |
| Antoine Brown[2]<br>Walker | Handicapped Children's Assistant<br>$15,352.46/yr. | 08-31-06 |
| Debra Burton[3]<br>D.I.A.L. | School Secretary I<br>$34,577.92/yr. | 07-31-06 |
| Richard Bystrek[4]<br>Facilities & Maintenance | Carpenter Chargeman<br>$54,820.00/yr. | 07-01-06 |
| Deborah Cook[3]<br>Recreation & Community Services | School Secretary I<br>$33,522.06/yr. | 07-03-06 |

| | | |
|---|---|---|
| Ronald Heberlein[5]<br>Vieau | Building Service Helper I<br>$24,876.80/yr. | 07-03-06 |
| Tasha Lockett[3]<br>Truth Institute | School Secretary I<br>$33,522.06/yr. | 07-03-06 |
| Eileen Martin[3]<br>Hamilton | School Secretary I<br>$34,577.92/yr. | 06-22-06 |
| Esmeralda Ortiz[6]<br>Hayes | School Secretary I<br>$28,721.33/yr. | 08-24-06 |
| Robert Paterson[7]<br>Project Stay | School Engineer III<br>$52,677.30/yr. | 07-03-06 |
| Therese Perleberg[3]<br>Student Services | School Secretary I<br>$33,522.06/yr. | 07-03-06 |
| Joyce Plautz[8]<br>53rd | School Secretary I<br>$27,839.56/yr. | 08-24-06 |
| Yolanda Robinson[9]<br>Building Operations | Boiler Attendant<br>$36,713.20/yr. | 06-20-06 |
| Theresa Struck[3]<br>Recreation & Community Services | School Secretary I<br>$33,522.06/yr. | 07-03-06 |
| Janaya Taylor Burtin[3]<br>School of Humanities | School Secretary I<br>$33,522.06/yr. | 07-03-06 |
| Alfred Weber [10]<br>Project Stay | School Engineer I<br>$44,036.46/yr. | 07-03-06 |
| Garry Webb[11]<br>Facilities & Maintenance | Carpenter<br>$53,820.00/yr. | 07-01-06 |
| Judy Williams[5]<br>Morse | Building Service Helper I<br>$24,876.80/yr. | 07-03-06 |

[1]Title change from Truck Driver (Light)
[2]From substitute to regular
[3]From a 10-month to a 12-month position
[4]Title change from Draftsman Millwork Detailer
[5]Laid off from the position of Building Service Helper II
[6]From a 12-month –Hourly to a 10-month position
[7]Voluntary demotion from School Engineer IV
[8]From a 12-month to a 10-month position
[9]Demotion for failure to obtain required certification
[10]Voluntary demotion from School Engineer II
[11]Title change from Machine Hand

Approval of Leaves of Absence

| | Present Assignment | Effective From |
|---|---|---|
| Illness Leave, to June 15, 2006: | | |
| Danielle Brown Ruddock | Craig | February 9, 2006 |
| Maternity Leave, to June, 2007: | | |
| Colleen Esterle | Maple Tree | August 31, 2006 |
| Personal Leave, to June 15, 2007: | | |
| Mary Barrett | Grand | August 31, 2006 |
| Jennifer Conigliaro | Roosevelt | August 31, 2006 |
| John Gifford | | |
| Chrystal White | Bryant | August 31, 2006 |

Sabbatical Leave, to June 15, 2007:

| | | |
|---|---|---|
| Mary Lou DeFino | Roosevelt | August 31, 2006 |
| Julie Hapeman | DSSC | August 31, 2006 |
| Marie King | 95th Street | August 31, 2006 |

Study Leave, to June 15, 2007:

| | | |
|---|---|---|
| Teresa Carter | Starms ECC | August 31, 2006 |
| Leon Walls | from Sabbatical Leave | August 31, 2006 |

Extension of Illness Leave, to June 15, 2007:

| | | |
|---|---|---|
| Mable Burns | Leave | August 31, 2006 |

Extension of Legislative Leave, to June 15, 2007:

| | | |
|---|---|---|
| Toni Clark | Leave | August 31, 2006 |

Extension of Maternity Leave, to June 15, 2007:

| | | |
|---|---|---|
| Kari Collyard | Leave | August 31, 2006 |
| Megan Gonzales | Leave | August 31, 2006 |
| Terese Hughes | Leave | August 31, 2006 |
| Kathleen Mount | Leave | August 31, 2006 |
| Lydia Sutton | Leave | August 31, 2006 |
| Jill Westveer | Leave | August 31, 2006 |

Extension of Personal Leave, to June 15, 2007:

| | | |
|---|---|---|
| Amy Carver | Leave | August 31, 2006 |
| Catherine Poepping | Leave | August 31, 2006 |
| Stephanie Walters | Leave | August 31, 2006 |

Extension of Study Leave, to June 15, 2007:

| | | |
|---|---|---|
| Heather Price | Leave | August 31, 2006 |

Report on Resignations

| Name | Position | Effective Date |
|---|---|---|
| Daniel Anderson | Teacher | 06/15/06 |
| Melissa Baldwin North | Teacher | 06/19/06 |
| Gisela Benning | Teacher | 07/01/06 |
| Marilyn Bingenheimer | Teacher | 06/15/06 |
| Jill Bobber | Teacher | 08/04/06 |
| Holly Bourbonais | Teacher | 06/12/06 |
| Sandra Buettner | Teacher | 06/15/06 |
| Dennis Christensen | Teacher | 06/15/06 |
| Cynthia Clay | Teacher | 06/15/06 |
| Kathleen Clyne | Teacher | 08/04/06 |
| Alba Dimas | Teacher | 06/16/06 |
| Chaitali Dutta | Teacher | 06/15/06 |
| Grace Fabisch | Teacher | 07/01/06 |
| David French | Teacher | 06/26/06 |
| Peggy Gaitan | Teacher | 06/20/06 |
| Kathleen Galvan | Teacher | 06/15/06 |
| Steven Gee | Teacher | 06/15/06 |
| Matthew Geracie | Teacher | 06/15/06 |
| Jennifer Hannis | Teacher | 06/15/06 |
| Kathleen Henderson | Teacher | 06/15/06 |

| | | |
|---|---|---|
| Jill Hornik | Teacher | 06/10/06 |
| Sharon Huxhold | Supervisor | 07/07/06 |
| Tamara Johnson | Teacher | 08/01/06 |
| Barbara Kettner | Teacher | 07/01/06 |
| Kerry Koch | Teacher | 06/16/06 |
| Jennifer Krutina | Teacher | 06/15/06 |
| Paul Lambert | Teacher | 06/15/06 |
| Stephanie Lazarz | Teacher | 06/21/06 |
| Angela Lea | Teacher | 06/14/06 |
| Andrew Lindner | Teacher | 06/15/06 |
| Judith Luedtke | Teacher | 06/15/06 |
| Jennifer Mazurek | Teacher | 06/15/06 |
| Marguerite McGill | Teacher | 06/15/06 |
| Cynthia McKesson | Asst. Principal | 07/01/06 |
| Andrew Meuler | Principal | 08/04/06 |
| Timothy Milligan | Teacher | 06/23/06 |
| Fakina Morgan | Teacher | 06/15/06 |
| Kristin Mosley | Teacher | 06/15/06 |
| Michael Mulvey | Teacher | 06/15/06 |
| Stephanie Noll | Teacher | 06/15/06 |
| Debra Nelson | Teacher | 06/15/06 |
| Erick Owens | Teacher | 06/16/06 |
| Rebecca Paasch | Teacher | 06/22/06 |
| Paige Patenaude | Teacher | 06/15/06 |
| Cynthia Pierson | Teacher | 07/01/06 |
| Scott Pionek | Teacher | 06/15/06 |
| Stephen Polasky | Teacher | 06/15/06 |
| Victor Rincon | Teacher | 06/22/06 |
| Veneranda Rodriguez | Teacher | 06/15/06 |
| Cathy Rondinelli | Teacher | 05/16/06 |
| Gerald Salaty | Teacher | 06/15/06 |
| Heidi Schaefer | Teacher | 06/15/06 |
| Caryl Schmidlin | Teacher | 06/15/06 |
| Lynn Seidel | Teacher | 10/27/06 |
| Robert Staggenborg | Teacher | 07/01/06 |
| Monique Stewart | Teacher | 06/15/06 |
| Jessica Taylor | Teacher | 06/15/06 |
| Julie Tennessen | Teacher | 06/15/06 |
| Jeanna Tinus | Teacher | 06/16/06 |
| ErnestineTisdell Lawrence | Supervisor | 07/01/06 |
| Kathleen Vermeulen | Teacher | 06/15/06 |
| Mary Beth Wild | Teacher | 06/15/06 |
| Brenda Wood | Specialist | 09/05/06 |
| Jane Wroblewski | Teacher | 07/01/06 |

Correction to May 2006 Board Item

| | | |
|---|---|---|
| Patricia Riley Mac | Teacher | 07/01/06 |

Approval of Prevailing Wage Rates

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.

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 as an attachment to this item under separate cover.

Quarterly Report of the Compensation Review Committee

At its meeting of June 23, 2005, the Milwaukee Board of School Directors directed the Department of Human Resources to implement recommended changes in the classification/reclassification process. In July 2005, the Department of Human Resources implemented the new Compensation Review Committee and began to use the new procedure for the classification and reclassification of positions. The committee members are the Executive Director, Human Resources; the Manager, Certificated Staffing; the Manager, Classified Staffing; and the Employment Compliance Officer. In addition, the Assistant Superintendent of the Elmbrook School District has been serving as the external consultant. Finally, the Compensation Specialist is the presenter of the position classification data and is responsible for conducting the interviews with the incumbents and the supervisors, evaluating the position through the Arthur Young Point Factor System, and gathering appropriate market data.

As a result of the new procedure, the Committee has reclassified eight positions since September 2005. The listing of reclassified positions follows:

| Position | Salary | | New Title | Level | |
|---|---|---|---|---|---|
| | Old | New | | Old | New |
| Director, Facilities & Maintenance | $107,463 | $118,341 | Director, Facilities & Maintenance | 14A | 16A |
| Director, Benefits & Insurance Services | $102,408 | $107,463 | Director, Benefits & Insurance Services | 13A | 14A |
| Chief Auditor | $102,408 | $106,504 | Chief Auditor | 13A | 14A |
| Lead Administrative Specialist | $107,463 | $117,777 | Director, Department of Administrative Accountability (Title originally was Director, Leadership & Support Services) | 14A | 16A |
| Head Start Health Coordinator | $55,863 | $61,449 | Head Start Health Coordinator | 3A | 6A |
| Director, School Safety & Security | $97,595 | $101,498 | Director, School Safety & Security | 12A | 13A |
| Recreation District Supervisor(single position) | $66,095 | $71,382 | Community Recreation Director | 7A | 9A |
| Payroll Coordinator | $66,803 | $72,147 | Payroll Supervisor | 6A | 8A |

Each of the foregoing positions has been presented to the Committee, and discussions have ensued to ensure each of the Arthur Young criteria has been evaluated correctly. It can take up to two hours per position to present the factors and to explain why the position has been evaluated at that level. Discussion is

encouraged, so at the end of the meeting each member is satisfied with the results. Each party involved in the classification is given an opportunity to present his/her own side and the decisions are collaborated with market data to support the final results. To date, the committee has not received an appeal of a classification recommendation.

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

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for June 2006 has been submitted under separate cover. This is an informational report, and no action is required.

Administration's Recommendation

The Administration recommends that the Board approve the classified personnel transactions, leaves of absence, and prevailing wage rates as submitted by the Administration.

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(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:

| | | | |
|---|---|---|---|
| 2(r) | Karen Bradley | Principal<br>Bruce School | Schedule III, Range 13Z<br>$83,293.10 |
| 2(nr) | Frieda Williams | Head Start Program Coordinator<br>Office of Academic Excellence | Schedule III, Range 9A<br>$84,486.00 |
| 2(r) | Jennifer Bond Riggenbach | Curriculum Generalist<br>Bell Accelerated Academy | Schedule III, Range 6C<br>$53,731.17 |
| 4(r) | Miguel Sanchez | Curriculum Generalist<br>Milwaukee Education Center | Schedule III, Range 6C<br>$55,897.01 |
| 5(r) | Laura Biesterveld | Curriculum Generalist<br>Honey Creek School | Schedule III, Range 6C<br>$59,634.22 |
| 2(r) | Melissa Bonds | Curriculum Generalist<br>SMAART† Schools | Schedule III, Range 6C<br>$59,098.84 |
| 5(r) | Richard Bukosky | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$55,331.51 |

| | | | |
|---|---|---|---|
| 2(r) | Tiffany Fisher | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$62,851.00 |
| 2(r) | Shari Harrison | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$62,851.00 |
| 2(r) | Sharonda Robinson | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$62,851.00 |
| 2(r) | Yolanda Tynes-Allison | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$55,331.51 |

†Schools Moving Toward Academic Achievement Responsibly Together (SMAART)

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

*Position created by Board action after budget approved.

**Grant-funded position — approval of this appointment authorizes establishment of the position.

Codes:

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

Director Johnson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

Temporarily absent—Director Goldberg—1.

* * * * *

(Item 4) Action on a Request for Approval of an Instrumentality Charter School Contract with Kosciuszko Middle/Montessori School

*This item initiated by the Administration*

Background

1. On April 13, 2006, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for Kosciuszko Middle/Montessori School. On April 25, 2006, the Board approved the concept of the Kosciuszko Middle/Montessori School's petition to open as an instrumentality charter high school beginning with the 2006-07 school year. The school is located at 971 West Windlake Avenue.

2. For the 2005-06 school year, Kosciuszko was designated as a Level 4 Improved School Identified for Improvement under the No Child Left Behind (NCLB) legislation. As a part of Kosciuszko's restructuring plan, the school community submitted a plan to be a charter, which was accepted by both the district and the state. This will allow the school to "start over" in the NCLB process, as it will be afforded a new school status with a new DPI school number. This will remove the school from the SIFI list.

3. The vision of the Kosciuszko Middle/Montessori School is to meet the demands of a growing bilingual population by offering Montessori for native Spanish speakers and traditional classes through a unique opportunity using the Effective Schools Model.

4. Kosciuszko Middle/Montessori School will continue to work with community partners to institute Project Lead the Way and to increase secondary education opportunities for students.

5. The Montessori program will be based on the teachings of Dr. Maria Montessori. The school will accept children from the attendance area before enrolling children from other areas of the district. Enrollment into the Montessori program will be done by lottery, consistent with the practice of other district Montessori schools at the K3-K4 levels, and will be restricted based on prior Montessori experience in grades K5 through 8. The school will make every effort to ensure that the school's diversity is reflective of the community which it serves, including at-risk and special education populations.

Administration's Analysis

6. At the time of the approval of the concept, there were no contingencies to be completed prior to contract negotiations.

7. Kosciuszko Middle/Montessori School accepts the model instrumentality charter school contract, with the following modifications in terms:

a. The school will be located at 971 West Windlake Avenue, Milwaukee, Wisconsin, 53204.

b. Cheryl Clancy, or her successor. will be the School Leader of Kosciuszko Middle/Montessori School, using the negotiated principal evaluation model; however, it is the school's intent to seek an MOU to operate under a principal-evaluation model under which the School Governance Council will evaluate the tenured principal.

c. The contract term will be for five years, to begin with the 2006-07 school year and to end on the last regularly scheduled school day of the 2010-11 school year.

d. Kosciuszko Middle/Montessori School will enroll up to 500 students in grades K3 through 8. The school will give preference to the children from the attendance-area neighborhood before enrolling children from other areas of the district. Enrollment into the Montessori program, which will be done by lottery at the K3-K4 levels, will be restricted based on prior Montessori experience in grades K5 through 8.

e. In consultation with the Office of the City Attorney, Section J of the contract, regarding hte requirements for admission to the school, will include the following language:

*It is agreed that Charter School may limit enrollment in the Montessori program in grades subsequent to K4 to pupils with prior Montessori experience.*

Strategic Plan Compatibility Statement

8. This program 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

9. This contract 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.

10. 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 MTEA-represented employees regarding this Board item.

Fiscal Impact Statement

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

12. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract were budgeted and considered for approval in the FY07 Board-adopted budget.

13. In addition to the Board-approved budget allocation, Kosciuszko Middle/Montessori School has applied for an implementation grant from the Wisconsin Department of Public Instruction's Charter School Subgrant Program.

Implementation and Assessment Plan

14. This contract will become effective upon the Board's approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school grant funds.

Administration's Recommendation

The Administration recommends that the Board approve the instrumentality charter school contract, as provided under separate cover, with Kosciuszko Middle/Montessori School, with the following modifications in terms:

a. The school will be located at 971 West Windlake Avenue, Milwaukee, Wisconsin, 53204.

b. Cheryl Clancy, or her successor, will be the School Leader of Kosciuszko Middle/Montessori School utilizing the negotiated principal evaluation model; however, it is the school's intent to seek an MOU to operate under a principal-evaluation model under which the School Governance Council evaluates the tenured principal.

c. The contract term will be for five years, beginning with the 2006-2007 school year and ending on the last regularly scheduled school day of the 2010-2011 school year.

d. Kosciuszko Middle/ Montessori School will enroll up to 500 students in grades K3 through 8. The school will give preference to the children from the attendance-area neighborhood before enrolling children from other areas of the district. Enrollment into the Montessori program, which will be done by lottery at the K3-K4 levels, will be restricted based on prior Montessori experience in grades K5 through 8.

e. In consultation with the Office of the City Attorney, Section J of the contract, regarding the requirements for admission to the school, will include the following language:

*It is agreed that Charter School may limit enrollment in the Montessori program in grades subsequent to K4 to pupils with prior Montessori experience.*

Director Blewett moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item 5) Action an a Request for Approval of the List of Administrators Eligible to be Assigned to the Initial Educators Professional Development Team

*This item initiated by the Administration*

Background

1. On September 1, 2004, the Wisconsin Administrative Code PI 34 went into effect for educators currently holding a license and who completed a teacher education program after August 31, 2004. The new code provides three levels of educator licensures: (a) Initial, (b) Professional, (c) Master.

2. The initial educator's license is a five-year, non-renewable license. At the end of five years, the initial educator must submit a professional development plan to a team reviewers trained by the Wisconsin Department of Public Instruction (DPI) for approval of goals and verification of plan for license renewal. Upon successful verification of this plan by the team, the initial educators then receive the professional educator's license. All initial educators *must* move to professional educator status in order to have their licenses renewed. The master-level licensure is optional.

3. According to PI 34.17(3), a team of individuals shall be convened at the discretion of the initial educator and shall be responsible for review and approval of the initial educator's professional development goals. Teams for review of classroom teachers shall include:

a. a teacher of the same subject or at the same level who is not the mentor and who is selected by teacher peers;

b. an administrator designated by the district administrator and subject to approval by the school board; and

c. a representative from an institute of higher education.

4. All team members must complete a two-day DPI-led Professional Development Plan Team Reviewer training in order to be eligible to review plans. They must also hold valid Wisconsin teaching licenses issued by DPI.

Administration's Analysis

5. In compliance with the mandates for the Local Education Agency (district) under Chapter 34 of the Wisconsin Administrative Code PI 34, the Administration is providing support for initial educators as identified in Subchapter V-Chapter 34.17(2) as follows:

a. ongoing orientations;

b. support seminars; and

c. support educators/mentors for the initial educators.

6. Chapter 34.17(3) states that an administrator designated by the district administrator and subject to approval by the school board shall be assigned to the Professional Development Team of the initial educator.

7. The Administration requests the approval of the list of eligible administrators who hold valid teaching licenses and who have completed the DPI Professional Development Plan Reviewer training held on February 17-18, 2005; May 19-20, 2005; July 19-20, 2005; September 29-30, 2005; January 19-20, 2006 January 23-24, 2006; March 2-3, 2006; March 30-31, 2006; and May 18-19, 2006. This qualifies the administrators to review Professional Development Plans for initial educators. (See attachment).

Strategic Plan Compatibility Statement

8. The recommendation supports the MPS Strategic Plan, Goal 1, Student achievement, and Goal 2, Student success in further education and employment.

Statute, Administrative Policy, or Board Rules Statement

9. The this list of administrators is being presented to the Board for its approval pursuant to Wisconsin Department of Public Instruction Chapter 34.17(3).

Fiscal Impact Statement

10. This item does not authorize expenditures.

Implementation and Assessment Plan

11. Upon the Board's approval, the administrators will be notified of their eligibility to be assigned to the Professional Development Teams of initial educators to review the professional development plans. Once the administrator agrees to serve on the Team, the initial educator will be notified of the Board-approved district administrator designated to the Team. It is the responsibility of the initial educator to then contact the administrator and to begin the review and approval process.

Administration's Recommendation

The Administration recommends that the Board approve the following list of administrators to be assigned to the initial educators' Professional Development Team:

| DPI-TRAINED PROFESSIONAL DEVELOPMENT PLAN — ADMINISTRATORS | | |
|---|---|---|
| Name | Current Location | Current Title |
| Abler, Kimberly A. | Teaching & Learning — Art Office | Curriculum Specialist |
| Adams, Teresa | Teaching & Learning — P5 | P5 Coordinator |
| Apps, Susan M | Leadership Support | Director |
| Beale, Claude | Retired | Former Curriculum Specialist |
| Boling, Dare M | Div. of Special Services | Coord-Community Wide Programs |
| Brigham, Richard E | Div. of Special Services | Educational Opportunities Coordinator |
| Britton Lange, Doreen A | Retired | Former Leadership Specialist |
| Canady, Suzann E | Div. of Special Services | Ex. Ed Program Supervisor |
| Chatman, Lisa | Teaching & Learning | District Library Media Specialist |
| Childs, Thresessa D | Green Bay Avenue | Principal |
| Cole, Kristi Y | Humboldt Park | Principal |
| Covert, Ivy | Bilingual/Multicultural | Director |
| D'amato, Julia M | Reagan | Principal |
| Daniels, Lynell V | Congress | Curriculum Generalist |
| Dean, Julia | Retired | Former Assistant Principal |
| Donder, Daniel J | Riverside | Principal |
| Evans, Ramon E | 35th Street | Principal |
| Fisher, Katrina F | Teaching & Learning | Assessment Curriculum Specialist |
| Frazier, Victoria | Office of Academic Excellence | Staff Development Supervisor |
| Gurtner, Kristen M | Human Resources | Staffing Specialist |
| Hagen, Michelle | Mitchell | APIC |
| Holloway, Reola | Teaching & Learning | Title 1 Supervisor |
| Humphrey, Eugene | Milw High School of the Arts | Principal |
| Ivers, Sandra A | Div. of Early Childhood | Curriculum Specialist |
| Jupka, Debra | Maple Tree | Principal |
| Krupar, Jeffrey W | Administrative Accountability | Leadership Specialist |
| Landry, Julie Ann | Human Resources | Staffing Specialist |
| Marquez, Sara | Forest Home | Principal |
| Marrero, Elba I | Bilingual/Multicultural Ed | Curriculum Specialist |
| Mcfadden, Virginia R | Milwaukee French Immersion | Principal |
| McKinney, Sharon | Retired | Former Principal |
| McLure, Nancy | Grant | Principal |

| DPI-TRAINED PROFESSIONAL DEVELOPMENT PLAN — ADMINISTRATORS | | |
|---|---|---|
| Name | Current Location | Current Title |
| Meuler, Andrew W | Rufus King | Principal |
| Millay, Chris | Retired | Former Principal |
| Miller, Susan Rae | Academy of Accelerated Learning | Principal |
| Mosley, Floyd H | Retired | Former Exceptional Education Supervisor |
| Noland, Carletta M | Happy Hill | Principal |
| Ortiz, Erico | Bradley Tech | Assistant Principal |
| Parisi, Barbara | Retired | Former Exceptional Education Supervisor |
| Patton, Angela G | Administrative Accountability | School Improvement Facilitator |
| Potter, Audrey L | Div. of Special Services | Coordinator-School Psych Services |
| Power, Leea N | Carleton | Principal |
| Rice, Dawn M | Carson Academy | Principal |
| Rivas, Robin A | Bilingual/Multicultural Ed | Curriculum Specialist |
| Rowley, Wendy E | Assessment & Accountability | Assessment Specialist |
| Ruzga, Mary Ellen | Div. of Recreation | Recreation District Supervisor |
| Santos, Jesus M | Bilingual/Multicultural Ed | Curriculum Specialist |
| Sparks, Anita K | Administrative Accountability | Leadership Specialist |
| Staten, Mary E | Office of Academic Excellence | School Improvement Facilitator |
| Williams, Caroline | Teaching & Learning | Guidance Coordinator |
| Williams, Kathy | Teaching & Learning | Director |
| Williams, Larry | Brown Street | Principal |
| Winston, Maxine S | Div. of Special Services | School Social Worker Supervisor |

Director Hardin moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item 6) 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 28, 2005, the Board 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 2005-06 school year, MPS and MTEC worked together to continue the seamless operation that was developed in the 2004-05 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 the MTEC's legal representative. This document was implemented at the beginning of the 2005-06 school year.

b. MTEC has worked with a payroll agency to create a recordkeeping process for principal-coach payroll purposes. The process is technologically advanced and user-friendly, allowing coaches to submit their payroll records from any site equipped with technological access. 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. State and federal mandatory employment notifications are also included in the document. The Handbook will be distributed in August 2006.

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.

e. MPS, for the fourth year, contracted for an external evaluation of the Principal Coach Model. 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. This evaluation provides a four-year continuous measure of the model.

f. Results of both evaluations will be compiled at the end of the summer to refine and inform the work of the coaches throughout the system during the 2006-07 school year. These results will be shared with MPS principals, the MPA (Milwaukee Partnership Academy), and the Milwaukee Board of School Directors. Preliminary results indicate that the majority of principals can identify that the work of their coaches directly ties to student achievement within their buildings and that the model provides a satisfactory service for both new and experienced principals.

3. In an effort to provide greater impact on 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.

Administration's analysis

4. 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 2006-07 school year.

5. Provisions of the 2006-07 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. MPS and MTEC will work collaboratively 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. MPS and MTEC will work together 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.

g. Funds not to exceed $681,825 to accomplish the above have been set aside in the FY07 budget. As of June 30, 2007, any unexpended or unencumbered funds will remain with MPS.

Strategic Plan Compatibility Statement

6. 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

7. The MTEC contract complies with all MPS rules and policies.

Implementation and Assessment Plan

8. The MTEC contract will become effective on July 1, 2006, 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

9. This item authorizes expenditures not to exceed $681,825. The funds were set aside in account SD1-0-S-T27-ER-ECTS, Title II Contracted Services in the FY07 adopted budget.

Administration's Recommendation

The Administration recommends that the Board approve the continuation contract, as provided as an attachment under separate cover, for up to $681,825 with the Milwaukee Teacher Education Center (MTEC) to provide services to support the Principal Coach Model from July 1, 2006, through June 30, 2007. Projected allocation of funds is as follows:

Hourly Pay, including benefits.....$33.50

Benefits include:
FICA Tax
Federal Unemployment Tax
Wisconsin Unemployment Compensation
Worker's Compensation and General Liability Insurance

Personal Automobile Usage Reimbursement..... Up to $100/month per coach

Not to exceed.....17,700 hours of coaching services

MTEC Administration Fees ..... $5 per coaching hour
..... 5% of other authorized expenditures

Director Spence moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

By unanimous consent, the Board next took up Reports of Special Committees.

## REPORTS OF SPECIAL COMMITTEES

The Assistant Board Clerk presented three 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 28, 29 and 30, 2006.

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item 7) Action to Enter into a Contract with Thinklink Learning for Benchmark Assessments

*This item initiated by the Administration*

Background

1. Formative assessments have the primary purpose of informing teaching and learning. They provide data that allow teachers to identify specific areas of students' strengths and needs. With formative assessment data, teachers know when to intervene, what to re-teach, and with which students. In order to maximize the potential to affect instruction, formative assessments require timely feedback regarding student performance.

2. 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 recent 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 several times throughout the year to school and district personnel reliable, valid information about what students know and are able to do.

3. Under No Child Left Behind (NCLB), districts are required to provide technical assistance to low-performing schools designated by the State Superintendent of Public Instruction as Schools Identified for Improvement (SIFI). Using local value-added measures of student growth in addition to status on the state's test, the Administration has identified additional schools as in need of extra support to foster rapid gains in student achievement. As a part of its technical assistance plan for both of the identified groups of low-performing schools, the Administration proposes to administer formative, benchmark assessments four times per year in reading and math. Given the documented need for improvement of student achievement at the high-school level, the Administration also proposes use of these assessments with all ninth-grade students. Altogether, MPS expects to include approximately 19,000 students in the benchmark assessment program during the 2006-07 school year.

Administration's Analysis

4. In May, 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, including the following:

a. a vertical scale with which to measure student progress and comparability across tests, technically referred to as "equated forms." Assessments will be administered four times per year in reading and math;

b. alignment of both content and depth of knowledge to the Wisconsin State Assessment Frameworks in Reading and Mathematics and to MPS-developed pacing guides;

c. pencil/ paper and on-line capabilities;

d. user-friendly reports for teachers; school leaders and learning teams; and district personnel at the student, class, school, and district levels available 24/7 on-line;

e. delivery of results of assessments on-line within 48 hours of scanning; and

f. professional development covering administration of assessments, interpretation of reports, and use of the data in instructional practices and school improvement, and connections to the MPS Learning Targets.

5. A proposal review team comprising Central Services and school personnel was convened to review the proposals received. Four vendors were invited to present their proposals to the team. Subsequently, the review team rated each proposal on the vendors' responsiveness to the RFP requirements.

6. The proposal received from ThinkLink Learning received the highest average rating by the reviewers. ThinkLink, a business unit of Discovery Education, has approximately six years of experience in developing and providing paper-based and on-line benchmark assessments to districts and states, with a focus on teacher-friendly progress-monitoring assessments and reports. Much of ThinkLink's work has been in low-achieving, high-poverty schools in Alabama, Kentucky, and Virginia.

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 statute.

Fiscal Impact Statement

9. The Administration proposes a contract with ThinkLink Learning in an amount not to exceed $240,000. Funds necessary to support the contract with ThinkLink Learning are available in the FY07 Division of Assessment and Accountability budget, account code SYS-0-0-ASM-RH-ETTX (Teacher Texts/ Tests and SYS-0-0-ASM-RH-ECTS (Contracted Services).

10.. The Administration will include the benchmark assessments in its annual assessment calendar distributed to all MPS schools. Routine meetings will be held between the vendor and the Administration to plan for implementation and to review timelines and deliverables to ensure that expectations are met.

Administration's Recommendation

The Administration recommends that the Board authorize the Administration to enter into a contract (as attached under separate cover) with ThinkLink Learning, in an amount not to exceed $240,000, for the term of July 21, 2006, through June 30, 2007.

Director Hardin moved to approve the administration's recommendation.

Director Blewett moved to hold the item over for one month.

The motion to hold failed for lack of a second.

The question being on Director Hardin's motion to approve, the motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—Director Blewett—1.

* * * * *

## NEW BUSINESS

### REPORTS OF BOARD DELEGATES

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

Submitted by Director Johnson

Major Activities

- Staff continued recruitment efforts and on-site enrollment.
- Parent Orientation Meetings are scheduled for July 10 and July 17, 2006.
- The state and federal applications are due in July. The state application was approved by the Policy Council and Milwaukee Board of School Directors in June.
- The MPS Head Start Policy Council met on Saturday, July 15, 2006. The only item on the agenda was the approval of the Federal Head Start grant application. This item will then go to the Milwaukee Board of School Directors for approval at its July meeting.
- The Technical Assistance & Training Plan was completed and submitted to the Region V office and will be submitted with the Federal grant application.
- Staff are planning for August recruitment and parent orientation

There are not any MPS Head Start Policy Council Meetings currently scheduled for August 2006. The next Policy Council meeting is tentatively scheduled for Saturday, September 9, 2006. Tentative agenda items includes orientation of new Policy Council Members.

* * * * *

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

Submitted by President Dannecker

Previous Month's Summary:

- The "Embrace the Challenge: Closing the Achievement Gaps through Partnerships and Leadership" national conference held on June 28-30, 2006, was highly successful. Nearly 800 people were registered. Speakers included Dr. Kati Haycock from The Education Trust in Washington, DC; Dr. Sue Nelle DeHart from aha! Process, Inc.; Elizabeth Burmaster from DPI; Dr. Nancy Zimpher and Dr. Ken Howey from the University of Cincinnati; Ellen Meyers from Teachers Network in New York; and Dr. Cheryl Kershaw from the Great Schools Partnership in Knoxville, Tennessee. Approximately 50 workshops were offered over the two full days of the conference. Schools that received NEA Foundation mini-grants for 2005-06 shared information about their grant work in the areas of professional development, best practices, family involvement, and induction during the "Café Conversations" session. An evaluation of the conference should be available in August.
- Planning is in progress for the MPA Retreat to be held on August 17 at Cardinal Stritch University. Data analysis and Implementation Team work group goals are on the agenda.
- The MPA Executive Director Transition Team will be meeting on August 1 to conduct interviews for the new MPA Director of Education.
- Dr. Christine Anderson has accepted a new position as Principal Investigator for the NEA Foundation grant to close the achievement gaps. She has also agreed to help with the transition of the new Director of Education for the MPA.

The date of the next meeting has yet to be determined.

Upcoming agenda items will include Wallace Fellows.

* * * * *

The Board adjourned at 9:15 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# AUGUST 8, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:17 PM.

Present—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent and excused—Director Blewett—1.

Vacancy on Board—1.

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

August 4, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Tuesday, August 8, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. Action on the Approval of a Short-Term Lease Agreement with the Dr. Brenda Noach Choice School for the Lease of the 76th Street School Annex

2. Action on the Approval of a Short-Term Lease Agreement with the Greater Holy Temple Christian Academy for the Lease of the 76th Street School.

In accordance with Wisconsin Statutes 19.85(1)(e), regarding the deliberation or negotiation of the purchasing of public properties, the investing of public funds, or conducting other specified public business, the Board may retire to executive session to consider any or all of the items above. The Board may reconvene in open session to take action on matters considered in executive session.

LYNNE A. SOBCZAK
Board Clerk

(Item 1) Action on the Approval of a Short-Term Lease Agreement with the Dr. Brenda Noach Choice School for the Lease of the 76th Street School Annex

*This item initiated by the Superintendent*

Background

1. At its meeting of April 21, 2005, (Proc. p. 900-902) the Board authorized the Administration to solicit proposals for the possible leasing of South 88th Street School, North 76th Street School, Jackie Robinson School, and Garfield Avenue School in accordance with the following criteria:

   a. the lease term would be for one year, with a renewal option of one additional year at the discretion of the District;

b. the lease would be identical to that used by MPS non-instrumentality charter schools that lease space in district facilities;

c. lease cost would be $12/sq. ft;

d. facilities will be leased "as is." No modifications will be permitted unless approved by the Division of Facilities and Maintenance Services (DFMS). All modifications will be at the expense of the lessee and contracted for by DFMS in accordance with existing administrative policy;

e. entire buildings will be leased, with options for approved subleasing only; and

f. facilities will continue to be operated and maintained by district staff to permit maximum income potential in the future, should be building be sold.

2. In accordance with Board action, the Administration developed a Request For Proposal (RFP) for the short-term lease of these four facilities. Based on the responses to this RFP, Garfield Avenue School was the only site that was leased. This site was leased to the Woodson Academy for the 2005-06 school year, and the term has now expired.

3. While the Administration continues to receive inquiries regarding the availability of district facilities, currently none of the District's vacant facilities are leased.

4. The Administration has recently received a proposal from the Dr. Brenda Noach Choice School to lease the annex building at the vacant North 76th Street School. This proposal is for the annex building only, as the Administration has received a separate proposal for leasing of the main facility at this site.

Administration's Analysis

5. The Administration has met with representatives of the Dr. Brenda Noach Choice School to review the available space and the requirements of the lease.

6. The proposal that has been received from the Dr. Brenda Noach Choice School includes a total lease amount of $56,097 for the nine-month term of the lease. This equates to $12.00 per square foot, as requested by the District. The proposal requests that, in lieu of monthly payments, the rent payments be made in three equal payments of $18,699 payable on September 30, 2006, November 30, 2006, and February 28, 2007, respectively.

7. The lease, which will commence on September 1, 2006, and will terminate on May 30, 2007, contains an option for a one-year extension at the sole discretion of the Board.

8. The school has agreed to all other terms and conditions of the District's standard lease document. A copy of the proposed lease is attached.

9. The Administration is recommending that the proposal from the Dr. Brenda Noach Choice School be accepted.

Strategic Plan Compatibility Statement

10. The recommendations are 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 recommendations are consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), and Board Governance Policy 4.08, Lease Agreements.

12. In accordance with Wisconsin Statutes 19.85(1)(e), regarding the deliberation or negotiation of the purchasing of public properties, the investing of public funds, or conducting other specified public business, 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

13. 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 is in compliance with the District's current rental rate and 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 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.

14. If the building is not leased and remains vacant during the upcoming year, the District will incur a cost of approximately $8,500 for utilities and miscellaneous operating expenses.

Implementation and Assessment Plan

15. Upon approval by the Board, the attached lease document will be executed. At that time, the Dr. Brenda Noach Choice School can make the appropriate arrangements for moving into and setting up at the North 76th Street School annex on September 1, 2006.

Administration's Recommendation

The Administration recommends that authorization be given to enter into the attached one-year lease agreement with the Dr. Brenda Noach Choice School for the North 76th Street School annex at a rental rate of $56,097 for the 9-month term of the lease.

Director Spence moved to approve the Administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—6.

Noes—Director Morales—1.

* * * * *

(Item 2) Action on the Approval of a Short-Term Lease Agreement with the Greater Holy Temple Christian Academy for the Lease of the 76th Street School

*This item initiated by the Superintendent*

Background

1. At its meeting of April 21, 2005, (Proc., pp. 900-902) the Board authorized the Administration to solicit proposals for the possible leasing of South 88th Street School, North 76th Street School, Jackie Robinson School, and Garfield Avenue School in accordance with the following criteria:

a. the lease term would be for one year, with a renewal option of one additional year at the discretion of the District;

b. the lease would be identical to that used by MPS non-instrumentality charter schools that lease space in district facilities;

c. lease cost would be $12/sq. ft;

d. facilities will be leased "as is." No modifications will be permitted unless approved by the Division of Facilities and Maintenance Services (DFMS). All modifications will be at the expense of the lessee and contracted for by DFMS in accordance with existing administrative policy;

e. entire buildings will be leased, with options for approved subleasing only; and

f. facilities will continue to be operated and maintained by district staff to permit maximum income potential in the future, should be building be sold.

2. In accordance with Board action, the Administration developed a Request For Proposal (RFP) for the short-term lease of these four facilities. Based on the responses to this RFP, Garfield Avenue School was the only site that was leased. This site was leased to the Woodson Academy for the 2005-06 school year, and the term has now expired.

3. While the Administration continues to receive inquiries regarding the availability of district facilities, currently none of the District's vacant facilities are leased.

4. The Administration has recently received a proposal from the Greater Holy Temple Christian Academy to lease the vacant North 76th Street School. This proposal is for the main school building only, as the Administration has received a separate proposal for leasing of the annex facility at this site.

Administration's Analysis

5. The Administration has met with representatives of the Greater Holy Temple Christian Academy to review the available space and the requirements of the lease.

6. The proposal that has been received from the Greater Holy Temple Christian Academy 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. This reflects a lesser amount of rent than was specified. In lieu of monthly payments, the proposal also includes language calling for rent payments to be made in four equal payments of $80,000, payable on October 6, 2006, December 8, 2006, March 7, 2007, and June 7, 2007, respectively.

7. The lease will commence on August 14, 2006, and will terminate on June 15, 2007. The lease contains an option for a one-year extension at the sole discretion of the Board. The school has agreed to all other terms and conditions of the District's standard lease document.

8. The Administration is recommending that the proposal from Greater Holy Temple Christian Academy be accepted. A copy of the proposed lease is attached.

Strategic Plan Compatibility Statement

9. The recommendations are 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

10. The recommendations are consistent with Administrative Procedure 5.01(3), Rentals and Services (Leases), and Board Governance Policy 4.08, Lease Agreements.

11. In accordance with Wisconsin Statutes 19.85(1)(e), regarding the deliberation or negotiation of the purchasing of public properties, the investing of public funds, or conducting other specified public business, 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 Districts 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. 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.

13. If the building were to remain vacant during the upcoming year, the District would incur a cost of approximately $61,600 for utilities and miscellaneous operating expenses.

Implementation and Assessment Plan

14. Upon approval by the Board, the attached lease document will be executed. At that time, the Greater Holy Temple Christian Academy can make the appropriate arrangements for moving into and setting up at North 76th Street on August 15, 2006.

Administration's Recommendation

The Administration recommends that authorization be given to enter into the attached one-year lease agreement with the Greater Holy Temple Christian Academy for the North 76th Street School at a rental rate of $320,000 for the 10-month term of the lease.

Director Horton moved to approve the Administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—6.

Noes—Director Morales—1.

* * * * *

The Board adjourned at 7:00 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# AUGUST 26, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 8:55 PM.

Present—Directors Blewett (9:26 PM), Horton, Johnson, Morales, Spence, and President Dannecker—6.

Absent and excused—Directors Goldberg and Hardin—2.

Vacancy on Board—1.

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

August 23, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 8:30 a.m. on Saturday, August 26, 2006, in room 103 of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin for the following purposes:

1. to confer with legal counsel who will render oral or written advice concerning strategy to be adopted by the Board with respect to litigation in which it is or is likely to become involved; and

2. to hold a work session to review MPS pension actuarial experience reports.

In regard to Item 1 above, and pursuant to Wisconsin Statutes, Section 1985(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is, or may become, involved.

The Board will reconvene in open session to complete its agenda.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 19.85(1)(g), to confer with its legal counsel concerning litigation in which the Board is, or may become, involved.

The motion prevailed, the vote being as follows:

Ayes—Directors Horton, Johnson, Morales, Spence and President Dannecker—5.

Noes—None.

The Board retired to executive session at 8:58 PM.

The Board reconvened in open session at 9:50 PM and proceeded to conduct a work session to review MPS pension actuarial experience reports.

The Board adjourned at 10:45 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# AUGUST 31, 2006

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:44 PM.

Present—Directors Blewett (7:23 PM), Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

President Dannecker requested a moment of silence in memory of Dominique Gill, a sixth-grader from McNair, who was killed while riding his bike on August 16; Romell D. Clayton, a thirteen-year-old from Lee Elementary, who was shot and killed on August 13; and Candace Moss, a thirteen-year-old student at Muir Middle School, who was shot and killed on August 30.

## 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:

Ada I. Rivera, Principal
and
Dorothy St. Charles, Retired MPS Administrator

Ada Rivera has been employed by Milwaukee Public Schools for 27 years and during that time has served as an educational assistant, para-professional, teacher, special education supervisor, assistant principal, principal, and Chief Officer of Pupil Services. She is currently the principal of Pulaski High School.

Dorothy St. Charles was employed by Milwaukee Public Schools for 31 years before retiring in July 2004. She was a teacher, assistant principal, principal, and most recently, the Director of Administrative Accountability. She returned from retirement in September 2005 to lend her professional expertise and assistance to the MPS Head Start Program.

Under the leadership of Ms. Rivera and Ms. St. Charles, the MPS Head Start Program was brought into compliance with the Federal Head Start Performance Standards. While Ms. Rivera was the Chief Officer of Pupil Services, the necessary short-term steps were taken to establish compliance on an immediate basis to see the program through a very critical review. Ms. Rivera also implemented the Head Start Program's use of the district's eSIS system and forms to reduce the duplication of enrollment and registration entry.

Under the leadership of Ms. St. Charles, a long-term perspective was initiated to develop the systems, policies, and procedures to see the program through a subsequent triennial review and beyond. This included putting internal and external communication systems in place; developing Head Start Policy and Procedure, Family Resource, and Parent Handbook manuals; and providing extensive training and technical assistance relative to the roles, responsibilities, and the Federal Head Start Performance Standards.

Both Ms. Rivera and Ms. St Charles experienced many rewarding moments through their work with the MPS Head Start Program and the MPS Policy Council. Ms. Rivera continues to value her work with Head Start staff members and parents at the schools, people who were dedicated and committed to improving the program, and appreciates the opportunity it provided for her own professional development and growth. Ms. St. Charles appreciated the ability to work in a cooperative manner with the Head Start staff to enable the program to continue to receive federal funding and to institute federal performance standards throughout the district — at both the school level and the administrative level.

Due to the efforts of Ms. Rivera and Ms. St. Charles, the MPS Head Start Program's organizational structure was revamped to align with the Head Start Performance Standards, and the program is viewed as part of the district and not a separate entity.

The Milwaukee Board of School Directors and the entire school community recognize Ada Rivera and Dorothy St. Charles for their dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

Other Awards and Commendations

Eva Lam and Sarah Hinkfuss, the two recent valedictorians of Rufus King International Baccalaureate High School, represented their school in this year's National Forensic League National Speech and Debate Tournament. Lam repeated her 2005 "House of Representatives" title in Student Congress and was the Champion Senator in this year's National Student Congress. Eva was awarded a $6,000 scholarship for her accomplishment and earned a $100 scholarship as a Four-Year Qualified to the national tournament. Sarah competed and won the title in Extemporaneous Commentary, a current affair event. She earned $1,400 in scholarships.

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## APPROVAL OF MINUTES

The minutes of the regular Board meeting of July 20, 2006, were approved as printed.

* * * * *

## COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of a Negotiated Labor Agreement with the MTEA (School Accountants/Bookkeepers)

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 (School Accountants/Bookkeepers) —
Three-year contract (January 1, 2004, through December 31, 2006)

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

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

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HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND
THE MILWAUKEE TEACHERS' EDUCATION ASSOCIATION
(SCHOOL ACCOUNTANTS/BOOKKEEPERS)

JANUARY 1, 2004, THROUGH DECEMBER 31, 2006

1. Three- (3-) year contract (January 1, 2004, through December 31, 2006).

2. Health insurance design changes.

3. Salaries:
1/01/04.....2.00%
7/01/04.....0.50%
1/01/05.....2.00%
7/01/05.....0.50%
3/01/06.....2.00%

4. Resolution to grievances regarding temporary school accountant/bookkeeper assignments.

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

Director Johnson moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales and President Dannecker—6.

Noes—None.

Temporarily absent—Director Spence—1.

* * * * *

(Item B) Disallowance of a Claim

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 A. Levine, attorney, on behalf of a minor and his mother, Tammy Thomas, for injuries allegedly sustained by the minor at Audubon Middle School on April 22, 2004.

  Claim is being made in the sum of $75,000 for the minor and in the sum of $25,000 for his mother, Tammy Thomas.

Wausau Insurance Company, the third-party administrator who investigates general liability claims filed against the school district, has requested that these claims be disallowed.

Therefore, I recommend the Board disallow the above-mentioned claims and place them 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 Johnson, the claims were disallowed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales and President Dannecker—6.

Noes—None.

Temporarily absent—Director Spence—1.

* * * * *

By unanimous consent, the Board next took up Reports of Special Committees.

## REPORTS OF SPECIAL COMMITTEES

The Assistant Board Clerk presented 6 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 August 21, 25, 28, and 29, 2006.

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

Ayes— Directors Goldberg, Hardin, Horton, Morales and President Dannecker—5.

Noes—None.

Temporarily absent—Directors Johnson and Spence—2.

* * * * *

## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 8, a charter school proposal for the New Small Learning Communities High School;
Finance/Personnel Committee, Item 7, a recommendation to enter into a contract with Seeds of Health (The Right Step program) for behavioral reassignment seats; and
Legislation, Rules and Policies Committee, Item 2, a recommendation to support the City of Milwaukee's effort to establish a Housing Trust Fund.

On the motion of Director Johnson, the balance of the Committee Reports was adopted, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—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:

(Item 1) Monthly Report on Special Education Compliance

Administration's Report

1. Service Information

*Data collected annually reflects activities that begin July 1, 2006

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

| | 6/06 | 8/06 |
|---|---|---|
| Population Served | 17,733 | 17,201 |

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 90-day timeline or within an appropriate timeline extension that is agreed upon by the parent. 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.

| | 6/06 | 8/06 |
|---|---|---|
| Initial Evaluations (Completed since 7/06) | 4711 | 176 |
| Percentage Identified Special Education | 58 | 825 |
| Active Initial Referrals | 303 | 267 |
| Re-evaluations (Completed since 7/06) | 6127 | 5 |
| Percentage Continued in Special Education | 86 | 1005 |
| Active Re-evaluations | 109 | 25 |

2. Data-Management Services — Special Services Information Management System (SSIMS) Project Status Report as of July 31, 2006

a. The SSIMS HELP Desk continued to assist callers, processed remaining Data Extract Forms, and worked on numerous essential data-quality projects and support ESY. The HELP Desk also received additional training on the IEP process by observing actual IEP meetings in process.

b. The SSIMS trainers provided hands-on support Monday through Thursdays to Summer IEP teams.

c. Additional IEP changes were received from DPI. Specifications for those changes were completed and submitted to Spectrum K12 (4GL) for development.

d. Interim procedures for IDEA compliance were finalized and implemented with both sessions of summer IEP Teams and will continue to be implemented this fall with the entire district.

e. The IDEA timeline changes and Discipline's configurations (a supplemental feature of Encore) are tentatively scheduled to be received for testing by August 28, 2006.

f. Work continues on the requirements/specifications for the special education information to be incorporated into the district data warehouse system.

g. The fall 2006 SSIMS/Encore training dates have been finalized and submitted to the Opening Administrator's Bulletin and Portal.

3. Continuous-Improvement-Focused Monitoring

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 who need information to navigate the MPS system, and to develop a continuous-improvement-focused monitoring system(CIFM) that would improve service delivery, provide information about needed professional development, and contribute to staff accountability for high-level outcomes for students with disabilities. The Department of Public Instruction (DPI) has identified a total of 60 compliance items to be addressed by MPS as part of the CIFM process. The items are categorized under six main compliance topic areas:

(1) Parental participation and Involvement

(2) IEP TEAM Composition

(3) IEP Team Document/Process Items

(4) Non-Attendance

(5) Discipline

(6) Placement

b. The CIFM process has included three major monitoring oversight strategies:

(1) Training support and monitoring of individual teachers and IEPs (Individualized Education Program). Documents are reviewed for accuracy and legal compliance, with training and ongoing support provided to teachers and service providers as needed.

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

(3) One-time annual school- based assessment of identified compliance items.

c. An additional strategy was added in fall 2005 in order to assist in the ongoing oversight, prevention, and early intervention 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.

(1) This strategy is a monthly and quarterly compliance building-level 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. 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 more timely responses.

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

(a) 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;

(b) discipline issues, including monitoring of suspensions of over 10 days with appropriate required interventions;

(c) 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;

(d) monitoring of completion of CIFM checklist procedures and activities; and

(e) plans to respond to and resolve IDEA complaints, requests for due-process hearings, and parental dispute resolution system complaints (if any) that are filed with the state.

(3) Items reviewed on quarterly basis include:

(a) review of caseload/assignments for special education teachers, related services providers, speech/language pathologists, educational assistants, and handicapped children's assistants;

(b) review of IEP implementation, including the participation of regular education teachers in the implementation of appropriate programs for students with disabilities;

(c) proper reporting of progress using appropriate IEP progress reports;

(d) ensurance of participation of school-based personnel in appropriate district-wide professional development activities; and

(e) accurate reporting of discipline events in eSIS and SSIMS and management of paper record documents in cumulative records.

(4) 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.

(5) 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.

4. Continuous-Improvement-Focused Monitoring March Assessment 05-06 Results

   a. The Continuous-Improvement-Focused Monitoring System (CIFM) includes a school-based assessment aspect that is completed annually during the month of March. At that time, a one-time annual measurement of compliance is completed at each school in the district, providing school-based and district-level data. The school-based data is used to form the goals and actions steps for special-education-compliance activities that are included in each individual School Education Plan (SEP). The district-wide data are used to analyze district-wide supports and to develop plans of improvement for district-wide systems serving students with disabilities.

   b. The results of the 05-06 March Assessment will be presented during the August 2006 meeting of the Milwaukee Board of School Directors' Committee on Special Education under separate cover.

5. Incorporation of CIFM Data within the School Educational Plan

   a. Each school received the results of the most recent CIFM in May of 2006, with the expectation that data would be included on the preparation of the 2006-07 Educational Plan.

   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.

   c. Each of the items is required to be addressed in both the Needs Assessment Compliance Summary and the 2006-07 Educational Plan: Special Education Continuous Improvement Plan template. As part of the web-based directions, each administrator received a document entitled *Special Education Workbook-2006-07* that informed administrators of the required special education components of the Educational Plan.

   d. 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, the Plan must also include specific goal targets for student with disabilities. The Plan must also include a commitment on the part of the school to resource and professional development to increase overall outcomes for student with disabilities in the targeted areas.

   e. Each school is required to submit a Special Education Compliance Plan Assurances Document as part of the Education 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 SOAP in each respective school. The assurance document commits the school to strive for excellence in the following areas:

      - compliance (ongoing and measured annually);
      - professional development on special education topics;
      - ongoing review and revision of CIFM checklist and non-checklist items;

- implementation of the building compliance plan; and
- 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.

6. Levels of CIFM Support

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.

a. *Intensive Monitoring*

(1) 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.

(2) The SEP committee must analyze why the 2005-06 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 2006-07 SEP, Section 7, Special Education Implementation of Compliance Plan, must include compliance strategies to address the obstacles identified in Section 3.

(3) The SELLs will 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, the special education supervisor, and the 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's Section 7 compliance strategies for the 2006-07 school year. Also the school will participate in the compliance strategies in the 2006-07 district-wide school support plan, which will be developed during the 2006 data retreat and implemented during the 2006-07 school year.

(4) 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 2006-07 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 to correct compliance errors and to provide supervision and staff training. If requirements have not been properly implemented, the supervisor will instruct the special education provider or diagnostic teacher on the standards. All correctible errors must be corrected within 30 days of identifying the error. IEP team meetings will be conducted to correct errors when required.

(5) 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 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.

(6) The SELLs will check the reliability of the each 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 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 they are corrected.

(7) 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 necessary additional guidance and document follow-up activities if needed.

(8) 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.

b. *General Supervision*

(1) Items scored 95% or higher are assigned to the general supervision level. An item assigned to 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.

(2) During the school year, special services supervisors/SSAs and SELLs will assess whether staff continue to implement correctly checklist and non-checklist items assigned to general supervision. 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.

(3) In addition, the district provides general oversight as follows:

(a) All administrators and service providers are provided paper copies of, and have web-based access, to the Department of Special Services' policies and procedures. This includes the day-to-day requirements for the development of IEPs that are compliant with state and federal laws.

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

(c) SSAs and supervisors work directly with school-based staff and service providers to train and monitor the implementation of the state and federal requirements for IEPs and to ensure high-quality service delivery.

(d) The Department of Special Services provides ongoing district-wide staff support and professional development in areas such as IEP development, discipline, functional behavioral assessment, and behavioral supports, as well as training related to best practices for teaching and supporting special learning needs of students with disabilities.

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

7. 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 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;
- changes in staff;
- 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 discipline policies and procedures that have an impact on compliance.

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

8. Hypothetical Parent 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 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 Department of Public Instruction and the District.

a. Background Information

(1) For a number of years, the District has worked vigorously to locate students, both in special education and in regular education, who were expected to enroll in one of our schools in the fall or at anytime throughout the year, but never walked in the front door of the assigned school. The reasons for not enrolling in school are many and may include the family's move to an unknown location, incarceration, enrollment in a non-MPS school, home schooling, truancy, or the student's having dropped out.

(a) The obligation to ensure that children with disabilities attend school is rooted in the state's compulsory attendance laws as well as in special education laws requiring that districts make available a free and appropriate public education. Failure to locate such students in a timely way has the potential to expose the district to complaints to the Department of Public Instruction.

(b) In addition, when there has been a failure to locate such students, IEP teams are required to determine, on a case-by-case basis, whether such students are entitled to compensatory educational services. Such a determination is necessary to make up for a lapse in the delivery of services during the period of non-enrollment in which the district had made no efforts to locate the student and no efforts to implement the district's board-approved truancy plan.

(c) On a district-wide basis, attentive school-based follow-up on this issue has fiscal implications for child-count verifications of enrollment on the third Friday of September and the second Friday of January.

(d) Finally, without accurate information about the location of students who did not enroll, such students cannot be dropped by the school. This makes planning for enrollment of other students who would like to attend all the more difficult.

(2) Usually, parents do not complain to the Department of Public Instruction when the district does not follow its truancy plan; however, this issue has been raised in several complaints that have been consolidated into a corrective action plan supervised by DPI. Furthermore, the oversight process known as Continuous-Improvement-Focused Monitoring (CIFM) incorporated a number of items directly related to the issue of district follow-up on non-attending students.

(3) The August Scenario focuses on the implementation of a successful district-wide intervention to address this issue.

b. Intervention

(1) Every year, schools are reminded to actively follow up on all students, both in special education and in regular education, who were expected to enroll but who have not. The searches are supported by principals, social workers, and attendance secretaries, to name just a few types of staff involved in this effort. Often, other staff members have been redeployed on an as-needed basis to assist in the searches for students who have not enrolled.

(2) In order to support the conscientious efforts of schools to keep up with this obligation, technology tools were developed to minimize the burden of creating lists and making referrals for social work follow-up. It was hoped that such tools would expedite the management of this process.

(3) Three years ago, the student-data-management system was modified so that each MPS school can easily generate a list of its special education and regular education students who were expected to enroll but for some reason have not. This capacity exists throughout the school year and thus supports schools preparing for the third Friday of September as well as for transfers from one MPS school to another during the year. In addition, the student-data-management system was modified so that a social work follow-up referral could be automatically generated for each student on the list.

c. Resolution

The challenge of locating students who have failed to enroll at schools to which they had been assigned has been successfully resolved. Thanks to the efforts of schools and particularly the social workers assigned to those schools, the district has dramatically improved the location and appropriate follow-up of students who are subject to this month's scenario. The outcome of this effort is that, in many cases, either the actual location and status of many of these students have been identified or that these students have been enrolled in district schools. Monthly data have documented a finding of very few students whose status is unknown.

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## COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Request for Approval of the Head Start Quality Improvement Plan (QIP)

Background

1. On May 9, 2006, Milwaukee Public Schools received correspondence from the U.S. Department of Health and Human Services Administration for Children and Families (DHHS/ACF), outlining the results of the MPS Head Start Program on-site Triennial Review that took place from February 26 to March 3, 2006. This report noted a deficiency in the administration of Head Start Performance Standard 1310 in regard to transportation. A response in the form of a Quality Improvement Plan (QIP) was due to DHHS/ACF by June 9, 2006.

Administration's Analysis

2. As a result of the notice and finding, the Head Start administration worked with the MPS Office of Finance Division of Transportation Services and the MPS Department of Special Services to determine the fiscal impact and other implications of satisfying this deficiency in a timely manner. It was determined that it would be fiscally impossible for the district to comply with the transportation mandates.

3. In response, on June 6, 2006, MPS submitted to DHHS/ACF a QIP and supporting documentation that outlined the steps of the MPS Head Start Program to address the deficiency by discontinuing the transportation of MPS Head Start students, beginning with the 2006-07 school year. The Milwaukee Board of School Directors received this information on June 19, 2006, in the form of a communication from the Superintendent. Since that time, Region V Office of ACF has notified MPS that, because this QIP includes a change in program operation, it must have the Board's approval.

Strategic Plan Compatibility Statement

4. This program 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 policy and procedure. Head Start Performance Standard 1304.5 requires that the Policy Council and the Milwaukee Board of School Directors approve a change in program operation. The MPS Head Start Policy Council approved this change, by consensus, on June 10, 2006.

Fiscal Impact Statement

6. This item does not authorize expenditures. There is no cost associated with approving the QIP. The cost to implement the QIP will be absorbed through regular staff assignments.

Implementation and Assessment Plan

7. Upon approval by the Board, the Administration will continue implementation of the Head Start QIP.

Committee's Recommendation

Your Committee recommends that the Board approve the following MPS Head Start Quality Improvement Plan.

Milwaukee Public Schools Head Start Program
QUALITY IMPROVEMENT PLAN

| Deficiency: 1310.10 (c); 1310.16 (b), (b)(3) ; 1310.17 (a); 1310.21 (b)(1), (b)(2), (b)(3), (b)(4), (b)(5), (e) | | | |
|---|---|---|---|
| *Goal: Review of cited deficiencies* | | | |
| Responsible Staff | Action/Steps | Review Date | Compliance Date |
| MPS Division of Early Childhood Director and MPS Head Start Coordinator | Review of deficiency findings | May 9, 2006 | |
| As above | Meet with district CFO and Transportation Manager | May 15, 2006 | |
| MPS Transportation Manager | Review findings with contracted transportation agency | | |
| *Goal: Response to cited deficiencies* | | | |
| MPS Transportation Manager | Document compliance and issue response | May 17, 2006 | May 19, 2006 |

| | | | |
|---|---|---|---|
| MPS Division of Early Childhood Director and MPS Head Start Coordinator | Review all relevant information; submit information and possible solution recommendation(s) to MPS Administration | May 17, 2006 | |
| MPS Administration makes recommendation decision | No longer offer transportation to MPS Head Start students | May 24, 2006 | |
| *Goal: Quality Improvement Plan prepared and implemented* | | | |
| MPS Division of Early Childhood Director and MPS Head Start Coordinator | Submit recommendation to MPS Head Start Policy Council for approval | June 10, 2006 | |
| As above | Submit information to MPS Board of Directors | June 19, 2006 | |
| Head Start Coordinator and Head Start Staff | Communicate to current Head Start Parents | May 24, 2006 – ongoing | |
| As above | Identify and communicate information to school year 0607 Head Start parents | June 13, 2006 | |
| Division of Early Childhood Director | Submit QIP information to MPS Board of Directors for approval | August 8, 2006 | |

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

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(Item 2) Action on a Request to Renew the Instrumentality Charter School Contract with Audubon Technology and Communication Center Middle 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 April 25, 2002, the Board approved a five-year charter school contract establishing Audubon Technology and Communication Center Middle School as an instrumentality charter school. Located at 3300 South 39th Street, Audubon opened as a charter school, to begin with the 2001-02 school year and to end with the last regularly scheduled school day of the 2005-06 school year.

3. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In February 2006, the Charter School Contract Review Team, after a review of Audubon's compliance with its charter contract, recommended renewal of the instrumentality charter school contract with Audubon and that the school attend to areas in which it had been found to be non-compliant or partially compliant, including student participation in the School Climate Survey and making significant progress in immunization compliance during the 2005-06 school year.

4. On March 30, 2006, the Board approved the recommendation to renew a five-year charter contract with Audubon, to begin with the 2006-07 school year, and authorized the Superintendent's designee to initiate the contract-renewal process with Audubon in accordance with the Charter School Contract Review Team's recommendations.

Administration's analysis

5. The Division of Diversified Community Schools has received the following information from Audubon in regard to the areas of non-compliance and partial compliance:

a. The 2005-06 School Climate Survey's response rate increased over the previous year:

(1) In 2004-05, 20% of the students enrolled at Audubon participated in the survey, while in 2005-06 there was a 70% student response rate.

(2) In 2004-05, 53% of Audubon's staff participated, while 70% participated in the survey in 2005-06.

(3) 25 parents participated in the survey in 2004-05, compared with 86 parents who participated in the survey in 2005-06.

b. In the area of immunizations, the 2004-05 school audit reported 62.6% of students enrolled at Audubon were in compliance, were in the process of becoming compliant, or had waivers based on health, religion, or personal conviction. The unaudited 2005-06 district immunization data as of May 11, 2006, indicated an improvement in this area, with 79.0% of students enrolled being in compliance, being in process of becoming compliant, or having waivers based on health, religion, or personal conviction. Efforts by the school included hosting its First Annual Audubon Health Fair and Hygiene Drive for families and the community.

Audubon will continue to assess progress in meeting the charter school contract requirements.

6. During March 2006, the Board, via its Committee on Innovation and School Reform, received a description of the Audubon charter program, including the following:

a. The Audubon staff has implemented block scheduling and flexible grouping at all grade levels.

b. Six-trait writing helps students learn to express themselves articulately, creatively, critically, and professionally.

c. Students are empowered through the use of technology and individualized educational programming strategies that are designed to maximize their academic success.

d. Close supportive relationships between staff and students are fostered through team teaching, block scheduling, and academic coaching.

e. Academic coaching at Audubon stimulates and motivates students toward success by providing structure, support, and feedback to students on a daily basis. Coaching is a small-group experience between one staff member and approximately 13 students that helps learners clarify what they want from school while establishing an academic plan through which to achieve it.

f. Character-building activities, conflict resolution, and students as peacemakers are used to enhance student development and to help complete the education of the total child at Audubon.

g. Parental participation has grown since Audubon has become a charter school. In 2003, a parent center was opened to help bridge the gap between school and home. With the inception of the Families and Schools Together (FAST) program at Audubon, parental participation at the school level has increased and affected the academic performance of these students.

h. Charter status has improved the staff's morale, resulting in higher staff retention.

i. Audubon has expanded its community relationships.

(1) Currently, 20 Alverno College education students provide after-school tutoring.

(2) Rockwell Automation has become a partner with Audubon and will provide an engineering computer lab beginning in the 2006-07 school year that will focus on math and science.

7. The current contract specifies services for 960 full-time-equivalent students (FTEs) in grades six through eight. Audubon's September 2005 State Aid Enrollment Count was 867 students, and the January 2006 State Aid Enrollment Count was 859 students, including 130 students (15.1%) with special education needs. Based on the school's recent enrollment history, Audubon has requested a reduction in its number of contracted student FTEs to a maximum enrollment of 860 students during the second charter contract term.

8. Audubon accepts the instrumentality charter school contract approved by the Board on October 20, 2005, with the following modifications:

a. Katrice Cotton shall be the School Leader in charge at Audubon Technology and Communication Center Middle School.

b. The term of the contract will be for five years, to begin with the 2006-07 school year, and to end on the last regularly scheduled school day of the 2010-11 school year.

c. The total cost of the contract shall be based on the charter school's FTE count for up to 860 pupils in grades 6-8 for the 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years.

Strategic Plan Compatibility Statement

9. This program 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. This contract is being presented to the Board pursuant to Wisconsin State Statute 118.4, 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 MTEA- represented employees.

Fiscal Impact Statement

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

13. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract were budgeted in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

14. This contract will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the instrumentality charter school five-year contract with Audubon Middle School, as attached to the minutes of your Committee's meeting, to be effective with the 2006-07 school year, with the following modifications:

a. Katrice Cotton shall be the School Leader in charge at Audubon Technology and Communication Center Middle School.

b. The term of the contract is for five-years, to begin with the 2006-07 school year and to end with the last regularly scheduled school day of the 2010-11 school year.

c. The total cost of the contract shall be based on the charter school's FTE count for up to 860 pupils in grades 6-8 for the 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years.

*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 Whittier Charter 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 April 25, 2002, the Board approved a five-year charter school contract establishing Whittier Elementary School as an instrumentality charter school. Located at 4382 South 3rd Street, Whittier opened as a charter school at the beginning of the 2001-02 school year, with its contract to end with the last regularly scheduled school day of the 2005-06 school year. The current contract specifies services for 200 full-time-equivalent students (FTEs) in four-year-old kindergarten through grade five. Whittier's September 2005 State Aid Enrollment Count was 209 students, and the January 2006 State Aid Enrollment Count was 224 students, including 1 student (0.4%) with special education needs.

3. Since the 2003-04 school year, Whittier has used a unique leadership model in order to save programs that help students consistently achieve success. For the 2003-04 school year, Whittier was assigned a 0.4 principal, who completed all administrative duties. Whittier also used two teachers for student issues when the principal was out of the building. The leadership model gave the Whittier staff more decision-making options and proved to be a step in the right direction.

4. For the 2004-05 school year, with the support of staff and parents, Whittier developed a partnership with Fritsche Middle School to once again save programs at the school which support student achievement. For the 2004-05 and 2005-06 school years, the Administrative Team consisted of a 0.2 principal from Fritsche Middle School and two teachers serving as leaders. Under the guidance of the Fritsche principal, the two teachers have learned many administrative duties, including charter school contract compliance, the budget, educational plan, and student discipline.

5. On June 23, 2005, the Board approved a contract amendment with Whittier Elementary School to modify Section I.B., regarding the manner in which administrative services are provided, from a principal-led school to a school led by a teacher-in-charge for the remainder of the contract term.

6. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In February 2006, the Charter School Contract Review Team completed a review of Whittier's compliance with its charter contract. The Charter School Contract Review Team recommended renewal of the instrumentality charter school contract with Whittier, with the school to implement an improvement plan for math achievement as described in the Academic Achievement Report and to submit a recruitment plan to increase the enrollment of students with special education needs to be reflective of the school district's population as a prerequisite for contract renewal.

7. On March 30, 2006, the Board approved the recommendation to renew a five-year charter contract with Whittier Elementary School for a maximum of 200 student FTEs to begin with the 2006-07 school year and authorized the Superintendent's designee to initiate the contract-renewal process. The school must attend to implementing the plan for improving math achievement as described in the Academic Achievement Report and submit a recruitment plan to increase the enrollment of students with special education needs to reflect the school district's population in the 2006-07 school year as a prerequisite to contract renewal.

Administration's Analysis

8. The Division of Diversified Community Schools has received information from Whittier to address areas of non-compliance and partial compliance.

a. Whittier School has consistently scored at high levels in all academic areas throughout its years as a charter school; however, the 2004-05 WKCE scores showed a drop in mathematics, with only 67% students scoring basic, proficient, or advanced. The Whittier staff targeted mathematics improvement in its educational plan (Smart Goal number 2) and implemented strategies to increase math scores. The hard work paid off, and in

2005-06, 92% of fourth-grade students scored basic, proficient, or advanced on the mathematics WKCE. The Whittier staff will continue to analyze and employ best practices to meet the learning goals of all of its students throughout every grade.

b. Whittier School submitted a special education recruitment plan that included advertising special education services in the school's weekly bulletins to parents, highlighting special education services while targeting families in the community and marketing the school, and working with MPS Special Services and Student Services to recruit students. Section J of the Whittier Contract states,

The MPS Division of Special Services shall review annually with Charter School, the enrollment of children with disabilities to ensure appropriate pupil representation. Charter School shall make a commitment to serve children with disabilities whether such children are currently or newly identified as children with disabilities.

c. As of July 2006, 13 speech and language students and three of the projected eight special needs students were enrolled for the 2006-07 school year at Whittier Elementary School.

9. During March 2006, the full Board, via its Committee on Innovation and School Reform, received a description of the Whittier charter program, including the following:

a. Whittier will continue the teacher-led model, using two lead teachers and 0.1 administrative support from Fritsche Middle School.

b The staff and parents have worked together to provide programs during the school day and after school to supplement the academics for unique student needs at Whittier. One of many examples is the implementation of a character education program called Character Counts — The Six Pillars of Character. This program consists of a framework that teaches children basic human values by examining the nature and importance of values through writing assignments, discussions, craft projects, and hands-on activities. The Whittier Parent Teacher Organization purchased the curriculum and volunteers its time to work alongside classroom teachers to bring this program to the students in grades K4 through 5.

c. At Whittier, the students engage in a variety of writing experiences based upon the six-traits approach to writing. Beginning in K5, students participate in the planning, revision, and editing components of the writing process as described in the MPS Learning Targets. Students plan how to organize their writing around a main idea or topic, adding details to expand and elaborate. Students focus on fluency, variety, word choice, and mechanics of writing. Through multiple drafts, students produce a final "published" piece of writing, one which clearly demonstrates the voice of the author.

10. Whittier accepts the instrumentality charter school contract as approved by the Board on October 20, 2005, with the following modification:

a. The term of the contract is for five-years, beginning with the 2006-07 school year and ending with the last regularly scheduled school day of the 2010-11 school year.

b. Margaret Mystrow and Kelly Ehlers, or their successors, shall be the School Leaders in charge of Whittier Elementary School.

Strategic Plan Compatibility Statement

11. This program 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

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

13. When appropriate, the Administration will negotiate a Memorandum of Understanding regarding proposed modifications to the contract related to the staffing, wages, hours, and working conditions of MTEA-represented employees in light of this item.

Fiscal Impact Statement

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

15. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract were budgeted in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

16. This contract will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve th five-year instrumentality charter school contract with Whittier Elementary School, as attached to the minutes of your Committee's meeting, effective with the 2006-07 school year, with the following modifications:

a. The term of the contract is for five-years, beginning with the 2006-07 school year and ending with the last regularly scheduled school day of the 2010-11 school year.

b. Whittier will continue the teacher-led model, using two lead teachers and 0.1 administrative support from Fritsche Middle School.

c. Margaret Mystrow and Kelly Ehlers, or their successors, shall be the School Leaders in charge of Whittier Elementary School.

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

* * * * *

(Item 4) Action on a Request to Renew the Instrumentality Charter School Contract with Individualized Developmental Educational Approaches to Learning (IDEAL)

Background

1. The Milwaukee Board of School Directors is authorized to establish Milwaukee Public Schools 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 April 25, 2002, the Board approved a five-year charter school contract establishing Individualized Developmental Educational Approaches to Learning (IDEAL) as an instrumentality charter school. Located at the Sholes Educational Complex, 4965 South 20th Street, IDEAL opened as a charter school at the beginning of the 2001-02 school year, with its contract to end with the last regularly scheduled school day of the 2005-06 school year.

3. On February 23, 2004, the Board revised Administrative Policy and Procedure 9.12, Charter Schools, to include the MPS charter school contract renewal process. In February 2006, the Charter School Contract Review Team completed a review of IDEAL's compliance with its charter contract and recommended contract renewal with IDEAL, with the school to attend to the areas in which it has been found to be non-compliant or partially compliant.

4. On March 30, 2006, the Board approved the recommendation of the Charter School Contract Review Team that the contract with IDEAL be renewed and that the school attend to the areas in which it has been found to be non-compliant or partially compliant. The Board further authorized the Superintendent's designee to initiate the contract renewal process and to draft a renewed charter school contract with a maximum of 200 FTEs, to begin with the 2006-07 school year and to end with the last regularly scheduled school day of the 2010-11 school year.

Administration's Analysis

5. The Division of Diversified Community Schools has received IDEAL's plan to address areas of non-compliance and partial compliance. In the area of immunizations, the 2004-05 audit reported 5.3% immunization non-compliance. The unaudited 2005-06 preliminary district immunization data indicate an improvement in this area, with approximately 2% non-compliant immunizations at IDEAL The school reported that it has diligently implemented several strategies and interventions and will continue compliance efforts throughout the renewed contract term.

6. During March 2006, the Board, via its Committee on Innovation and School Reform, received a description of the IDEAL charter program, including the following:

a. The Junior Achievement Program will replace the originally proposed JROTC program.

b. A Carnegie Math Program will be implemented for accelerated eighth-grade math students.

c. The school's relationship with the University of Wisconsin-Milwaukee, Alverno College, and Cardinal Stritch University will continue to provide opportunities for students.

d. The Teacher-Cooperative Peer Evaluation Process will continue during the second contract term.

e. IDEAL will continue transportation in accordance with district guidelines as a replacement for the point-to-point busing originally proposed.

f. Extended-day activities will be provided through the MPS Recreation Department.

g. The Reflection Room has evolved into the concept of a Reflection Space to help students refocus on goals.

7. The current contract specifies services for 300 full-time-equivalent students (FTEs) in four-year-old kindergarten through grade eight. IDEAL's September 2005 State aid Enrollment Count was 191 students, while the January 2006 State Aid Enrollment Count was 193 students, including 26 students (13%) with special education needs. Based on the school's enrollment history, IDEAL has requested to reduce its number of contracted student FTEs from a maximum enrollment of 300 to a maximum enrollment of 200 students during the second charter contract term.

8. IDEAL accepts the model instrumentality charter school contract approved by the Board on October 20, 2005, with the following modifications:

a. The contract term is to be for five years, beginning with the 2006-07 school year and ending on the last regularly scheduled school day of the 2010-11 school year.

b. The total cost of the Contract shall be based on the charter school's FTE count for up to a maximum of 200 pupils in grades K4 through grade 8 for the 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years.

Strategic Plan Compatibility Statement

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

11. 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 MTEA-represented employees in light of this item.

Fiscal Impact Statement

12. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract were budgeted in the 2006-07 Board-adopted budget.

Implementation and Assessment plan

13. This contract will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the instrumentality charter school five-year contract with IDEAL, as attached to the minutes of your Committee's meeting, effective with the 2006-07 school year, with the following modifications:

1. The contract term is to be for five years, beginning with the 2006-07 school year and ending on the last regularly scheduled school day of the 2010-11 school year.

2. The total cost of the Contract shall be based on the Charter School Full-Time-Equivalent ("FTE") count for up to a maximum of 200 pupils in grades K4 through grade 8 for the 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 school years.

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

* * * * *

(Item 5) Action on a Request for Authorization to Renew the Non-Instrumentality Charter School Contract with Next Door Foundation

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 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. A 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.

3. On May 26, 2005, the Board approved a five-year charter school contract with Next Door Foundation, Inc., establishing Next Door Charter School as a non-instrumentality charter school for the 2005-06 school year. Next Door Charter School was contracted to provide services during the 2005-2006 school year for 93 Full-Time-Equivalent Students (FTEs) in four-year-old and five-year-old kindergarten. Next Door Charter School is located in the Foundation's Educare Center at 2545 North 29th Street.

4. Next Door's September 2005 State Aid Enrollment Count was 87.6 FTEs (116 students), and the January 2006 State Aid Enrollment Count was 82.6 FTEs (111 students), including seven students (6.3%) with special education needs.

5. The Next Door Foundation, in concert with the Buffett Early Childhood Fund, lobbied members of the State Legislature to secure funding for the operational costs of the Educare Center of Milwaukee. The Foundation received $250,000, which was diverted from MPS programs, from the state in the first year of the biennium, with another $750,000 scheduled to be disbursed in the second biennium. The Foundation has stated that it was not its intent to receive funding diverted from MPS programs and that it is its goal to fully restore funding for the MPS portion of the children-at-risk program, using any available means to accomplish this task.

6. On August 25, 2005, the Board amended the charter school contract with Next Door Foundation, Inc., from a five-year contract to a one-year contract to include the following language:

> Charter School shall make a single payment of $250, 000 to MPS no later than November 1, 2005. This payment is to restore funding to MPS that was re-directed through the State Budget Process from the MPS's "children-at-risk" program funding to the Educare Center of Milwaukee. At that time, Charter School shall also pay 5% interest on the $250,000, which is $7,291.67. In the event Charter School fails to make this payment of principal and interest, MPS shall withhold future payments in the amount of $257,291.67 that it would otherwise be required to make under Section II of this contract.

7. On October 20, 2005, the contract was amended to change the payment date from November 1, 2005, to June 1, 2006, due to a notification that the school would not receive this funding from the state until May of 2006.

8. In February 2006, the Charter School Contract Review Team completed a review of the Next Door Foundation's compliance with its charter contract and recommended renewal, provided that the school attends to areas of concern. On April 25, 2006, the Board approved the recommendation to renew the charter school contract with the Next Door Foundation, with the provision that the school had to attend to the feedback from the Educational Plan Review Team relative to the school's Educational Plan; had to make payment of $250,00,0 plus interest, to MPS; and had to develop a plan to ensure that MPS does not incur a $750,000 loss in 2006-07 revenue due to the diversion of funding by the State Legislature from Milwaukee Public Schools to the Educare Center of Milwaukee.

Administration's Analysis

9. The Division of Diversified Community Schools has received the following information relative to the Board's April 25, 2006, concerns for Next Door Charter School:

a. The school has resolved the concerns with its 2005-06 Educational Plan and has submitted its 2006-07 Educational Plan as requested by the district. In consultation and agreement with the Administration — including the Department of Finance, the Division of Early Childhood Education, and the Division of Diversified Community Schools — the Next Door Foundation developed a payment/service plan for the term of the contract.

b. The Foundation has agreed to pay MPS the $257,291.67 which the school owes by September 1, 2006. A payment check which MPS issued to Next Door on February 15, 2006, for $234,129.05 to cover the FY06 40% payment, and which Next Door voided out and returned to MPS on June 30, 2006, was reissued on August 2, 2006, to Next Door Foundation, Inc., with the revised invoices.

c. If after the above payment has been received by MPS, the State of Wisconsin reinstates the $250,000 to MPS via a cash payment without a corresponding decrease in other funding, MPS will immediately pay the $250,000 to Next Door without any fees or other withholdings.

d. Next Door Foundation, Inc., has agreed to offer, at its own expense, services valued at $150, 000 per year to MPS for five years, beginning with the 2006-07 school year, for satisfaction of the $750,000.

e. If the State of Wisconsin reinstates the $750,000 diverted to the Next Door Foundation, Inc., to MPS via a cash payment without a corresponding decrease in MPS funding, after the inception of this payment/service plan agreement, MPS will pay Next Door Foundation, Inc., in cash for the cumulative value of services delivered under this agreement, and the balance of the obligation will be considered fulfilled

f. Section I.AA of the charter contract with Next Door Foundation, Inc., would be revised to include the following language:

> AA. Allocation of State Funds back to MPS
>
> Charter School shall make a single payment of ~~$250,000~~ $257,291.67 to MPS no later than ~~June 1, 2006~~ September 1, 2006. In addition, Charter School shall provide services at the expense of Charter School to MPS valued at $150,000

each year for five years, beginning with the 2006-2007 school year, and continuing each year of the five-year contract term for a total of $750,000. ~~This~~ The payment and services are ~~is~~ to restore funding to MPS that was re-directed through the State Budget Process from the MPS' "children-at-risk" program funding to the Charter School. In the event Charter School fails to make this payment, or to provide service as agreed with MPS, MPS shall withhold future payments, ~~in the amount of $250,000~~, equal to the balance, plus 5% interest, that it would otherwise be required to make under Section II of this contract.

10. Next Door has proposed to offer services valued at $ 150,000 per year for five years, beginning with the 2006-07 school year. The service plan is outlined below:

a. Next Door Foundation Inc., will serve an additional 10.2 FTEs (beyond the contracted 93 FTEs) in grades K4-K5, for an estimated value of $70,000 for the 2006-07 school year, at its own expense.

b. Next Door will deliver compliant special education services at its own expense at the value of $ 7,700 for 10.2 FTEs.

c. Next Door Foundation, Inc., will provide capacity for services to 37 MPS high-school students at a value of $2,000 each ($68,300) through participation in the GED Option #2 (GEDO #2) Readiness Program.

(1) The GEDO #2 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 the 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) Students must meet criteria to be eligible for GEDO #2 Program. One of the requirements is that students should be able to demonstrate an ability to read at or above the ninth-grade level.

(3) In order to have more students eligible for the GEDO #2 Program, Next Door Foundation, Inc., will provide the capacity for the GEDO #2 Readiness Program to improve the reading levels of the participating students. Students will be identified and assigned to the readiness program by MPS based on their reading levels.

11. See the chart below for a summary of services.

| Services to be provided to MPS | Value |
|---|---|
| For 2006-07, 10.2 additional K4-K5 FTEs will be served at Next Door Charter School at school's expense. | $ 68,300 |
| Next Door Charter School will deliver compliant special education services at its own expense for the 10.2 FTEs | $ 7,700 |
| Next Door Foundation, Inc., at its own expense, will provide capacity for services to 37 MPS high-school students through participation in the GED Option #2 Readiness Program. (There are 37 slots available for participation in this program, at $2,000 per slot.) | $ 74,000 |
| Total | $150,000 |

12. The plan is recurring for the duration of the five-year contract term; however, the Next Door Foundation and the Administration agree to assess the plan at the end of each school year during the contract term and to reaffirm or adjust the plan for upcoming years under contract.

13. Next Door's plan is contingent upon the continuation of the GED Option#2 Program and charter contract. If the Next Door Foundation's charter school contract is not renewed or is terminated, the Foundation will continue to be responsible for the balance of this agreement and any other payments owed to MPS by contract. MPS will not release funds to the Foundation if scheduled payment or services are delinquent.

14. During April 2006, the Board, through its Committee on Innovation/School Reform, received a description of the Next Door Charter School's program, including the following:

a. The Next Door Foundation has submitted its intent to renew the contract for five years and to continue the early childhood program outlined in the current contract. There has been intensive training of staff and teachers in the application and teaching strategies of the K4/K5 Creative Curriculum, MPS Learning Targets, and the Creative Curriculum Development Continuum used to assess student progress. Training has been given in the use of the SRA Phonemic Awareness and Phonics Kit now used in K5, as well as in the On the Mark Assessment. All K4 and K5 teaching staff are enrolled in a year-long, on-site professional development course and coaching model from Cardinal Stritch University's Early Childhood Literacy Department, focusing on early childhood emergent literacy and language.

b. Math and science supplemental materials for each classroom, plus a new science curriculum and language/literacy curriculum for the K5 classes, have been purchased. The Creative Curriculum Development Continuum and other assessment tools are used to assess student progress toward outcome objectives.

c. Collaboration with MPS Clarke Street School focusing on continuum of care from K4 through grade 3, plus transition services from Next Door Charter School to Clarke Street school, continue through regular meetings of staff and parents, events, collaborative field trips, and combined professional development opportunities.

d. Parental involvement in the Next Door Charter School includes the establishment of a Parent Council. Parents have begun training in their roles and responsibilities in school governance. A family advocate is assigned to each family in the Next Door Charter School. The partnership formed among the family, child, and family advocate ensures that immunizations are current, child health and safety issues are addressed, school attendance is recorded and ensured, families are visited, and any issues that prevent the child's success in school are addressed and assistance provided.

15. Thee Next Door Foundation accepts the model non-instrumentality charter school contract, as approved by the Board on October 20, 2005. Contract language developed specifically for the 2005-06 contract will be updated and incorporated in the renewed five-year contract, beginning with the 2006-07 school year, as listed below:

a. Sharon Schulz is the Executive Director of Next Door Foundation, Inc., and the School Leader in charge of the charter school.

b. Next Door Charter School is located at 2545 North 29th Street.

c. The school will contract for a maximum of 93 full-time-equivalent students in grades K4-K5.

d. Section I.AA, Allocation of State Funds back to MPS, of the contract shall be revised as follows:

Charter School shall make a single payment of ~~$250,000~~ $257,291.67 to MPS no later than ~~June 1, 2006~~ September 1, 2006. In addition, Charter School shall provide services at the expense of Charter School to MPS valued at $150,000 each year for five years, beginning with the 2006-2007 school year, and continuing each year of the five-year contract term for a total of $750,000. ~~This~~ The payment and services are ~~is~~ to restore funding to MPS that was re-directed through the State Budget Process from the MPS' "children-at-risk" program funding to the Charter School. In the event Charter School

fails to make this payment, or to provide service as agreed with MPS, MPS shall withhold future payments, ~~in the amount of $250,000~~, equal to the balance, plus 5% interest, that it would otherwise be required to make under Section II of this contract.

e. Section II.B. 4. Grants and other funding, shall read as follows:

Charter School is authorized to apply for other sources of funds, including grants. Charter school may not apply for or receive any monies, including grant monies that, in the judgment of MPS, compromises the ability of MPS to apply for or receive the same monies.

f. Section I.K, the manner in which annual audits of the financial and programmatic operations of the school will be performed, shall be revised as follows:

MPS recognizes that Charter School intends to operate other programs, including but not limited to Birth to Three programming, Books for Kids/Read with Me, After School and Summer Day Camp for youth aged 6-14, ~~Even Start Family Center~~, Next Door Pediatrics operated by Children's Medical Group, Adult Education/GED, Lifetime Learners operated by Cardinal Stritch University, an Early Head Start Program, a Head Start Program for four-year olds and a separate program for three-year olds within the physical Charter School facility (such programs referred to herein as the "Non-Charter Programs"). The Board reserves the right to terminate this Charter Contract if any new program operating in the Charter School facility does not meet with Board approval. Four-year old students enrolled in Charter School shall be funded by MPS at .6 Full-Time Equivalency per student, provided that the Charter school meets the state and federal requirements for that funding level. Charter School four-year old students may also be enrolled part-time in the SDC Head Start Program and, if so enrolled, shall be funded through that program. MPS and Charter School agree that the Non-Charter Programs are not subject to, or governed by, this Charter School Contract. Charter School represents and warrants to MPS that the program funds it receives under this Charter School Contract shall not be used to support or maintain the Non-Charter Programs in any manner.

g. Section I.K, the manner in which annual audits of the financial and programmatic operations of the school will be performed, shall read as follows:

The audit of financial statements under either method chosen by Charter school shall include verification, in a manner reasonably acceptable to MPS, that the program funds under this contract have not been used to support or maintain the Non-Charter programs. The Charter School shall use appropriate cash management procedures so that the contract and public funds dispersed under this agreement are discernible form other funds. Cash disbursement obligations directly associated with this agreement must also be documented by ledger entries in segregated accounts.

h. Section I.K, the manner in which annual audits of the financial and programmatic operations of the school will be performed, shall read as follows:

The performance/compliance audit or independent certified public accountant report, whichever is selected by Charter School, shall include verification, in a manner reasonably acceptable to MPS, that the program funds under this contract have not been used to support or maintain the Non-Charter Programs. The Charter School shall use appropriate cash management procedures so that the contract and public funds dispersed under this agreement are discernible from other funds. Cash disbursement obligations directly associated with this agreement must also be documented by ledger entries in segregated accounts.

Strategic Plan Compatibility Statement

16. This program 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

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

Fiscal Impact Statement

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

19. Adoption of this item alone does not authorize expenditures. The funds for this charter school contract were budgeted in the 2006-07 Board-adopted budget.

Implementation and Assessment Plan

20. This contract will become effective upon the Board's approval.

Committee's Recommendation

Your Committee recommends that the Board approve the five-year, non-instrumentality charter contract with Next Door Foundation, Inc., as attached to the minutes of your Committee's meeting, for Next Door Charter School, to begin with the 2006-07 school year and to end with the last regularly scheduled school day of the 2010-11 school year.

> Section I.AA. Allocation of State Funds back to MPS, shall be modified to include the following language:
>
> Charter School shall make a single payment of ~~$250,000~~ $257,291.67 to MPS no later than ~~June 1, 2006~~ September 1, 2006. In addition, Charter School shall provide services at the expense of Charter School to MPS valued at $150,000 each year for five years, beginning with the 2006-2007 school year, and continuing each year of the five-year contract term for a total of $750,000. ~~This~~ The payment and services are ~~is~~ to restore funding to MPS that was re-directed through the State Budget Process from the MPS's "children-at-risk" program funding to the Charter School. In the event Charter School fails to make this payment, or to provide service as agreed with MPS, MPS shall withhold future payments, ~~in the amount of $250,000~~, equal to the balance, plus 5% interest, that it would otherwise be required to make under Section II of this contract.

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

* * * * *

(Item 6) Action on a Request to Amend the Non-Instrumentality Charter School Contract with V.E. Carter Development Group, Inc., for Carter School of Excellence to Include the Sage Program

Background

1. On July 31, 2003, the Board approved a five-year charter school contract with V.E. Carter Development Group, Inc., establishing Carter School of Excellence as a non-instrumentality charter school, to begin with the 2003-04 school year and to end with the last regularly scheduled school day of the 2007-08 school year.

2. The V.E. Carter Development Group, Inc., which is located at 2001 West Vliet Street, has been serving 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, V.E. 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 contract with V.E. Carter Development Group, Inc., to increase the student enrollment from 200 full-time-equivalent students (FTEs) to 216 FTEs, to begin on January 14, 2005, and to extend throughout the remainder of the 2004-05 school year, and to increase the student enrollment from 216 FTEs to 280 FTEs through consolidation of the contracts with V.E. Carter Development Group's educational program and Carter School of Excellence, beginning with the 2005-06 school year and continuing for the remainder of the contract term.

4. Educational program contracts became available for transfer to other MPS schools due to the closing of Frederick Douglass and Philipp Elementary School. Carter School of Excellence requested that one of the SAGE program contracts be transferred to the school beginning with the 2006-07 school year. The objective of the program is to improve student achievement through the implementation of the following four school-improvement strategies:

a. student-to-teacher ratios of no more than 15:1 in five-year-old kindergarten through grade three;

b. increased collaboration between schools and their communities;

c. implementation of a rigorous curriculum focusing on academic achievement; and

d. improving professional development and staff-evaluation practices.

5. On June 29, 2006, the Board took action to petition the Department of Public Instruction (DPI) to approve the transfer of the current SAGE contract with Phillip Elementary School, which expires at the close of the 2009-10 school year, to the V.E. Carter School of Excellence non-instrumentality charter school, for implementation to begin in 2006-07 and to be in effect for the duration of the SAGE contract, contingent upon the continuation of the Carter charter school's contract with Milwaukee Public Schools. Carter School of Excellence began professional development activities during the summer of 2006 in preparation for the SAGE program.

Administration's analysis

6. The 2006-07 SAGE projected enrollment for Carter School of Excellence is 60 students in all-day five-year-old kindergarten, 60 students in grade one, 60 students in grade two, and 30 students in grade three. The projected low-income (free- and reduced–lunch-eligible students) percentage is 79%. The current five-year contract expires at the close of the 2007-08 school year. It is anticipated that Carter School of Excellence will generate $332,000 in 2006-07 SAGE aid to Milwaukee Public Schools.

7. DPI does not have statutory authority to enter into any additional SAGE contracts at this time; however, DPI does have the ability to transfer current SAGE contracts within a district. For example, when Garfield School closed in June 2005, the SAGE contract was transferred to Seher School. DPI has provided written notification of approval of the contract transfer in a letter responding to the Superintendent from the Assistant State Superintendent, Division for Reading and Student Achievement, dated July 5, 2006. In the letter, DPI indicated that the transfer of one or more SAGE contracts from buildings that are being closed to other appropriate locations can be facilitated in accordance with the provisions on page 15 of the February 2006 SAGE Guidelines. DPI requested that, in making the transfer, MPS follow the process that was used last year to move the contract from Garfield Elementary to Seher School.

8. In consultation with the Office of the City Attorney, Section I.Y. of the Carter School of Excellence charter contract will be amended to include the following language:

Section 1.Y. Intergovernmental Agreements

Charter School shall adhere to all intergovernmental agreements entered into between the Board and other governmental entities under sec. 66.30, Stats., unless specifically exempted adherence to such agreement(s) by the Board, and with the SAGE (Student Achievement Guarantee in Education) Agreement entered into by MPS on behalf of Charter School.

Strategic Plan Compatibility Statement

9. This program 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. This amended contract is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools; 118.43, Achievement guarantee contracts; state aid; and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

11. Consistent with the current practice relative to the distribution of some categorical funds to non-instrumentality charter schools, Milwaukee Public Schools will distribute anticipated SAGE funds to Carter School of Excellence upon the submission and review of required SAGE compliance documentation so as to mitigate the cash-flow challenges to the schools associated with the SAGE aid distribution from the State. The SAGE aid comes to Milwaukee Public Schools on a cycle of one-third in mid-November, one-third in mid-February, and one-third in mid-June. This item does not authorize expenditures beyond the SAGE revenue generated by Carter School of Excellence.

Implementation and Assessment Plan

12. Upon the Board's approval of this item, the contract with V.E. Carter Development Group, Inc., for Carter School of Excellence will be amended to include the SAGE agreement in Section I.Y. The Division of Early Childhood Education Services will provide advisement to Carter School of Excellence relative to updating the transferred SAGE contracts, developing grade-level program objectives, and completing required SAGE reports. The Division of Diversified Community Schools will consult with the Division of Early Childhood Education regarding charter contract compliance relative to implementation of SAGE requirements.

Committee's Recommendation

Your Committee recommends that the Board approve the amended contract with V.E. Carter Development Group, Inc., as attached to the minutes of your Committee's meeting, for Carter School of Excellence non-instrumentality charter school, to modify Section I.Y., Intergovernmental Agreements, to include a provision for the SAGE 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 as indicated below:

> Section I. Y.: Intergovernmental Agreements
>
> Charter School shall adhere to all intergovernmental agreements entered into between the Board and other governmental entities under sec. 66.30, Stats., unless specifically exempted from adherence to such agreement(s) by the Board, and with the SAGE (Student Achievement Guarantee in Education) Agreement entered in to by MPS on behalf of Charter School.

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

* * * * *

(Item 7) Action on a Request to Amend the Non-Instrumentality Charter School Contract with Wings Academy to Include the Sage Program and to Increase the Number of Contracted Seats

Background

1. On September 26, 2002, the Milwaukee Board of School Directors approved a three-year charter school contract establishing Wings Academy as a non-instrumentality charter school, to begin with the 2002-03 school year and to end with the last regularly scheduled school day of the 2004-05 school year. On April 21, 2005, the Board amended the charter contract with Wings Academy to include the 2005-06 school year. June 29, 2006, the Board granted a five-year renewed contract to Wings Academy to continue as a non-instrumentality charter school, to begin with the 2006-07 school year and to end with the last regularly scheduled school day of the 2010-11 school year.

2. The Wings community believes that the school's ability to meet the needs of children with disabilities effectively and efficiently is one of the most significant outcomes of its educational program. Its relationship with MPS has allowed the school to target a challenging and traditionally underserved population in an effort to provide more individualized and specialized care. Approximately 51% of the students at Wings have identified special education needs.

3. During the 2005-06 school year, two SAGE (Student Achievement Guarantee in Education) program contracts became available for transfer to other MPS schools due to the closing of Frederick Douglass and Philipp Elementary School. Wings Academy requested that one of the SAGE program contracts be transferred to that school beginning with the 2006-07 school year. The objective of the program is to improve student achievement through the implementation of the following four school-improvement strategies:

a. student-to-teacher ratios of no more than 15:1 in five-year-old kindergarten through grade three,

b. increased collaboration between schools and their communities,

c. implementation of a rigorous curriculum focusing on academic achievement, and

d. improving professional development and staff-evaluation practices.

4. Wings Academy engages in on-going professional development activities for staff members at the beginning of August, the end of June, every Wednesday afternoon, and one Friday every six weeks. Part of this time will be used to focus on the implementation and assessment of the SAGE program.

5. On June 29, 2006, the Board took action to petition the Department of Public Instruction to approve the transfer of the current SAGE contract, which expires at the close of the 2009-10 school year, from Frederick Douglass Elementary School, which closed in June 2006, to Wings Academy for implementation beginning in 2006-07 and in effect for the duration of the SAGE contract, contingent upon the continuation of Wings Academy's charter school contract with Milwaukee Public Schools.

6. At its meeting on June 29, 2006, the Board took action to approve an increase in the number of seats for Wings Academy. The current contract specifies services for 120 full-time- equivalent students (FTEs) in grades one through twelve for the 2006-07 school year, and 150 FTEs in K4 through 12 beginning with the 2007-08 school year and continuing for the duration of the contract term. Wings Academy's September 2005 State Aid Enrollment Count was 105 students, and the January 2006 State Aid Enrollment Count was 109 students, including 55 students (51%) with special education needs in grades two through twelve. As of July 2006, the MPS Enrolled/Not Registered Report indicated 124 FTE students at Wings Academy.

7. Wings Academy has requested an additional 20 seats for the 2006-07 school year, increasing its total number of contracted seats from 120 FTEs to 140 FTEs, and beginning in 2007-08 school year, to maintain the 150 FTEs previously approved by the Board. Wings Academy, located in leased space at 1501 South Layton Blvd., has restructured and added classroom space beginning with the 2006-07 school year to accommodate the anticipated increase in students.

Administration's Analysis

8. The 2006-07 SAGE projected enrollment for Wings Academy is 2 students in grade 1, 5 students in grade 2, and 8 students in grade 3. The projected low-income (free-and reduced–lunch-eligible students) percentage is 58%. The current five-year contract expires at the close of the 2010-11 school year. It is anticipated that Wings Academy will generate $16,000 in 2006-07 SAGE aid to Milwaukee Public Schools.

9. The Wisconsin Department of Public Instruction (DPI) does not have statutory authority to enter into any additional SAGE contracts at this time; however, DPI does have the ability to transfer current SAGE contracts within a district. For example, when Garfield School closed in June 2005, the SAGE contract was transferred to Seher School. DPI has provided written notification of approval of the contract transfer in a letter responding to the Superintendent from the Assistant State Superintendent, Division for Reading and Student Achievement, dated July 5, 2006. In the letter, DPI indicated to make the "transfer from one or more SAGE contracts from buildings that are being closed to other appropriate locations can

be facilitated in accordance with the provisions on page 15 of the February 2006 SAGE Guidelines." DPI requested that "to make the transfer, MPS follow the process that was used last year to move the contract from Garfield Elementary to Seher School."

10. In consultation with the Office of the City Attorney, Section I.Y. of the Wings Academy's charter contract will be amended to include the following language:

> Section I. Y. Intergovernmental Agreements
>
> Charter school shall adhere to all intergovernmental agreements entered into between the Board and other governmental entities under sec. 66.30, Stats., unless specifically exempted adherence to such agreement(s) by the Board, and with the SAGE (Student Achievement Guarantee in Education) Agreement entered into by MPS on behalf of Charter School.

11. Section II. B, Payment, shall be amended to increase the number of contracted seats for the 2006-07 school year from 120 FTEs to up to 140 FTEs and to maintain a maximum of up to 150 FTEs for the 2007-08, 2008-09, 2009-10, and 2010-11 school years of the contract term as indicated in the attachment to this item.

Strategic Plan Compatibility Statement

12. This program 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

13. This amended contract is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools; 118.43, Achievement guarantee contracts; state aid; and MPS Administrative Policy and Procedure 9.12, Charter Schools.

Fiscal Impact Statement

14. In reference to the SAGE program, this item does not authorize expenditures beyond the SAGE revenue generated by Wings Academy. Consistent with the current practice relative to the distribution of some categorical funds to non-instrumentality charter schools, Milwaukee Public Schools will distribute anticipated SAGE funds to Wings Academy upon the submission and review of required SAGE compliance documentation so as to mitigate the cash-flow challenges to the schools associated with the SAGE aid distribution from the State. The SAGE aid comes to Milwaukee Public Schools on a cycle of one-third in mid-November, one-third in mid-February, and one-third in mid-June.

15. In reference to the school's request for 20 additional seats, this item does not authorize expenditures. Funds have been set aside in the Board-adopted FY07 budget's non-instrumentality charter school unallotted allocation funds to cover the increase of 20 additional FTEs (from 120 FTEs to 140 FTEs).

Implementation and Assessment Plan

16. In reference to the SAGE program, upon the Board's approval of this item, Wings Academy's charter school contract will be amended to include the SAGE agreement in Section I.Y. The Division of Early Childhood Education Services will provide advisement to Wings Academy relative to updating the transferred SAGE contracts, developing grade-level programs objectives, and completing required SAGE reports. The Division of Diversified Community Schools will consult with the Division of Early Childhood Education regarding charter contract compliance relative to implementation of SAGE requirements.

17. In reference to the school's request for 20 additional seats, payment will be based on the official Third Friday September 2006 State Aid Enrollment Count. If the increase in FTEs occurs, the increase in FTEs will be reflected in the second payment to Wings Academy by November 20, 2006, in accordance with the charter school contract.

Committee's Recommendation

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

a. Section I.Y. of the Wings Academy's charter contract will be amended to include the following language:

Section I. Y. Intergovernmental Agreements

Charter school shall adhere to all intergovernmental agreements entered into between the Board and other governmental entities under sec. 66.30, Stats., unless specifically exempted adherence to such agreement(s) by the Board, and with the SAGE (Student achievement Guarantee in Education) Agreement entered into by MPS on behalf of Charter School.

b. Section II.B, Payment, shall be amended to increase the number of contracted seats for the 2006-07 school year from 120 FTEs to up to 140 FTEs and to maintain a maximum of up to 150 FTEs for the 2007-08, 2008-09, 2009-10, and 2010-11 school years of the contract term as indicated in the attachment to this item.

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

* * * * *

(Item 8) Action on a Charter School Proposal for the New Small Learning Communities High School

Background

1. The Administration is bringing forward this proposal in collaboration with a core planning team of MPS teachers and the Institute for Research and Reform in Education (IRRE).

2. The intent of this proposed charter school is to expand the impact of the district's high-school redesign strategies to offer more students personalized learning environments that focus on engaged learning and rigorous preparation for their next transition in life.

3. This proposal will initiate a new small learning community high school in a unique endeavor intended to build from the start a school community and culture committed to high expectations for all students and committed to the IRRE's small-learning-community framework known as First Things First (FTF).

4. Details of the FTF framework and the significant support provided by IRRE to plan for and implement the framework were provided to the Board in an informational item in June 2006.

Administration's Analysis

5. Unlike high-school conversion strategies that typically inherit practices of the existing school culture, this endeavor will build from the start a collaborative and committed culture with practices consistent with the FTF framework and will enhance change. With a focus on small learning communities, the family advocacy system, a focus on engaging instructional practices, a provision for teacher common planning time, and a means to monitor teaching and learning, the proposed charter school will add to the portfolio of high-school options available in the district.

6. First Things First 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 the need for remediation. Developed byIRRE in 1996, FTF strives to create meaningful change for all students — particularly young people in low-income communities. TFTF provides a set of expectations and articulates the ways in which these expectations can be met by schools and districts. FTF, as a research-proven comprehensive school reform model, is included in *The Catalog of Comprehensive School Reform Models* available through the Northwest Regional Education Lab.

7. FTF was also cited in a May 2006 publication of the National Association of Secondary School Principals, *Principal's Research Review*, (Volume 1, Issue 3), as one of three models focused on improving high-school performance. The findings of this research lend support to the Milwaukee effort to implement the framework and affirm that our focus on personalized environments, family advocacy, and improved instructional practices have merit.

8. The planning and implementation of a new small learning communities high school will follow a work plan designed to make explicit the tasks and subtasks of the planning and implementation of the new high school. The work plan, which will guide both the work of the district and IRRE, will serve as a tool for other schools or districts.

Strategic Plan Compatibility Statement

9. This recommendation is compatible and 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

10. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12 , Charter Schools.

11. At the direction of the Committee on Innovation/School Reform, the Office of Board Governance has reviewed Administrative Policy 9.12, Charter Schools, and Administrative Procedure 9.12, Charter School Petitions and Proposals. Because this item was not brought before the MPS Charter School Review Panel prior to its being submitted to the Board, the Office of Board Governance recommends that, if the Board wishes to adopt the Committee's recommendation, the Board also waive Administrative Policy 9.12, as well as Administrative Procedure 9.12, sections (3)(a)2 and 3, below:

> 2. All MPS charter school proposals and petitions shall be filed with the Office of Board Governance. The Office of Board Governance shall be responsible for transmitting all proposals and petitions to the Board, to the Superintendent, and to all members of the MPS Charter School Review Panel.
>
> 3. …All MPS charter school petitions and proposals shall be examined by the [MPS Charter School Review] Panel for evaluation and recommendations. The Panel may invite those submitting petitions and proposals to make presentations to the Panel. The decision of the Panel shall be reached by collaboration and consensus.

Fiscal Impact Statement

12. This item does not authorize expenditures. Should the Board approve the charter school concept and later enter into a charter contract, expenditures to support the proposed school will be included in the FY08 budget.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of a new small learning communities high school proposal at this time; and

2. authorize the Office of Diversified Community Schools, in consultation with the Board's designee and Office of the City Attorney, to begin contract negotiations with representatives from the New Small Learning Communities High School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-2008 school year.

Your Committee further directs the Office of Board Governance to review, prior to the August Board meeting, whether any policies will need to be waived *[see under "Statute, Administrative Policy, or Board Rules Statement" above]*.

* * * * *

Director Goldberg moved that the Board waive Administrative Policy 9.12 and Administrative Procedure 9.12, as indicated in the item, and approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

## COMMITTEE ON FINANCE/PERSONNEL

Director Horton 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; and Acceptance of Donations

Award of Contracts

Below are contracts recommended for award in August 2006. Adequate funding is available in the accounts as noted below.

**ROOF REPLACEMENT**

*Emerson School*

Prime Contractor
Langer Roofing & Sheet Metal, Inc.
345 S. Curtis Road
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$685,800.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 25% HUB | 25%MBE | 126 | 15 | 1 | Corporation | 1 |

Funds are budgeted for Emerson Elementary School's roof-replacement project from FY07 Deferred Maintenance Construction Fund, contracted services for roofing, account code FAR00980EM ECNCROF7, (W.O. #2-702804). Project, which is to begin on September 5, 2006, is scheduled for completion on November 17, 2006.

*Lloyd Street School*

Prime Contractor
TRS Metal & Roofing, LLC
901 Sentry Drive
Waukesha, WI 53186

Low Bidder, Base Bid of.....$127,795.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 15% HUB | 15%MBE | 80 | 0 | 1 | Partnership | 1 |

Funds are budgeted for the Lloyd Street School's roof-replacement project from FY07 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2LL ECNCROF7, (W.O. #2-702805). Project, which is to begin on September 5, 2006, is scheduled for completion on October 27, 2006.

*Wheatley School*

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$434,235.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 25% HUB | 25%MBE | 126 | 15 | 1 | Corporation | 1 |

Funds are budgeted for the Wheatley School's roof-replacement project from FY07 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2WL ECNCROF7, (W.O. #2-702806). Project, which is to begin on September 5, 2006, is scheduled for completion on November 17, 2006.

**NEW TOT LOT**

*IDEAL @ Sholes Education Complex*

Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 W. Loomis Road
Greenfield, WI 53220

Low Bidder, Base Bid of.....$76,600.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 10% HUB | 10% MBE | 25 | 9 | 2 | Corporation | 0 |

Funds are budgeted for the IDEAL's tot lot project from School-Funded Minor Building Modifications, account code MBM00BDSID EMMB. (W. O. #2-724845). Project, which is to begin on September 5, 2006, is scheduled for completion on November 10, 2006.

Construction Contracts

Total construction contract dollars awarded.....$1,324,430.00
Total dollars HUB participation .....$632,635.00
% of HUB participation.....47.77
% Minority employees within company.....19.16
% Women employees within company .....4.64

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 Purchase Digital Equipment for WYMS Radio

The Administration is requesting authorization to purchase digital radio transmitting equipment from RF Specialties. The equipment is compatible with that recently installed for the antenna upgrade. RF Specialties has been granted a sole-source waiver.

The District has received a $75,000 grant from the Corporation for Public Broadcasting as matching funds to convert the radio station's transmission from analog to digital. The above equipment was approved as a part of the grant. The District's matching funds will come from balances remaining from the radio tower upgrade and other grants and gifts.

Total expenditures for this project will not exceed $107,000. No District funds are allocated to the radio station, which is managed by Radio for Milwaukee. Operational funding is from grants, gifts, and donations.

Funding for this project is located in accounts CSV0SPD7RD-EEQP (Corporation for Public Broadcasting — Equipment) and SCF00XSCDW-EOTH (Special and Contingent Fund — Other).

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | 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 to Replace the Broadcast Cameras and Associated Equipment in the Central Services Auditorium

The Administration is requesting approval to enter into a contract with Audiovisual, Inc., (AVI) to replace the broadcast cameras and associated equipment in the Central Services auditorium. The District has been advised by the Milwaukee Access Telecommunications Authority (MATA) that the video signal generated by the camera currently used to broadcast MPS Board meetings does not meet minimum specifications. Three vendors submitted proposals to upgrade the video infrastructure in the auditorium; however, only AVI met the district's requirements for subsequent support and integration of the requested video with the audio system currently installed.

The Board transferred $80,000 from the contingency funds to cover the cost of upgrading the video network. The cost of the contract with AVI will not exceed this amount. The budget code to be charged is EQM00TECTC-EEQ5 (Technical Services — Equipment)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | NA | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Purchase Trucks

The Administration requests authorization to award Bid-5430 to Ewald's Hartford Ford for 3 panel van trucks. Ewald was the low bidder at $53,715. The 2006 Ford Econoline E250 trucks will be used as replacement vehicles by the MPS automobile repair shop. The budget code to be charged is MTN00VRP11-ERVH (Maintenance — Vehicle Replacement).

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | NA | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Enter into a Contract to Provide Drug-and-Alcohol-Intervention and Prevention Counseling to 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 readmission. 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 that New Concept Self Development Center be awarded a contract for the requested services.

The cost of the contract, which would be in effect through June 30, 2007, would not exceed $125,000. The budget code to be charged is HFS0IV96SN-ECTS (Drug-Free Schools — Contracted Services)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 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 — August 2006

| | |
|---|---|
| Total contract dollars to be awarded | $ 365,715 |
| Total dollars eligible for HUB participation | $ 0 |
| 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

These reports for August 2006 will be presented in September.

Report on Administrative and School Fund Transfers

The listing of administrative and school transfers required by Administrative Policy 4.04 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 |
|---|---|---|---|
| Lowell | General Mills | $185 | Box Tops for Education |
| Milwaukee Public Schools | Marquette University High School | $16,745.13 | Double batting cage for high-school baseball and recreation program use. |
| Riverside | Mary C. Fowlkes | $1,000 | Scholarship |

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the contracts as listed above;
2. approve the purchases as above; and
3. 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 Retirements and Resignations; and Affirmative Action Report

Approval of Classified Personnel Transactions

| | Name and Assignment | Position and Salary | Date |
|---|---|---|---|
| | | APPOINTMENTS | |
| 3 | Fan Xiong Long<br>Technology | Programmer<br>$40,839.27/yr. | 08-15-06 |
| 3 | Rina Medda<br>Technology | Programmer<br>$40,839.27/yr. | 08-28-06 |
| 2 | Shelon Wade<br>WCLL/Burroughs | School Bookkeeper<br>$32,336.00/yr. | 08-24-06 |
| | | PROMOTIONS | |
| 2 | Harold Bashir<br>Building Operations | School Engineer I<br>$35,641.58/yr. | 07-17-06 |
| 5 | Debora Bellinger<br>Franklin | School Kitchen Manager I<br>$18,964.18/yr. | 08-30-06 |
| 5 | Lisa Fiene<br>Auer | School Kitchen Manager I<br>$18,841.94/yr. | 08-30-06 |
| 5 | Elizabeth Peterson<br>Siefert | School Kitchen Manager I<br>$18,964.18/yr. | 08-30-06 |
| 2 | Edward Purdy<br>Building Operations | School Engineer I<br>$40,515.02/yr. | 07-17-06 |
| 5 | Joan Robinson<br>38th | School Engineer II<br>$40,624.74/yr. | 07-17-06 |

| | | | |
|---|---|---|---|
| 3 | Geetali Sinha<br>Technology | Programmer/Analyst<br>$50,715.24/yr. | 07-31-06 |
| 5 | Bonnie Williams<br>King High | School Kitchen Manager III<br>$28,441.80/yr. | 08-14-06 |

CHANGES IN STATUS

| | | |
|---|---|---|
| Lane Barr*<br>Riley | School Kitchen Manager II<br>$27,395.99/yr. | 08-30-06 |
| Sue Heiser†<br>LaFollette | School Kitchen Manager I<br>$24,392.99/yr. | 08-30-06 |
| Lashunda Johnson‡<br>Browning | Handicapped Children's Assistant<br>$15,352.46/yr. | 08-31-06 |
| Wesley Jones, Jr.‡<br>Lincoln Center of the Arts | Handicapped Children's Assistant<br>$15,352.46/yr. | 08-31-06 |
| Karen Snow†<br>Wisconsin Avenue | School Kitchen Manager I<br>$20,505.61/yr. | 08-30-06 |
| Althea Thompson#<br>Marshall | School Secretary I<br>$13,416.00/yr. | 08-24-06 |
| Evelyn Young*<br>Thoreau | School Kitchen Manager II<br>$27,395.33/yr. | 08-30-06 |

*Reinstatement of Food Service Mgrs. per Local 150 Food Service contract
†Reclassification of Food Service Mgrs. per Local 150 Food Service contract
‡From substitute to regular
#From a 10-month position to a 10-month hourly position

Approval of Certificated Appointments

TEACHERS

| Eth Code | Teachers | Division | Salary | Yr. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 5,nr | Heidi Adriansen<br>Occupational Therapist | B | $41,072.00 | 7 | 8/31/2006 |
| 3,nr | Vandana Ahuja<br>Mathematics | B | $35,318.00 | 3 | 8/31/2006 |
| 5,nr | Melissa Batog<br>ESL | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Daniel W. Bogart<br>MRP/Autism | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Deborah Bruss<br>K4/K5 | B | $32,439.00 | 1 | 8/02/2006 |
| 5,r,a | Teresa R. Buss<br>Art | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Kristi L. Campbell<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r,a | Latrina M. Cooper<br>Grade 2 (SAGE) | D | $58,257.00 | 13 | 8/03/2006 |
| 5,r | Jeanette Duffy<br>K4 | B | $32,439.00 | 1 | 8/02/2006 |
| 5,r | Thomas J. Ellis<br>Mathematics | B | $32,439.00 | 1 | 8/14/2006 |
| 5,r,a | Karen J. Hale<br>CD | B | $41,072.00 | 7 | 8/31/2006 |
| 5,r,a | Sally A. Kellman<br>Cross-categorical | B | $32,439.00 | 1 | 8/14/2006 |

| | | | | | |
|---|---|---|---|---|---|
| 5,r,a | Timothy G. Magner<br>Cross-categorical | B | $32,439.00 | 1 | 8/14/2006 |
| 5,r | Julie B. Mclure<br>Cross-categorical | B | $32,439.00 | 1 | 8/02/2006 |
| 5,r | Jennifer B. Neuenschwander<br>Mathematics | BB | $38,481.00 | 4 | 8/14/2006 |
| 5,nr,a | Erin M. Olson<br>Cross-categorical | B | $32,439.00 | 1 | 8/02/2006 |
| 5,r,a | Maxine M. Platt<br>Cross-categorical | B | $32,439.00 | 1 | 8/14/2006 |
| 5,r | Ryan Relich<br>Social Studies | B | $32,439.00 | 1 | 8/14/2006 |
| 5,r,a | Jessica Romenesko<br>K5 | B | $35,156.00 | 1 | 7/25/2006 |
| 5,r | Gena L. Stezala<br>EC:EEN | BB | $49,057.00 | 11 | 8/02/2006 |
| 5,r,a | Holly B. Vaughn<br>Cross-categorical | B | $32,439.00 | 1 | 8/14/2006 |

SOCIAL WORKERS

| Eth Code | Social Workers | Division | Salary | Yr. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 4,nr,a | Milena M. Deckow<br>Social Worker | 2A | $44,158.00 | 0 | 6/12/2006 |
| 5,r,a | Elizabeth Finnel<br>Social Worker | 2A | $46,202.00 | 0 | 8/24/2006 |
| 5,r | Sarah Harris<br>Social Worker | 2A | $44,158.00 | 0 | 8/24/2006 |
| 3,r | Manisone Jadolon<br>Social Worker | 2A | $44,158.00 | 0 | 8/24/2006 |

SCHOOL PSYCHOLOGISTS

| Eth Code | School Psychologists | Division | Salary | Yr. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 2,r | Niya S. Bealin<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |
| 5,r | Justin Black<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |
| 5,r | Edmund Campbell<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |
| 5,r | Amy Captain<br>School Psychologist | 51C | $52,366.68 | 0 | 8/24/2006 |
| 5,r | Jenessa Demoss<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |
| 5,r | Karen. S Dunst<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |
| 5,r | Jamie L. Ghere<br>School Psychologist | 51C | $44,100.00 | 0 | 7/31/2006 |
| 5,nr | Jessica Lafler<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |
| 5,nr | Kristina Willis<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |

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, 2006: | | |
| Thomas Johnson | Phoenix | May 9, 2006 |
| Debra Prophet | Webster | February 7, 2006 |
| Maternity Leave, to June 15, 2007: | | |
| Anna Petersen | Congress | August 31, 2006 |
| Sarah Ramlow | Lee | August 31, 2006 |
| Donna Sheasley | Hopkins | August 31, 2006 |
| Personal Leave, to January 26, 2007: | | |
| William McMurtrey | Hopkins | August 31, 2006 |
| Extension of Illness Leave, to June 15, 2007: | | |
| Mark Brock | Leave | August 31, 2006 |
| Extension of Legislative Leave, to June 15, 2007: | | |
| Kelli Krueger | Leave | August 31, 2006 |
| Extension of Maternity Leave, to January 26, 2007: | | |
| Cheryl Marlega | Leave | August 31, 2006 |
| Extension of Maternity Leave, to June 15, 2007: | | |
| Kristin Fenske | Leave | August 31, 2006 |
| Luann McKinney | Leave | August 31, 2006 |
| Extension of Personal Leave, to January 26, 2007: | | |
| Virginia Miller | Leave | August 31, 2006 |
| Shelly Watts | Leave | August 31, 2006 |
| Extension of Personal Leave, to June 15, 2007: | | |
| Margaret Collin | Leave | August 31, 2006 |
| Nabila Elhady | Leave | August 31, 2006 |

Report on Retirements and Resignations

CLASSIFIED RETIREMENTS

| Name | Position | Effective Date |
|---|---|---|
| Nora Bautch | Gen'l Education Asst. | 06-15-06 |
| Laurie Bitzer | School Secretary I | 07-16-06 |
| Joan Bontempo | Food Service Asst. | 07-01-06 |
| Gregory Braun | School Engineer II | 07-15-06 |
| Robert Braun | Sr. Project Analyst | 07-01-06 |
| Jimmy Crockett | Sheet Metal Worker | 07-20-06 |
| Helen Dalton | Para Education Asst. | 07-01-06 |
| Nancy Drolshagen | School Secretary I | 07-06-06 |
| Robert Egger | Auto Mechanic | 06-03-06 |
| Wanda Gandy | Gen'l Education Asst. | 06-16-06 |
| Geraldine Groce | School Kitchen Mgr. I | 06-17-06 |
| Christine Harris | Information Specialist | 07-06-06 |

| | | |
|---|---|---|
| Dorothy Hendrychowski | Gen'l Education Asst. | 06-16-06 |
| Nancy Hernandez | Manager Gen. Acct. | 07-01-06 |
| Carieta Hll | Gen'l Education Asst. | 06-16-06 |
| Doris Hooks | School Secretary I | 07-29-06 |
| Cheryl Kaminski | Ins. Risk Mg. Specialist | 07-15-06 |
| James Kazmierski | School Engineer III | 07-01-06 |
| Ruth Kegel | Food Service Asst. | 06-10-06 |
| Diane Kulpa | School Secretary III | 07-06-06 |
| Russell Lemberger | School Engineer II | 07-15-06 |
| Gloria Lokken | Para Education Asst. | 07-01-06 |
| Dwayne Mann | Bldg. Service Helper I | 06-16-06 |
| Joan Mueller | Gen'l Education Asst. | 06-16-06 |
| Lawrence Mueller | Customer Serv. Coor. | 07-05-06 |
| Joseph Reneau | Carpenter Chargeman | 07-15-06 |
| Florida Recardo | School Secretary I | 07-21-06 |
| Silverine Reese | HCA | 06-15-06 |
| Sylvia Rivers | Food Service Asst. | 06-17-06 |
| Robert Rochwerger | Para Education Asst. | 06-17-06 |
| Dorothy Rouse | Para Education Asst. | 06-16-06 |
| Andrew Schmutzler | School Engineer I | 07-29-06 |
| James Smith | Mach. Maint. Chargeman | 07-29-06 |
| Ida Strong | Gen'l Education Asst. | 06-16-06 |
| Kenneth Tabaka | Boiler Att. Trainee | 07-05-06 |
| Stephen Todor | Material Handler III | 07-07-06 |
| Carol Vian | HCA | 06-17-06 |
| Debra Von Hofmann | School Secretary I | 07-15-06 |
| Christine Ward | Food Service Asst. | 06-17-06 |
| Rudolph Williams | Safety Assistant | 06-03-06 |
| Mary Woolsey | Food Svc Asst in Charge | 07-31-06 |
| Dorothy Zurkowski | School Secretary I | 07-06-06 |

CERTIFICATED RESIGNATIONS

| Name | Position | Effective Date |
|---|---|---|
| Dana Accola | Teacher | 07/25/06 |
| Marta Ahler | Teacher | 06/15/06 |
| Renee Albrecht | Teacher | 07/19/06 |
| Janet Anderson | Teacher | 07/26/06 |
| Joel Berger | Teacher | 06/15/06 |
| Garrik Bertin | Teacher | 07/21/06 |
| Jodi Bolander | Teacher | 07/05/06 |
| Jamie Brady | Teacher | 07/28/06 |
| Joy Buntrock | Teacher | 08/02/06 |
| Christel Callen | Teacher | 07/14/06 |
| Jeni Campos | Teacher | 07/25/06 |
| Linda Carter | Teacher | 07/28/06 |
| David Christiane | Teacher | 07/24/06 |
| Michael Christiansen | Teacher | 07/05/06 |
| Alfredo Cintron | Teacher | 07/17/06 |
| Ritchie Davis | Teacher | 07/27/06 |
| Ronda Davis | Teacher | 07/24/06 |
| Michelle DeWane | Teacher | 07/17/06 |
| Tierra DiCarlo | Teacher | 07/27/06 |
| Carolyn DiLallo | Teacher | 06/21/06 |
| Mindan Foster Alt | Teacher | 07/19/06 |

| | | |
|---|---|---|
| Kate Funk | Teacher | 07/20/06 |
| Soren Gajewski | Teacher | 07/24/06 |
| Catherine Ganas | Teacher | 07/13/06 |
| Angela Gemignani | Teacher | 07/24/06 |
| Grant Gehweiler | Teacher | 07/27/06 |
| Dawn Gilles Perkovic | Teacher | 06/29/06 |
| Edwina Gholston | Teacher | 07/07/06 |
| Kathleen Gomez | Principal | 07/01/06 |
| Jeanne Grant | Supervisor | 07/31/06 |
| Steve Grimm | Teacher | 08/01/06 |
| Theresa Gross | Teacher | 07/01/06 |
| Aedan Hanley | Teacher | 07/07/06 |
| Rebecca Hannemann | Teacher | 06/29/06 |
| Julianna Hayes | Teacher | 07/19/06 |
| Sara Hermann | Teacher | 08/01/06 |
| Rebekah Hilbert | Teacher | 06/15/06 |
| Michael Hughes | Teacher | 07/07/06 |
| Terese Hughes | Teacher | 07/07/06 |
| Loribeth Hutchison | Teacher | 07/27/06 |
| Sandra Ivers | Specialist | 08/01/06 |
| William Jackson | Teacher | 06/15/06 |
| Susan Janowski | Teacher | 07/27/06 |
| Bessie Johnson | Teacher | 07/01/06 |
| LeeAnn Johnson | Teacher | 07/20/06 |
| Wallace Johnson Jr | Teacher | 06/21/06 |
| DeAnna Kaehler | Teacher | 07/28/06 |
| Elizabeth Kante | Teacher | 07/25/06 |
| Craig Karlen | Teacher | 06/15/06 |
| Elizabeth Karlen | Teacher | 05/31/06 |
| Heidi Keen | Teacher | 06/29/06 |
| Phyllis Keener | Teacher | 06/15/06 |
| Dianne Evans Kelley | Teacher | 08/28/06 |
| Jennifer Knapp | Teacher | 07/19/06 |
| Keri Koepke | Teacher | 07/19/06 |
| Kathryn Kranich | Teacher | 08/30/06 |
| Elizabeth Lange | Teacher | 07/20/06 |
| Natalie Lauterbach | Teacher | 06/14/06 |
| Sheila Locke | Teacher | 07/18/06 |
| Sabrina Lynk | Teacher | 07/31/06 |
| Douglas Maierhafer | Teacher | 07/29/06 |
| Brian Martin | Teacher | 06/16/06 |
| Marie McFarlane | Teacher | 07/21/06 |
| Barbara Milow | Teacher | 06/09/06 |
| Vanessa Moessner | Teacher | 06/25/06 |
| Margaret Mueller | Specialist | 09/05/06 |
| Zara Pakroo | Teacher | 07/11/06 |
| Katrina Papatriantafyllou | Teacher | 07/26/06 |
| Simon Ramirez Lopez | Teacher | 08/02/06 |
| Jennifer Rank | Teacher | 07/03/06 |
| Oscar Rueda | Teacher | 07/20/06 |
| Lori Salinsky | Teacher | 07/06/06 |
| Sarika Simpson | Principal | 07/12/06 |
| Elisha Smith | Teacher | 07/18/06 |
| James Stanger | Teacher | 08/03/06 |
| Maija Strelnicks | Schl Psych | 06/22/06 |
| Leslie Tanck | Teacher | 07/28/06 |

| | | |
|---|---|---|
| Molly Thompson | Teacher | 07/19/06 |
| Joshua Thorison | Teacher | 07/26/06 |
| Jay Van Ryzin | Teacher | 07/25/06 |
| Erin Wolff Bibo | Teacher | 06/15/06 |
| Joshua Wright | Teacher | 07/25/06 |
| Mian Yusuf | Teacher | 07/26/06 |

Affirmative Action Report

The Affirmative Action Report for July 2006 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 provided 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) | Portia Ewing | Principal<br>Story School | Schedule III, Range 13Z<br>$78,266.42 |
| 2(r) | Cynthia Miller | Leadership Specialist<br>Dept. of Administrative Accountability | Schedule III, Range 14A<br>$106,723.47 |
| 5(nr) | Barbara Barnes | Special Education Supervisor<br>Dept. of Special Services | Schedule III, Range 8C<br>$62,184.57 |
| 2(r) | Shandowlyon Hendricks-Williams | Special Education Supervisor<br>Dept. of Special Services | Schedule III, Range 8C<br>$49,745.98 |
| 5(r) | Paul Stawicki | Accounting Specialist<br>Department of Finance | Schedule III, Range 6A<br>$67,536.56 |
| 2(r) | Laurie Aaron | Curriculum Generalist<br>SMAART[1] Schools | Schedule III, Range 6C<br>$59,634.22 |
| 2(r) | Delorse Cole-Stewart | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$62,851.00 |
| 2(r) | Janet Colvin | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$62,851.99 |
| 2(r) | Melinda Gladney | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$59,634.22 |
| 5(r) | Christine Grudnowski | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$62,851.00 |
| 5(r) | Thomas Johnson | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$49,745.98 |
| 2(r) | Jacqueline O'Murray | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$55,897.01 |

| | | | |
|---|---|---|---|
| 2(r) | Stacey Orr | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$53,446.10 |
| 2(r) | Takisha Weatherall | Curriculum Generalist<br>SMAART Schools | Schedule III, Range 6C<br>$51,563.01 |

*[1]SMAART = Schools Moving Toward Academic Achievement Responsibly Together*

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

* Position created by Board action after budget approved.

** Grant-funded position — approval of this appointment authorizes establishment of the position.

Codes:

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

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

* * * * *

(Item 4) Action on a Recommended Annual Plan of Audits

Background

1. Annually, the Milwaukee Board of School Directors adopts an Annual Plan of Audits which identifies audit activities that the Office of Board Governance-Audit Services will conduct during the fiscal year.

2. The first step in developing the annual audit plan involves soliciting input on potential audit topics from the Board of School Directors, the Superintendent, and Central Services' department heads. The next step involves a review by Audit Services staff of Board verbatims (transcripts) and identification of possible audit topics. These audit topics then serve as the basis for drafting the annual audit plan, which provides information on possible audit objectives and anticipated resources required to complete each audit.

3. The FY07 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.

Recommendation

Your Committee recommends that the Board approve the following FY07 Annual Plan of Audits.

Proposed FY07 Annual Audit Plan
Summary of Resource Allocation

| | Est. Days | Totals |
|---|---|---|
| Total Resource Days Available | | 1,850 |
| Audit Projects for FY07 | | |
| Continuing and Required Audits | | |
| A) Basic Financial Statements | 329 | |
| B) Alternative/Early Childhood Partnership Schools (8 Programs) | 99 | |
| C) Special Audits and Projects | 100 | |

Proposed FY07 Annual Audit Plan
Summary of Resource Allocation

| | | Est. Days | Totals |
|---|---|---|---|
| D) | Charter School Financial and Performance Audits (25 Schools) | 382 | |
| E) | Payroll Internal Controls (Carryover) | 56 | |
| F) | Limited Cash and Internal Control Reviews (6 Schools) | 30 | |
| G) | Limited Cash and Internal Control Follow-Up Reviews (3 Schools) | 15 | |
| H) | School Performance and Financial Review Carryovers (8 Schools) | 35 | |
| I) | School Performance and Financial Review Follow-Up Reviews (14 Schools) | 98 | |
| Total Continuing and Required Audits | | | 1,144 |
| Resources Available for FY07 Proposed Audits | | | 706 |
| Proposed Projects to be Completed with Available Resources | | | |
| J) | School Performance and Financial Reviews (28 Schools) | 616 | |
| K) | Review of District Contracting and Consulting Services | 90 | |
| Total FY07 Proposed Audit Requirement | | | 706 |
| Resource Days Available | | | 0 |

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

* * * * *

(Item 5) 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 2005-06 school year, compared with the attendance percentage for the 2004-05 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 2005-06 School Year

| | 2004-05 | 2005-06 | Difference |
|---|---|---|---|
| Grades 9-12 | 80.31 | 80.35 | +0.03 |
| Grades 6-8 | 89.33 | 89.02 | 0.32 |
| Grades 1-5 | 93.37 | 92.89 | –0.48 |
| Kindergarten | 91.28 | 90.72 | –0.56 |
| TOTAL | 88.25 | 88.67 | –0.42 |

* * * * *

(Item 6) 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 high-quality before- and after-school programs that contribute to the health, safety, and academic success of our city's youth.

2. Over the past five years, the data collected have shown that, overall, a larger percentage of regular CLC attendees have achieved proficiency in reading, mathematics, and language arts than have their day-school peers (non-CLC attendees).

3. Milwaukee's CLCs, in operation since 1998, serve close to 20,000 individuals on an annual basis. MPS continues to subcontract with CBOs (community-based organizations) 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. Partnerships with 11 community-based organizations (CBOs) help to make successful connections between 43 Milwaukee Public School CLC locations and student achievement.

Administration's Analysis

4. This item seeks permission to enter into 43 contracts in FY07 for CLC services as follows:

| CLC Projects FY07 | | |
|---|---|---|
| Agency | Sites | Amount† |
| Boys & Girls Clubs | Allen-Field Elementary School | $160,000* |
| Boys & Girls Clubs | Carver Academy | $100,000 |
| Boys & Girls Clubs | Cass Street K-8 School | $100,000 |
| Boys & Girls Clubs | Fernwood K-8 School | $100,000 |
| Boys & Girls Clubs | Fratney Elementary School | $100,000 |
| Boys & Girls Clubs | Gaenslen K-8 School | $100,000 |
| Boys & Girls Clubs | Grand Avenue Middle School | $100,000 |
| Boys & Girls Clubs | Lincoln Avenue Elementary School | $100,000 |
| Boys & Girls Clubs | Lloyd Street Elementary School | $100,000 |
| Boys & Girls Clubs | Marshall High School Campus | $100,000 |
| Boys & Girls Clubs | Pierce Elementary School | $100,000 |
| Boys & Girls Clubs | Riley Elementary School | $100,000 |
| Boys & Girls Clubs | Siefert Elementary School | $130,000* |
| Boys & Girls Clubs | Thirty-fifth Street Elementary School | $100,000 |
| Boys & Girls Clubs | Townsend K-8 School | $100,000 |
| Boys & Girls Clubs | Vieau K-8 School | $100,000 |
| Boys & Girls Clubs | Walker Middle School | $100,000 |
| COA Youth & Family Centers | Auer Avenue K-8 School | $100,000 |
| COA Youth & Family Centers | O.W. Holmes K-8 School | $100,000 |
| COA Youth & Family Centers | Riverside University High School | $100,000 |
| COA Youth & Family Centers | Washington High School Complex | $100,000 |
| Journey House | Fritsche Middle School | $100,000 |
| Journey House | Humboldt Park K-8 School | $100,000 |
| Journey House | Longfellow Elementary School | $130,000* |
| Latino Community Center | Kagel Elementary School | $130,000* |
| Latino Community Center | South Division High School | $100,000 |
| Milwaukee County UW Extension | 21st Street Elementary School | $100,000 |
| Neighborhood House | Milwaukee HS of the Arts | $100,000 |
| Northcott Neighborhood House | Edison Middle School | $100,000 |
| Northcott Neighborhood House | Green Bay Ave. Elem. School | $100,000 |
| Northcott Neighborhood House | Keefe Avenue K-8 School | $100,000 |
| Northcott Neighborhood House | Lee K-8 School | $100,000 |
| Northcott Neighborhood House | Lincoln MS of the Arts | $100,000 |
| Northcott Neighborhood House | Malcolm X Academy | $100,000 |
| Northcott Neighborhood House | Multiplex North | $100,000 |
| Northcott Neighborhood House | Wheatley Elementary School | $100,000 |
| Our Next Generation | Westside Academy I & II | $160,000* |
| Silver Spring Neighborhood Center | Burroughs Middle School | $100,000 |
| Silver Spring Neighborhood Center | Muir Middle School | $100,000 |

| CLC Projects FY07 | | |
|---|---|---|
| Agency | Sites | Amount† |
| U.M.O.S. | Kosciuszko Middle School | $100,000 |
| YMCA | Engleburg Elementary School | $100,000 |
| YMCA | LaFollette K-8 School | $100,000 |
| YMCA | Mitchell K-8 School | $100,000 |
| | **Total** | **$4,510,000** |
| †Assuming daily average of 100 participants or more. | | |

Note: These CLC contract allocations reflect the dollar amount which an agency would receive in FY07 if it serves an average daily attendance of 80-120 participants. Sites receiving additional programming dollars will be expected to maintain an average daily attendance and regular attendance as follows:

121-140 students per day.....$ 115,000
141-160 students per day.....$ 130,000
161-180 students per day.....$ 145,000
181-200+ students per day.....$ 160,000

Strategic Plan Compatibility Statement

5. This program 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. The contracts are being presented to the Board pursuant to Administrative Policy 3.09(3).

Fiscal Impact Statement

7. This item authorizes expenditures of $4,510,000. This funding will come from the four (4) 21st Century Community Learning Center grants awarded to the District by DPI. (Appropriate site locations will be inserted here upon approval by the Board.) Funds are budgeted as follows:

| | | | |
|---|---|---|---|
| DPI | GEN-0-I-217-XX*-ECTS0000.....$ | 1,824,000 | (Recreation Contract Services) |
| DPI | OPR-0-0-217-XX*-EWXM0000.....$ | 14,868 | (Extra Hours — Building Operations) |
| DPI | DWC-0-0-217-XX*-EBOW0000.....$ | 3,132 | (Fringe Benefits — Building Operations) |
| DPI | GEN-0-0-217-RC-ECTS0000 .....$ | 18,000 | (Recreation Contract Services) |
| DPI | GEN-0-0-LC7-XX*-ECTS0000.....$ | 1,500,000 | (Recreation Contract Services) |
| DPI | OPR-0-0-LC7-XX*-EWXM0000.....$ | 12,390 | (Extra Hours — Building Operations) |
| DPI | DWC-0-0-LC7-XX*-EBOW0000.....$ | 2,610 | (Fringe Benefits — Building Operations) |
| DPI | GEN-0-0-LC7-RC-ECTS0000 .....$ | 15,000 | (Recreation Contract Services) |
| DPI | GEN-0-0-2C7-XX*-ECTS0000 .....$ | 1,002,000 | (Recreation Contract Services) |
| DPI… | OPR-0-0-2C7-XX*-EWXM0000 .....$ | 7,434 | (Extra Hours — Building Operations) |
| DPI | DWC-0-0-2C7-XX*-EBOW0000 .....$ | 1,566 | (Fringe Benefits — Building Operations) |
| DPI | GEN-0-0-2C7-RC-ECTS0000.....$ | 9,000 | (Recreation Contract Services) |
| DPI | GEN-0-I-D27-AU-ECTS0000.....$ | 98,000 | (Recreation Contract Services) |
| DPI | OPR-0-A-D27-AU-EWXM0000.....$ | 826 | (Extra Hours — Building Operations) |
| DPI | DWC-0-0-D27-AU-EBOW0000.....$ | 174 | (Fringe Benefits — Building Operations) |
| DPI | GEN-0-0-D27-RC-ECTS0000.....$ | 1,000 | (Recreation Contract Services) |
| Total | .....$ | 4,510,000 | |

Implementation and Assessment Plan

8. 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.

9. An annual performance report required by DPI for all CLCs must be submitted to the project's director in July of each grant year.

10. 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 FY07:

- Overall Participation: CLCs will offer services a minimum of 12 hours per week for 30 weeks during the school year. Centers must maintain an average daily attendance and regular attendance of 100 participants. Note: Sites receiving additional programming dollars will be expected to maintain an average daily attendance and regular attendance as follows:

  121-140 students per day .....$ 115,000
  141-160 students per day .....$ 130,000
  161-180 students per day .....$ 145,000
  181-200+ students per day.....$ 160,000

- 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.

Scores in these areas will be used to evaluate the overall performance of each CLC site, as well as future continuation and funding levels.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts, as presented in the attachment, for FY07 (July 1, 2006-June 30, 2007) with the following lead agencies:

| CLC Projects FY07 | | |
|---|---|---|
| Agency | Sites | Amount† |
| Boys & Girls Clubs | Allen-Field Elementary School | $160,000* |
| Boys & Girls Clubs | Carver Academy | $100,000 |
| Boys & Girls Clubs | Cass Street K-8 School | $100,000 |
| Boys & Girls Clubs | Fernwood K-8 School | $100,000 |
| Boys & Girls Clubs | Fratney Elementary School | $100,000 |
| Boys & Girls Clubs | Gaenslen K-8 School | $100,000 |
| Boys & Girls Clubs | Grand Avenue Middle School | $100,000 |
| Boys & Girls Clubs | Lincoln Avenue Elementary School | $100,000 |

| CLC Projects FY07 | | |
|---|---|---|
| Agency | Sites | Amount† |
| Boys & Girls Clubs | Lloyd Street Elementary School | $100,000 |
| Boys & Girls Clubs | Marshall High School Campus | $100,000 |
| Boys & Girls Clubs | Pierce Elementary School | $100,000 |
| Boys & Girls Clubs | Riley Elementary School | $100,000 |
| Boys & Girls Clubs | Siefert Elementary School | $130,000* |
| Boys & Girls Clubs | Thirty-fifth Street Elementary School | $100,000 |
| Boys & Girls Clubs | Townsend K-8 School | $100,000 |
| Boys & Girls Clubs | Vieau K-8 School | $100,000 |
| Boys & Girls Clubs | Walker Middle School | $100,000 |
| COA Youth & Family Centers | Auer Avenue K-8 School | $100,000 |
| COA Youth & Family Centers | O.W. Holmes K-8 School | $100,000 |
| COA Youth & Family Centers | Riverside University High School | $100,000 |
| COA Youth & Family Centers | Washington High School Complex | $100,000 |
| Journey House | Fritsche Middle School | $100,000 |
| Journey House | Humboldt Park K-8 School | $100,000 |
| Journey House | Longfellow Elementary School | $130,000* |
| Latino Community Center | Kagel Elementary School | $130,000* |
| Latino Community Center | South Division High School | $100,000 |
| Milwaukee County UW Extension | 21st Street Elementary School | $100,000 |
| Neighborhood House | Milwaukee HS of the Arts | $100,000 |
| Northcott Neighborhood House | Edison Middle School | $100,000 |
| Northcott Neighborhood House | Green Bay Ave. Elem. School | $100,000 |
| Northcott Neighborhood House | Keefe Avenue K-8 School | $100,000 |
| Northcott Neighborhood House | Lee K-8 School | $100,000 |
| Northcott Neighborhood House | Lincoln MS of the Arts | $100,000 |
| Northcott Neighborhood House | Malcolm X Academy | $100,000 |
| Northcott Neighborhood House | Multiplex North | $100,000 |
| Northcott Neighborhood House | Wheatley Elementary School | $100,000 |
| Our Next Generation | Westside Academy I & II | $160,000* |
| Silver Spring Neighborhood Center | Burroughs Middle School | $100,000 |
| Silver Spring Neighborhood Center | Muir Middle School | $100,000 |
| U.M.O.S. | Kosciuszko Middle School | $100,000 |
| YMCA | Engleburg Elementary School | $100,000 |
| YMCA | LaFollette K-8 School | $100,000 |
| YMCA | Mitchell K-8 School | $100,000 |
| | Total | $4,510,000 |
| †Assuming daily average of 100 participants or more. | | |

Note: These CLC contract allocations reflect the dollar amount which an agency would receive in FY07 if it serves an average daily attendance of 80-120 participants. Sites receiving additional programming dollars will be expected to maintain an average daily attendance and regular attendance as follows:

121-140 students per day.....$ 115,000
141-160 students per day.....$ 130,000
161-180 students per day.....$ 145,000
181-200+ students per day.....$ 160,000

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

* * * * *

(Item 7) Action on a Recommendation to Enter into a Contract with Seeds of Health (The Right Step program) for Behavioral Reassignment Seats

Background

1. The 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 29, 2006, the Board approved funding for a number of community-based organizations to provide alternative education programs for children at risk. The Board item provided that contracts be renewed subject to an annual performance evaluation, the availability of funds, and the needs of MPS.

2. The Division of Diversified Community Schools' recommendations for seat allocations for the 2006-07 school year were submitted to the Board at its meeting on June 29, 2006. Of the total seat allocations, 112.0 behavioral reassignment seats were on a to-be-assigned (TBA) basis to allow the Administration maximum flexibility to assign expelled students to the schools which best meets their needs.

3. Funds sufficient to support the approved programs for the 2006-07 school year, were appropriated in the FY07 MPS Budget.

4. The Right Step Program sent a proposal to the Diversified Community Schools. After taking the proposal through a program-evaluation process, the Diversified Community Schools selected it to serve 40 behavioral-reassignment middle-school students at $8,175.75 per pupil enrolled in Milwaukee Public Schools (MPS). During the 2006-07 school year, The Right Step Program's expenditures will total $327,030. For the 2006-07 school year, The Right Step Program will be housed at V.E. Carter Child Development Group, Inc., 2001 West Vliet Street, Milwaukee, WI 53206.

Administration's Analysis

5. In order to accomplish the ultimate goal of serving behavioral-reassignment students, The Right Step Program will demonstrate competence with and commitment to troubled youth. Its experience includes recognized work in the Wisconsin Department of Corrections and Wisconsin and MPS boot camps (the Youth Leadership Training Center and Milwaukee Leadership Training Center).

6. The fiscal agent for The Right Step program will be Seeds of Health, located at 1445 South 32nd Street, Milwaukee, WI 53208. Seeds of Health is a non-profit organization that includes a UWM charter school (Tenor), a MPS charter (Veritas), a MPS partnership school (Grandview), and two MPS contracted programs (Parkside and Windlake). The Right Step Program is in the process of applying for 501c(3) tax - exempt status in 2006.

7. The Right Step Program has a Wisconsin-certified DPI teacher for grades 1-9 who is eligible to become an MPS teacher and serve as the required MPS teacher in the program.

8. The Right Step will emphasize a rigorous, disciplined structure of integrated military training and basic academic skills. Our community partnerships will provide supplemental services, including cultural enrichment, personal physical training, and employment services. The result is that Right Step will successfully return students to MPS who are equipped to comply with instructions and achieve academic success.

9. Detailed information on each aspect will be provided within Seeds of Health — The Right Step Program's proposal. It is equally important that:

a. MPS forms a collaborative or team approach with teachers and staff of The Right Step Program;

b. there is full use of community resources; and

c. effective measures of student progress and program outcomes are developed and documented.

Strategic Plan Compatibility Statement

10. This program 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

11. This partnership contract is being presented to the Board pursuant to the provisions established by:

- Wisconsin Statute 118.153, Children At-Risk of Not Graduating from High School;
- MPS Administrative Policy 7.16, Alternative School Programs;
- MPS Administrative Policy 8.32, Student Expulsion;
- MPS Board Standards for Contracting with Partnership Schools (February 1992); and
- recommendations from the Office of Board Governance for contracting with partnership schools (Review of the Division of Alternative Programs Management of the Partnership Schools Contracts, Audit 505, May 1995).

Fiscal Impact Statement

12. This item authorizes expenditures of $327,030 for 40 behavioral-reassignment seats. A total of 112.0 TBA behavioral reassignment seats have been allocated for FY07 totaling $915, 684. After passage of this item, 72 TBA seats will remain.

13. Funds sufficient to support the approved programs for the 2006-07 school year were appropriated in the FY07 MPS Budget under the non-MPS agency school account Funding will be provided through the Diversified Community Schools, budget code ARC-0-I-AGN-1-S-ECTV (contract services).

Implementation and Assessment Plan

14. The Seeds of Health — The Right Step Program will enter into the contract, which is to run from August 2006 through June 2007, upon the Board's approval.

15. The requirements of the reauthorization of "No Child Left Behind" include provisions to raise academic achievement for all children, including students enrolled in MPS Diversified Community Schools. Program assessment will be performed annually to measure student outcomes against standards specified for programs serving children at risk of not graduating from high school.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into the contract with Seeds of Health, as attached to the minutes of your Committee's meeting, for a cost of not more than $327,030, to serve 40 behavioral-reassignment middle-school students in The Right Step Program from August 2006 through June 2007.

The Administration requested permission to withdraw the item.

Director Johnson moved to approve the Administration's request.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

* * * * *

(Item 8) Action on a Request for Authorization to Declare Various District-Owned Properties As Surplus

Background

1. The district owns approximately 18 million square feet of building space. Some of these facilities are vacant or underused.

2. In the past, the Board has declared underused or vacant properties as surplus on a case-by-case basis. In March 2006, the Board declared ten properties as surplus.

3. The Administration has identified two more potential sites for disposal because they are underused and there is no foreseen need for their full use. The sites are:

a. 1940 North 36th Street — approx. 18,000 sq. ft. building.
*Church building currently vacant.*

b. North 107th Street and West Mill Road — 12-acre parcel
*Vacant parcel.*

Administration's Analysis

4. The Administration continues to receive various inquiries regarding the potential availability of district real estate for sale or lease.

5. After reviewing the current use of these parcels and the potential for re-use by the district, the Administration is requesting that the abovementioned properties be declared as surplus. As other properties are identified, they will be brought forward to the Board for designation as surplus.

6. Declaring a property as surplus does not mean that the district cannot continue to use that property or that it will necessarily be sold. By declaring these properties as surplus, the Administration will be able to advertise and entertain proposals for the ultimate disposition of these properties, which will be brought back to the Board for final approval.

Strategic Plan Compatibility Statement

7. 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

8. In accordance with Administrative Policy 5.01, Facilities, the Board's authorization is required to declare property as surplus.

Fiscal Impact Statement

9. This item does not authorize expenditures or approve the sale of any of these properties. This is the first step in a process that would allow for the sale of district real estate. As properties are sold, the district will receive the revenue from the sale. Prior to the marketing of any property, the district will contract for an appraisal, which would cost between $3,000 and $5,000 per property. These appraisals will be funded by the school relocation account in the construction fund.

Implementation and Assessment Plan

10. Upon approval, the Administration will work with the City of Milwaukee's Department of City Development in the marketing and review of proposals for the sale of these properties. Each property will receive an independent appraisal that will evaluate the property for the highest and best use as well as for redevelopment.

Committee's Recommendation

Your Committee recommends that the Board accept the recommendation to declare the following properties as surplus.

a. 1940 North 36 Street — approx. 18,000 sq. ft. building. Church building currently vacant.

b. North 107 Street and West Mill Road — 12-acre parcel. Vacant parcel.

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

* * * * *

(Item 9) Action on Sole-source Contracts with Foley & Lardner to Act as Bond Counsel and Siebert, Brandford, Shank to Act as Placement Agent in Connection with QZAB Borrowing

Background

1. On June 29, 2006, the Board granted the Administration authority to negotiate sole-source contracts with Foley & Lardner as bond counsel and the HUB firm of Siebert, Brandford, Shank as placement agent for the purpose of creating leases and agreements and engaging in other legal and fiduciary duties associated with solicitation of bids from QZAB (Qualified Zone Academy Bonds) lenders for the placement of $1,078,100 of QZAB authority awarded to the district for 2004 and 2005.

2. Both firms had been selected for the original scope of work based on competitive quotes for services. The sole-source waiver was requested based on work performed for the three previous borrowings by both vendors. They have devoted considerable time to establishing the District's QZAB process and developing the required QZAB documentation. Retention of both firms will facilitate timely and cost-effective placement of the borrowing.

3. The Board directed the Administration to present contract documents to the Board for its final approval in July. As contract negotiations were not completed in time for the July meeting, the contracts are now being brought forward for consideration.

4. The two projects anticipated to be funded under this borrowing will be the remodeling of the Marshall High School Campus and the Washington High School Complex. Both of these projects have been a part of the high-school redesign plan since its inception in 2003.

Administration's Analysis

5. Under the scope of services contained in the professional services contract between the district and Foley and Lardner, Foley and Lardner agrees to serve as the district's bond counsel for the sale of $1,078,100 of QZAB on behalf of the district. Specifically, Foley and Lardner will provide legal advice to the district on Internal Revenue Service rules and policies regarding QZAB project eligibility and cost-reimbursement standards. The vendor will prepare or review all legal documents required in this matter, including the lease and deferred payment agreement to be entered into between the Board and the financial investor, the Escrow Agreement, the Placement Agreement, the Placement Memorandum, and others as required. The vendor shall also assist in the evaluation of proposals by financial investors.

6. The negotiated contract amount for these services is $30,000. The HUB requirement for this contract is 25%. Lanier Law Offices is the HUB partner on this contract.

7. Siebert, Brandford, Shank, a HUB firm, has agreed to be the placement agent for this QZAB issuance. As placement agent, Siebert, Brandford, Shank will be responsible for marketing the bonds to financial institutions, preparing financial evaluation forms, and assisting in the evaluation of proposals from financial investors. The negotiated cost of these services is 1% of the bonds, or $10,781.

Strategic Plan Compatibility Statement

8. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of district resources.

Statute, Administrative Policy ,or Board Rules Statement

9. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

10. This Board Item authorizes expenditures. This Board action authorizes the Administration to enter into contracts with Foley & Lardner as bond counsel, and Siebert, Brandford, Shank as placement agent. The cost of these services is expected to be approximately $40,781, plus ancillary expenses. The issuance costs will be deducted from the QZAB proceeds.

11. MPS will borrow $1,078,100 from the financial institution providing the most favorable terms. MPS will repay this amount over approximately 14 to 16 years, with the applicable period to be determined by the IRS guidelines in effect on the date of sale. MPS will not pay interest expense on the borrowed funds; rather, the IRS "pays" the interest expense to the financial institution in the form of tax credits.

Implementation and Assessment Plan

12. Following the Board's approval, Foley & Lardner will prepare the legal agreements necessary to effect the QZAB borrowing, and Siebert, Brandford, Shank will begin negotiations with financial institutions interested in providing the District with $1,078,100 in QZAB financing.

13. The Administration will return to the Board for approval to execute the bond sale.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts, as attached to the minutes of your Committee's meeting, with Foley & Lardner to act as bond counsel, and with Siebert, Brandford, Shank to act as placement agent in connection with prospective the QZAB borrowing of $1,078,100.

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

* * * * *

## COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Spence 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 Request to Revise Administrative Policy 8.09, Early Admissions

Background

1. Currently, the State of Wisconsin sets September 1 as the cutoff date by which children must turn five in order to enroll in five-year-old kindergarten. In order to be recommended to be placed in K5 after the birthday cutoff, the child must:

a. display mature social skills such as being able to separate easily from the child's caregiver;

b. follow directions;

c. remain attentive;, and

d. communicate at a very high level.

Furthermore, the child must present above-average academic skills and superior intellectual functioning (similar to criteria for early admission to first grade).

2. The current procedure for early admission to K5 was established to provide children who miss the cut off by 1 to 30 days the opportunity to be placed in K5 if K4 would not be a challenge for them, but would merely be a review of skills already gained The early-admission process requires a completed application, a copy of a birth certificate, and an evaluation by a certified school psychologist at no cost to the parent. The evaluation provides information about a child's pre-academic skills, cognitive ability, and social maturity. The evaluation is completed in one session in the primary language of the child, after which the parent is notified of the results.

3. The evaluation is meant to determine whether the child has the very high skills needed and to ensure that the child does not prematurely skip a grade, only to end up struggling with academics in higher grades, when expectations increase from rote skills to more abstract concepts. If granted early admission to K5, a child would be the youngest in the class; therefore, the evaluation is intended to determine whether such a child can be successful academically and socially.

4. During the 2005-06 school year, testing for early admission to K5 took an average of 1.5 days per week for the Office of Psychological Services. The busiest times for this testing are at the beginning of the school year and in the springtime. On average, there are about 100 parental requests for early admission testing. Of this number, only 6-10 children are recommended for placement in K5.

5. The following issues arise with the current procedure:

   a. consistent and frequent anecdotal information from many parents when they are requesting testing indicates they have no intention of enrolling their children in MPS, but need the scores for admission into private schools; and

   b. many parents have expressed frustration that the decision is made based only on an evaluation by one person rather than a team of professionals.

6. The procedure for early admission to first grade is school-based, requiring a child to spend time in K5 and first grade. After an evaluation has been completed by the school psychologist, a team of individuals from the school decides whether the child has demonstrated the skills necessary to skip K5 and go to first grade.

Administration's Analysis

7. The Administration is proposing changes to Administrative Policy 8.09 which would support all children enrolling in the grades that are appropriate for their birthday with respect to the state's September 1 cutoff (i.e., that only children who attain the age of five years before September 1 are allowed to enroll in K5). After a child is accepted and enrolled into K4 at an MPS school — but no later than October 1 — the parent may request early admission testing for K5 by completing an application at the school which his or her child attends. Students would undergo similar procedures as they do for early admission to first grade (see early admission to first grade instructions), including spending time in both K4 and K5, an evaluation to determine superior skills, information from teachers, observations, and information from the parents.

8. If the Board adopts the proposed changes, MPS would be able to:

   a. accommodate parental requests;

   b. possibly increase K4 enrollment, as parents would have to enroll their children in MPS schools;

   c. use a team of professionals to give input as to the most appropriate placement of a child in order to avoid misplacing a child. An appropriate decision could be made based on observations, evaluations, and interviews over a course of time to determine if the child is superior in intellectual growth (adequate language skills, readiness skills), well developed physically (perceptual and fine and gross motor development is needed to participate in regular activities of that grade), and well adjusted socially and emotionally (works independently, works cooperatively with others); and

   d. use MPS staff time more efficiently by limiting evaluations for early admissions to K5 to children who enroll in MPS in K4.

9. The procedure that is now in place would be followed until October 1, 2006, at which time the new procedure would be put into effect. Principals and school leaders would be informed of the change in September via the Administrators' Bulletin, information would be posted on the Portal, and school psychologists would receive training and guidelines on the evaluations to determine the most appropriate placement. Information on the change will be given to the Parent Center and Student Services, as well as be given out by schools to any parents who inquire.

Strategic Plan Compatibility Statement

10. The recommendation supports the MPS Strategic Plan, Goal 1, Student achievement, and Goal 2, Student success in further education and employment.

Statute, Administrative Policy, or Board Rules Statement

11. This item requests changes to Administrative Policy 8.09, Early Admissions.

Fiscal Impact Statement

12. This item does not authorize expenditures.

Implementation and Assessment Plan

13. Upon the Board's approval, the proposed changes to Administrative Policy 8.09 will be made and implemented. Schools will be informed of this change and its impacts at the school level.

Committee's Recommendation

Your Committee recommends that the Board approve the changes to Administrative Policy 8.09, Early Admissions, as follows:

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ADMINISTRATIVE POLICY 8.09
EARLY ADMISSIONS

(1) EARLY ADMISSION TO FIVE-YEAR-OLD KINDERGARTEN

(a) Pursuant to the ~~procedures established by the state superintendent of public instruction~~ authority granted to the Board under ~~section 120.12(25) of the Wisconsin Statutes~~ Wis. Stat. § 120.12(25), it is the policy of the Board ~~that procedures for early admission~~ to admit a child who is not 5 years old on or before September 1, as required by Wis. Stat. § 118.14(1), to five-year-old kindergarten ~~be established to include children~~ under the following conditions and standards:

1. the child must, at the time of application for early admission, be enrolled in four-year-old kindergarten at an MPS school; and

~~1~~ 2. the child~~ren~~ ~~who~~ must, as determined by an evaluation conducted by MPS, children who demonstrate the social, emotional, physical, and mental maturity normally expected for successful participation in kindergarten; and

~~2~~ 3. the child~~ren~~ ~~who~~ must turn five years old ~~on September 2 through~~ by October 1 ~~and are tested for early admission to five-year-old kindergarten~~.

(b) ~~Children shall be considered~~ The procedure for evaluating a child for early admission to five-year-old kindergarten ~~on the basis of the following~~ shall be as follows:

1. An application for early admission to five-year-old kindergarten and consent for psychological evaluation shall be completed by the parent/guardian at the ~~local attendance area~~ MPS school where the child attends four-year-old kindergarten on or before October 1 of the year in which the child turns five. The application shall contain a statement that:

   a. the parent/guardian would like to have ~~his/her~~ the child ~~tested~~ evaluated for early admission to five-year-old kindergarten; and

b. the parent/guardian understands that ~~tests~~ an evaluation shall be given to determine whether or not the child ~~can~~ should enter five-year-old kindergarten in the current school year; and

c. the parent/guardian understands that the child shall be given the ~~tests~~ evaluation only once. ~~Such a statement does not imply that, under unusual circumstances, a decision may not be made by a designated administrator/supervisor to repeat the testing.~~

~~2. The school shall also complete a non-exceptional education psychological referral form.~~

2. The child shall be evaluated, at no cost to the parent/guardian, by a team of individuals employed by MPS, including an MPS-certified school psychologist, who shall determine whether the child demonstrates the social, emotional, physical, and mental maturity to enroll in five-year-old kindergarten.

~~3. The school shall forward the application and page 1 of the referral form to a designated individual in the Office of School Psychological Services. Page 2 of the referral form shall be forwarded to the management information system.~~

3. The parent/legal guardian and the MPS school where the child is attending four-year-old kindergarten shall be notified in writing o the determination of MPS with respect to the application for early admission to five-year-old kindergarten. This determination shall be final.

~~4. An evaluation shall be provided for all children who are eligible according to their ages and whose parents have completed an application on or before October 1 of that year to determine their children's general potential for success in a five-year-old kindergarten and whether the child meets the requirements in standard 1(a) above. The evaluation shall consider emotional stability, social and mental maturity, and physical health and maturity normally expected for successful participation in kindergarten. The evaluation shall be conducted by a certified school psychologist at no cost to the parents.~~

~~5. After completion of the evaluation, a conference with the school psychologist and parent/legal guardian may be held to consider the appropriateness of early admission to five-year-old kindergarten.~~

~~6. The parent/legal guardian shall be notified immediately after the evaluation of the decision for recommending the child to the five-year-old kindergarten program.~~

~~7. For each child who is recommended by a certified school psychologist for early admission to five-year-old kindergarten, the parent/legal guardian shall be given a statement indicating the recommendation has been made. The parent/legal guardian may then present the statement to the appropriate school administrator for enrollment in five-year-old kindergarten.~~

~~8. The parent/legal guardian shall be contacted to make an appointment for testing after the application and page 1 of the referral have been received by the Office of School Psychological Services. Evaluations are not required to be scheduled for children whose parents/legal guardians cannot be contacted after a reasonable attempt has been made or who fail to appear for their appointments.~~

(c) ~~Children~~ A child who ~~have~~ has attended ~~a~~ four-year-old kindergarten ~~program~~ outside the state or in a non-public school, and who does not meet the age requirements for regular admission to five-year-old kindergarten, shall be considered for early admission ~~to five-year-old kindergarten~~ if ~~their~~ the child's parent/~~legal~~ guardians ~~make application~~ applies for early admission to five-year-old kindergarten on or before October 1.

(d) ~~Children~~ A child who ~~have~~ has attended five-year-old kindergarten ~~in an out of state school~~ outside the state or in a non-public school, but does not meet the age requirements for regular admission to ~~the Milwaukee Public Schools~~ five-year-old kindergarten, shall be automatically enrolled in five-year-old kindergarten.

(2) EARLY ADMISSION TO FIRST GRADE

(a) Pursuant to the ~~procedures established by the state superintendent of the Department of Public Instruction~~ authority granted to the Board under ~~section~~ Wis. Stat. § 120.12(25) ~~of the Wisconsin Statutes~~, it is the policy of the Board ~~that lower primary (first grade) early admission procedures be established to include children~~ to admit a child who is not 6 years old on or before October 1, as required by Wis. Stat. § 118.14(1), to first grade under the following conditions and standards:

1. ~~those children~~ the child was admitted to and has successfully ~~completing~~ completed five-year-old kindergarten under ~~s.~~ this policy established pursuant to Wis. Stat. § 120.12(25); or

2. ~~those children~~ the child has successfully ~~completing~~ completed a program for five-year-old children which ~~the school district~~ MPS deems equivalent to five-year-old kindergarten;

3. ~~those children not meeting~~ the child does not meet either condition described above, but ~~who, as a result of the~~ as determined by an evaluation ~~prescribed in the policy procedures, are considered capable of achieving success and whose educational welfare would best be served by placement in first grade~~ by MPS, demonstrates the social, emotional, physical, and mental maturity normally expected for successful participation in first grade.

~~(b) Those children in sub-paragraph (2)(a)1 above who are admitted to and successfully complete kindergarten under early admission procedures established under section 120.12(25), and those children in sub-paragraph (2)(b)2 above who successfully complete a program for five year old children which the school district deems equivalent to kindergarten, shall be granted early admission to lower primary (first grade) without proceeding through the early admission procedures established for children in sub-paragraph (2)(a)3 above.~~

(b) There is no minimum age below which a child will not be considered for early admission to first grade. The procedure for considering a child for early admission to first grade shall be as follows:

1. A child who meets the standards and conditions in paragraphs (2)(a)1 and 2(b)2 shall be automatically granted early admission to first grade.

2. A child who seeks early admission to first grade under paragraph (2)(s)(3) shall comply with the following procedures:

   a. An application for early admission to first grade and a consent for psychological evaluation shall be completed by the parent/guardian at the child's local MPS attendance area school. The application shall contain a statement that:

      i. the parent/guardian would like to have the child evaluated for early admission to first grade; and

      ii. the parent/guardian understands that an evaluation shall be given to determine whether or not the child should enter first grade in the current school year; and

      iii. the parent/guardian understands that the child shall be given the evaluation only once.

   b. A personal interview shall be held to determine the parent's /guardian's reasons for requesting early admission.

c. The child shall be evaluated, at no cost to the parent/guardian, by a team of individuals employed by MPS, including an MPS certified school psychologist, who shall determine whether the child demonstrates the social, emotional, physical and mental maturity to enroll in first grade.

d. After the completion of the evaluation, a conference shall be held with the parents to consider the appropriateness of early entrance into first grade.

e. If the determination is made not to recommend the child for early admission to the grade for which the parent applied, the parent shall be informed of the procedures for appealing the matter to the Board. The Board's decision shall be final.

~~(c) This policy for early admissions does not establish a minimum age requirement below which children may not be admitted. The children who apply shall be considered for early admission on the basis of procedures established in this policy.~~

~~(d) This policy and its procedures shall be publicized throughout the district.~~

~~**(3) POLICY FOR ADMISSION OF CHILDREN DESCRIBED IN CONDITION (2)(A)3 ABOVE**~~

~~(a) Application shall be made by the parent to the local school administrator.~~

~~(b) A personal interview shall be held to determine the parent's reasons for requesting entrance prior to the legal age.~~

~~(c) An evaluation conducted by a certified psychologist, in conjunction with other student service workers, shall be made of the child's potential to benefit from early admission to lower primary school. The evaluation shall consider emotional stability, social and mental maturity, and physical health and shall be at no cost to the parents.~~

~~(d) After the completion of the evaluation, a conference shall be held with the parents to consider the appropriateness of early entrance into lower primary (first grade).~~

~~(e) A staff member with the responsibility assigned by the superintendent shall determine whether the child is admitted to lower primary (first grade) under the Board's early admission policy. If the decision is made not to admit the child, the parent shall be informed of the possibility of and the procedures for appealing the matter to the Board. The Board shall have the final authority for deciding whether or not the child is to be admitted to lower primary (first grade) in accordance with this policy and its procedures.~~

—◊—

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

* * * * *

(Item 2) Action on Recommendation to Support the City of Milwaukee's Effort to Establish a Housing Trust Fund

Background

1. In May 2004, the Interfaith Conference of Greater Milwaukee, along with numerous other faith- and community-based organizations, formed the Milwaukee Housing Trust Fund Coalition with the goal of advocating for the City to create a Housing Trust Fund, which is a distinct fund, established by a government entity, that permanently dedicates an ongoing source of revenue to support local affordable-housing efforts.

2. On November 11, 2005, the City of Milwaukee Common Council passed a resolution creating the Housing Trust Fund Task Force and charging it with the responsibility of studying the feasibility and structure of a Housing Trust Fund.

3. The Task Force was given 180 days to submit its findings and recommendations to the Common Council.

4. On June 6, 2006, the Task Force produced a final report and recommendations.

5. On September 19, 2006, the Common Council will meet to discuss the adoption of the Housing Trust Fund's final report and recommendations.

Administration's Analysis

6. The Milwaukee Public Schools' Homeless Education Program (HEP), a district-wide program staffed by a liaison and three coordinators for the homeless, was developed in 2002 in response to the McKinney-Vento Homeless Assistance Act, which mandates that barriers to academic success be removed. In order to remove barriers, the Milwaukee Public Schools and HEP have updated policies and procedures related to homeless children and youth. HEP has also trained MPS staff on McKinney–Vento and in procedures for accessing and providing barrier-removing services.

7. HEP's mid-year report has identified 1,945 homeless children and youth; a 33% increase over the number identified at the same time in 2005.

8. Creation of a Housing Trust Fund by the City of Milwaukee would help to eradicate the problem of homelessness and make HEP more effective at removing barriers to academic success, as mandated by the McKinney-Vento Homeless Assistance Act.

Statute, Administrative Policy or Board Rules Statement

9. This recommendation supports Board Governance Policy 1.02, School District Goals, Goal (1), student achievement; Board Governance Policy 1.01, Vision and Mission; and Administrative Policy 1.03, Parent Empowerment.

Fiscal Impact Statement

10. There is no cost associated with this item.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to send a letter to Milwaukee Common Council President Willie Hines and Mayor Tom Barrett expressing support for the concept of creating a Housing Trust Fund.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Morales, Spence and President Dannecker—6.

Noes—None.

Voting "present"—Director Johnson—1.

* * * * *

(Item 3) Action on Resolution 0607R-003 by Director Johnson to Modify the Practice of Reciting the Pledge of Allegiance at Board and Committee Meetings

Background

At its meeting on June 29, 2006, the Board referred the following Resolution 0607R-003 by Director Johnson to the Committee on Legislation, Rules and Policies:

> RESOLVED, That, when two or more Board or committee meetings are scheduled so that one immediately follows the other, recitation of the Pledge of Allegiance is required only at the beginning of the first meeting, with an acknowledgment of that recitation to be made at the beginning of each succeeding meeting.

Analysis

1. On October 20, 2005, the Board adopted Resolution 0405R-037 by Director Johnson, which read, in part,

> RESOLVED, That, in the spirit of both the state statutes and MPS administrative policy — and in fulfillment of the Board's duty to be an example for those who must function under the policies which it sets — the Board Clerk (or his or her designee) shall, at the commencement of each Board or Committee meeting, lead the Board or the Committee in a voluntary recitation of the Pledge of Allegiance…

2. Often, to ensure that Board business is conducted in a timely manner, it is necessary to schedule more than one meeting of the Board or its committees on one night. Under Resolution 0405R-037, the Pledge of Allegiance must be recited before each meeting. Such repetition raises two issues:

a. Board and committee meetings can often run late into the night — after most Board members and staff have already put in a full day's work — and the repetition of the Pledge before each of multiple meetings adds to the length of these meetings.

b. Over-repetition of the Pledge may tend to trivialize its importance.

3. Adoption of Resolution 0607R-003 would allow for the Board and its committees to show the proper reverence for the Pledge of Allegiance without running the risk of diminishing the Pledge's significance or solemnity with redundancy.

Statute, Administrative Policy, or Board Rules Statement

4. Adoption of this resolution will not require any modification to, or waiver of, any administrative policy or Board rule.

Fiscal Impact Statement

5. Adoption of this resolution will not have any fiscal impact.

Implementation And Assessment Plan

6. Should the resolution be adopted, the Board Clerk will put it into practice at all subsequent meetings of the Board and its committees.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0405R-037.

*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 Johnson

MAJOR ACTIVITIES

- Recruitment efforts continued with door-to-door recruitment and drop off of flyers at neighborhood businesses, booths at the MLK Back-to-School Festival and Betty Brinn Back-to-School Festival, program promotion on WNOV morning talk show.
- Registration of Head Start students continued with participation in the MPS Summer Registration and on-site registration in the Head Start office.

- Planning for Parent Orientation was done, and 10 Parent Orientation Meetings were held in July and August.
- The MPS Head Start Policy Council canceled the August meeting; however, Policy Council members participated in some of the Parent Orientation sessions.
- Three meetings were held with the Technical Assistance/Training consultant.
- Staff meetings continue to be held on Monday mornings.
- Norma Ortiz participated in training from the National Council of LaRaza. The national training, Sembrando Semillas Institute, was focused on working with Latino families.
- Angelena Malone, former MPS Head Start Teacher, agreed to serve as Interim Head Start Early Childhood Education Manager until that position is filled.

There were not any MPS Head Start Policy Council Meetings scheduled for August 2006. The next Policy Council meeting is tentatively scheduled for Saturday, September 9, 2006. Tentative agenda items are to include orientation of new Policy Council Members.

* * * * *

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

Delegate: President Dannecker

Previous Month's Summary:

- The MPA held its annual retreat on August 17 at Cardinal Stritch University. Nearly 50 people were in attendance, including MPA Implementation Team Members, Executive Partners, representatives from MPA Partner organizations, work group members, and community partners. MPA Executive Partners William Andrekopoulos, Gerard Randall, and Sam Carmen addressed the attendees. Presentations and discussions were held on findings, recommendations, and next steps relative to the following studies:
  - Formative Assessment of Learning Teams in the Milwaukee Public Schools, by Antoinette Errante
  - Study of Literacy Coach Initiative, Phase 1 Report, conducted by the Wisconsin Center for Education Research
  - Teaching Inequality, a report and recommendations by the Education Trust
  - Teacher Distribution in Milwaukee Public Schools, compiled by MPS Division of Assessment and Accountability
  - Raising Achievement in the Milwaukee Public Schools, report of the Strategic Support Team of the Council of Great City Schools
- The school district's plans for improvement based on the studies were shared. Work groups met in the afternoon to formulate plans for the 2006-07 school year. Work plans will be shared in the near future.
- Two interviews were conducted for the MPA Director of Education position. The MPA Executive Director Transition Team is continuing its search for someone to fill this position. It is hoped to have someone identified in September.
- The MPA provided a booth at the MPS Opening School Year Kickoff at Hamilton High School on August 24. Information about the MPA, family literacy and tutoring, and the teachers network was shared with interested school administrators in attendance.
- Planning is in progress for the professional development for NEA schools during the 2006-07 school year as work continues on Year 2 of the NEA Foundation grant to close the achievement gaps in MPS.

- Tentative meeting dates for 2006-07 have been set for the quarterly MPA Partners meetings: 9/15/06, 12/15/06, 3/16/07 and 6/15/07.
- Tentative meeting dates for 2006-07 have been set for the MPA Implementation Team meetings: 9/11/06, 10/9/06, 11/13/06, 12/11/06, 1/8/07, 2/12/07, 3/12/07, 4/9/07, 5/14/07 and 6/11/07.

The next meeting to be held on September 15, 2006 (tentative date)

Upcoming agenda items will include:

- Work Group Work Plans
- Wallace Fellows

* * * * *

## COMMUNICATIONS AND PETITIONS

The Assistant Board Clerk, presented the following communication:

(Item A) Communication from the Milwaukee Schools Historical Society, Inc., Requesting an Opportunity to Present an Update on the Society's Activities

Referred to the Committee on Innovation/School Reform.

* * * * *

## RESOLUTIONS

**Resolution 0607R-005**

**by Director Goldberg**

WHEREAS, The Milwaukee Public Schools is in the business of education, and the keystone of success in any business is good customer service; and

WHEREAS, The "customers" of the Milwaukee Public Schools not only are the students of the district and their families, but also include the teachers and staff who guide our students, the taxpayers who pay the costs of the District, the businesses that draw from our students for their workforce, and the citizens of this city, this state, this country, and the world who will have our students as future leaders and partners in their lives; and

WHEREAS, Good customer service entails effective communication; and

WHEREAS, The fourth of the District's Core Beliefs includes the facilitation of "communication throughout the district and community using a variety of techniques"; and

WHEREAS, The fifth of the District's Core Beliefs states that "Families are valuable partners," in that they "support and assist us in educating their children," and that the District does, therefore, "…welcome and respect family involvement," provide opportunities "…for parents to participate in key decision making," and value "[c]ommunication between families and MPS personnel"; 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; and

WHEREAS, An effective customer service program must constantly be monitored and measured; now, therefore, be it

RESOLVED, That, each month, the Superintendent shall submit to the Milwaukee Board of School Directors, via the Board's Committee on Innovation/School Reform, an informational report on the efforts of the Administration to implement and to improve its customer service program, the said report to address, but not necessarily be limited to, the following:

- The initiatives undertaken by the District to ensure that all employees of the Milwaukee Public Schools have the knowledge, training, and skills that they need to efficiently and effectively perform their duties, to fulfill the goals and beliefs of the District, and to represent the district in a positive manner;
- The efforts undertaken by the District to "get the word out" about the Milwaukee Public Schools and its programs, initiatives, and services, including analyses of the effectiveness and results of these initiatives;
- The conduits which the Milwaukee Public Schools provides to its customers — both within the community and within MPS — through which to submit questions, suggestions, and complaints;
- a summary of the requests and complaints received from the community during the previous month, broken down by number and type of complaint (e.g., transportation, discipline, safety, student assignment) and the schools, departments, or offices within MPS that were responsible for resolving the complaints.

Referred to the Committee on Innovation/School Reform.

* * * * *

**Resolution 0607R-006**

**by Director Morales**

WHEREAS, Wisconsin state law has recently been changed to allow students who are 16 or 17 years of age, and who are enrolled in grades 9-12 in a public or private high school and have at least a 3.0 GPA, to serve as election inspectors with the approval of the students' parents or guardians; and

WHEREAS, The law also allows the school board (or governing body of a private school) to establish criteria for service by a student who does not have a minimum 3.0 GPA; and

WHEREAS, The Milwaukee Board of School Directors and the MPS Administration seek to provide opportunities for students to grow in their roles as citizens and active participants in our community; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors endorses the student poll worker program and sets out the following alternate criteria for students who do not meet the minimum 3.0 GPA requirement in the law:

- Eligible students shall have an average school attendance rate of 90% or better;
- Eligible students shall have a GPA of 2.0 or better;
- Participating students eligible under these alternate criteria will provide their English, history, social studies, or other teachers, as designated by the principal, with an essay, journal entry, or other report documenting their experiences as poll workers; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors directs the Administration to develop procedures to promote the opportunity to serve as poll workers to the staff and students in the Milwaukee Public Schools, and to implement the use of the alternate criteria for student participation.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-007**

**by Director Blewett**

WHEREAS, In February 2004, the Milwaukee Board of School Directors adopted Resolution 0304R-036, regarding sweatshops; which states that "Milwaukee Public Schools does not want to support companies that compete by exploiting their workforce"; and

WHEREAS, According to MPS Administrative Policy 3.09, Purchasing and Bidding Requirements, Section 11c, Working Conditions — Garment and Apparel Industry, "The Vendor and its suppliers shall be in compliance with all U.S. and Wisconsin wage and hour laws and health and safety regulations pertaining to garment and apparel manufactures. The policy set forth herein shall apply to the manufacture and distribution of items of apparel, such as clothing, headwear, footwear, linen and fabrics, as well as any other industry designated by the Milwaukee Board of School Directors as vulnerable to sweatshop conditions"; and

WHEREAS, Pressure from institutional purchasers such as school districts is one of the most effective ways to combat sweatshop production; and

WHEREAS, The City of Milwaukee has adopted an ordinance requiring apparel to be obtained only from responsible vendors and manufacturers who provide safe, non-discriminatory work environments and who compensate their employees with non-poverty wages; and

WHEREAS, The City of Milwaukee ordinance requires contractors for items of apparel to submit affidavits verifying them as responsible manufacturers; and

WHEREAS, On June 8, 2006, Senator Byron Dorgan introduced Senate Bill 3485, The Decent Working Conditions and Fair Competition Act, which will, for the first time, hold corporations legally accountable to respect the core International Labor Organization worker rights standards; and

WHEREAS, The legislation also includes an important guarantee of the right to private action, allowing individuals and organizations to sue corporations for violating the law, and it also establishes strict sweat-free procurement standards as a condition of all federal government purchases; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors support the Decent Working Conditions and Fair Competition Act, which for the first time will hold corporations legally accountable to respect human and worker rights by prohibiting the import, sale, or export of sweatshop goods in the U.S.; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors authorize the President of the Board to send a letter to each member of the Wisconsin Congressional delegation, including Senators Herb Kohl and Russ Feingold, endorsing the Decent Working Conditions and Fair Competition Act.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 7:33 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# SEPTEMBER 14, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 5:47 PM.

Present— Directors Blewett, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker— 7.

Absent and excused—Director Goldberg—1.

Vacancy on Board—1.

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

September 8, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m., Thursday, September 14, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering approval of a negotiated labor agreement with the MTEA (Teachers).

LYNNE A. SOBCZAK
Board Clerk

The Superintendent presented the following communication:

Approval of 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, 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.

Respectfully submitted,

William G. Andrekopoulos
Superintendent of Schools

attachment

HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND
THE MILWAUKEE TEACHERS' EDUCATION ASSOCIATION
(TEACHERS)

JULY 1, 2005, THROUGH JUNE 30, 2007

1. Two (2) -year contract (July 1, 2005, through June 30, 2007).
2. Creation of three pilot programs:
   - Collaborative planning time (2 hrs/month, 6 months/yr).
   - Limited job sharing in high need areas such as special education and bilingual.
   - Mentoring/support for new special education teachers of students with the most severe special education needs.
3. Increase tuition reimbursement for special education.
4. Salaries: 7/01/05.....1.50%

   1/30/06.....0.75%

   7/01/06.....1.50%

   1/29/07.....1.00%

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

Director Johnson moved to approve and adopt the contract.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

The Board adjourned at 6:00 PM.

JACQUELINE MANN
Board Information Officer

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# SEPTEMBER 18, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:44 PM.

Present—Directors Blewett (6:54), Hardin, Horton, Johnson, Morales, Spence, and President Dannecker — 7.

Absent and excused—Director Goldberg—1.

Vacancy on Board—1.

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

September 15, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m., Monday, September 18, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering employment, compensation, and performance evaluation data relative to the 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 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.

LYNNE A. SOBCZAK
Board Clerk

Director Johnson 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 employment agreement for the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Hardin, Horton, Johnson, Morales, Spence and President Dannecker—6.

Noes—None.

The Board retired to executive session at 6:48 PM.

Director Blewett left at 8:01 PM.

Director Hardin left at 8:25 PM.

The Board adjourned from executive session at 8:28 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# SEPTEMBER 21, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:05 PM.

Present — Directors Blewett, Goldberg, Johnson, Morales, Spence, and President Dannecker— 6.

Absent and excused—Directors Hardin and Horton—2.

Vacancy on Board—1.

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

September 15, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m., Thursday, September 21, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of considering employment, compensation, and performance evaluation data relative to the 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 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.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of considering employment, compensation and performance evaluation data relative to the employment agreement for the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Johnson, Morales, Spence and President Dannecker—6.

Noes—None.

The Board retired to executive session at 6:09 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
# SEPTEMBER 26, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:40 PM.

Present—Directors Goldberg, Hardin, Horton, Johnson, Spence, and President Dannecker—6.

Absent and excused—Directors Blewett and Morales—2.

Vacancy on Board—1.

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

September 22, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Milwaukee Board of School Directors will be held at 6:30 p.m. on Tuesday, September 26, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of continuing to consider 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 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.

LYNNE A. SOBCZAK
Board Clerk

Director Johnson 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 employment agreement for the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—6.

Noes—None.

The Board retired to executive session at 6:44 PM.

Director Hardin left at 9:10 PM.

The Board adjourned from executive session at 9:55 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# SEPTEMBER 28, 2006

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:55 PM.

Present—Directors Blewett (7:01 PM), Goldberg, Hardin (6:58 PM), Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

Student Representatives Present—Fabiola Roqué and Ursula Mlynarek.

## 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:

Flora L. Odom-Flagg
Retired MPS Administrator

Flora Odom-Flagg, who had been employed by Milwaukee Public Schools for 38 years when she retired at the end of August, has served as a teacher, assistant principal, principal, and most recently, as the Director of Administrative Accountability. In these roles, she has had a positive impact on the education and lives of countless children. Ms. Odom-Flagg has worked at many MPS schools, including Auer Avenue, Benjamin Franklin, Brown Street, Clarke Street, Fifty-third Street, Grant, Grantosa Drive, Humboldt Park, LaFollette, Lincoln Downtown Education Center, Maple Tree, and Palmer.

Ms. Odom-Flagg has made numerous contributions to the field of education. One of the most notable was during her tenure as principal of LaFollette Elementary School, when she led the development of a health care clinic for children and adults that continues to provide services at the school. It was due to the many students affected by asthma in her school community that Ms. Odom-Flagg saw the need for a clinic at LaFollette and immediately took the steps necessary to make it a reality in a timely fashion.

One of these steps was to develop partnerships, an area in which Ms. Odom-Flagg was very successful. In addition to partnering with Children's Hospital and the United States Postal Service to develop the clinic, other partnerships she fostered were with Rockhill Missionary Baptist Church, UW-Milwaukee, Cardinal Stritch, and MICAH. One of these partners, the United States Postal Service, selected her to receive their most prestigious locally based award — *Women Putting A Stamp on Metro-Milwaukee*.

During her career in Milwaukee Public Schools, Ms. Odom-Flagg has reaped many rewards. One such reward was being interviewed on *Dateline* with Tom Brokaw for a segment that discussed shortages in school funding throughout the nation and highlighted various schools in Milwaukee, including LaFollette. This experience allowed Ms. Odom-Flagg to make many important connections with educators who worked together and pooled their resources to find solutions to problems facing public schools throughout the country.

Ms. Odom-Flagg treasures her time as an educator and administrator in Milwaukee Public Schools. Through her interactions with students over the years, she has learned many things, including the importance of life as it relates to each individual student, to treat people as you would like them to treat you, and the key role which family plays in our community.

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

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Monthly Update on Community/Business Partnerships in Milwaukee Public Schools

The many active community and business partnerships in Milwaukee Public Schools continue to serve as integral components of our school communities throughout the district. Each month, an MPS school will be featured for the partnerships which it has fostered. This month, Carson Academy has been chosen:

Carson Academy
Principal: Dawn Rice
Community/Business Partners:
- Midtown Culver's
- Midtown Wal-Mart
- Jackson Practitioner Group, Inc.
- Jack L. Marcus Company
- Milwaukee Lady City Sports, Inc.
- Pilgrim Rest Baptist Church
- Next Door Foundation
- Tender Care Childcare

The school has partnered with most of the above organizations or businesses for at least one year, and many have been partners for over two years. They have supported Carson Academy by donating time and money to the school. Some highlights include Pilgrim Rest, which supports Carson Academy's at-risk students by supplying mentors to work with them, and the Jack L. Marcus Company, which has donated clothing for the school's clothing bank.

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## APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of August 8, 26, and 31, 2006, were approved as printed.

* * * * *

# COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Approval of a Negotiated Labor Agreement with the ASC (Administrators and Supervisors Council)

Office of the
Superintendent of Schools

TO THE BOARD OF SCHOOL DIRECTORS:

Negotiations have been completed between the Milwaukee Board of School Directors and the following bargaining unit:

Administrators and Supervisors Council (ASC) —
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 below and that changes and benefits as reflected in the highlights be extended to all exempt certificated and classified personnel excluded from membership in the Administrators and Supervisors Council, including staff in the Office of Board Governance and cabinet-level personnel.

Sincerely,

William G. Andrekopoulos
Superintendent of Schools

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HIGHLIGHTS OF CONTRACT RESOLUTION BETWEEN
THE MILWAUKEE BOARD OF SCHOOL DIRECTORS AND
THE ADMINISTRATORS AND SUPERVISORS COUNCIL (ASC)
JULY 1, 2005, THROUGH JUNE 30, 2007

1. Two- (2-) year contract (July 1, 2005, through June 30, 2007)
2. Modification of evaluation language to increase evaluations from annually in the first three years to annually in the first five years
3. Bargained impact of extension of non-tenure period for certificated employees to four years
4. Addition of language regarding small high schools
5. Health Insurance: Clarification of retiree coverage
6. Consistent with the City's modifications, bargained the extension of creditable service for active military service to employees retiring within window.
7. Salaries: 7/01/05..... 1.5%
   1/30/06..... 1.25%
   7/01/06..... 1.5%
   1/29/07..... 1.5%

Effective January 29, 2007, the maximum of each range will be increased by $500.

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

Director Spence moved to approve the negotiated labor agreement with the Administrators and Supervisors Council.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—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 October 2006 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 2006 Board meeting would take place on October 26, which coincides with the first day of the annual convention of the Wisconsin Education Association Council (WEAC). This year, the convention is taking place in Madison.

In light of this, the Board may wish to suspend Board Rule 1.02(1) and change the date of the regular October 2006 meeting to a date of the Board's choosing.

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

Director Hardin moved to suspend Board Rule 1.02 (1), to change the date of the regular October, 2006 Board meeting.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

Director Johnson moved to hold the regular October Board meeting on October 31, 2006.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

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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 eight 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, 14, 18, 19, 20, 22, and 25, 2006.

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Noes—None.

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## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Strategic Planning and Budget Committee, Item 3, a recommendation to accept criteria and to approve a process for identifying schools to be considered for closing; and

Finance/Personnel Committee, Item 4, a request for authorization to enter into an Intergovernmental Agreement with the City of Milwaukee to provide law-enforcement services to Milwaukee Public Schools for the 2006-07 school year.

On the motion of Director Johnson, the balance of the Committee Reports was approved, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

### COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Goldberg 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 Phase Out Enrollment in the Current Educational Program at Madison High School

Background

1. In November 2005, the Board of School Directors received and accepted the "Milwaukee High School Redesign 2003-2005 Two-Year Report to the Milwaukee Board of School Directors." In March 2006, the Administration submitted to the Board of School Directors an informational report regarding follow-up on the Milwaukee High School Redesign Two-Year Report and focus group results.

2. In June 2006, the Administration provided the Board of School Directors with an informational report regarding the planning and implementation of the "First Things First" framework in large comprehensive high schools as part of the Milwaukee High School Redesign Initiative. The expansion of the high school redesign initiative described in the report is aimed at developing a portfolio of high school options that moves the district from a time of one kind of high school for all types to students that meets only some of our students' needs to a time of different types of high school for different types of students that meet all of our students' needs. The portfolio of high schools is envisioned to include alternative schools, our new small high schools, large high schools organized as small learning communities, comprehensive high schools, and large selective high schools such as Rufus King, Milwaukee High School of the Arts, and Riverside University High School. The portfolio of schools vision is intended to meet the diverse needs of students in this community by creating the conditions where student need and student choice will be met with unique options to support student success.

3. The implementation of the high school redesign initiative to date has not included a site on Milwaukee's northwest side. Initial planning with opportunities for students and families who reside in Milwaukee's northwest side to participate in new high school options is beginning. The new options will be aligned with the portfolio of high schools vision and offer to students and families new choices to meet student needs. These new options will require the district to utilize space in facilities on Milwaukee's northwest side differently.

4. On October 3, 2005, the Superintendent and district administrators met with the principal and Madison University High School to discuss the start of a complete phase-out of the existing Madison High School program with the intent to use the facility to implement new high school options. The Superintendent and district administrators again met with the principal and Madison University High School staff on June 13, 2006, and discussed progress in the plan to phase out the enrollment and current educational program at Madison High School.

5. The Third Friday 2005 enrollment at Madison High School, located at 8135 West Florist Avenue, was 1,521 students. The Third Friday 2006 projected enrollment is 1,150 students. Only a limited number of new ninth grade students (approximately 54) were allowed to enroll for the 2006-07 school year.

6. On September 1, 2006, the Superintendent sent a communication to the Madison High School staff relative to progress in bringing new high school options to the Madison facility.

7. Communication efforts with students and staff at Madison University High School are underway. On September 11, 2006 the Superintendent, through the school principal, distributed a letter to all students currently enrolled in Madison University High School. This distribution included announcements by the principal to explain the letter contents. The letter to students and parents explains the coming enrollment phase-out and the development of new high school options to improve student success. Following Third Friday, September 2006, this letter will also be mailed to the homes of all students signed up for Madison. The distribution of the letter and the mailing following Third Friday are a balanced

communication effort to inform students and parents who have enrolled and registered for school this fall and at the same time not discourage any student from showing up for school enrollment by Third Friday. All 9th-11th grade students at Madison will have an opportunity to participate in the new high school options that are developed. Surveys within the coming months will also provide opportunities for input from students and families as the planning for new high school options at the Madison location progresses.

Administration's Analysis

8. A phase-out of the enrollment in the current educational program at Madison High School would result in an enrollment in 2007-08 of approximately 700 students primarily in grades 11 and 12 and previously-enrolled students with insufficient credits to achieve grade 11 status. Enrollment in 2008-09 would include approximately 300 students primarily in grade 12 and previously enrolled students with insufficient credits to achieve grade 12 status.

9. Students at Madison High School, however, would have the option each year to enroll in the new high school options brought to the Madison facility or have the option of continuing their experience in the current Madison High School program through the 2008-2009 year. Students at Madison would also have the opportunity to access options in other new small high schools or high schools organized in small learning communities.

10. The new high school options are expected to begin implementation at the Madison facility in September 2007. The 2007-08 projected high school district enrollment can be accommodated within the proposed Madison enrollment phase-out plan and other available high school sites.

Strategic Plan Compatibility Statement

11. 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

12. The recommendation is consistent with Administrative Policy 7.02: Instructional Priority Objectives that supports advancement of the district's educational goals and priorities.

Fiscal Impact Statement

13. This item does not authorize expenditures. The fiscal impact of phasing-out the enrollment in the current educational program at Madison High School is unknown, but is not expected to be significant. Since the building will remain in use, there will not be cost savings related to the physical plant. Because there will continue to be enrollment options for students in the current educational program as it is phased out or new high school options in the Madison facility, no impact on transportation costs or other school budgets is anticipated.

Implementation and Assessment

14. Upon approval by the Board, the Administration will take the necessary steps to phase out the enrollment in the current educational program at Madison High School through the 2008-09 school year. The Department of Parent and Student Services will work with the parents/guardians of those students each year enrolled in the current educational program at Madison High School to identify placements, when requested during the student assignment process, that best meet their needs as the phase-out progresses.

15. Labor contract provisions will apply in regard to staff assignments as the enrollment phase-out progresses. Regular, voluntary informational sessions will be provided for current Madison High School staff to learn about new options and to maintain communication about changes and timelines.

Committee Recommendation

Your Committee recommends that the Board authorize the Administration to phase out the enrollment in the current educational program at Madison High School through the 2008-09 school year.

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

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## 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) Population Served

| | |
|---|---|
| August 2006 | 17,201 |
| September 2006 | 17,135 |

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.

| | 8/06 | 9/06 |
|---|---|---|
| Initial Evaluations (completed since 7/06) | 176 | 249 |
| Percentage Identified Special Education | 82 | 81 |
| Active Initial Referrals | 267 | 369 |
| Re-evaluations Completed since 7/05) | 5 | 13 |
| Percentage Continued in Special Education | 100 | 77 |
| Active Re-evaluations | 25 | 83 |

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of September 1, 2006

a. The SSIMS HELP Desk continued to assist callers, processed remaining Data Extract Forms, and worked on numerous essential data-quality projects and supported ESY. In addition, the HELP desk assisted with all beginning-of-the-year school activities.

b. The SSIMS trainers continued to provide hands-on support to Summer IEP teams.

c. New year-round school staff members were trained on special services process and SSIMS procedures.

d. Continuing year-round school support staff, special services SELLS and supervisors, psychologists, nurses, and social workers were trained on interim procedures for IDEA compliance.

e. Training for *new* special services staff has commenced and will continue through October 2006.

f. Mediasite training modules were produced and published on the MPS Mediasite for training in interim procedures for veteran special education teachers.

g. The mini-project for IDEA compliance has been submitted to Spectrum K12, and configuration changes are in process.

3. Milwaukee Student Health Initiative: Standard G — Report to the Milwaukee Board of School Directors

a. Wis. Stat 121.02(1)(g) and Wis. Admin. Code PI8.01, commonly referred to as Standard G, require each school district to provide emergency nursing service and annually to report that service for the school board's review and evaluation.

b. In 1992, 2 RN supervisors and 5 school nurse associates (LPNs) began the Milwaukee Public Schools district's School Nursing Program under the umbrella of Special Education. These nurses provided care for students needing skilled nursing care as a related service mandated by their IEPs. Most of the students attended Gaenslen and Manitoba Schools.

c. By 2001, the program expanded to offer general school nursing services to any school under a buy-back purchase system, and 9 schools added nurses or school nurse associates.

d. For the school year ending in June 2006, 3 supervisors, 16 school nurses (RNs), and 33 school nurse associates (LPNs) providing skilled nursing care to special education students and the general school populations. School nursing services were provided in 56 schools this year, and we are poised to hire another 20 school nurses and 2 nursing supervisors as a part of the Milwaukee Student Health Initiative.

e. School nursing services in MPS are provided by MPS school nurses and school nurse associates along with our healthcare partners: Aurora Health Care, Children's Hospital and Health System, Froedtert Memorial Lutheran Hospital, Medical College of Wisconsin, Milwaukee Health Department, UWM College of Nursing, and many other colleges, universities and community partners. (Attachment #1 to the minutes of your Committee's meeting provides an overview of the direct service delivery by health professionals for the 2005-06 school year.)

f. This year, we worked to streamline the data-collection process for student encounters, and all of our partners are recording their efforts and interventions for student health in the eSIS nursing module. This includes first aid and sudden injury care, along with entering medical alerts for life-threatening conditions.

g. The MPS School Nursing Program has set the bar quite high. Generally, school nurses offer IEP and 504 consultations, skilled nursing care such as g-tube feedings and catheter care, care for students with diabetes and other chronic illness, complete vision screening, first-aid and sudden illness care, automated external defibrillator (AED) training and implementation assistance, staff training in blood-borne pathogens, assistance with immunization efforts (including cooperative clinics with the Milwaukee Health Department), and staff in-services for first responders on seizure first-aid and epi-pen use.

h. In addition, this year school nurses:

- coordinated blood drives at 3 high schools;
- coordinated peer health groups through Area Health Education Center (AHEC) grants at 3 schools;
- served on the MPS Wellness Committee;
- accompanied students to an asthma workshop;
- taught classes on puberty to 4th- and 5th-grade students;
- held a health poster contest;
- facilitated 7 immunization clinics with the Milwaukee Health Department;
- championed "Wear Red Day" and completed blood pressure screenings at two schools;
- coordinated dental sealant programs with Marquette School of Dentistry at two middle schools;
- coordinated a Weight Watchers at-work program for employees; and
- provided shadowing experiences for UWM School of nursing students.

i. Nursing service to pregnant students has expanded. The Lady Pitts school nurse is now affiliated with MPS, and we had MPS school nurses at Pulaski, Vincent, Washington, Bay View, Bradley Tech, Juneau, and Malcolm X Academy. These nurses reached out to pregnant students and provided information and counseling about healthful choices for nutrition and exercise, while teaching about warning signals, labor and delivery, and anticipatory guidance for new parents.

j. Lil Sullivan, Lady Pitts RN, was recognized as second runner-up for the Journal Sentinel/Milwaukee District Nurses Association's "Nurse of the Year."

k. Barb Peterson, Bradley Tech High School RN, was nominated for the Wisconsin School Nurses Association's "School Nurse of the Year."

l. Rebecca Neumann-Schwabe, RN, received the Heart Hero Award from the Wisconsin Heart Association for her efforts in the MPS AED program, which now includes trained teams from 55 schools (19 high schools, 12 middle schools, 23 K-8s and 1 K-5), with 6 schools still in process, and a goal for next year of another 55 schools. Several large training sessions for safety and staff and others are planned for the 2006-07 school year. Over 837 MPS employees were trained in adult/child CPR and AED this school year. Now that the international CPR/AED standards have changed, we will be updating our AEDs and our teams.

m. The table below lists data for some of the major services provided by MPS school nurses:

| | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Ill/injured students seen | 12,986 | 22,719 | 23,348 | 27,928 | 43,453 |
| Students with daily medication | 124 | 132 | 124 | 167 | 234 |
| Doses administered by nurses | 18,107 | 15,109 | 15,270 | 18,751 | 21,558 |
| Emergency Care Plans completed | 588 | 1,229 | 1327 | 1685 | 2,240 |
| Supervised blood sugar tests | 3,897 | 5,382 | 5867 | 5482 | 6,363 |
| Supervised insulin injections | 1,545 | 4,189 | 4494 | 5260 | 5,773 |
| G-tube feedings | 14,014 | 11,922 | 13,980 | 12,017 | 11,268 |
| J-tube feedings | | | 1659 | 1536 | 2,542 |
| Catheterizations completed | 3,958 | 3,220 | 3215 | 4317 | 3,125 |
| Nebulizer treatments completed | 918 | 740 | 1303 | 1387 | 1,092 |
| Suctionings | 5 | 129 | 588 | 33 | 18 |

| | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Metered dose inhaler uses | 1,544 | 1,715 | 2,172 | 1,302 | 730 |
| Classrooms screened for head lice | 62 | 31 | 46 | 54 | 178 |
| Students screened for vision | 1,809 | 2,402 | 2,031 | 1,999 | 1,587 |
| Students referred for vision care | 581 | 668 | 651 | 632 | 480 |
| Blood-borne Pathogen In-services | 5 | 16 | 18 | 16 | 19 |
| School staff CPR certified | 80 | 77 | 105 | 237 | 837 |
| IEP completed by all RN's | 419 | 405 | 488 | 540 | 581 |
| Parent-Teacher-Nurse conferences | 40 | 59 | 39 | 20 | 64 |
| 504 consultations | | | 219 | 323 | 394 |
| Health classes/inservices | | | 25 | 128 | 139 |

n. Schools receiving purchased nursing service only:

Bradley Technology High School.....1 RN for 8 hours per day
Morse Middle School.....1 LPN for 6 hours per day
Wisconsin Avenue School.....1 LPN for 6 hours per day
Grand Avenue Middle School.....1 LPN for 6 hours per day
Longfellow School.....1 LPN for 3 hours per day
Neeskara School.....1 LPN for 3 hours
Victory School.....1 LPN for 3 hours
Humboldt Park.....1 LPN for 3 hours
Carver School.....1 LPN for 3 hours
Honey Creek.....1 LPN for 3 hours
Audubon Middle School.....1 LPN for 3 hours
Washington High School Campus.....1 RN for 8 hours per day
Zablocki School.....1 LPN for 3 hours per day
Lady Pitts.....1 RN for 8 hours per day

o. SIFI or AHEC grant-funded nurses:

Bay View HS.....1 RN for 8 hours/day.....AHEC grant
Pulaski HS.....1 RN for 8 hours/day.....AHEC grant
Malcolm X Academy.....1 RN for 4 hours/day.....SIFI funding
Juneau HS.....1 RN for 4 hours/day.....SIFI funding
Milwaukee Education center.....1 LPN 6 hours/day.....SIFI funding
Koscuiszko Middle School.....1 RN for 8 hours/day.....SIFI funding
Vincent HS.....1 RN for 8 hours per day.....SIFI funding

p. Schools receiving combined purchased nursing services and special education nursing services

AAL.....1 LPN for 6 hour per day
Bell Middle School.....1 LPN for 4 hours per day
Muir Middle School.....1 LPN for 5 hours per day
Scott Middle School.....1 LPN for 5 hours per day

q. Special Education Nursing IEP-mandated student-specific or 504 service only:

Alcott
Allen-Field
Brown Street
Academy
Clement Avenue
Curtin
Emerson
Fairview
Fifty-third Street
Forest Home Avenue
Fritsche
Gaenslen
Goodrich
Grantosa
Hamilton
Hayes
Kluge
Lowell
Keefe Avenue
Manitoba
Marshall
MGIS
MSIS
Milw. Sign Lang.
Morgandale
Ninety-Fifth Street
Riverside
Silver Spring
School of Languages
South Division
Thoreau
Thirty-Fifth Street
Webster

(Please note that IEP-mandated nursing services follow the student, so these schools may not have nursing services in 2006-07.)

4. State Performance Indicator Report

a. Indicator 13 Transition Services

The reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA-2004) brought an alignment of the Act with the No Child Left Behind Act (NCLB). The greatest areas of alignment include a focus on outcomes and accountability through data collection and analysis and continuous goal setting. In the same way that compliance to the NCLB has caused the District to set targets for improvement, the IDEA-2004 has resulted in the development of similar targets for improvement. These targets, called performance indicators, are included in an overall State Performance Plan.

b. State Performance Plan

(1) 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 (DPI) will measure and report the performance of children with disabilities using the 20 indicators that were specified in the IDEA-2004. Data from each school district in the State are being collected by DPI and reported as state baseline data in each of three categories.

(2) 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, DPI will collect data in the various categories on a regular annual basis and develop a public reporting system. In order to assist districts with improved outcomes, districts will participate in the State's identified Continuous Improvement-Focused Monitoring (CIFM) Process.

(3) 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. The indicators are as follows:

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

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

Indicator #2 ..... drop-out rates

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 ..... parental involvement

(b) Targeted Area: Disproportionality

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

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

(c) Targeted Area: Effective General Supervision: Child Find

Indicator #11 ..... data regarding the number of children who were evaluated within 60 days of the district's receipt of a signed parental consent

d. 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

e. Targeted Area: IDEA Part B: Effective General Supervision

Indicator #15 ..... review of general supervision system (i.e. monitoring 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.

(4) The Department of Special Services will provide information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14 within the next few months. Information will include methods for data collection and review to lead to identified improvements. In addition the Department will present plans for improvement on each area.

c. Indicator 13: Percent of Youth Age 16 (Federal) and Age 14 (Wisconsin) with IEPs That Include Coordinated, Measurable Annual IEP Goals and Transition Services That Will Reasonably Enable the Student To Meet Post-secondary Goals

(1) The IDEA-2004 requires that, not later than the first IEP that will be in effect when the child turns 16, and to be updated annually thereafter, the IEP must include a statement about appropriate, measurable postsecondary goals based on

age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, along with a description of transition services, including courses of study, needed to assist the student in reaching these goals. (The revised state law requires such information for students age 14 and older.)

(a) Required Performance Measurement: Percent of youth with disabilities aged 16 (in Wisconsin, age 14) and above with IEPs that include the coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals, divided by the number of youth with IEPs (in the sample), times 100.

$$\text{Percentage of youth:} \quad \frac{\text{\# students met standard}}{\text{\# students in the sample}} \times 100 = ____\%$$

(b) Method of Measurement: Data will be collected during the months of November 2006 through March of 2007. MPS will participate with 16 other Wisconsin school districts in collecting data which will be used to determine the state baseline for this indicator. The Department of Public Instruction will determine a sample size (number of student IEPs) to review for each of the districts within the sample.

(2) Appropriate training will be provided by the Cooperative Educational Service Agency (CESA #1) and staff from the Wisconsin State Transition Initiative (WSTI) to district staff to coordinate the assessment.

(3) Data from each IEP will be collected in the self-assessment checklist format (see attachment #2 to the minutes of your Committee's meetings for a sample checklist). The IEP assessor will give a "yes" or "no" response to each of the required components, indicating whether the IEP contained the required element and met the standard. WSTI will provide a website data-entry and -retrieval system to input and calculate response.

(4) The results of the data collection will be used for three purposes:

(a) to be submitted as part of the statewide results that are submitted to the Office of Special Education Programs (OSEP) as baseline data for State Performance Indicator # 13;

(b) to be used by MPS to determine local baseline and targeted improvements; and

(c) to be used by individual targeted schools to include in the development activities for their School Educational Plans as part of the CIFM.

*d. MPS's Plan for Transitional Staff Development to Address Indicator #13*

(1) MPS has worked closely with WSTI to develop a five-year plan of support and professional development in the area of transition. WSTI, a project fund through a grant from the Department of Public Instruction, has been in existence for the past six years (see attachment #3 to the minutes of your Committee's meeting for WSTI Information). The purpose of the project is to build capacity across the state in the area of transition for teachers and parents of students ages 14 to 21 by facilitating staff development, dissemination of information, and interagency collaboration.

(2) MPS has participated in the project for the past three years, during which we have provided release time for special education staff in two high schools and three middle schools to attend staff-development opportunities, IEP reviews, school district TAT (Transition Action Teams), and county council meetings. Results of 2004-05 data collection can be seen in attachment #4 to the minutes of your Committee's meeting.

(3) In order to bring about more assertive and proactive systems of change within transitional services in MPS, a committee of representatives from CESA #1, MPS, and WSTI has developed a five-year plan of transitional staff development. To support this effort, WSTI has committed to provide funds to cover the costs of a train-the-trainer program within MPS and to provide follow-up technical support for building-level Transition Action Teams (TAT) and a district-wide transition Advisory Network (TAN) through CESA#1. The five-year plan is as follows:

| FIVE-YEAR TRANSITIONAL STAFF DEVELOPMENT PLAN | |
|---|---|
| | Year I |
| December 2006 | Two-day train-the-trainer workshop to be provided (see agenda on page 394, below). Participants will be designated as the Transition Facilitators for their schools. Staff mandated to attend includes principals/school leaders, special services transition coordinators, and identified special education teachers. In addition, the following schools should send their transition coordinators and an additional special education teacher identified by the principal and special services supervisor to this training due to the number of special education staff to be trained: Bay View, Bradley Tech, Custer, Hamilton, Vincent, Rufus King, Madison, Pulaski, MHSA, Riverside and South.<br><br>The transition facilitator will have the opportunity to:<br>• attend the two-day Train-the-Trainer Workshop presented by Dr. Ed O'Leary (school will be responsible for coverage for staff attending);<br>• facilitate one-day training on transition requirements and best practices for all IEP team members in their schools. This will include each IEP teacher reviewing five (5) of his or her own IEPs and entering the data into the WSTI website. Staff will then analyze the data and develop a Transition Action Plan;<br>• attend one ½-day Transition Advisory Network (TAN) meeting at the CESA #1 site this school year. (School is responsible for providing coverage for staff attending.);<br>• meet with building staff to share information from Transition Advisory Network (TAN) meeting. This could be completed at a departmental meeting.<br><br>This same cycle will be repeated over the next five (5) years with more TAN meetings to be added.<br><br>Transition Facilitators will need to demonstrate:<br>• a passion for transition and for assisting students to reach their measurable post-secondary goals;<br>• positive energy and the ability to present to groups;<br>• knowledge of transition, best practices, and technology, or a desire to learn concepts; and<br>• the ability to be flexible, yet assertive. |

| | |
|---|---|
| February 2007 | Each team of facilitators will facilitate a one-day training on transition requirements and best practices at their individual school. Special education teachers will review a minimum of five of their own IEPs, determine areas of improvement if needed and set goals for building level transition improvement. |
| March 2007 | CESA #1 will facilitate regional Transition Advisory Network (TAN) meetings for all Transition Facilitators who participated in the November Train-the-Trainer Institute. Topics to be discussed may include the role of the middle-school teachers in transition, point-of-entry manual training, assistive technology in transition, and review of web-based transition resources. The intent of the TAN is to sustain the effort of improvement in meeting transition requirements and best practices.<br><br>The Transition Facilitators will disseminate the information from the TAN meeting at building-level Transition Action Team (TAT) meetings with those teachers who work with students age 14-21. Some topics for TAT meetings include WATI (assistive technology), POEM, strategies for improving specific checklist items, other transition issues which the TAT team may bring up, and transition activities for middle-school teachers (career exploration, interest assessments). |
| April 2007 | The Transition Facilitators will disseminate the information from the TAN meeting at building-level TAT meetings (30-45 minutes in length) with those teachers who work with students age 14-21. (See TAT meeting topics above in March) |
| June 2007 | The transition planning committee will evaluate the transition training with key stakeholders and recommend changes if needed. |
| *The proposed schedule for the five-year cycle (beginning with year II):* | |
| | <u>Year II</u> |
| October 2007 | CESA #1 will facilitate regional TAN meetings for all Transition Facilitators who participated in the November Train-the-Trainer institute. Topics to be discussed may include the role of the middle-school teachers in transition, point-of-entry manual training, assistive technology in transition, and review of web-based transition resources. The intent of the TAN is to sustain the effort of transition requirements and best practices. |
| November 2007 | Train the Trainer<br><br>The target audience will be a different teacher and supervisor from each school that has students ages 14-21, if there has been staff turnover in that building or if staff members want to participate in a refresher. This training will be offered for only two days, instead of the original five days, unless the number of participants warrants a repeat session. |
| February 2008 | Transition Facilitators will meet with all special educators who work with students age 14-21 and complete WTRC Review and report-out in each building: Each year this report-out will include the data results from the IEP reviews. These results will be the foundation of a transition plan, with each building emphasizing strategies/goals to assist them in improving the transition requirements |
| March 2008 | TAN meeting for Transition Facilitators and building TAT meetings (specific dates TBD)<br><br>TAN meetings facilitated by CESA #1 (topic such as WATI, POEM, transition activities for middle-school teachers)<br><br>TAT meetings by the Transition Facilitators (TAT topics listed above) to keep their special ed. staff informed of transition issues discussed at the TAN |
| April 2008 | Building TAT meetings (similar to the TAT meeting earlier in March)<br><br>Date of meeting TBD |

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| | Topics for TAT: WATI (assistive technology), POEM, strategies for improving specific checklist items, other transition issues which the TAT team may bring up, transition activities for middle-school teachers (career exploration, interest assessments). |
| June 2008 | Evaluation transition training cycle with key stakeholders<br>Develop a critical checklist<br>Analyze and revise for the following year |
| | YEAR III |
| October 2008 | CESA #1 will facilitate regional TAN meetings for all Transition Facilitators who participated in the November "Train-the-Trainer" institute. Topics to be discussed may include: the role of the middle-school teachers in transition, Point-of-entry manual training, assistive technology in transition, and review of web-based transition resources. The intent of the TAN is to sustain the effort of transition requirements and best practices. |
| November 2008 | Train the Trainer<br>The target audience will be a different teacher and supervisor from each school that has students ages 14-21, if there has been staff turnover in that building or if staff members want to participate in a refresher. This training will be offered only for two days, instead of the original five days, unless the number of participants warrants a repeat session. *MPS staff will provide the train-the-trainer training.* |
| February 2009 | Transition Facilitators will meet with all special educators who work with students age 14-21 and complete WTRC Review and report-out in each building. Each year this report-out will include the data results from the IEP reviews. These results will be the foundation of a transition plan, with each building emphasizing strategies and goals to assist them in improving the transition requirements. |
| March 2009 | TAN meeting for Transition Facilitators and building TAT meetings (specific dates TBD)<br>TAN meetings facilitated by CESA #1 (topic such as WATI, POEM, transition activities for middle-school teachers)<br>TAT meetings by the Transition Facilitators (TAT topics listed above) to keep their special ed. staff informed of transition issues discussed at the TAN |
| April 2009 | Building TAT meetings (similar to the TAT meeting earlier in March)<br>Date of meeting TBD<br>Topics for TAT: WATI (assistive technology), POEM, strategies for improving specific checklist items, other transition issues which the TAT team may bring up, transition activities for middle-school teachers (career exploration, interest assessments). |
| June 2009 | Evaluation transition training cycle with key stakeholders<br>Develop a critical checklist<br>Analyze and revise for the following year |
| | YEAR IV |
| October 2009 | CESA #1 and designated MPS staff will facilitate regional TAN meetings for all Transition Facilitators who participated in the November Train-the-Trainer Institute. Topics to be discussed may include the role of the middle-school teachers in transition, Point-of-entry manual training, assistive technology in transition, and review of web-based transition resources. The intent of the TAN is to sustain the effort of transition requirements and best practices. |

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| November 2009 | Train the Trainer<br>The target audience will be a different teacher and supervisor from each school that has students ages 14-21, if there has been staff turnover in that building or if staff members want to participate in a refresher. This training will only be offered for two days instead of the original five days unless number of participants warrants a repeat session. *MPS staff will facilitate this training.* |
| February 2010 | Transition Facilitators will meet with all special educators who work with students age 14-21 and complete WTRC Review and report-out in each building. Each year this report-out will include the data results from the IEP reviews. These results will be the foundation of a transition plan, with each building emphasizing strategies/goals to assist them in improving the transition requirements |
| March 2010 | TAN meeting for Transition Facilitators and building TAT meetings (specific dates TBD)<br>TAN meetings facilitated by CESA # 1(topic such as WATI, POEM, transition activities for middle-school teachers)<br>TAT meetings by the Transition Facilitators (TAT topics listed above) to keep their special ed. staff informed of transition issues discussed at the TAN |
| April 2010 | Building TAT meetings (similar to the TAT meeting earlier in March)<br>Date of meeting TBD<br>Topics for TAT: WATI (assistive technology), POEM, strategies for improving specific checklist items, other transition issues which the TAT team may bring up, transition activities for middle-school teachers (career exploration, interest assessments). |
| June 2010 | Evaluation transition training cycle with key stakeholders<br>Develop a critical checklist<br>Analyze and revise for the following year |
| | <u>YEAR V</u> |
| October 2010 | CESA #1 and designated MPS staff will facilitate regional TAN meetings for all Transition Facilitators who participated in the November Train-the-Trainer institute. Topics to be discussed may include: the role of the middle-school teachers in transition, Point-of-entry manual training, assistive technology in transition, and review of web-based transition resources. The intent of the TAN is to sustain the effort of transition requirements and best practices. |
| November 2010 | Train the Trainer<br>The target audience will be a different teacher and supervisor from each school that has students ages 14-21, if there has been staff turnover in that building or if staff members want to participate in a refresher. This training will only be offered for two days instead of the original five days, unless number of participants warrants a repeat session. |
| February 2011 | Transition Facilitators will meet with all special educators who work with students age 14-21 and complete WTRC Review and report-out in each building. Each year this report-out will include the data results from the IEP reviews. These results will be the foundation of a transition plan, with each building emphasizing strategies and goals to assist them in improving the transition requirements |
| March 2011 | TAN meeting for Transition Facilitators and building TAT meetings (specific dates TBD)<br>TAN meetings facilitated by CESA #1 (topic such as WATI, POEM, transition activities for middle-school teachers) |

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| | TAT meetings by the Transition Facilitators (TAT topics listed above) to keep their special ed. staff informed of transition issues discussed at the TAN |
| April 2011 | Building TAT meetings (similar to the TAT meeting earlier in March)<br>Date of meeting TBD<br>Topics for TAT: WATI (assistive technology), POEM, strategies for improving specific checklist items, other transition issues which the TAT team may bring up, transition activities for middle-school teachers (career exploration, interest assessments). |
| June 2011 | Evaluation transition training cycle with key stakeholders<br>Develop a critical checklist<br>Analyze and revise for the following year |

Overall Plan — MPS Commitments:

- one teacher and one supervisor per building (each building that houses students ages 14-21) will be designated to be Transition Facilitators
- the Transition Facilitators will participate in a two-day train-the-trainer institute with Dr. Ed O'Leary (given 2 separate times, over a period of 4 days)
- diagnostic Teachers will be trained during this week on a separate day (the 5th day)
- MPS will provide facility charges for the 5 days of training Dec. 4-8, 2006
- MPS will allow release time for staff to go back to their buildings and co-facilitate an IEP checklist review (using the WTA) and report-out meetings (0.5-1 day)
- staff will be given release timef to co-facilitate TAT meetings (TBD, 2-4 meetings per building, 30-45 minutes)
- Transition Facilitators will be granted release time to participate in 2 TAN meetings (facilitated by CESA # 1 half/full day)
- substitute teachers will be provided for release times

WSTI Commitments:

- WSTI can provide up to $7,500 for MPS trainings — this will go toward the cost for % days of training sessions with consultant
- 2 two-day sessions for Transition Facilitators
- 1 day for diagnostic teachers to learn the transition requirements
- Provide staff development
- Transition requirements and best practices at the Train-the-Trainer institute
- 2 Transition Advisory Network (TAN) meetings per year offered at multiple regional locations
- Provide ongoing technical support to Transition Facilitators
- Develop an MPS transition distribution list (made up of Transition Facilitators and other key people) to provide ongoing information regarding transition
- Provide "Parents as Partners" training with CESA #1 Parent Liaison

TRANSITION REQUIREMENTS AND BEST PRACTICES "TRAIN-THE-TRAINER" INSTITUTE

Dr. Ed O'Leary (Transition Specialist), Linda Maitrejean (WSTI Director), Lori Turim (CESA #1

Transition Coordinator) and Diane Howard will present transition requirements and best practices to a core group of MPS staff made up of one special education teacher from each building and one administrator who supports the special education programs in the building. These two staff will take this information back to their respective buildings and provide the transition requirements and best practices training at the building level and facilitate the Wisconsin Transition Requirements Checklist (WTRC) to review documentation in the IEPs.

Agenda (DAY ONE):

- IDEA 2004 Transition Requirements presentation
- Examples of "best practices" on MPS IEP forms will be provided for the following: measurable post-secondary goals, course of study, coordinated set of activities, agency involvement, and summary of performance.
- Large-group practice to review documentation of transition in the IEP will be provided
- Staff will practice reviewing 5 IEPs in small groups
- Data entry on the WSTI website

Agenda (DAY TWO):

- Developing an agenda for a transitional IEP meeting
- Pre-meeting activities (inviting the student, transition assessment, discussions with parents and students, etc.)
- Facilitating a transitional IEP meeting
- Role of Transition Coordinators at MPS (coach vs. supervisor) — Diane Howard
- Developing an action plan for each building

5. 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 agenda of 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 Department of Public Instruction and the District.

c. Background Information:

(This scenario reflects an example of concerns that could be expressed by parents associated with the issues of the availability of an IEP to service providers. In order to protect confidentiality, no identifying information has been included in this hypothetical situation).

(1) An elementary school special education student with an IEP developed a seizure disorder for the first time at the age of eight. The IEP team reconvened to address this new information. With the assistance of School Nursing Services, the team

determined the need for and developed a crisis plan that outlined the steps to follow in the event of a seizure. The treatment plan was a routine seizure protocol that relied on the provision of prescription medication to reduce the likelihood of a seizure occurring and the provision to the student of a comfortable resting place when a seizure occurred until it resolved. In the event of seizures that lasted more than five minutes, the plan required school staff to call 911 for emergency medical care.

(2) The parents continued to seek medical treatment and decided with the child's neurologist to attempt a cranial surgery in order to reduce the occurrence of seizures. The student received the home and hospital services of a special education teacher for part of school semester following recovery from the surgery. Despite the significant medical intervention of a cranial surgery, the student continued to experience seizures. At this time, the seizure protocol was updated by the child's attending physician to include the rectal administration of an anti-seizure medication if the seizure did not clear within five minutes.

(3) Although the student had been cleared medically to resume school attendance, however, the parents were reluctant to return the child to school because of their understandable concerns for the health and safety of their child.

d. Intervention:

(1) When there is new information about a student with a disability — particularly information about a significant change in health status — the district has several obligations: First the district is obligated to ensure school attendance of all students who are medically cleared to attend school. Secondly, in the instance of students with disabilities or students who are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, the district is obligated to determine what accommodations, if any, are necessary in order for the student to attend school.

(2) In this case, the school administrators reviewed the available medical information in consultation with School Nursing Services and concluded that the student could no longer be excused from school attendance.

(3) Secondly, the school reconvened the IEP team in order to determine whether the student continued to require Home and Hospital Instruction.

(4) Finally, the same IEP team was directed to determine what changes, if any, were necessary in this child's individual education program in order to provide a free and appropriate public instruction in the least restrictive educational environment.

e. Resolution:

(1) The parents continued to excuse in writing the student from school attendance. The building administrator responsible for accepting parental excuses consulted with School Nursing Services and determined that the absences could no longer be regarded as excused. Consequently, the state attendance statutes required that the district's truancy procedures be implemented. These procedures included sending a letter of habitual truancy by certified mail to the parents.

(2) The IEP team was reconvened to consider the updated medical information and, with the participation of the parents, determined that the least restrictive environment for this child was the school and not the home; however, the seizure protocol requiring the rectal administration of an anti-seizure medication obligated

the team to ensure that the student had access to qualified personnel in the school. For this reason, the team determined that the daily presence of School Nursing Services was a necessary component of this child's IEP. The school worked with that department to provide these related services. The parents were willing at this point to make their child available for school.

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## COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Johnson 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 Response to a Budget Amendment Introduced by Director Dannecker During the FY07 Budget Planning Process

Background

1. During the FY07 budget planning process, Director Dannecker introduced the following amendment to the FY07 proposed budget:

> To ensure alignment of Central Services talent and resources with school needs, the Administration shall, no later than September 2006, present a plan of organization or reorganization for all academic support functions, to be implemented no later than December 30, 2006, and demonstrate how each function in this organizational plan directly supports schools at one or more levels indicated in the Superintendent's SMAART initiative, taking into account the Administration's own analysis and judgment as well as external reviews; so that the Board may consider the functional alignment of resources in timely fashion to consider whether further or alternative direction to the Administration during final budget adjustments will better apply limited resources to support high quality school programs.

Administration's Analysis

2. This item begins to outline the organizational changes, services, and tools to support the most important place in the district — the classroom. The framework for Central Services to support the characteristics of the high-performing urban classroom will be outlined in the Instructional Improvement Plan for the Milwaukee Public Schools.

3. A review of external evaluations and reports resulted in numerous discussions during senior staff meetings throughout the Spring of 2006. As a result, a senior management team has been working to develop the Instructional Improvement Plan for Milwaukee Public Schools. Since June 2006, the team has worked in collaboration with Joe Palumbo of Focus on Results to accomplish the following:

a. build a common understanding of the district's current reality as it relates to student achievement, the various differentiated levels of school performance and findings of recent external reports;

b. investigate lessons learned from other school districts and begin the creation of a system of pressure and support designed to help the district focus on students' academic learning results; and

c. develop an instructional improvement action plan to begin immediate implementation of selected practices within the district to serve the differentiated needs of the three school performance groups.

4. In the past, the district has provided an array of centralized professional development opportunities. The district is accelerating its move toward an approach for support that is embedded at the school level. The initial work of this process has resulted in a clarification and articulation of roles of key school support staff such as the literacy coach, literacy specialist, curriculum generalist, school improvement facilitator, and principal coach (Attachment 1 to the minutes of your Committee's meeting).

5. A clear delineation of services and support to schools, based on a differentiated model has now been developed (Attachment 2 to the minutes of your Committee's meeting). Alignment of roles and responsibilities is a significant part of planning and implementation of this model. The plan reflects selected research based practices applied within the local context of Milwaukee Public Schools designed to improve the quality of teaching and learning.

6. To further support the District Instructional Improvement Plan, pacing guides in reading and mathematics have been developed and are a required component of support to the Schools Moving Academic Achievement Responsibly Together (SMAART). The pacing charts organize mathematics instruction for the 2006-07 academic year by aligning the MPS Learning Targets and the Wisconsin Assessment Framework into units of instruction arranged in a two-week or monthly sequence (attachment 3). The work to develop these pacing charts was supported by the Milwaukee Mathematics Partnership (MMP). Classroom teachers from over 40 schools as well as the mathematics teaching specialists initially developed the pacing charts. Their work was further reviewed and critiqued by several members of the partnership with the University of Wisconsin — Milwaukee.

7. The pacing charts will be the basis for the curriculum mapping required of SMAART schools, and will also be used to further coordinate the various instructional tools developed for mathematics teachers over the last three years. Included in the 2006-07 MMP plans is the development of assessment outlines that will align the district developed Classroom Assessments Based on Standards (CABS) and benchmark assessments to the pacing charts. In this way, in-services and professional development can be centered on mathematics achievement as evidenced in students' work. Classroom instruction can be more effectively communicated through the lenses of the pacing charts and the classroom assessments. Mathematics teacher leaders will continue to be involved in extensive discussions over the next year that will examine how the pacing charts impact instruction. Tools will be created for teachers to support their instruction as a result of these pacing charts.

8. District personnel have begun an outline of a planning process to develop a focused, cohesive district plan to maximize efforts in support of reading curriculum and instruction resulting in improved student learning. This planning will take into consideration:

a. expertise from reading experts within the state and nation;

b. models of training utilized effectively in other districts with literacy coaches;

c. various grants being implemented in the district that support reading;

d. the range of textbooks and programs currently in use by MPS schools; and

e. how support from the MPA will assist with development and implementation of the reading plan.

9. Staff from the Office of Academic Excellence, the Division of Teaching and Learning, the Department of Leadership Support, and the Department of Parent and Student Services, have worked collaboratively to develop this initial outline of considerations for the development of a district reading plan. This group will further develop ideas and continue the dialogue as part of the District Instructional Improvement planning process.

10. An MPS Reading Pacing Guide has been developed to provide an instructional calendar, which will support the MPS Learning Targets, the Wisconsin Reading Assessment Framework and curriculum alignment/mapping. The MPS Reading Pacing and Design Team included classroom teachers, literacy coaches, and current and retired MPS reading professionals (attachment 4).

11. The instructional timelines were designed to assist staff with focusing on one to three reading learning targets monthly. Each reading learning target is aligned with Bloom's Depth of Knowledge according to the Wisconsin Reading Academic Standards. The K-12 Differentiated Reading Pacing Guide will support any published curriculum across grade levels and content areas. The pacing guide also supports the Curriculum Alignment Process, which is part of the Comprehensive Literacy Framework.

12. The National Education Association (NEA) Foundation has provided grant funding for Closing the Achievement Gap in Milwaukee. Partners include the Milwaukee Partnership Academy, Milwaukee Teachers' Education Association, Milwaukee Public Schools, Metropolitan Milwaukee Alliance of Black School Educators, and the University of Wisconsin — Milwaukee. SMAART schools have been identified as NEA Focus Schools. These schools will receive support and funding for professional development to implement the Educational Plan with fidelity, increase student achievement in reading, writing and mathematics, and increase the meaningful involvement of parents all within the context of the Characteristics of a High Performing Urban Classroom in order to close the achievement gaps.

13. The planning of the small learning communities work began at Bradley Tech and Pulaski High Schools in fall 2005. This work is supported with funding from the Bill & Melinda Gates Foundation for $2.5 million dollars to convert two comprehensive high schools to the small learning community model utilizing the First Things First (FTF) framework developed by the Institute for Research and Reform in Education (IRRE). This funding provides for district and school staff to facilitate and manage the work with the schools and provides for a significant investment in professional development and support of the planning and implementation of small learning communities. The initial planning included meetings between IRRE and district staff with leadership of the Milwaukee Teacher Education Association and with district curriculum and instruction staff.

14. Additional funding is being sought through the Gates Foundation, the U.S. Department of Education Smaller Learning Communities Program, and local funders for planning and implementation of a new small learning communities charter high school and conversion of 1-2 additional comprehensive high schools to the small learning community model.

15. IRRE, an independent, not for profit organization whose work is supported in various parts of the country through foundation, federal, and district funds, coordinates all aspects of the planning and implementation of the FTF framework with district staff. IRRE provides the highest quality support and access to expert educators, curriculum planners, instructional coaches, and technology implementers from across the country.

16. The School Improvement Facilitator (SIF) works closely with IRRE and partners with the principal to assist the school-site administration and staff in becoming practitioners in FTF by facilitating organizational change, planning, and capacity building activities within the school. The SIF collaborates with school staff, school administration, Central Services, and IRRE to complete all planning year tasks and move the school into implementation. In addition, the SIF collaborates with staff to expand the repertoire of instructional strategies proven to increase performance among diverse student populations and coaches staff in effective small group and small learning community practices and facilitation skills. The SIF reports to the Director of the Department of Administrative Accountability, as a mechanism to leverage

and manage change and to complete teacher evaluations at the local principal's request. The Small Learning Communities District Facilitator, from the Office of Academic Excellence, serves as the point person for the district for coordinating small learning communities' efforts around FTF.

17. Instructional improvement is a major component for improving teaching and learning in the small learning community schools. Faculty learn about new instructional strategies for strengthening student engagement, aligning instruction with academic standards, and incorporating high expectations for all students into lesson planning and teaching practices, etc. The focus on learning in the four core academic areas of English/ELL, mathematics, science, and social studies and intensive literacy and mathematics support for learners struggling in these areas provides for improved student learning and achievement. MPS district instructional leaders and IRRE have partnered to deliver this instructional and content learning support for the small learning communities effort.

18. The full development of the Instructional Improvement Plan for Milwaukee Public Schools will continue as district personnel implement the initial action plan to begin immediate implementation of selected practices within the district.

a. February 2006: A Formative Assessment of Learning Teams in the Milwaukee Public Schools, An Evaluation Conducted for the Milwaukee Partnership Academy

b. May 2006: Wisconsin Center of Education Research, Study of Literacy Coach Initiative, Phase 1 Report

c. June 2006: Raising Achievement in the Milwaukee Public Schools, Report of the Strategic Support Team of the Council of the Great City Schools

d. June 14, 2006: Senior Management Team Meeting with Focus on Results

e. June 28-30: Embrace The Challenges, Close The Achievement Gaps Conference

f. July 2006: Senior Management Team Meeting with Focus on Results, workgroup meetings ongoing

g. August 2006: Senior Management Team Meeting with Focus on Results

h. August 17, 2006: Milwaukee Partnership Academy Retreat

i. August 21 and 22: Two full days of sessions with principals/school leaders about various aspects of the Instructional Improvement Plan for Milwaukee Public Schools

j. September 2006: Senior Management Team Meeting with Focus on Results

k. October 12, 2006: Follow-up meetings with Senior Management, teams and Focus on Results

l. November 2006: Follow-up meetings with Senior Management, teams and Focus on Results

m. Winter 2007: Follow-up report will be conducted by the Wisconsin Center of Education Research on the Literacy Coach Initiative

n. reflection and evaluation of the initial phase of the Instructional Improvement Plan for the Milwaukee Public Schools will impact implementation plans for the 2007-2008 school year

19. The alignment and full development of the Instructional Improvement Plan must be reflected in the organizational structure of Central Services. Therefore, the Division of Teaching and Learning and the Staff Development Supervisor will be moved to the Department of Leadership Support, and the educational technology functions will report to the Division of Technology. Changes such as these will improve the

capacity at the school level for quality instruction. The Department of Leadership Support will use student results to determine the type of support the district will provide to schools. This will create an alignment to the district's instructional improvement plan and align support and accountability to this plan at Central Services.

20. To further support alignment, the Department of Parent and Student Services and the Division of Diversified Schools will move to the Office of Academic Excellence. This adjustment will serve to increase the overall communication between parents and the district. It will support increasing parent involvement at the school level to include School Governance Council participation and the number of parent organizations (PTA/PTO) throughout the district. An emphasis relative to enhancing community engagement and awareness around quality ESL and early childhood programs will be created within this structure. These changes represent the beginning of a transition to align overall academic support to the district's Instructional Improvement Plan.

Strategic Plan Compatibility Statement

21. 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

22. This item is consistent with administrative policies and procedures. Any revisions to administrative policy or procedure or any reclassifications associated with this item will be brought before the Board during fall 2006.

Fiscal Impact Statement

23. This item does not authorize expenditures. No new funds will be expended in order to implement this plan. Budget adjustments will be presented in October with the final amended FY07 budget. The Administration will refocus the use of existing funds to assure alignment with this plan.

Implementation and Assessment

24. Upon approval by the Board, the Administration will take the necessary steps to implement the plan of reorganization for all academic support functions as detailed in this item.

Committee's Recommendation

Your Committee recommends that the Board approve the Administration's plan of reorganization for all academic support functions as detailed in this item, including the following adjustments:

1. the Division of Teaching and Learning and the Staff Development Supervisor will report to the Department of Leadership Support;
2. the educational technology functions will report to the Division of Technology and
3. the Department of Parent & Student Services and the Division of Diversified Schools will report to the Office of Academic Excellence.

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

* * * * *

(Item 2) Follow-up on Resolution 0607R-001 by Director Goldberg for Development of Results-Based Budgeting Beginning in the FY08 School Year

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

Background

1. At its meeting on June 29, 2006, the Milwaukee Board of School Directors referred Resolution 0607R-001 by Director Goldberg to the Committee on Strategic Planning and Budget:

RESOLVED, That the Milwaukee Board of School Directors supports the implementation of a comprehensive system to realize outcome-based budgeting for fiscal year 2008; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors further direct the Administration to bring a proposal for implementation of such a system to the Milwaukee Board of School Directors for approval.

2. The Board subsequently directed the Administration to bring a proposal in August 2006 to implement an outcome-based budgeting methodology in the development of the FY08 budget.

Administration's Analysis

3. The Administration's plan for implementation of outcome-based budgeting is best considered as three distinct, related pieces as outlined below.

a. Development of a Strategic Plan

(1) The Administration, the School Board president, the president and executive director of the Milwaukee Teachers Education Association, and members of the Greater Milwaukee Committee's Education Committee have met several times during the past few months to discuss strategic planning and community outreach issues.

(2) As a result of the meetings, the GMC has offered to raise the funds for an overall strategic planning process for the district.

(3) A significant and extensive public outreach effort would be integral to the development of the Strategic Plan.

(4) While the GMC would be the lead agency on the plan, the organization has indicated a strong desire for strong collaboration among members of the Board, the Administration and the MTEA in all aspects of the strategic planning process.

b. Development of Strategic Performance Measures

(1) The Administration has issued a request for proposals for technical assistance and project management to design, develop and implement strategic performance measures based upon the District's community-wide strategic plan, as it is eventually developed and approved.

(2) The performance measures will encompass educational and operational programming funded through Board, categorical and all other budgetary resources. Implementation is anticipated beginning in the 2008 fiscal year. Ideally, a single vendor will be selected not only for the design and development of the strategic performance measures, but also for their implementation.

(3) Responding vendors are requested to set forth in detail a description of the overall approach and processes to be used in carrying out the project. The vendor should articulate methodology to accomplish the task and identify relevant deadlines, anticipated training for district staff, and any technology that will be used or needed to accomplish implementation.

c. Wisconsin Center for Education Research Project: The Wisconsin Center for Education Research is embarking on a project to connect resources at the school, classroom and student levels to effectiveness in improving student learning. It is anticipated that this project, Integrated Resource Information System, will be funded with federal grant money supporting the WCER.

4. The Administration will work with the various individuals and organizations to ensure coordinated outcomes of the three planning efforts. The Administration believes that the result will be professional, thorough, and equitable foundations and processes for outcome-based budgeting. Implementation of the new process will begin with the FY08 budget upon appropriate approvals by the Board. The new budgeting method likely will not be fully implemented until FY09.

* * * * *

(Item 3) Action on a Recommendation to Accept Criteria and to Approve a Process for Identifying Schools to be Considered for Closing

Background

1. In October 2004, the Administration provided to the Board a facilities planning report indicating that the district's excess capacity is expected to be 20,848 seats by 2014. The cost of the excess capacity was estimated at $26.5 million. The analysis was based on a projected operating capacity developed using district facilities standards (last revised and approved by the Board in July 2003) and enrollment projections. The capacity analysis assumed completion of the Neighborhood Schools Initiative (NSI), maximum SAGE enrollment in the elementary schools, and full implementation of the High School Redesign Initiative.

2. The NSI plan called for closing existing schools as new seats were added in neighborhoods where children live. By the time the planning report was published, the district had already added 3,015 new seats through NSI. When all the NSI's projects have been completed later this year, a total of 4,778 new seats will have been created.

3. In February 2005, the Administration recommended that four schools be considered for closure following the 2004-05 school year. The Board rejected the proposal and directed the Administration to engage the community to determine what criteria should be used to identify schools to be closed. The Board authorized the Administration to engage a consultant to assist in designing a process to gather public input as well as to gather opinions from members of MPS communities.

4. The Administration issued an RFP and, after evaluating the responses, contracted with Hayes Large Architects LLC to develop and implement a process to determine the criteria the community believes should be used to identify schools to be considered for closing. Hayes Large, in turn, subcontracted with Mosaic Communications of Milwaukee.

5. In September 2005, the Board approved the framework for a decision-making tool that would be used to evaluate, rank and select schools for 2006 closing.

6. In October and November, the Board approved the closing of a four schools: Juneau High School, Webster Middle School, Philipp Elementary School, and Douglass Elementary School.

Administration's analysis

7. Community Engagement Results:

   a. In May of 2006, the School Closing Advisory Committee was reassembled with a composition similar to its 2005 incarnation, to advise on the 2006-2007 process.

   b. Based on the advisory committee's input, six community meetings were held to review the 2005 school closing process and the framework for closing schools matrix.

   c. The meetings ran from 5:00 p.m. to 6:30 p.m., except the meeting at Gaenslen Elementary, which was from 6 p.m. to 7:30 p.m. Their dates and locations were as follows:

      • Wednesday, May 31, at Bell Middle School, 6506 W. Warnimont Ave.

- Thursday, June 1, at Milwaukee High School of the Arts, 2300 W. Highland Ave.
- Monday, June 5, at Bay View High School, 2751 S. Lenox St.
- Tuesday, June 6, at Burroughs Middle School, 6700 N. 80th St.
- Wednesday, June 7, at Gaenslen Elementary, 1250 E. Burleigh St.
- Monday, June 12, at Central Services, 5225 W. Vliet St.

d. A total of about 200 people attended the six meetings and provided valuable input regarding the 2005 process and the matrix tool. In general, attendees wanted to know about the 2005 process and why Juneau, specifically, was closed. They also wanted to learn about how we chose Hayes Large Architects in 2005 and what the firm's role would be in the 2006-07 process. Attendees asked to have the process timeline changed to give schools a timely heads up to a proposal to close a particular site. There were suggestions to move the Educational accountability component in the Filters section of the Framework matrix to the Criteria section.

e. Some of the comments:

- A multi-year average of data should be used.
- Graduation rates should be factored into the matrix.
- The matrix — or some other document — should reflect where the actual savings come from — administration, facilities, etc. — and exactly how that money has been re-allocated.
- Invest more money and add more services to get people back.
- Use parental involvement.
- Use school readiness.
- Improve communication.
- Develop a list of buildings to close over the next three years and put it out to the community.
- Matrix is very good — if they don't show up, they can't complain.
- People feel whatever they say doesn't make a difference, so they don't show up.
- Open schools longer in the day by adding one or two hours for tutoring vs. busing students, if parents are looking for a babysitter.
- Schools need to market themselves.
- Voice mails on the auto dialer should be used to publicize future meetings.
- Could have ads on WYMS regarding these meetings.
- Community and industry needs to work together to educate our students.
- I hear about moving, closing, busing, etc. what about performance? I want more performance in the classroom. It is all about money.

f. The meetings were promoted through the MPS Division of Community and Public Affairs in community newspapers, radio and school outreach.

8. Recommended Process and Decision Tool: The decision tool the consultants developed ranks and scores all schools on various criteria. The Administration believes using the tool in much the same way it was used in 2005 is the best option for the district. The ranking process is done in three phases:

a. *Criteria Ranking:* The criteria ranking results in scores based on objective measures of educational adequacy of the individual buildings, enrollment and building capacity, and enrollment by attendance area. All schools will be ranked and scored using the most up-to-date building (September 2006) and enrollment (September 2006) data available.

(Schools will be scored from one to five for each of the various criteria; a score of 15 is the highest possible score. The higher a school ranks, the less likely it is that the school will be closed.)

b. *Filters:* The filters phase, which will be applied to schools that rank below the median score in the criteria-ranking phase, will provide further sifting of those schools. For example:

(1) buildings designated as city-wide schools, technology hubs, central kitchen sites, or year-round facilities will be given positive designations;

(2) school performance, as defined by both value-added/attainment status and designation as a level 4 or 5 school identified for improvement (SIFI) under the No Child Left Behind Act, will add either a positive or negative designation, depending upon the category;

(3) special or innovative schools, such as NSI schools or sites of high-school redesign, will be judged based a comparison of their current performances with their performance and status as regular schools prior to the district's special investments in them;

(4) a negative designation could be earned through relatively inefficient use of the building;

(5) K-8 schools and sites of community partnerships will be given a positive designation; and

(6) school climates will be compared with the district baseline and could earn either a positive or negative designation.

Note: The inclusion of these performance factors has been discussed with the MTEA and the City Attorney's Office.

Schools with large numbers of negative filter ratings will be included in the final ranking phase.

c. *Application of Considerations:* This phase allows the district, on a more subjective basis, to evaluate several other factors in determining whether a particular school should be closed. These factors include proximity to other schools, transportation region equity, historical significance of the building, and local and cultural considerations. This evaluation weighs each potential site relative to the others. Finally, this phase evaluates gross footage as the measure of savings achieved — closing a larger building generally saves more money than does closing a smaller site.

9. Before deciding that the decision tool should be used as it has been in the past, the Advisory Committee discussed two other potential alternatives.

a. Option 1 — Review matrix to move two components of the *Filters* area, *Educational Accountability,* and *School Climate* into the *Criteria* area. This would have added two items to the *Criteria* area and reduced the *Filters* area by two.

The Advisory Committee preferred the application of the Hayes Large decision tool as it has been used in the past. Committee members also felt that they could accept Option 1 if they had to. The Administration has started a collaborative and supportive process based on research-proven strategies that is focused on helping low achieving schools increase their performance. This process has been embraced by the MTEA, with financial support being provided by the NEA. The Administration has said it will support low-achieving schools so that they can work toward bettering their academic achievement levels. To now change and say that achievement will be a first consideration in deciding which schools to close would contradict the Administration's repeated statements and offers of support.

The Administration believes that academic performance, as defined in the school-closing matrix, should play a role in the decision. Because school closings are being done largely for financial reasons, the Administration believes that financial indicators should be initial criteria.

b. Option 2 — Change the items within *Criteria, Filters*, and *Considerations*. The majority of the committee believed that these items are already in the evaluation process and matrix.

10. The Administration is in the process of collecting information from principals about their schools, including school programs, activities, partnerships, collaborations, building capacity, and other considerations that could affect sites' rankings in the *Filters* and *Considerations* portions of the analysis.

Statute, Administrative Policy, or Board Rules Statement

11. The recommendation complies with Administrative Policy 5.01, Facilities, and Administrative Procedure 5.01(2), Facilities Retirement.

Fiscal Impact Statement

12. This item does not authorize expenditures. Hayes Large was retained to provide technical assistance to the district during the FY07 school closing process. The amount of the contract is not to exceed $10,000.

13. Closing Juneau, Webster, Philipp, and Douglas resulted in FY07 savings of $3.8 million. The Administration has recommended that the district close enough sites over three years to save $10 million by the end of the third year. The school closing process will continue until that goal is reached. The savings are expected to be annual savings.

14. The Administration further proposes to separately identify savings achieved through school closings and add them to the per-pupil funding in the budget allocation for all remaining schools.

Implementation and assessment Plan

15. Upon Board approval, the Administration will again use the approved decision tool developed by Hayes Large to identify schools for potential closure after the FY07 school year.

16. The Administration will enter into the system the most current enrollment and building data, and all sites will be evaluated according to the process described above. Schools will first be evaluated by criteria. Those ranking below the median score will be considered further and will be evaluated through filters and, possibly, through the considerations phase. Once the schools are identified, the Superintendent will immediately notify the Board and the principals of the schools selected. Staff will also be informed in a timely manner as will the general public.

17. Public meetings will be held at the sites to explain the rationale for the selections. The rating results will be fully disclosed.

18. A public hearing will be held before the Board's Committee on Strategic Planning and Budget, and the recommended sites will be forwarded to the full Board for a vote not later than the first week in November. This timeframe is important to ensure that affected families have timely and adequate information to select new schools, and to comply with Board rules and administrative policy.

19. Administrative staff will also be available to meet with media and special interest groups to explain the rationale used in site selection.

20. The Superintendent will assign professional staff to a special team to deal with the transition to new school assignments, with the goal of providing as much comfort and stability as possible to families and staff affected by the closings. In addition to assisting with the development and implementation of the district-wide transition process and communication plan, this team will assist with the development and implementation of a transition plan at each affected site. The affected sites will include both schools targeted for closure and the schools that potentially could receive students from the closing schools.

21. The team will also be responsible for two-way communication to families currently enrolled in schools targeted for closure. The team will facilitate high-quality customer service in the re-enrollment process.

22. The re-enrollment process will begin with assignments to stable neighborhood schools for the next school year. These assignments will be communicated to the individual families so that they may participate in early admissions or three-choice processes if they prefer sites other than their neighborhood schools. Special education classes with students who have more significant disabilities will be moved intact to successor sites. Students with bilingual educational needs will receive specialized support to ensure placement in schools with appropriate services.

23. A hotline will be staffed through early evening hours to allow families in the transition process priority access to information. These families will receive preference in the three-choice and early admissions process.

24. The process outlined in the union contracts will be used in transitioning staff. The Administration anticipates that all certificated staff will be absorbed within the district as overall vacancies occur. To the extent possible, other staff will be absorbed into any vacancies that may occur; however, projections related to staffing and employment concerns, as always, are subject to annual funding availability. The overall goal in the staff transition process is to treat staff fairly.

25. After Board action to close sites, the next process of property disposal and redeployment will begin. Preliminarily, the plan will be to "mothball" buildings for one year. The district will maintain basic levels of utilities and provide daily building checks by staff. This mothballing will allow the district time to consider other uses for the sites or to assess the market for opportunities for lease, sale, or redevelopment (While leased sites are not included in this ranking process, each lease will be re-evaluated on an annual basis to determine whether it should be continued.). The four schools closed after the 2005-06 school year are now in this “mothball” status.

Committee's Recommendation

1. Your Committee recommends the Board accept the criteria matrix and process provided by Hayes Large Architects LLC, as has been developed through community involvement and input. The decision tool includes a three-phase process: criteria ranking; filters; and application of considerations. A brief description of each phase follows below.

a. *Criteria Ranking:* The criteria are objective scores based on building and enrollment data that indicate how efficiently a building serves a particular population. All schools will be ranked and scored using the most up-to-date building (September 2006) and enrollment (September 2006) data available. Schools will be scored from one to five, based on 20% percentile ranges, with five being the most favorable ranking. The top overall score possible will be 15.

b. *Filters:* The filters phase, which will be applied to schools that rank below the median score in the criteria-ranking phase, will provide further sifting of those schools:

(1) buildings designated as city-wide schools, technology hubs, central kitchen sites, or year-round facilities will be given positive designations;

(2) school performance, as defined by both value-added/attainment status and designation as a level 4 or 5 school identified for improvement (SIFI) under the No Child Left Behind Act, will add either a positive or negative designation, depending upon the category;

(3) special or innovative schools, such as NSI schools or sites of high-school redesign, will be judged based a comparison of their current performance with their performance and status as regular schools prior to the district's special investments in them;

(4) a negative designation could be earned through relatively inefficient use of the building;

(5) sites of community partnerships will be given a positive designation;

(6) school climates will be compared with the district baseline and could earn either a positive or negative designation.

Schools with large numbers of negative filter ratings will be included in the final ranking phase.

c. *Application of Considerations:* This phase will allow the district, on a more subjective basis, to evaluate several other factors in determining whether a particular school should be closed. These factors include proximity to other schools, transportation region equity, historical significance of the building, and local and cultural considerations. This evaluation weighs each potential site relative to the others. Finally, this phase evaluates gross footage as the measure of savings achieved — closing a larger building generally saves more money.

2. Your Committee further recommends that the Board:

a. direct the Administration to provide to the Board, no later than the first week of November 2006, a list of sites for consideration for closure for the 2007-08 school year;

b. direct the Superintendent to immediately notify principals and the school community upon their selection;

c. direct the Administration to hold public meetings at the sites to explain the rationale for the selections;

d. direct the Administration to publicly disclose the ranking results; and

e. direct the Administration to implement the transition plan as outlined in this document.

Director Hardin moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—6.

Noes—Directors Blewett and Morales—2.

* * * * *

## COMMITTEE ON FINANCE/PERSONNEL

Director Horton 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; Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report; Report on Administrative and School Fund Transfers; and Acceptance of Donations

Authorization to Make Purchases

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 a Contract for Computer and Consulting Services

The Administration is requesting authorization to enter into a contract with Futuristics Computer and Consulting Services for desktop support services. The District issued Request for Proposal (RFP) 525 to solicit proposals for this service. The RFP evaluation team selected Futuristics Computer and Consulting Services as the winning vendor. Futuristics will provide staffing to configure and certify qualified donated desktops for use in MPS schools.

The contract period will be three years, with a total cost not to exceed $375,000. The budget code to be charged is EQM00TECTC-EMTC (Technical Services — Maintenance Contracts — Equipment).

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| YES | NTE $375,000 | NA | NA | NA | 50% | 100% MBE | NTE $375,000 | Prof. Svc. | Prof. Svc |

Authorization to Extend the Contract for Lease Financing Services

The Administration is requesting authorization to extend the contract with Koch Financial to provide capital leasing services to MPS schools and departments. Koch Financial was selected as the winning vendor of RFP 402 issued in FY03. At that time, the Board approved entering into a three-year contract with Koch Financial. The Administration is now requesting that the Board extend the contract by two additional years, for a total of five years, due to the cost of switching vendors.

Koch Financial provides funds for schools and departments to make large equipment purchases over time. By entering into lease-to-purchase agreements with Koch Financial, schools and departments can finance equipment purchases over three-year periods.

Over the last three years, Koch has financed almost $3.4 million in equipment purchases. Of this amount, approximately $3.1 million was spent by the Technology Division on purchases of switches and servers. The remaining $0.3 million consisted primarily of copier and computer purchases made by schools.

The process for establishing an equipment leasing process is extensive due to the number of documents associated with each equipment purchase. Whenever a new vendor is selected, a new process and new documents must be approved and implemented. Koch Financial's predecessor, Citicorp, held the MPS contract for a five-year period also.

The contract extension is for two years, during which time a new RFP will be issued to select a vendor for the next five-year period. Koch's annual financing fees have averaged $56, 218 over the last three years. Its financing rate is tied to the interest rate on 3-year Treasury notes and is still very competitive with the market. It is estimated purchases by the Technology Division will not exceed $4.0 million over the contract extension period. As a result, Koch Financial's contract extension is estimated not to exceed $180,000.

The budget codes to be charged will be those of the schools and departments that enter into lease agreements with Koch Financial.

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | 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 to Lease Copy Machines

The Administration is requesting authorization to enter into a contract with Lanier Worldwide, Inc., to provide copier equipment and maintenance support to all MPS schools and departments. The Administration issued an RFP to qualified copier vendors. After reviewing the RFP responses and hosting vendor presentations by the two RFP finalists, the evaluation team selected Lanier Worldwide, Inc., as the winning vendor.

The Administration intends to standardize on Lanier copiers in order to streamline the equipment acquisition, maintenance, and payment processes. Standardizing on a single brand also makes copiers interchangeable among MPS schools and departments and will provide MPS with leverage to negotiate lower copier prices.

Because it intends to standardize on Lanier copiers, the Administration is requesting authorization to enter into a contract not to exceed five years, rather than the usual three years. A five-year period will allow additional time to complete the transition. Existing MPS copiers will not be converted to Lanier copiers until the end of their current leases, which, in some cases, run for five years.

Lanier Worldwide will provide MPS schools and departments with the option of a 3- or 5-year operating lease, along with an option to purchase the equipment at the end of the lease period. The contract will require Lanier to provide a four-hour response time on all maintenance calls and to guarantee 98% copier uptime.

The value of the contract being awarded will be dependent upon the number of copiers required by the schools and departments. It is estimated that annual expenditures will exceed $60,000, including equipment and maintenance costs. The budget codes to be charged will be those of the schools and departments ordering the copiers.

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| No | TBD — See RFP | 4,040 | 1,011 | 1,245 | 20% | 20% | TBD — See RFP | Transportation | Delivery and pick-up |

Purchasing Request Summary — September 2006

Total contract dollars to be awarded.....$855,000
Total dollars eligible for HUB participation.....$675,000
Total HUB dollars .....$411,000
% of MBE participation..... .0
% of WBE participation ..... .0
Total HUB Participation.....61

Acceptance of the Report of Revenues and Expenses and Monthly Expenditure Control Report

These reports for July and August 2006 will be presented next month, along with the report for September 2006.

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.

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Meir | SBC Employee Giving | $120 | Unrestricted |

Committee's Recommendation

Your Committee recommends that the Board authorize the purchases as listed and accept the donation presented 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; Report on Deletion of Names from the List of Appointed Teachers; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; Approval of Prevailing Wage Rates; and Affirmative Action Report

Approval of Classified Personnel Transactions

| Name and Assignment | Position and Salary | Date |
|---|---|---|
| | APPOINTMENTS | |
| 2 Lavita Booker Muir | Handicapped Children's Assistant $15,352.46/yr. | 08-31-06 |

| | | | |
|---|---|---|---|
| 2 | Angela Hardy<br>Morgandale | Handicapped Children's Assistant<br>$15,352.46/yr. | 08-31-06 |
| 4 | Hector Perez-Fonseca<br>Dover | Handicapped Children's Assistant<br>$15,352.46/yr. | 08-31-06 |

PROMOTIONS

| | | | |
|---|---|---|---|
| 5 | Joanne Wickersham<br>Academic Excellence/Teaching | School Secretary II<br>$34,791.03/yr. | 09-01-06 |

CHANGES IN STATUS

| | | |
|---|---|---|
| Rashedi Moore #<br>53rd Street | Handicapped Children's Assistant<br>$15,352.46/yr. | 08-31-06 |

# From substitute to regular

Approval of Certificated Appointments

| Ethnic Code | Teachers | Division | Salary | Yr. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 5,r,a | Tanya M. Anderson<br>Grade 2 (SAGE) | B | $32,439.00 | 1 | 9/01/2006 |
| 2,r | Veronica L. Anthony<br>Grade 1 | E | $61,824.00 | 14 | 8/31/2006 |
| 5,r | Sheila M. Arndt<br>English | B | $33,878.00 | 2 | 8/31/2006 |
| 1,r | Sue Barden<br>Cross-categorical | B | $42,510.00 | 8 | 8/31/2006 |
| 5,r | Kathryn Bilhorn<br>Spanish | B | $32,439.00 | 1 | 8/24/2006 |
| 2,nr | Philip Bostic<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Allison Boudreau<br>K5 | B | $32,439.00 | 1 | 9/06/2006 |
| 4,r | Armando Briseno Alonso<br>Bilingual, Grade 1 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Jeanna M. Bruckner<br>Science | B | $33,878.00 | 2 | 8/31/2006 |
| 4,r,a | Nicolas E. Buendia<br>Music | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Kate L. Bugni<br>English | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r,a | Robert E. Burns<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r,a | Deminica Carson<br>English | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Dora Chapa<br>Head Start Bilingual | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | James M. Charles Jr.<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Lauren C. Childress<br>Speech Pathology | B | $32,439.00 | 1 | 8/31/2006 |

| | | | | | |
|---|---|---|---|---|---|
| 5,r,a | Katherine B. Collin<br>Cross-categorical | B | $32,439.00 | 1 | 8/14/2006 |
| 4,r | Elizabeth M. Colon<br>Bilingual, K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,b | Michael J. Conway<br>Science | E | $66,201.00 | 16 | 8/31/2006 |
| 2,r,a | Ryann N. Counce<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Carolyn C. Cox<br>Grade 1 | B | $35,318.00 | 3 | 8/31/2006 |
| 5,nr,a | Laura L. Cox<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Jean Crandall Jacobs<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 2,nr | Mia H. Crider<br>Health and Physical Education | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Kathryn L. Cvengros<br>Grades 4 and 5 | B | $32,439.00 | 1 | 8/31/2006 |
| 3,nr,a | Emelita E. Del Mundo<br>English | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr,a | Megan L. Dewees<br>K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Troy Doering<br>Deaf Education | B | $32,439.00 | 1 | 8/31/2006 |
| 3,nr | Stephanie Doi<br>Speech Pathology | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Jennifer M. Drews<br>English/Reading/Social Studies — Grade 6 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Aaron Driessen<br>Mathematics | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Kristin Dupont<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 6,r,a | Robert R. Eckford<br>Cross-categorical | B | $32,439.00 | 1 | 8/14/2006 |
| 5,r,a | Scott L. Elliott<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Amy K. Engebretson<br>Grade 1 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Jill L. Engel<br>Art | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r,a | Wendell C. Eskridge<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Nacole Ewerdt<br>EC:EEN | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Laura S. Fefferman<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Christina Fernandez<br>Bilingual, Grade 4 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Dana Finne<br>Grade 6 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Margaret A. Fischer<br>Spanish | B | $32,439.00 | 1 | 8/31/2006 |

| | | | | | |
|---|---|---|---|---|---|
| 5,r | Jody M. Fitzpatrick<br>Speech Pathology | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Stephanie Flesch<br>Speech Pathology | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Megan F. Flood<br>Grade 2 (SAGE) | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Guadalupe N. Flores<br>Bilingual, Grade 3 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Jason M. Franklin<br>Deaf Education | B | $33,878.00 | 2 | 8/31/2006 |
| 5,r | Gayle Frederick<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Sara A. Gale<br>K4 | B | $32,439.00 | 1 | 9/05/2006 |
| 5,r | Jennifer Garrow<br>Cross-categorical | B | $35,318.00 | 3 | 8/31/2006 |
| 2,r,a | Tashia A. Garry<br>EC:EEN | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Daniela A. Gasparri<br>K4 | E | $60,625.00 | 13 | 8/31/2006 |
| 5,nr,a | Cady J, Gille<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r,a | Toknoka A. Glass<br>Grades 4 & 5 | B | $36,756.00 | 4 | 8/21/2006 |
| 5,r | Pattie L. Goldsmith<br>English/Reading/Social Studies — Grades 6-8 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Andrea Goldstein<br>French, Grade 1 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Julie D. Gosseck<br>Bilingual, K-5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Jason Grabner<br>Broadfield Social Studies/History | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Vanessa Gravley<br>K-5 | B | $42,510.00 | 8 | 8/31/2006 |
| 5,nr | Christopher Green<br>Social Studies | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Kelly A. Guthery<br>Cross-categorical | C | $50,999.00 | 10 | 8/31/2006 |
| 5,r | Sarah B. Hageman<br>EC:EEN | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r | Robert L. Hall<br>Junior ROTC | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Havala Hanson<br>English/Spanish | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Reid A. Hanson<br>Cross-categorical | B | $35,318.00 | 3 | 8/31/2006 |
| 5,r | Amalia M. Hantke<br>Mathematics | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Robin Harris<br>English | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r | Ivy Harrison<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |

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|---|---|---|---|---|---|
| 5,r,a | Bret R. Harttert<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Lindi S. Haubert<br>Bilingual, Grade 1 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Emily Haug<br>Grade 5 | B | $33,878.00 | 2 | 8/31/2006 |
| 5,nr | Patricia Hebert<br>K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Melissa J. Helmer<br>Speech Pathology | B | $32,439.00 | 1 | 8/31/2006 |
| 1,r,a | Amber F. Henze<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | John D. Herman<br>Mathematics | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r,a | Erica A. Hernandez<br>English/Reading, Grades 6-7 | B | $33,878.00 | 2 | 8/31/2006 |
| 5,nr.a | Mark D. Hettwer<br>Cross-categorical | B | $32,439.00 | 1 | 8/28/2006 |
| 2,r,a | Julia C. Hooper<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Jennifer Hufschmidt<br>K5 | B | $39,632.00 | 6 | 8/31/2006 |
| 5,r,a | Katie D. Hummel Dosmann<br>Montessori | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Kimberly B. Hunt<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Abby A. Hurst<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | John Ish<br>Mathematics | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Jonathan Jagemann<br>Trade and Technical Education | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Susan Janik<br>Grade 1 | D | $49,761.00 | 8 | 8/31/2006 |
| 5,r,a | Joanne L. Jensen<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Christopher W. Johnson<br>Chemistry/Mathematics | B | $36,756.00 | 4 | 8/31/2006 |
| 2,r | Ericka S. Johnson<br>Grade 5 | BB | $35,460.00 | 2 | 9/05/2006 |
| 5,r | Nicholas Johnson<br>Music | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r,a | Matthew P. Jones<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Joshua Joseph<br>Mathematics | B | $32,439.00 | 1 | 9/01/2006 |
| 5,r | Mary Kasten<br>Grade 4 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Andrew P. Kauth<br>Cross-categorical | BB | $33,949.00 | 1 | 8/31/2006 |
| 5,r,a | Tanya L. Kitts Lewinski<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |

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|---|---|---|---|---|---|
| 5,r | Andrea Kleibor<br>K5 | B | $36,756.00 | 4 | 8/31/2006 |
| 5,r | Jordan Knopp<br>K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Amy L. Koch<br>Bilingual, Grade 2 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Andrew Koconis<br>Health and Physical Education | B | $35,318.00 | 3 | 8/31/2006 |
| 5,r,a | Anita A. Koenig<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Daniel Kolesari<br>Mathematics | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Katie J. Kopecky<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Raymond Kremer<br>ESOL | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Kathryn Kubowicz<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Ann Kukowski<br>Speech Pathology | C | $37,992.00 | 2 | 8/31/2006 |
| 5,r,b | Heidi A. Labute<br>K5 | D | $56,901.00 | 12 | 8/31/2006 |
| 5,r | Naomi Lara<br>Grade 1 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Emily Lawton<br>ESOL | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Donald W. Leibold<br>English | B | $39,632.00 | 6 | 8/31/2006 |
| 5,r | Kristine M. Loehr<br>Grade 7 | B | $32,439.00 | 1 | 9/6/2006 |
| 5,r,a | John C. Loewen<br>Grade 2 | B | $33,878.00 | 2 | 8/31/2006 |
| 4,r | Alexander M. Lopez-Barton<br>Social Studies (Bilingual) | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr,a | Kari L. Lubin<br>Grade 3 | B | $38,194.00 | 5 | 8/31/2006 |
| 4,r,a | Mari L. Luna<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Maria E. Magana Arias<br>Bilingual, K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Helen Makovec<br>ESOL | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Rebecca Maldonado<br>Bilingual, K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r | Peter J. Manning<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 4,nr | Indalecio Manzano<br>Mathematics | B | $42,510.00 | 8 | 8/31/2006 |
| 5,r | Rebecca L. Manzke<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Kathryn G. Marschke<br>English/Theater | B | $32,439.00 | 1 | 8/31/2006 |

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|---|---|---|---|---|---|
| 5,nr | Christopher Martin<br>Mathematics | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Susan Mattmiller<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Nydia J. Mauras<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Sara A. McGlothlin<br>Grade 6 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Richelle R. McGovern<br>Cross-categorical | B | $38,194.00 | 5 | 8/31/2006 |
| 5,r | Jill S. McRoberts<br>Bilingual, Grades 6-8 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Ryan Meier<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Andrea Meyers<br>Grade 2 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr,a | Jamie M. Michel<br>Grade 4 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr,a | Laurance A. Mitchell<br>Cross-categorical | B | $35,318.00 | 3 | 8/31/2006 |
| 5,nr,a | Nicole R. Monet<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r | Dianthe Morgan<br>Mathematics | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Joseph M. Morgese<br>Health and Physical Education | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr,a | Margaret E. Mulveney<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Matthew S. Napoli<br>Grade 4 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Jill Naus<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Jesse Nechodom<br>Science | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Marylee G. O Meara<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | John M. O'Brien II<br>Mathematics | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Patrick R. O'Connor<br>English | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Jeannine Olson<br>English | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r,a | Melinda C. Paredes<br>Bilingual, Grade 2 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Tanya L. Parker<br>Bilingual, Grade 1 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Stephen M. Paske<br>Cross-categorical | C | $41,245.00 | 4 | 8/31/2006 |
| 2,r,a | Sharon G. Passley<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Robert Patterson Sumwalt<br>Mathematics | B | $33,878.00 | 2 | 8/31/2006 |

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|---|---|---|---|---|---|
| 5,r,a | Melissa Patterson<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Haydee Perez<br>Bilingual, Grade 3 | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Solmarie Perez<br>English | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Moriah T. Pierce<br>K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Paul Piering<br>Science | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Stefanie T. Porter<br>Grade 1 | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r,a | Romelia Y. Powell<br>EC:EEN | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Tricia L. Price<br>Bilingual, Grade 8 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Jessica Primakow<br>Deaf Education | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Nicole L. Prunuske<br>EC:EEN | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Justin Quirk<br>Spanish | B | $32,439.00 | 1 | 8/31/2006 |
| 3,nr | Kalpana Rao<br>Grade 4 | B | $32,439.00 | 1 | 8/31/2006 |
| 3,r,a | Justina A. Rapp<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Christina M. Ratatori<br>Dance | D | $44,669.00 | 5 | 8/31/2006 |
| 5,r,a | Edwin Raymond IV<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Shannon L. Reed<br>Bilingual, Grade 1 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Lisa Reinhardt<br>Montessori | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Nicholas J. Riegert<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Meredith Riegler<br>Grade 1 | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Bernardo Robles<br>Social Studies | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Jesse T. Rogers<br>Grades 1-8 | B | $32,439.00 | 1 | 8/02/2006 |
| 5,nr,a | Rachel L. Roix<br>Grade 1 | B | $33,878.00 | 2 | 8/31/2006 |
| 5,r,a | Amanda C. Rosenfelt<br>Bilingual, K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Amy M. Roth<br>Grade 5 | B | $39,632.00 | 6 | 8/31/2006 |
| 5,nr,a | Lucy Rothstein<br>Grades 6-8 Science | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Lesley Runge<br>K3 | B | $32,439.00 | 1 | 8/31/2006 |

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|---|---|---|---|---|---|
| 2,r,a | Betty D. Russell<br>Physical Education | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Jennifer Rymer<br>K4 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Stacy Saathoff<br>Bilingual, Grade 3 | B | $32,439.00 | 1 | 8/31/2006 |
| 4,r | Anya Sanchez<br>Grade 4 | B | $42,510.00 | 8 | 8/31/2006 |
| 5,nr | Amy Sandlin<br>Grade 4 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Lisa A. Sanford<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 3,r | Miriam J. Santos Amador<br>Bilingual, Grade 3 | E | $55,317.00 | 10 | 8/31/2006 |
| 5,r | Cathleen A. Schoenenberger<br>Occupational Therapist | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Ashley L. Schroeder<br>Social Studies | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Amy M. Schuldt<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Lauren Sierocuk<br>K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Nicole K. Smith<br>Grade 3 (SAGE) | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Cody A. Sorlie Theis<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Leah Sorlie<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr,a | Christian A. Spiropoulos<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Sarah M. Sprenger<br>Grade 4 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Michael E. Stadler<br>English | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r | N'Shea R. Starks<br>Bilingual, Grade 5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr,a | Duane E. Steffenhagen<br>EC:EEN | B | $39,632.00 | 6 | 8/31/2006 |
| 5,nr | Emily Stehura<br>Science | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr,a | Joan Y. Steinhorst<br>Science | B | $32,439.00 | 1 | 8/31/2006 |
| 5,ra | Keith Stewart<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r | Tyra Stokes<br>K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,b | Patricia M. Stotmeister<br>EC:EEN/Spanish | E | $66,201.00 | 16 | 8/31/2006 |
| 5,r,a | Kris A. Strnad<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Rachel Strutz<br>Mathematics | B | $32,439.00 | 1 | 8/31/2006 |

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|---|---|---|---|---|---|
| 5,r | Amy D. Stuller<br>EC:EEN | B | $32,439.00 | 1 | 8/15/2006 |
| 5,r,a | Kristina Stuppan<br>EC:EEN | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr,a | Allyn L. Sturdevant<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r | Joclyn A. Sumner<br>Science, Grades 7 & 8 | BB | $35,460.00 | 2 | 8/14/2006 |
| 2,r | Tira Tally<br>K4 | B | $32,439.00 | 1 | 8/31/2006 |
| 2,r,a | Lashaun D. Taylor<br>Grade 2 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Scott Thompson<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r,a | Cynthia R. Turner<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | James Van Deusen<br>Music | B | $42,510.00 | 8 | 8/14/2006 |
| 5,nr,a | Rachel S. Waldoch<br>Cross-categorical | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Marsie Welch<br>K3 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,nr | Catherine Wember<br>English | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Kristin L. Whyte<br>K4 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Kristina L. Wooten<br>K5 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Erik J. Wright<br>Bilingual, Grade 2 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Sara Wroblewski<br>Grades 7 & 8 | B | $32,439.00 | 1 | 8/31/2006 |
| 3,r | Linda Xiong<br>K4 | B | $32,439.00 | 1 | 8/31/2006 |
| 5,r | Natalie K. Zavodski<br>English | B | $32,439.00 | 1 | 8/31/2006 |

<u>Approval of Certificated Appointments — School Social Workers</u>

| | | | | | |
|---|---|---|---|---|---|
| 5,r | Jane A. Audette<br>Social Worker | 2A | $56,422.00 | 0 | 8/24/2006 |
| 2,r | Nicole Cain<br>Social Worker | 2A | $44,158.00 | 0 | 8/28/2006 |
| 5,r | Jyl Ellmaker<br>Social Worker | 2A | $50,290.00 | 0 | 8/24/2006 |

<u>Approval of Certificated Appointments — School Psychologists</u>

| | | | | | |
|---|---|---|---|---|---|
| 5,nr | Danielle D. Harkness<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |
| 5,r | Melanie R. Kazel<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |

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|---|---|---|---|---|---|
| 5,r | John Larson<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |
| 5,r | Elizabeth F. Zaza<br>School Psychologist | 51C | $44,100.00 | 0 | 8/24/2006 |

Approval of Certificated Appointments — School Nurses

| | | | | | |
|---|---|---|---|---|---|
| 5,r | Paul G. Akert<br>School Nurse | 2E | $44,862.40 | | 8/24/2006 |
| 2,r | Jennette L. Alexander<br>School Nurse | 2E | $45,760.00 | | 8/24/2006 |
| 5,nr | Lauren M. Coleman<br>School Nurse | 2E | $49,071.00 | | 8/24/2006 |
| 5,nr | Cynthia K. Dieringer<br>School Nurse | 2E | $44,933.00 | | 8/24/2006 |
| 6,r | Katherine E. Foster<br>School Nurse | 2E | $41,606.40 | | 8/24/2006 |
| 5,nr | Lindsey M. Horn<br>School Nurse | 2E | $43,630.40 | | 8/24/2006 |
| 5,r | Alicia K. Kaul<br>School Nurse | 2E | $39,987.20 | | 8/24/2006 |
| 5,r | Marlene K. Priewe<br>School Nurse | 2E | $49,071.00 | | 8/24/2006 |

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 Deletion of Names from the List of Appointed Teachers

3. On May 15, 2006, a 15-day conference letter was sent to Mr. Paul Bruck, stating that he should respond within 15 days, or his name would be deleted from the list of appointed teachers. As of this date, no response has been received nor has Mr. Bruck informed the Administration of his status.

On April 19, 2006, letters were sent to the following teachers, stating that they should respond by July 1, 2006, as to whether or not they would be returning for the 2006-07 school year, or their names would be deleted from the list of appointed teachers. As of this date, no response has been received nor have the following teachers informed the Administration of their status:

| | |
|---|---|
| Janine L. Hedges | Sarah Lipek |
| Kerry J. Hill | Lynda McTrusty |
| Elizabeth Kaschak | Teresa Mueller |
| Jennifer Kimminau | John R. Wellty |
| Laytoya M. Lacking | Alia T. Williams Ashley |

Approval of Leaves of Absence

| | Present Assignment | Effective From |
|---|---|---|
| Illness Leave, to June 15, 2007: | | |
| Thomas Burns | Garland/Zablocki | August 31, 2006 |
| Helen Holt | Edison | August 31, 2006 |
| Maternity Leave, to June 15, 2007: | | |
| Diane Boland | Grantosa | August 31, 2006 |
| Julie Trachliev | 21st Street | August 31, 2006 |
| Personal Leave, to January 26, 2007: | | |
| Olubanke Ogunkunle | Day-to-Day | August 31, 2006 |
| Carl Rank | Elm | September 7, 2006 |
| Personal Leave, to June 15, 2007: | | |
| Heidi Stutzki | Kosciuszko | August 31, 2006 |
| Audrey White | Hawthorne | August 28, 2006 |
| Extension of Illness Leave, to June 15, 2007: | | |
| Scott Fields | Leave | August 31, 2006 |
| Maureen Vedder | Leave | August 31, 2006 |

Reports on Certificated Resignations and Classified Retirements

Certificated Resignations

| Name | Position | Effective Date |
|---|---|---|
| PJanet Amundon | Teacher | 08/27/06 |
| Yvette Ardis | Teacher | 08/28/06 |
| Marlys Bacon | Teacher | 11/10/06 |
| Robert Beckmann | Teacher | 08/28/06 |
| Marina Berry | Teacher | 08/07/06 |
| Patricia Blair | Teacher | 08/25/06 |
| Susan Blohm | Teacher | 08/25/06 |
| Brenda Bursek | Teacher | 08/23/06 |
| Darrell Cronkright | Teacher | 08/28/06 |
| Rheatra Daniels Hubbard | Teacher | 08/31/06 |
| Angelic Davis | Teacher | 08/16/06 |
| Linetta Alexander | Teacher | 08/23/06 |
| Todd Feiter | Teacher | 08/25/06 |
| Jennifer Flierl | Teacher | 08/15/06 |
| Janis Freckmann | Specialist | 10/26/06 |
| Jennifer French | Teacher | 10/02/06 |
| Lisa Getting | Teacher | 06/15/06 |
| Charissa Gilmore | Teacher | 06/30/06 |
| Nicole Goodno | Teacher | 08/03/06 |
| Erin Gould | Teacher | 08/16/06 |

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|---|---|---|
| Colleen Hallman | Teacher | 08/16/06 |
| Kathleen Hinkle | Teacher | 07/01/06 |
| Pete Iselin | Teacher | 08/24/06 |
| Matthew Jacoby | Teacher | 09/16/06 |
| Eleanor James | Teacher | 08/07/06 |
| Tracey Johnson | Teacher | 08/01/06 |
| Michael Jossie | Teacher | 08/17/06 |
| Ruth Kanning | Teacher | 07/01/06 |
| Stephanie Landreman | Teacher | 09/29/06 |
| Fay Long | Teacher | 09/27/06 |
| Priscilla Marquez | Teacher | 08/10/06 |
| David McConville | Teacher | 08/30/06 |
| Jill Mclean | Teacher | 08/02/06 |
| Brian McKnight | Teacher | 08/11/06 |
| Michelle Murphy | Teacher | 08/21/06 |
| Beverly Oblack | Teacher | 07/01/06 |
| Flora Odom Flagg | Director | 08/30/06 |
| Trila Pitchford | Asst. Princ. | 09/15/06 |
| Carey Rehm | Principal | 09/08/06 |
| Susan Rieck | Teacher | 06/30/06 |
| Marjorie Roberts | Teacher | 09/01/06 |
| Jessica Roe | Teacher | 08/23/06 |
| Amy Roskopt | Teacher | 08/01/06 |
| Jennifer Rospenda | Teacher | 08/17/06 |
| Jill Ruland | Teacher | 08/25/06 |
| Nicole Salucka | Teacher | 06/15/06 |
| David Schneider | Teacher | 07/01/06 |
| Penny Steinke | Teacher | 08/14/06 |
| Carrie Strohl | Teacher | 08/30/06 |
| Amy Theisen | Teacher | 08/15/06 |
| Sarah Thusius | Teacher | 08/08/06 |
| James Wehr | Teacher | 08/15/06 |
| Ryan Wilson | Teacher | 08/25/06 |

Correction to June 2006 Board Report — Rescinded Resignation

| | | |
|---|---|---|
| Titus Peck | Teacher | 06/20/06 |

Correction to April 2006 Board Report — Rescinded Retirement

| | | |
|---|---|---|
| Nancy Constant | Teacher | 06/30/06 |

Classified Retirements

| Name | Position | Efffective Date |
|---|---|---|
| Darlene Brown | School Secretary III | 08-01-06 |
| Joyce Brown | School Secretary I | 08-10-06 |
| Katharine Copps | Paraprofessional | 08-31-06 |
| Dennis Deis | School Engineer IV | 08-23-06 |
| Allene Dobrzynski | School Secretary I | 08-09-06 |
| Warren Edwards | Auto Mechanic | 08-26-06 |
| Lawrence Koss | Boiler Attendant | 08-12-06 |
| Mary Radonski | School Secretary I | 08-15-06 |
| Gary Wagoner | School Engineer I | 08-12-06 |

Approval of Prevailing Wage Rates

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.

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:

Teamsters

All Truck Drivers (Hauling Sand — Gravel — Stone)

Please be advised that the Teamsters and their Contractors have reached an agreement providing for the following increased rates of wages and fringe benefits, effective June 1, 2006.

| CLASSIFICATION | 6-1-06 PER HOUR |
|---|---|
| Hauling Sand — Gravel — Stone (All Truck Drivers) | $ 21.73 |

Employer contribution paid into the various fringe benefit trust funds for All Truck Drivers (Hauling Sand — Gravel — Stone) are as follows, effective June 1, 2006.

| | 6-1-06 PER HOUR |
|---|---|
| Health and Welfare | $ 5.85 |
| Pension | $ 4.86 |
| Vacation/Holiday Fund | $ 3.33 |

Building Construction

General Building Contractors
(Dump Truck — Flat Bed — Semi Drivers — Shop Mechanics)

Please be advised that the Teamsters and their Contractors have reached an agreement providing for the following increased rates of wages and fringe benefits, effective June 1, 2006.

| | 6-1-06 PER HOUR |
|---|---|
| Single-Axle Dump Truck | $ 21.58 |
| Flat Bed | 21.93 |
| Semi Drivers | 21.93 |
| Shop Mechanics | 21.58 |

Employer contribution paid into the Pension Trust Fund and the Health and Welfare Fund for Teamsters (Building Construction) are as follows, effective June 1, 2006.

| | 6-1-06 PER HOUR |
|---|---|
| Welfare | $ 5.85 |
| Pension Trust Fund | 4.86 |
| Vacation | 3.33 |

SEWER, TUNNEL, WATER, AND UTILITIES

Please be advised that the Teamsters and their Contractors have reached an agreement providing for the following increased rates of wages and fringe benefits, effective June 1, 2006.

| CLASSIFICATION | 6-1-06 PER HOUR |
|---|---|
| Tandem/Tri-Axle | $ 21.85 |
| Quad/Semi Trailer Truck | $ 22.00 |

Employer contribution paid into the various fringe benefit trust funds for Sewer, Tunnel, Water, and Utilities are as follows, effective June 1, 2006.

| | 6-1-06 PER HOUR |
|---|---|
| Welfare | $ 6.46 |
| Pension | $ 5.60 |
| Vacation/Holiday Fund | $ 3.33 |
| *IPP Fund | $ 0.20* |

*$0.20 PER HOUR TO BE CONTRIBUTED BY EMPLOYER TO IPP FUND

.Affirmative Action Report

The Affirmative Action Report for August 2006 is attached to the minutes of your Committee's meeting. This is an informational report, and no action is required.

Committee's Recommendation

The Committee recommends that the Board approve the classified personnel transactions, certificated appointments, leaves of absence, and prevailing wage rates as provided 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:

| | | | |
|---|---|---|---|
| 5(r) | Anita Pietrykowski | Director<br>Dept. of Administrative Accountability | Schedule IIIE, Range 16A<br>$116,276.55 |
| 5(r) | Nancy McLure | Administrative Specialist<br>Dept. of Administrative Accountability | Schedule III, Range 14A<br>$107,463.00 |
| 2(r) | Billy Williams, Sr. | Repair Supervisor<br>Facilities and Maintenance Services | Schedule III, Range 8A<br>$80,524.00 |

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

* Position created by Board action after budget approved.

** Grant-funded position — approval of this appointment authorizes establishment of the position.

Codes:

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

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

* * * * *

(Item 4) Action on a Request for Authorization to Enter into an Intergovernmental Agreement with the City of Milwaukee to Provide Law-enforcement services to Milwaukee Public Schools for the 2006-07 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) augment 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, by way of empirical data, that the safety and security of students and staff is adversely affected by the presence of non-students in the immediate vicinity of our schools. This is particularly true for district high schools.

3. During the 2005-06 school year, it was determined by the Administration that non-students were creating disturbances by confronting students, staff and others associated with specific high schools as students and staff were leaving the schools and in the vicinity of the schools. In an effort to address this issue, MPS requested that the MPD provide a uniformed police presence at the exterior of the 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. This arrangement was successful, and therefore, the Administration has decided it would be in the best interests of safety for our students and staff to employ this model for the 2006-07 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 2006-07 school year.

6. MPD will begin providing this service on as-needed basis during the 2006-07 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 2006-07 school year.

Strategic Plan Compatibility Statement

10. 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.

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-SST-DW-ELPC (School Safety — Contracted Services — Intergovernmental Agreement).

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 of up to $60,000 from account OGA-0-0-SST-DW-ELPC (School Safety — Contracted Services — Intergovernmental Agreement) to cover the 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 2006-07 school year.

Director Johnson moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item 5) 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 of high quality, research-based, and specifically designed to increase student academic achievement. Under Title I of the ESEA: No Child Left Behind Act, the parents of students who are enrolled in schools that have been designated as a School Identified for Improvement (SIFI), and that have not made Adequate Yearly Progress (AYP) for three or more years, have the option of accessing supplemental educational services for their children.

2. Federal law mandates that school districts set aside an amount equal to at least 20% of its allocation for supplemental educational services and school transfer related transportation. Under the law, the state department of public instruction selects those entities that are eligible to provide supplemental educational services.

3. By law, parents then have the ability to direct resources, up to $1,836.00 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 49 supplemental-service providers to serve eligible students from Milwaukee Public Schools, 34 of whom have chosen to serve eligible students from Milwaukee Public Schools for the 2006-07 school year. The 45 state-approved supplemental service providers, the amount paid to the provider for the 2005-06 school year, and the number of students served are attached.

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 14 MPS schools that have been designated as:

| | |
|---|---|
| Level 2 | Edison (6-12), St. Charles Youth and Family (Sp. Ed. Gr. 3-12), Walker SWELL (Gr. 6-8), Bay View High School (Gr. 9-12), Kilmer (Gr. 9-12) |
| Level 2 Improved | |
| Level 3 | John Muir Middle School (Gr. 6-8), Bell Middle School (Gr. 6-8), HR Education Complex (Gr. 6-12) |
| Level 3 Improved | Bradley Tech High School (Gr. 9-12), Metropolitan High School (Gr. 9-12), |
| Level 4 | Milwaukee Education Center (Gr. 6-8), Madison High School (Gr. 9-12) |
| Level 4 Improved | Pulaski High School (Gr. 9-12) |
| Level 5 | Malcolm X Academy (Gr. 8-12) |

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, Goal 1, student achievement; Goal 2, student success is further education and employment; and Goal 3, family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Implication Statement

13. The item is consistent with federal, state, and local laws as well as with administrative 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). A school district must set aside at least 20% of its allocation for supplemental educational services and school transfer related transportation. Fifteen percent of the district's FY06 allocation, $9,072,965 million could serve 4,900 students in supplemental education services, based on the current per-pupil rates. Budget Code GEN-0-I-1S7-DW-ECTS (Contract Services)

Implementation and Assessment Plan

15. Upon the approval of the Milwaukee Board of School Directors, the Administration will proceed with the understanding that contracts with approved supplemental educational service providers may exceed $25,000 and even $50,000, depending upon the choices of MPS parents, without further approval by the Board. Board approval of this recommendation will allow the Administration to operate in compliance with the law and will allow the district to more effectively manage supplemental educational services under the guidelines of the 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 $9,072,965, to begin in November 2006 and to end in June 2007. The contracts must meet all local contract requirements of the Milwaukee Public Schools:

1. A Better Grade
2. Acadamia, LLP
3. Agape Love Community Resource Center
4. Bethel Community Development Center
5. Bright Futures Afterschool Program (Christian Family Community)
6. Cardinal Stritch University Reading Center
7. Catapult Online Learning
8. Club Z! In-Home Tutoring Services
9. Destiny Youth Plaza
10. EASI-Essential Actions for School Improvement
11. Education Station
12. Greater New Birth Church
13. Hickman Academy

14. Holy Redeemer Christian Academy
15. Huntington Learning Centers, Inc.
16. JRL Enterprises, Inc
17. Learning Exchange
18. Mainstream Development Group
19. Motivating Minds
20. New Hope Missionary Baptist Church
21. Nonpublic Educational Services, Inc.
22. Paulette Y. Copeland Crossroads Center
23. PMG Educational Services, LLC
24. Private Industry Council of Milwaukee County
25. Silver Spring Neighborhood Center
26. SixTen Tutoring
27. Sparkplug Education Program
28. Step Ahead Tutors
29. Studentnest.com
30. The Reading Corner, Inc.
31. Tools of Empowerment Educational Service
32. United Migrant Opportunity Services, Inc.
33. VTV, Inc. Victory After School Program VASP
34. MCA of Metropolitan Milwaukee

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

* * * * *

(Item 6) Request for Authorization to Enter into a Project Agreement with the Urban Open Space Foundation for the Construction of Green Space at Brown Street Academy

Background

1. The Urban Open Space Foundation (UOSF) is a not-for-profit corporation dedicated to enhancing the ecological, social, and economic quality of Wisconsin's urban neighborhoods by helping to transform unused, underused, and blighted spaces into vibrant public spaces. Since its founding, UOSF has helped protect and restore more than 300 downtown acres in the greater Madison and Milwaukee regions. Over the last year, UOSF has been working with the City of Milwaukee and Milwaukee County on a long-range initiative to improve Johnson Park and to green the Fond du Lac Avenue corridor.

2. Brown Street Academy is located in the Fond du Lac corridor and in the target area of this initiative. As a result, UOSF has been working with the school for the development of green space on the school's property. The development of this green space is intended to:

a. create learning landscapes where students will be engaged in experimental and environmental education activities;

b. serve as neighborhood parks that will become social centerpieces for neighborhoods critically deficient in community-building open spaces; and

c. serve as a storm water infiltration facility landscaped to improve water quality by capturing and infiltrating water on site.

3. In order for UOSF to begin its fundraising activities to complete this phase of the project, the attached project agreement has been developed to obtain the District's approval and commitment to this project.

Administration's analysis

4. The agreement, which is attached to the minutes of your Committee's meeting, provides UOSF up to three years to raise the necessary funds and to complete the improvements. If the funding is not raised in this period of time, the agreement may be terminated by either party.

5. The Division of Facilities and Maintenance Services will review and approve the plans prior to the start of any construction activities. UOSF will hold all contracts for the construction and is responsible for overseeing all design and construction activities. All modifications will be done in compliance with the District's design and construction standards and will include the District's standard insurance requirements.

6. Brown Street Academy will be responsible for the maintenance of the green space that is installed on Board property once the project is completed. UOSF will assist in the development of the educational curriculum related to the green space and will include Brown Street Academy in the curriculum-development network that currently includes the UW Milwaukee School of Education's Department of Exceptional Education, the UW Milwaukee School of Architecture and Urban Planning, the UW Madison Medical School, and the USDA Forest Service.

7. The agreement requires the District to keep the improvements installed under this agreement for a period of 20 years. If the improvements are significantly modified for reasons other than safety or are removed for alternative uses, the District is required under the agreement to reimburse UOSF on a pro-rated basis in the amount of $1/20^{th}$ of the improvement cost for each year remaining in the 20-year term. This would be a consideration in the school-closing process and may exempt Brown Street Academy from being considered for closing.

8. The Division of Facilities and Maintenance Services and the principal of Brown Street Academy have reviewed the proposed agreement and find it acceptable.

Strategic plan compatibility statement

9. 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

10. Board authorization is required for the execution of this agreement.

Fiscal impact statement

11. This item does not authorize any expenditure. The $380,006 budget that has been established for this project will be funded entirely by the Urban Open Space Foundation through fund-raising activities. There is no funding commitment required from the District.

Implementation and assessment plan

12. Upon approval by the Board, the Administration will execute the agreement with the Urban Open Space Foundation.

Committee's Recommendation

Your Committee recommends that the Board approve the project agreement with the Urban Open Space Foundation, as attached to the minutes of your Committee's meeting, for the development of green space at the Brown Street Academy, with the stipulation that the language in paragraph I.c.i of the agreement be modified to automatically terminate the agreement after three years if the funding target stated in that paragraph is not met.

*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

The report for September 2006 will be incorporated into the October 2006 report.

* * * * *

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

Delegate: Director Dannecker

Previous Month's Summary:

- The MPA is in the process of ratifying a charter that would set the foundation for its activities going forward. It is hoped to have a charter adopted by mid-October.
- The tentative Quarterly MPA Partners meeting dates for 2006-07 have been approved. The remaining meeting dates are December 15, 2006, and March 16 and June 15, 2007.
- The tentative Implementation Team meeting dates for 2006-07 were approved with a modification to the April meeting date. The remaining meeting dates are:

  October 9, 2006
  November 13, 2006
  December 11, 2006
  January 8, 2007
  February 12, 2007
  March 12, 2007
  April 16, 2007
  May 14, 2007
  June 11, 2007

  All meetings will be held at the Private Industry Council's REACH Milwaukee Center.
- The MPA Transition Team has been unable to successfully recruit an interim Director of Education for the MPA. The MPA Executive Partners have approved the Transition Team's recommendation for a leadership team approach for the remainder of the interim period (through June 30, 2007). The recommended leadership team would comprise two members each from MPS, the MTEA, and UWM; one member from the private universities of metropolitan Milwaukee; and the former MPA Executive Director, who would serve as a consultant. This team would lead and guide the Implementation Team's work, convene and conduct partners meetings, and provide inspiration and motivation for the work being done to improve teaching and learning across the member organizations. The effectiveness of this model will be evaluated.
- Three of the four math teacher-in-residence positions and one of the two math teaching specialist positions have been filled. Efforts continue to fill the remaining positions. Teacher-in-residence positions through the Carnegie Grant will also be filled. Four math instructional coaches at the high school level were hired. These positions are funded partially from Gates and the math partnership. People in these positions have teaching responsibilities for part of the school day.
- Funds have again been set aside for school learning teams to focus on mathematics in their schools during the 2006-07 school year.

- Math learning targets have been revised and are being disseminated.
- The National Science Foundation (NSF) grant site visit was conducted September 21-22, 2006. Year 4 funding of the grant is being determined.
- Tutor training directed at service learners was conducted at UWM on September 12 and at Marquette University on September 15. At least two additional training sessions will be conducted. Subject specific tutor training, especially in reading and math, must be developed, preferably in an electronic format.
- The Implementation Team had some discussion on the supplemental services program, supplemental service providers, and alignment of tutor training with them and other tutoring sources.
- An outside server compatible with the tutoring database has been identified for possible use at a minimal monthly fee. Software to enable off-site editing of text within the database may be purchased at a minimal cost. Steps to move forward are being pursued.
- UWM is doing some additional work related to induction through the Carnegie grant by following their former students who have become teachers.
- Implementation Team Work Groups are addressing the need for a focus on parents in their work.
- The Community Partners Work Group is currently without leadership. Brainstorming concerning the future of the work group and ways for community partners to connect with the MPA was done by several community partners at the MPA Retreat in August. Another small group of community partners will be convened to further discuss ideas that were generated.
- The Implementation Team is discussing possible elimination of the Research & Evaluation Work Group and methods for continuation of its work.
- The MPA is considering a request from the Private Industry Council to participate in work which it will be doing around STEM (Science, Technology, Engineering & Mathematics). Additional information is being sought.
- The Implementation Team discussed follow-up on the MPS Steps for Improvement document distributed at the MPA Retreat. Further discussion and opportunity for input are being pursued.
- Work groups are finalizing their work plans for 2006-07.
- The NEA Foundation grant is providing $650 to each MPA work group to assist with their work.
- NEA and SMAART school learning teams and MTEA building representatives were invited to attend the NEA Foundation grant professional development opportunity on September 9, 2006. There were 180 people in attendance. Staff members from several MPA partners and Wallace Fellows participated in presenting this professional development, which included mathematics curriculum mapping, the meaning of the Characteristics of a High Performing Urban Classroom, and café conversations on what great teachers and great principals do differently. Teachers were given the book *What Great Teachers Do Differently*, written by Todd Whitaker of Indiana State University.
- The MPA has been invited to present at the PK-16 Leadership Council Meeting on October 11, 2006, in Madison.
- The proposal of the Metropolitan Milwaukee Area Deans of Education (MMADE) to present their work regarding collaboration with the MPA at the American Association of Colleges for Teacher Education (AACTE) Conference in New York was accepted.

- Implementation Team Members were invited to participate in the first planning meeting for the Second Annual Instructional Practices Survey and to participate on the planning committee to facilitate the implementation of the Characteristics of a High Performing Urban Classroom.

The next meeting to be held on December 15, 2006.

Upcoming agenda items will include Wallace Fellows.

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# RESOLUTIONS

**Resolution 0607R-008**

**by Director Hardin**

WHEREAS, In accordance with Wisconsin State Statute 118.045, Commencement of school term, Milwaukee Public Schools starts each school year after September 1; and

WHEREAS, Over the summer, MPS families move and change schools for various reasons, including those related to transportation, housing, and school start times; and

WHEREAS, Because of the district's high mobility rate, school leaders recognize the need to reach out to MPS students and families to determine if they will return to a particular school or enroll in another MPS school; and

WHEREAS, Schools are funded in accordance to their enrollment on the 3rd Friday in September; and

WHEREAS, Starting school after September 1 leaves schools within the district with minimal time to implement strategies to meet their projected 3rd-Friday enrollment numbers; and

WHEREAS, This school year in particular, with school having started on September 5, school leaders had less than 2 weeks to make contact with families of students enrolled in their schools who never showed up; and

WHEREAS, When a school falls short of its projected enrollment, school staff, parents, and students are all negatively impacted; and

WHEREAS, Low enrollment in a school leads to excessed school staff, little or no funding for parental involvement activities, and cuts in activities that increase student engagement, such as art and music; and

WHEREAS, Recognizing that MPS is an impoverished school district with a high mobility rate, this Board needs to take action to aid schools in their quest for more time to make contact with families before having their budgets affected by lower-than-expected enrollment numbers; and

WHEREAS, Certain MPS schools with specialty programs already seek one-year waivers from Wisconsin State Statute section 118.045 and the September start date; and

WHEREAS, While specialty schools may need to start school before September 1 to meet particular program requirements, other schools can benefit from this same privilege by having more time to meet their projected 3rd-Friday enrollments; now, therefore, be it

RESOLVED, That, In accordance with ss. 118.045, Stats., and Chapter PI27.03, the Board submit a request to the Department of Public Instruction for an early start date for the 2007-08 school year for all MPS schools, citing the extraordinary reasons reflected in this resolution; and be it

FURTHER RESOLVED, That the Administration be directed to work with staff at schools to facilitate the early 2007-08 school start date, to negotiate any necessary MOUs (memoranda of understanding) for implementation of a corresponding calendar, and to track the increase in enrollment numbers to be presented as probable cause for starting early in future years; and be it

FURTHER RESOLVED, That a permanent exemption from the September 1 start date for all MPS schools be included as part of the MPS Legislative Agenda for this year.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-009**

**by Director Morales**

WHEREAS, Participation in MPS-sponsored sports programs is contingent upon the participant's ability to obtain health insurance; and

WHEREAS, MPS formerly offered a low-cost, short-term health insurance policy to students who wished to participate in MPS sports programs but were unable to obtain health insurance; and

WHEREAS, It is in the interests. of MPS and the public for students to participate in programs that increase their physical fitness, encourage them to attend school and maintain high academic standards, and help them develop positive connections to other youth and to adult role models; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors directs the Administration to develop a new, low-cost, short-term heath insurance program that will be offered to students who are ineligible for other health insurance coverage but who would otherwise qualify to. participate in MPS sports programs.

Referred to the Committee on Finance/Personnel

**Resolution 0607R-010**

**by Director Hardin**

WHEREAS, MPS's Administrative Policy 8.10(2), Sibling Preference Policy, gives preference to siblings in the random selection process; and

WHEREAS, This policy also limits the length of time that students must be grandfathered (i.e., allowed to attend the schools in which they are enrolled) and sets a three-year limit for sibling preference in admissions, when such students lose their eligibility for district-funded transportation to their schools; and

WHEREAS, Under Administrative Policy 8.10, School Admissions, paragraph (1), General Principles, siblings of students who are "grandfathered" will be eligible for district-funded transportation to school for only as long as the "grandfathered" students remain in that school assignment; and

WHEREAS, The Milwaukee Board of School Directors approved changes to the transportation regions on March 24, 2005, which became effective on June 13, 2006, the last day of student attendance for the 2005-2006 school year; and

WHEREAS, Many MPS families cannot afford to pay for private transportation when they are not eligible for district-funded transportation; and

WHEREAS, Changes to MPS transportation regions have forced many families to change schools; and

WHEREAS, In an effort to increase stability in the lives of students whose parents move them throughout the school year or over the summer, MPS must make every effort to keep students in their schools until the end of the grade offering; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Administration to extend the length of time that students must be grandfathered (i.e., allowed to attend the schools in which they are enrolled) until the highest grade level the school offers and to amend Administrative Policy 8.10(2) to extend sibling preference in admissions and "grandfathered" transportation services to increase stability for students and decrease MPS's mobility rate; and be it

FURTHER RESOLVED, That the Board direct the Administration to bring back for the Board's approval a plan for this to be implemented by January 2007.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-011**

**By Director Blewett**

WHEREAS, On June 21, 2006, Milwaukee Public Schools received the "Report of Audit of Library Media Services" completed by the state Department of Public Instruction as result of an investigation undertaken in response to a complaint filed more than two years earlier, on February 23, 2004, related to state statute 121.02 (1)(h) regarding staffing of school library media centers; and

WHEREAS, An earlier audit of the district in 1992 also found Milwaukee Public Schools out of compliance in the area of library staffing, among other things; and

WHEREAS, This school district, as do all public school districts in the state, annually receives a reimbursement from the state for materials purchased for school library media centers up to a certain dollar amount, which was $32 per student in the last fiscal year; and

WHEREAS, The Milwaukee Board of School Directors has established a mission that says teaching will be "child-centered and based on proven methods"; and

WHEREAS, A recently completed study of Wisconsin's school libraries undertaken by an independent research team arrived at findings similar to those identified in more than 16 state studies of school libraries regarding the statistically significant impact of school libraries and library media specialists on the academic achievement of students; and

WHEREAS, These findings "demonstrated that students across all grade levels in schools with certified library media specialists achieved higher scores on WKCE reading and language arts than those students in schools without certified library media specialists"; and

WHEREAS, The Milwaukee Board of School Directors, which already approved the hiring of a second district library media specialist in May of 2006 at an annual cost of $76,754, has yet to receive any plan that outlines precisely how this additional position will be used to address the non-compliance, and

WHEREAS, Milwaukee Public Schools, being severely stretched financially, must have an accountable manner by which to evaluate the value of this new expenditure; and

WHEREAS, The goal of compliance does meet the mission and goals of this Board, but cannot be accomplished simply by reallocating already scarce dollars; now, therefore, be it

RESOLVED, That the Administration present a comprehensive plan to this Board whereby compliance with PI 8.01(2)(h) will be reached by September 1, 2007, said plan to elucidate the specific roles and responsibilities of each of the two district library media specialists in this undertaking and within the context of what would be considered their normal job duties, as well as to provide detail concerning the roles which other district-level departments will play in this plan; and be it

FURTHER RESOLVED, That the Administration's plan also address the issues of attracting, training, and retaining qualified library media specialists as well as experienced library-trained educational assistants to support library programs; and be it

FURTHER RESOLVED, That this plan be presented for consideration during the November 2006 Board cycle.

Referred to the Committee on Finance/Personnel.

The Board adjourned at 7:56 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# OCTOBER 10, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 7:53 PM.

Present—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—7.

Absent and excused—Director Blewett—1.

Vacancy on Board—1.

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

October 6, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, the Board of School Directors will hold a special meeting at 6:30 p.m. (or immediately following the meeting of the Committee on Innovation/School Reform, scheduled to begin at 5:30 p.m.) on Tuesday, October 10 2006, 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);

2. to receive, to consider, and to take action on a report of the Committee on Innovation/School Reform regarding a request for mutual termination of the Expressions School of the Arts instrumentality charter school contract and the immediate closure of the school; and

3. to hold a worksession to discuss a community input process for the purpose of gaining information regarding planning issues.

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. If the Board does retire to executive session, it will reconvene in open session to take action on the reports of the Independent Hearing Panel and to continue with the remaining item of business.

In regard to Item 2 above, in order to receive and to take action on the report of the Committee on Innovation/School Reform, which is to be formulated from a meeting of the Committee that is scheduled to be held less than 48 hours prior to the Board meeting, the Board will have to vote to suspend Board Rule 1.08(2)(b).

In regard to Item 3 above, although the worksession is open to the public, no public testimony will be taken.

LYNNE A. SOBCZAK
Board Clerk

## REPORTS OF SPECIAL COMMITTEES

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

Director Johnson moved to accept the reports of the Independent Hearing Panel of September 27, 28, October 2, 3, 4, and 5, 2006.

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

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—7.

Noes—None.

With respect to Item 2, Director Goldberg moved to suspend Board Rule 1.08 (2) (b), to consider a Report of the Innovation/School Reform Committee formulated less than 48 hours prior to the meeting.

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

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—7.

Noes—None.

## REPORT OF THE COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Goldberg 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:

Action on a Request for Mutual Termination of the Expressions School of the Arts Instrumentality Charter School Contract and the Immediate Closing of the School

Background

1. On June 14, 2005, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for Expressions School of the Arts. On June 23, 2005, the Board approved the concept of the Expressions School of the Arts petition to open as an instrumentality charter high school beginning with the 2006-07 school year.

2. On May 25, 2006, the Milwaukee Board of School Directors approved the instrumentality charter school contract with Expressions School of the Arts with the following modifications in terms:

a. Expressions School of the Arts is located and shares space at Muir Middle School, 5496 North 72nd Street.

b. Leslie Seib, Assistant Principal, is the school leader.

c. The contract term is for five years beginning with the 2006-07 school year and ending on the last regularly scheduled school day of the 2010-11 school year.

d. Expressions School of the Arts planned to enroll up to 110 students for 2006-07, up to 130 students for 2007-08, up to 155 students for 2008-09, up to 175 students for 2009-10 and up to a maximum of 200 students for 2010-11.

e. Expressions School of the Arts follows the MPS regular school calendar for its first year of operation, but planned to implement the MPS year-round calendar for subsequent years of its contract term.

3. The mission of the Expressions School of the Arts is to transform the lives of youth through engagement in the arts so that they embrace lifelong learning and graduate as informed and engaged citizens prepared for responsible and productive lives within their families, community, and society.

4. Expressions School of the Arts was awarded a $50,000 charter school planning grant through the Wisconsin Department of Public Instruction during the 2005-06 school year. A total of $45,334 was expended by the September 30, 2006, deadline. Expressions School of the Arts was approved for funding in the amount of $150,000 for a 2006-07 charter school implementation grant through the Wisconsin Department of Public Instruction. However, the funds are contingent on the Wisconsin Department of Public Instruction's receipt of its charter school allotment from the United States Department of Education which has not yet occurred. A budget has not yet been established nor have costs been incurred.

5. The school chose not to participate in the Gates New Vision high school redesign initiative.

Administration's Analysis

6. The September 15, 2006, Third Friday enrollment count for Expressions School of the Arts was 113 student — 41 ninth-graders, 38 tenth-graders, 17 eleventh-graders, and 17 twelfth-graders. Twenty-six (23%) are students with special education needs.

7. In September 2006, a significant percentage of the school's teaching staff transferred out of Expressions School of the Arts, in accordance with the Contract between the Milwaukee Board of School Directors and the Milwaukee Teacher's Education Association, making continued viability of the charter school questionable.

8. Significant levels of support were provided to Expressions School of the Arts during the beginning of the 2006-07 school year by Diversified Community Schools staff, the administrative specialist, the principal coach, and the high school redesign project manager.

9. On October 2, 2006, Expressions School of the Arts' School Leader sent a letter to the Superintendent to request that the charter school contract with Milwaukee Public Schools be terminated immediately due to extreme hardship.

10. The Charter School Contract between the Milwaukee Board of School Directors and Expressions School of the Arts (attachment provided under separate cover) states in Section III C., Termination:

This Contract may be terminated before expiration of its term upon any of the following grounds:

BY BOTH PARTIES:

1. Both parties agree in writing to the termination.

Strategic Plan and Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

12. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12, Charter Schools, and Wisconsin State Statute 118.40 relative to charter schools. Administrative Policy and Procedure 9.12 detail a charter school contract review process and provides that, "The Board may alternatively use a procedure other than the one set forth in section 12(a) of Administrative Policy 9.12 Charter Schools, for the revocation of charters and terminations of contracts." Wisconsin State Statute 118.40, Charter schools, addresses charter school contract revocation, but not mutual termination.

Fiscal Impact Statement

13. This item does not authorize expenditures. The FY07 Budget included funds for 100 students, with a per-pupil allocation of $6,668.68, plus site allocations of $89,258, for a total of $756,126. Upon action by the Board of School Directors to authorize the mutual termination of the Expressions School of the Arts charter school contract and the closing of the school, the FY07 fiscal position will be analyzed and expenses paid. The remaining funds will be prorated and distributed up to a maximum of 80% of the per-pupil funding, after chargeback and buybacks, to MPS schools that enroll the Expressions School of the Arts students for the remainder of the 2006-07 school year.

Implementation and Assessment Plan

14. Upon the Board's approval of this item, the Administration will work with the Office of the City Attorney to prepare the mutual termination agreement.

15. The MPS Division of Student Services and Parent Information Center will work with parents, students, and the assistant principal to reassign the Expressions School of the Arts' students to MPS regular, instrumentality charter, non-instrumentality charter schools, or partnership schools.

16. MPS staff will be reassigned in accordance with bargaining unit labor agreements.

Committee Recommendation

Your Committee recommends that the Board agree to the mutual termination of the Expressions School of the Arts instrumentality charter school contract and immediate closing of the school.

Director Spence moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—7.

Noes—None.

* * * * *

With respect to Item 3, the Board proceeded to hold a worksession to discuss a community input process for the purpose of gaining information regarding planning issues.

Director Hardin left at 8:08 PM.

The Board adjourned at 8:45 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# OCTOBER 12, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 7:15 PM.

Presen—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

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

October 6, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Milwaukee Board of School Directors will be held at 6:30 p.m. (or immediately following the meeting of the Committee on Special Education, scheduled to begin at 5:30 p.m.) on Thursday, October 12, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of continuing to consider 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 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.

LYNNE A. SOBCZAK
Board Clerk

Director Goldberg moved that the Board retire to executive session, pursuant to the provisions of the Wisconsin Statutes, Section 19.85(1)(c), for the purpose of considering employment, promotion, compensation or performance evaluation data of the Superintendent of Schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

The Board retired to executive session at 7:18 PM.

The Board adjourned from executive session at 9:48 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# OCTOBER 19, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 7:38 PM.

Present—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—7.

Absent and excused—Director Blewett—1.

Vacancy on Board—1.

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

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Milwaukee Board of School Directors will be held at 7:30 p.m. (or immediately upon adjournment of the meeting of the Committee on Legislation, Rules & Policies, scheduled to begin at 6:30 p.m.) on Thursday, October 19, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to consider and take action on a request for mutual termination of the School of Humanities charter school contract and the immediate closure of the school; and

2. to continue 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, a motion will be made to waive Board Rule 2.10(2), which states that the Committee on Innovation/School Reform shall consider Charter School contracts and the closing of schools. Further, the Board may resolve itself into a Committee of the Whole in order to receive public testimony. The Board may then reconvene to receive and to take action on the report of the Committee of the Whole.

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

LYNNE A. SOBCZAK
Board Clerk

Director Goldberg moved to suspend Board Rule 2.01 (a), to allow for consideration of Item 1.

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

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

(Item 1) Action on a Request for Mutual Termination of the School of Humanities Instrumentality Charter School Contract and the Immediate Closing of the School

*This item initiated by the Administration*

Background

1. On May 27, 2004, the Milwaukee Board of School Directors and School of Humanities entered into a five-year charter school contract to commence with the 2004-05 school year and to end on the last regularly scheduled school day of the 2008-2009 school year. The school is located at 1011 west Center Street in the North Division Multiplex. The contract specifies a maximum capacity of 325 pupils in grades 9-12.

2. The initial charter school contract specified a teacher-led school. During the first year of the charter school, it was determined that the manner in which administrative services are provided would best be met by an administrator. On May 13, 2005, the School of Humanities submitted a letter to the Division of Diversified Community Schools requesting to amend Section I.B of its charter contract so that administrative services could be provided by an administrator, to be effective in the 2005-06 school year. On June 23, 2005, the Board of School Directors approved the charter contract amendment. An administrator was assigned to the school.

3. School of Humanities received a Wisconsin Department of Public Instruction charter school planning grant, implementation grant, and implementation renewal grant. The most recent grant ended on September 30, 2006.

4. In November 2005, consistent with Administrative Policy and Procedure 9.12, the Superintendent requested a revocation and termination review of School of Humanities during the 2005-06 Charter School Contract Review cycle. The MPS Charter School Contract Review Team completed the review in March 2006 and made the following recommendation to the Superintendent:

> The Charter School Contract Review Team recommends that the administration analyze the leadership capacity at School of Humanities during the remainder of the 2005-06 school year to determine the impact of the leadership adjustment that was made on September 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 complaint as well as demonstrate significant progress in special education compliance, school climate survey participation, eSIS data quality compliance, and immunization compliance in 2005-06.

5. The September 2006 projected enrollment for School of Humanities was 200 FTEs. The actual September 15, 2006, Third Friday enrollment was 163 FTEs. The enrollment included 66 freshmen, 43 sophomores, 34 juniors, and 20 seniors. Seventy-two (44%) are students with special education needs. The enrollment shortfall resulted in the elimination of the assistant principal position, several teacher positions, and a paraprofessional position vacancy. A plan was developed and implemented to share administrative oversight and clerical support services with the two other charter high schools located in the North Division Multiplex–Genesis and Truth Institute.

Administration's Analysis

6. Student achievement at School of Humanities has been significantly below district averages. The graphs provided under separate cover show the percent of students scoring at and above proficient in grades 9 and 10 on the Wisconsin Knowledge and Concepts exams during the 2004-05 and 2005-06 school years.

7. The staffing and program adjustments required due to the low September 15, 2006, Third Friday enrollment count have been difficult for the school. Significant levels of support have been provided to School of Humanities during the beginning of the 2006-07 school year by Diversified Community Schools staff, the administrative specialist, the special education leadership liaison, the principal coach, the high school redesign project manager, and school safety personnel.

8. On October 16, 2006, the Superintendent received a letter from four teachers currently assigned to the school. The letter requested immediate termination of the charter school contract and closing of the school.

9. The charter school contract between the Milwaukee Board of School Directors and School of Humanities (attachment provided under separate cover) states in Section III C., Termination,

> This Contract may be terminated before expiration of its term upon any of the following grounds:
>
> BY BOTH PARTIEES:
>
> 1. Both parties agree in writing to the termination.

Strategic Plan Compatibility Statement

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

Statute, Administrative Policy, or Board Rules Statement

11. This item is being presented to the Board pursuant to Administrative Policy and Procedure 9.12., Charter Schools, and Wisconsin State Statute 118.40 relative to charter schools. Administrative Policy and Procedure 9.12 detail a charter school contract review process and provides that, "The Board may alternatively use a procedure other than the one set forth in section 12(a) of Administrative Policy 9.12 Charter Schools, for the revocation of charters and terminations of contracts." Wisconsin State Statute 118.40, Charter schools, addresses charter school contract revocation, but not mutual termination.

Fiscal Impact Statement

12. This item does not authorize expenditures. MPS schools that enroll the School of Humanities students for the remainder of the 2006-07 school year will receive 80% of the per-pupil funding.

Implementation and Assessment Plan

13. Upon the Board's approval of this item, the Administration will work with the Office of the City Attorney to prepare the mutual termination agreement.

14. The MPS Division of Student Services and Parent Information Center will work with parents, students, and current administrators (the assistant principals assigned to Genesis and Truth Institute) to reassign the School of Humanities students to MPS regular, instrumentality charter, non-instrumentality charter schools, or partnership schools.

15. MPS staff will be reassigned consistent with bargaining unit labor agreements.

Administration's Recommendation

The Administration recommends that the Board agree to the mutual termination of the School of Humanities instrumentality charter school contract and immediate closing of the school.

Director Johnson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

With respect to Item 2, Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), to continue 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 Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

The Board retired to executive session at 7:45 PM.

The Board reconvened in open session at 7:56 PM.

Director Johnson moved to authorize the Board President to revise the current employment agreement with the Superintendent with the following terms:

1. To increase the Superintendent's current salary by 1.0 percent, retroactive back to his anniversary date (August 23rd, 2006); and

2. On February 23rd, 2007, increase the Superintendent's salary by an additional 1.0 percent; and

3. Revise the Superintendent's health insurance benefit to the same provision as those of other cabinet-level positions.

Director Johnson further moved that these terms be effective immediately upon approval of the Board.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—6.

Noes—Director Hardin—1.

The Board adjourned at 7:58 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# OCTOBER 24, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 7:40 PM.

Present—Directors Blewett (8:15 PM), Goldberg, Hardin (7:50 PM), Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

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

October 20, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Milwaukee Board of School Directors will be held at 7:30 p.m. (or immediately upon adjournment of the meeting of the Committee on Finance/Personnel, scheduled to begin at 6:30 p.m.) on Tuesday, October 24, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on and considering the following items of business:

1. Informational Report on the District's Year-end Financial Position;
2. Action on a Request to Carry Over FY06 School and Departmental Surpluses to FY07; and
3. Action on Recommendations to Amend the Adopted Fiscal Year 2007 Budget for the School Operations, Construction, and Extension Funds

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) Informational Report on the District's Year-End Financial Position

*This item initiated by the Administration*

Administration's Report

1. Chart 1 below shows the year-end position of the District's major funds at June 30, 2006. Charts 2 and 3 included in this item show the year-end positions of the schools and departments, respectively.

| Chart 1: Year-End Balances | | | | | | |
|---|---|---|---|---|---|---|
| Fund | Beginning Fund Balance | Revenues | Expenditures | Surplus (Deficit) | Ending Fund Balance | Encumbrances |
| Operations | $80,018,055 | $892,393,589 | $888,337,546 | $4,056,043 | $84,074,098 | $14,641,480 |
| Capital Projects | 14,083,936 | 741,365 | 19,521,384 | (18,780,019) | (4,696,083) | 1,593,702 |
| Construction | 37,976,679 | 37,533,371 | 33,352,276 | 4,181,095 | 42,157,774 | 38,552,992 |
| Extension | 3,627,542 | 10,008,430 | 12,014,410 | (2,005,980) | 1,621,562 | 394,955 |
| School Nutrition | (6,643,096) | 30,904,755 | 32,101,763 | (1,197,008) | (7,840,104) | 24,312 |
| Categorical | (9,563,824) | 179,444,580 | 178,947,032 | 497,548 | (9,066,276) | 15,134,993 |
| Total | $119,499,292 | $1,151,026,090 | $1,164,274,411 | ($13,248,321) | $106,250,971 | $70,342,434 |

2. The Operations Fund ended FY06 with a surplus of $4,056,043, lifting the fund balance to $84,074,098. This surplus does not take into account year-end encumbrances or carryover requests, which totaled $14,641,480 and $16,813,126, respectively. Assuming encumbrances and carryovers will be fully expended at some point in the future, the Operations fund balance will decrease to $52,619,492.

a. Operations Fund revenues exceeded the working budget by $3,965,021. Some of the areas in which revenues exceeded the budget are interest earnings, handicapped aid, library aid, bilingual aid, and children-at-risk aid. Operations Fund expenditures were $12,412,040 lower than the working budget. Areas in which expenditures were under budget include wages, benefits, water utilities, and miscellaneous district-wide expenses ranging from extra-curricular activities to contracted services for charter and partnership schools.

b. The $4,056,043 surplus is equivalent to a working budget variance of 0.5%.

3. The Capital Projects Fund had expenditures of $19,521,384. Of this amount, $12,474,589 was attributable to construction projects associated with either the Neighborhood Schools Initiative or the Qualified Zone Academy Bond (QZAB) program. Another $6,966,991 of expenditures reflected interest expense on debt issued to fund these programs.

Revenue in the Capital Projects Fund totaled only $741,365, reflecting that the debt used to fund the above projects was issued in a prior period. As a result, the Capital Projects fund balance decreased $18,780,019 in FY06, ending the year at ($4,696,083).

4. The Construction Fund ended FY06 with a surplus of $4,181,095. Construction Fund revenues typically come in ahead of expenditures to ensure funding is available when needed. As a result, the fund balance for the Construction Fund typically carries a positive balance.

The Construction fund balance increased in FY06 to $42,157,774. Of this amount, $38,552,992 is reserved for encumbrances.

5. The FY06 Extension Fund was budgeted to have a $1,360,000 deficit. Stated differently, there was a planned drawdown of fund balance from $3,627,542 to $2,267,542. The actual deficit, however, totaled $2,005,980 due to greater-than-budgeted expenditures. As a result, the year-end fund balance dropped to $1,621,562.

6. School Nutrition closed FY06 with a $1,197,008 deficit, $355,796 of which was due to one-time charges associated with final distribution of goods and materials from the district's warehouse. The items were purchased over several years, and the final distribution was done to allow the warehouse operations to end. Netting out the one-time cost, the School Nutrition Services deficit was $841,212. The deficit is based on actual revenues and expenditures.

7. At the end of FY06, Categorical Programs had a surplus of $497,548. Revenues and expenditures were under budget by $25,823,797 and $22,578,479, respectively.

a. Categorical programs have a 90-day "clean-up" period after the fiscal year-end. During the clean-up period, expenditures may continue to be claimed. This lag in claiming expenditures and collecting reimbursements is the reason that revenues and expenditures for categorical programs are both generally under budget at June 30.

b. 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 ($9,066,276).

Summary

8. The Operations Fund ended FY06 with a surplus of $4,056,053.

9. The Capital Projects Fund drew down fund balance by $18,780,018, reflecting that revenues for the Neighborhood Schools Initiative and Qualified Zone Academy Bond program were received in FY05, while expenditures occurred in FY06.

10. The Construction Fund ended FY06 with a surplus of $4,181,094 as a result of bond revenues coming in ahead of capital expenditures.

11. The Extension Fund drew down fund balance by $2,005,980, of which $1,360,000 was planned.

12. School Nutrition closed the year with a $1,197,008 deficit.

13. Categorical Programs ended FY06 with a surplus or $497,548.

Chart 2 General Operations Fund — Schools

| | Working Budget | FY06 Revised Remaining Balance | | Adjustments — Addt'l Amts in PLAN |
|---|---|---|---|---|
| High Schools | | | | |
| Bay View | $14,851,249 | $399,165 | | |
| Bradley Tech | 13,078,409 | (314,818) | * | |
| New School for Community Service | 1,143,381 | 18,947 | | |
| Custer | 9,803,249 | (539,922) | | |
| Washington — Expeditionary Learning | 4,028,064 | 60,898 | | |
| Foster & Williams | 1,747,297 | 87,036 | * | |
| Hamilton | 19,886,956 | 460,974 | | |
| Washington — Information Technology | 3,078,385 | 37,920 | * | |
| Kilmer | 3,811,160 | 192,344 | | |
| Rufus King | 11,732,477 | (229,439) | | |
| Washington — Law, Education, Public Service | 2,997,544 | 130,854 | * | |
| Madison | 13,112,136 | 76,533 | | |
| Marshall | 6,724,632 | (195,973) | | |
| High School of the Arts | 7,633,303 | (902,171) | | |
| Metropolitan | 2,017,157 | (127,072) | | |
| North Division | 1,937,075 | (729,800) | | |
| Pulaski | 14,180,548 | 115,695 | | |
| Reagan | 2,733,023 | (7,642) | | |
| Riverside | 13,511,293 | (317,188) | * | |
| South Division | 14,611,908 | 291,015 | * | |
| Vincent | 14,348,864 | 337,588 | * | |

Chart 2 General Operations Fund — Schools

| | Working Budget | FY06 Revised Remaining Balance | | Adjustments — Addt'l Amts in PLAN |
|---|---|---|---|---|
| Total High Schools | 176,968,110 | (1,155,056) | | |
| Middle Schools | | | | |
| Bell | 5,857,733 | 113,026 | * | |
| Burroughs | 6,467,600 | 259,230 | | |
| Edison (6-12) | 5,623,113 | 5,466 | | |
| Grand Avenue | 5,978,767 | 151,369 | | |
| Kosciuszko | 4,606,054 | (14,002) | * | |
| Milwaukee School of Languages (6-12) | 9,367,706 | 163,692 | | |
| Lincoln Center | 8,114,752 | 234,408 | | |
| Milwauke. Education Center | 7,071,484 | 226,168 | * | |
| Morse | 8,994,439 | (51,573) | * | |
| Muir | 5,802,502 | 218,222 | * | |
| Roosevelt | 6,733,129 | (200,067) | * | |
| Scott | 5,254,449 | 2,610 | | |
| Webster | 7,478,909 | 413,980 | | |
| Total Middle Schools | 87,350,637 | 1,522,529 | | |
| Instrumentality Charters | | | | |
| ALAS High | 1,953,996 | 178,269 | | 200,000 |
| Alliance High | 887,438 | (61,551) | | |
| Community High | 1,084,238 | (2,635) | | |
| Dubois High | 946,844 | (14,606) | | |
| Entrepreneurship | 1,601,924 | 110,222 | | |
| Genesis High | 1,790,144 | 343,032 | * | |
| Humanities | 1,523,804 | (242,887) | * | |
| Juneau High | 7,832,460 | 197,766 | | |
| Milw. Learning Lab & Institute | 713,088 | 5,675 | | |
| MAAST | 2,003,272 | (12,673) | | |
| Professional Learning Institute | 1,284,935 | 91,950 | | |
| Phoenix High | 1,127,403 | 172,430 | | |
| Truth Institute | 1,500,518 | 39,917 | | |
| Audubon | 7,695,851 | 185,185 | | |
| Malcolm X | 3,928,715 | (238,568) | | |
| Fritsche | 8,589,622 | (119,039) | * | |
| Northern Star | 336,650 | 5,155 | | |
| Walker | 5,820,302 | 62,848 | | |
| ALBA | 1,368,900 | 249,482 | | |
| Fairview (K-8) | 5,943,152 | 60,909 | | |
| Honey Creek | 2,997,132 | 213,142 | | 194,000 |
| Humboldt Park (K-8) | 4,605,390 | 36,101 | | |
| IDEAL (K-8) | 1,446,866 | 35,038 | | |
| Siefert | 3,555,386 | (23,197) | | |
| Westside (K-8) | 6,286,259 | 821,649 | | |
| Whittier | 1,323,287 | 5,960 | | |
| Total Instrumentality Charters | 78,147,576 | 2,099,574 | | |
| K- 8 Schools | | | | |
| Auer Avenue | 5,226,122 | 156,802 | | |
| Burbank | 4,623,831 | 174,464 | * | |
| Burdick | 4,165,222 | 9,406 | | |

Chart 2 General Operations Fund — Schools

| | Working Budget | FY06 Revised Remaining Balance | | Adjustments — Addt'l Amts in PLAN |
|---|---|---|---|---|
| Carson Academy | 3,748,497 | 127,762 | | 405,000 |
| Cass Street | 3,746,632 | 28,550 | * | |
| Clarke Street | 3,379,780 | (35,760) | | |
| Congress | 7,201,705 | 423,561 | | |
| Cooper | 3,118,037 | 221,257 | * | |
| Craig | 4,172,557 | 126,572 | | |
| 81st Street | 3,258,574 | 93,628 | | 80,000 |
| Fernwood | 3,716,306 | 102,967 | | |
| Gaenslen | 8,164,064 | 70,951 | | |
| Grant | 4,973,349 | 98,128 | * | 110,000 |
| Grantosa | 6,447,215 | 204,186 | * | 300,000 |
| Greenfield | 4,974,616 | 121,285 | * | |
| Hartford Avenue | 5,319,431 | 109,322 | * | 135,000 |
| Holmes | 4,405,282 | 136,016 | | 100,000 |
| Hopkins Street | 4,066,834 | 24,829 | | |
| Keefe Avenue | 3,624,618 | 60,115 | | |
| King | 4,039,529 | 147,924 | | 240,000 |
| LaFollette | 3,884,417 | 81,437 | * | 180,000 |
| Lancaster | 4,512,941 | 161,529 | * | 300,000 |
| Lee | 3,267,200 | 142,632 | | |
| MacDowell | 4,405,050 | 4,445 | | |
| Manitoba | 4,526,655 | 149,789 | * | |
| Maryland Avenue | 2,448,866 | 39,108 | | 70,000 |
| McNair | 2,795,969 | 52,064 | * | |
| Metcalfe | 3,489,058 | 40,937 | * | |
| Mitchell | 5,123,191 | 115,855 | | 360,000 |
| Sherman | 5,813,624 | 172,417 | * | |
| Sign Language | 5,341,512 | (346,712) | * | |
| 65th Street | 3,955,828 | 102,125 | * | |
| Starms D.L.C. | 3,644,845 | 229,777 | * | 75,000 |
| Story | 4,006,582 | 174,472 | * | |
| Thurston Woods | 3,765,967 | 127,824 | * | 105,000 |
| Tippecanoe | 2,326,497 | 37,397 | | |
| Townsend Street | 3,803,296 | (13,890) | * | |
| Trowbridge Street | 2,264,735 | (15,938) | * | |
| Urban Waldorf | 3,842,707 | 70,205 | | 50,000 |
| Victory | 3,860,883 | (29,777) | | |
| Vieau | 5,610,502 | 73,899 | | |
| WCLL (K-12) | 5,870,457 | 119,285 | | 80,000 |
| Total K-8 Schools | 180,932,983 | 3,890,845 | | |
| <u>Elementary Schools</u> | | | | |
| Allen-Field | 7,509,134 | 63,915 | * | |
| Alcott | 2,473,387 | 56,653 | * | |
| Barton | 3,924,594 | 133,149 | * | |
| Brown Street | 4,754,224 | (155,910) | * | |
| Browning | 4,779,579 | 4,617 | * | |
| Bruce | 3,311,675 | (77,550) | * | |
| Bryant | 2,735,664 | 173,912 | * | |
| Carleton | 2,550,437 | 78,021 | * | 90,000 |
| Clement Avenue | 3,335,181 | 56,797 | | |

Chart 2 General Operations Fund — Schools

| | Working Budget | FY06 Revised Remaining Balance | | Adjustments — Addt'l Amts in PLAN |
|---|---|---|---|---|
| Clemens | 3,000,012 | 128,021 | * | |
| Curtin | 2,220,249 | 4,868 | | |
| Doerfler | 5,431,662 | 193,798 | * | 300,000 |
| Douglass | 862,591 | (255,876) | | |
| Dover Street | 2,964,510 | (14,516) | | |
| French Immersion | 3,276,157 | 8,451 | * | |
| German Immersion | 4,682,573 | 25,207 | | 50,000 |
| Elm Creative Arts | 4,520,687 | 38,878 | * | |
| Starms E.C. Center | 3,553,814 | 130,310 | | 360,000 |
| Emerson | 2,506,666 | 83,524 | * | |
| Engleburg | 4,316,283 | 67,044 | * | 60,000 |
| Spanish Immersion | 4,348,624 | 98,323 | * | 180,000 |
| 53rd Street | 3,365,193 | 35,773 | * | |
| Forest Home Avenue | 7,527,053 | 795,805 | * | |
| Golda Meir | 2,748,122 | 99,678 | | |
| Ben Franklin | 3,490,033 | 156,256 | | |
| Fratney | 3,274,086 | 92,357 | * | |
| Garden Homes | 2,774,508 | 74,936 | | 180,000 |
| Garland | 2,473,487 | 10,079 | * | |
| Goodrich | 3,439,979 | 7,119 | * | |
| River Trail | 3,861,122 | 136,539 | * | |
| Granville | 1,364,832 | (167,953) | | |
| Green Bay Avenue | 3,468,822 | 141,848 | | |
| Hampton | 3,443,548 | 57,623 | * | |
| Happy Hill | 2,525,715 | 125,720 | | |
| Hawley Road | 2,634,608 | 205,782 | | |
| Hawthorne | 3,404,079 | 131,631 | * | |
| Hayes Bilingual | 3,090,084 | 32,580 | * | |
| Hi-Mount | 3,810,776 | (25,931) | * | |
| Kagel | 3,035,177 | 119,294 | | |
| Kilbourn | 2,465,048 | 2,735 | | |
| Lincoln Avenue | 5,275,576 | 316,314 | * | |
| Lloyd Street | 4,211,454 | 68,196 | * | 210,000 |
| Longfellow | 5,907,696 | 128,295 | * | 150,000 |
| Lowell | 2,368,396 | 85,087 | * | |
| Maple Tree | 2,722,019 | (11,255) | * | |
| Morgandale | 3,820,800 | 190,971 | * | |
| Neeskara | 4,086,322 | 234,411 | | |
| 95th Street | 2,336,122 | (69,304) | * | |
| Zablocki | 4,577,898 | (45,039) | * | |
| Carver | 5,365,661 | 177,062 | | 120,000 |
| Parkview | 2,893,274 | (161,810) | * | |
| Philipp | 1,671,687 | 144,340 | | |
| Pierce | 4,506,324 | 125,111 | | |
| Riley | 5,620,118 | 100,085 | | |
| Acad. of Accelerated Learning | 5,306,532 | 375,054 | * | |
| Irving Seher | 3,282,164 | 13,664 | * | |
| Silver Spring | 2,044,766 | 41,114 | * | |
| 68th Street | 1,877,353 | 55,005 | | |
| Kluge | 3,644,038 | 138,177 | * | |
| Stuart | 2,876,935 | 170,521 | * | |

Chart 2 General Operations Fund — Schools

| | Working Budget | FY06 Revised Remaining Balance | Adjustments — Addt'l Amts in PLAN |
|---|---|---|---|
| 38th Street | 2,098,815 | 20,376 | * |
| 35th Street | 2,910,996 | (482) | * |
| Bethune | 3,375,710 | 140,065 | |
| Thoreau | 4,340,791 | 13,110 | |
| Wheatley | 2,932,286 | 10,015 | |
| 21st Street | 2,720,006 | (115,510) | * |
| Whitman | 3,254,586 | 23,083 | * |
| Wisconsin Avenue | 3,168,720 | 11,893 | * |
| Total Elementary Schools | 238,451,020 | 5,052,056 | |
| Other School Programs | | | |
| | 38,285,730 | 1,075,509 | |
| Grand Totals | $800,136,056 | $12,485,457 | |

*The revised balances portrayed on the above report reflect adjustments for Title I and SAGE made after closing of the FY06 financial records.

**Chart 3**
**General Operations Fund**
**Departmental Accounts**

| DEPARTMENTS | FY06 Adopted Budget | FY06 Remaining Balance |
|---|---|---|
| Board of School Directors | $434,766 | $15,876 |
| Office of Board Governance | 2,043,641 | 1,197 |
| Office of the Superintendent | 4,554,815 | 13,849 |
| Academic Excellence | 14,973,267 | 324,815 |
| Finance and Operations | 46,346,213 | 36,184 |
| Human Resources | 6,400,521 | 60,629 |
| Special Services | 12,816,018 | 503,820 |
| Parent and Student Services | 4,093,855 | 333,078 |
| Other Accounts | | |
| Warehouse | 0 | (311,396) |
| Textbook Adoptions | 5,843,045 | 293,586 |
| Utilities | 20,193,898 | 2,148,596 |
| Milwaukee Partnership Academy | 0 | 15,375 |
| Transportation Operations | 53,704,577 | (1,777,316) |
| NSI Management | 0 | (48,514) |
| Neighborhood School Initiative | 3,623,880 | 3,882,279 |
| District Insurance and Judgments | 8,285,282 | 2,765,159 |
| Employee Benefits | 2,374,998 | 636,995 |
| Special and Contingent Funds | 19,727,825 | (4,208,333) |
| Music Festival | 144,194 | (16,516) |
| MTEC/COMPTON/MMTEP | 330,662 | 104,202 |
| Internal Income | (92,732,818) | (371,004) |
| Debt Service | 11,296,870 | (11,190,624) |
| Total Department Accounts | $124,455,509 | ($6,788,063) |

* * * * *

(Item 2) Action on a Request to Carry Over FY06 School and Departmental Surpluses to FY07

*This item initiated by the Administration*

Background

Administrative Policy 3.05, Fund Carryover, 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 Board approval. Since the carryover draws from fund balance, a two-thirds majority is required for Board approval.

Administration's Analysis

1. The chart below summarizes the surplus and 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).

| | FY05 | FY06 |
|---|---|---|
| Number of Schools in Deficit Position | 53 | 38 |
| Average Deficit | ($144,908) | ($159,668) |
| Number of Schools in Surplus Position | 113 | 132 |
| Average Surplus | $122,048 | $129,929 |

2. All but three of the 53 schools that were in a deficit position at the end of FY05 decreased their deficits in FY06.

3. Surpluses in 60 schools exceeded the automatic carryover levels; all of the 60 schools have requested that the excess, totaling $5,322,130, over the automatic limits be carried over to FY07.

4. Administrative 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 verify that administrative policy is being met. The requests also align with the schools' educational plans. The following chart displays the amount of "excess" carryover requested by schools and the purposes for which the funds will be used.

| School | Excess Amount | Description |
|---|---|---|
| Academy for Accelerated Learning | $246,469 | Air conditioning, replace chalkboards, replace lunch tables, minor building modifications, equipment |
| Auer Avenue | 50,439 | Substitute teachers, supplies, lunch supervision |
| Barton | 15,080 | Lap-top computers |
| Bell | 27,433 | Staff development |
| Bethune Academy | 38,794 | Supplies |
| Bryant | 132,167 | Technology upgrades, classroom libraries, supplies |
| Burbank | 35,613 | Transfer to Project Loan Acquisition Network (PLAN) |
| Burroughs | 65,202 | Third Friday adjustment due to decreased enrollment |
| Carleton | 2,267 | Supplies |
| Carson Academy | 15,307 | Supplies to support reading & science curriculum |
| Carver | 16,092 | Technology, computers |
| Clemens | 82,395 | Reading materials/replace textbooks, Paideia Affiliate School/National Conference, copiers, supplies |
| Congress | 207,510 | Transfer to PLAN |
| Cooper | 127,628 | Minor building modifications, student furniture, staff development |
| Craig | 1,395 | Copy machine |
| Doerfler | 30,439 | Educational supplies |

| School | Excess Amount | Description |
|---|---|---|
| Emerson | 39,950 | Third Friday adjustment due to decreased enrollment |
| Forest Home Avenue | 570,270 | Part-time certificated/classified; substitute teachers, equipment, building modifications, reading sets |
| Foster & Williams | 66,386 | Third Friday adjustment due to decreased enrollment |
| Franklin | 51,555 | Textbooks, technology, supplies |
| Green Bay Avenue | 37,783 | Supplies, computers, technology, reading program |
| Hartford Avenue | 28,730 | Match funds for security grant, benchmark assessments, parents center, auditorium upgrades |
| Hawley Road | 126,744 | Transfer to PLAN |
| Hawthorne | 11,963 | Staff development |
| Holmes | 3,858 | Direct Instruction Reading consultant time |
| Kagel | 73,766 | Minor building modifications, educational supplies, technology upgrades |
| Kilmer | 135,177 | Building lease |
| King, M.L., Jr. | 26,738 | Computer upgrades |
| Kluge | 29,203 | Educational supplies |
| Lancaster | 25,034 | Educational supplies |
| Lee | 93,624 | Lunchroom equipment, summer school, lockers, security camera upgrade |
| Lincoln Avenue | 157,767 | Minor maintenance, supplies, computers, substitute teachers |
| Lowell | 13,901 | Direct Instruction Reading consultant time |
| Manitoba | 70,765 | Supplies, computers, substitute teachers |
| Meir | 17,234 | Contracts, supplies for expansion |
| Milwaukee Education Center | 119,070 | Computer labs and upgrades, auditorium upgrades, restructure fine arts program, educational programs, student incentives |
| Morgandale | 112,397 | Library renovation, painting, technology upgrades |
| Muir | 121,259 | Physical education equipment, update computer lab, library equipment, materials for reading & math |
| Neeskara | 123,567 | Air conditioning, updating office & building |
| New School for Community Service | 1,796 | Educational supplies |
| River Trail | 18,435 | Technology/computer upgrades, student desks, musical instruments, supplies |
| Sherman | 14,724 | Educational supplies |
| Silver Spring | 7,326 | Intersession Curriculum materials, Benchmark Assessment materials, technical support materials |
| Sixty-eighth Street | 26,845 | Professional development, technology, field trips, supplies |
| Starms Discovery | 174,712 | Computers, printers, upgrade tot lot/playground, resource assessments & materials, consultants |
| Starms Early Childhood Center | 23,696 | Replace carpeting |
| Story | 113,002 | Technology upgrades, capital improvements, parking lot upgrade |
| Stuart | 90,308 | Air conditioning in computer lab, technology upgrades, textbooks/support materials |
| Vincent | 119,343 | Technology upgrades, wiring for computers |
| Washington — Expeditionary Learning | 477 | Third Friday adjustment due to decreased enrollment |
| Washington — Law, Education, Public Service | 87,084 | Third Friday adjustment due to decreased enrollment |
| Wisconsin Conservatory of Life Long Learning | 31,228 | Technology, substitute teachers, field trips |

| School | Excess Amount | Description |
|---|---|---|
| Instrumentality Charters | | |
| ALAS | 119,649 | Transportation, overtime expenses, staff development, benefits, equipment, supplies |
| ALBA | 208,415 | Substitute teachers, tot lot construction, instructional materials & supplies, furniture, library books, server |
| Audubon | 936 | Math supplies |
| Genesis | 261,328 | Evening and summer schools, senior class multiplex, broadcasting studio, marketing/recruiting for multiplex schools, deficit reduction |
| Honey Creek | 123,228 | Equipment, building modifications |
| Milwaukee Entrepreneurship | 62,164 | Computers, supplies, text & non-text curriculum for students |
| Professional Learning Institute | 53,402 | Staff development, supplies, |
| Westside Academy | 633,061 | Air conditioning, technology upgrades, equipment |
| TOTAL | $5,322,130 | |

5. Excess carryover descriptions of "Third Friday adjustment due to decreased enrollment" could include funding for regular staffing. Such use of excess carryover is not in strict compliance with Administrative Policy 3.05(4)(b).

6. The Administration also requests carryover of the following items, which continue intended purposes into FY07:

| **Amount** | **Purpose** |
|---|---|
| $100,000 | Academic Excellence — Anti-violence program |
| 35,000 | Agency Programs — Non-MPS Schools |
| 12,125 | Agency Programs — SWELL |
| 15,000 | Board of School Directors — Electronic board |
| 5,000 | Diversified Schools — Laptops |
| 156,565 | Special Needs Fund |
| 100,000 | Teaching and Learning — Writing assessment |
| 293,000 | Textbooks |
| $716,690 | TOTAL — SPECIAL PROJECT CARRYOVER |

Statute, Administrative Policy, or Board Rules Statement

7. Administrative Policy 3.05(4)(b) requires the Board's approval of the carryover of any departmental surpluses. Administrative Policy 3.05(4)(c) requires approval of carryovers of school surpluses in excess of the limits of 1.5% for single-year surplus accumulations and 3% for total surplus accumulations. This policy also prohibits the use of carryovers for position salaries.

8. Administrative Policy 3.03(2) stipulates that use of unreserved fund balance shall require two-thirds majority vote of the Board.

Fiscal Impact Statement

9. Approval of these carryovers would use $6,038,820 of the FY06 School Operations Fund — fund balance of $84,074,098.

Implementation and Assessment Plan

10. Funds will be carried forward to FY07 budgets upon the Board's approval.

Administration's Recommendation

The Administration recommends that the Board approve the carryovers of school and department FY06 surpluses to FY07 as follows:

| School/Special Projects | Excess Amount |
|---|---|
| Academy for Accelerated Learning | $246,469 |
| Auer Avenue | 50,439 |
| Barton | 15,080 |
| Bell | 27,433 |
| Bethune Academy | 38,794 |
| Bryant | 132,167 |
| Burbank | 35,613 |
| Burroughs | 65,202 |
| Carleton | 2,267 |
| Carson Academy | 15,307 |
| Carver | 16,092 |
| Clemens | 82,395 |
| Congress | 207,510 |
| Cooper | 127,628 |
| Craig | 1,395 |
| Doerfler | 30,439 |
| Emerson | 39,950 |
| Forest Home Avenue | 570,270 |
| Foster & Williams | 66,386 |
| Franklin | 51,555 |
| Green Bay Avenue | 37,783 |
| Hartford Avenue | 28,730 |
| Hawley Road | 126,744 |
| Hawthorne | 11,963 |
| Holmes | 3,858 |
| Kagel | 73,766 |
| Kilmer | 135,177 |
| King, M. L., Jr. | 26,738 |
| Kluge | 29,203 |
| Lancaster | 25,034 |
| Lee | 93,624 |
| Lincoln Avenue | 157,767 |
| Lowell | 13,901 |
| Manitoba | 70,765 |
| Meir | 17,234 |
| Milwaukee Education Center | 119,070 |
| Morgandale | 112,397 |
| Muir | 121,259 |
| Neeskara | 123,567 |
| New School for Community Service | 1,796 |

| School/Special Projects | Excess Amount |
|---|---|
| River Trail | 18,435 |
| Sherman | 14,724 |
| Silver Spring | 7,326 |
| Sixty-eighth Street | 26,845 |
| Starms Discovery | 174,712 |
| Starms Early Childhood Center | 23,696 |
| Story | 113,002 |
| Stuart | 90,308 |
| Vincent | 119,343 |
| Washington — Expeditionary Learning | 477 |
| Washington — Law, Education, Public Service | 87,084 |
| Wisconsin Conservatory of Life Long Learning | 31,228 |
| Instrumentality Charters | |
| ALAS | 119,649 |
| ALBA | 208,415 |
| Audubon | 936 |
| Genesis | 261,328 |
| Honey Creek | 123,228 |
| Milwaukee Entrepreneurship | 62,164 |
| Professional Learning Institute | 53,402 |
| Westside Academy | 633,061 |
| TOTAL | $5,322,130 |

| Special Projects | Amount |
|---|---|
| Academic Excellence — Anti-violence program | $100,000 |
| Agency Programs — Non-MPS Schools | 35,000 |
| Agency Programs — SWELL | 12,125 |
| Board of School Directors — Electronic School Board | 15,000 |
| Diversified Community Schools — Laptops | 5,000 |
| Special Needs Fund | 156,565 |
| Teaching and Learning — Writing assessment | 100,000 |
| Textbooks | 293,000 |
| TOTAL SPECIAL PROJECTS | $716,690 |
| TOTAL CARRYOVER | $6,038,820 |

Director Johnson moved to approve the administration's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

* * * *

(Item 3) Action on a Recommendation to Amend the Approved Fiscal Year 2007 Budget for the School Operations, Construction, and Extension Funds

*This item initiated by the Administration*

Background

1 Since the institution of revenue limits, it has been routine to amend the annual budget at this point in the fiscal year. This is 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.

2. In the course of recalculating the projected revenue limit and permitted tax levy, the Administration has also reviewed its earlier estimates of all revenues and expenditures.

Administration's Analysis

3. Revenue Limit

a. The main factors affecting the revenue limit are on target with the May budget. Enrollment declined by 2,753 from September 2005 to September 2006 and is down 449 from projections that were used to build the FY07 budget adopted in May.

b. The per-pupil revenue limit increase remains at $257, as projected in the FY07 budget adopted in May.

c. The district's overall FY07 revenue limit also is close to the May projection. The revenue limit is up about $1.4 million, or 0.2%, from the May estimate. This was due to a $2 million increase in the "Transfer of Service" exemption and a $0.6 million decrease for the enrollment decline. The "Transfer of Service" exemption relates to Special Education and Limited English Proficiency services which occur for students transferring in or out of the district from the prior year. The number of students and the associated average cost are volatile.

| Revenue Limit | | | Difference |
|---|---|---|---|
| FY06 | May FY07 | October FY07 | May to October |
| $839,336,994 | $854,716,161 | $856,132,542 | $1,416,381 |

d. State Equalization and Integration Aid for MPS was certified in October at $631.8 million for FY07, a $7.7 million decrease from the $639.5 million budgeted in May.

| Equalization and Integration Aid | | | |
|---|---|---|---|
| FY06 | FY07 May Budgeted | FY07 October Certified | Difference May to October |
| $630,167,230 | $639,534,691 | $631,845,111 | ($7,689,580) |

e. The minimal year-to-year increase in state aid — and the potentially higher property tax levy — resulted in part from the 13.2% increase in Milwaukee's equalized value per pupil exceeding the 9.2% 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 11%.

f. A second factor in the district's state aid totals is the $7.6 million increase in the aid deduction for the Milwaukee Parental Choice Program (MPCP). The state deducts 45% of MPCP costs from MPS aid. For FY07, the MPCP deduction grew a total of 18% due to the program's one-year expansion from 14,751 students to about 17,000 student, and a per-pupil spending increase of $150. About $6.4 million of the growth in the MPCP deduction is due to increased enrollment in the program; the remainder is attributable to the increase in the per-pupil allocation. Overall, the FY07 MPCP aid deduction will be $49.7 million; the FY06 deduction was $42.1 million.

| MPCP Deduction | | | Difference |
|---|---|---|---|
| FY06 | FY07 – May | FY07 – October | May to October |
| ($42,157,620) | ($46,686,501) | ($49,733,775) | ($3,047,274) |

g. The District's May budget was developed without the benefit of estimates which the state traditionally has provided. The state declined to provide the April estimate, but has provided an estimate as of October 15, 2006.

h. The property tax levy needed to support the amended FY07 budget is $230.3 million, an increase of 7.7%, or $16.5 million, from the $213.8 million levy for FY06. The proposed increase is $9.1 million more than the levy approved in May.

| **All Fund Tax Levy** | | | |
|---|---|---|---|
| **FY06** | **FY07 — May** | **FY07 — October** | **Difference May to October** |
| $213,803,808 | $221,208,925 | $230,345,991 | $9,137,066 |

i. Overall expenditures proposed for FY07, including categorical grants, are $1.15 billion, an increase of $1.35 million from the budget total approved in May. The total represents a $5.58 million (0.48%) decrease over the FY06 budget. Further detail is provided in the paragraphs below.

4. Enrollment Variance

From the 3rd-Friday count of FY06, enrollment is down 2,753, or 2.7%. The budget as adopted in May anticipated a decrease of 2,304.

| Enrollment Category | Original 3rd-Friday Projection | Official 3rd-Friday | Change From Projection |
|---|---|---|---|
| MPS Elementary/K8/Middle/High | 84,812 | 84,903 | 91 |
| Alternative/Partnerships/Other Contracted Sites | 2,986 | 3,040 | 54 |
| Non-Instrumentality Charters | 3,295 | 2,982 | -313 |
| Chapter 220 in Suburbs | 2,837 | 2,865 | 28 |
| Open Enrollment in Suburbs | 4,028 | 3,719 | -309 |
| TOTALS | 97,958 | 97,509 | -449 |

5. The Administration recommends using the District's allowable taxing authority because the District has already made substantial reductions in positions and other areas. Further reduction will hinder either classroom resources or critical support areas.

6. The Administration has identified the following needed changes to the FY07 budget as adopted in May 2006:

TECHNICAL AMENDMENTS

These technical adjustments represent budget amendments where expenditures and revenue sources have already been authorized or are fully offsetting, but that need to be incorporated into the adopted budget to fully reflect costs and revenues. They have no impact on the tax levy.

School Operations Fund

| Item/Description | Expenditures | Revenue |
|---|---|---|
| Lease of Garfield by Woodson Academy (School Operations portion) | | ($149,239) |
| Lease of 76th Street building (School Operations portion) | | $139,619 |
| Building services provided by MPS. | ($9,620) | |
| Adjust salaries and benefits for FY05 contract settlements with trades groups (Facilities and Maintenance Division) | $489,000 | |
| Unallotted salary adjustment — Special and Contingent Fund | ($344,943) | |
| Employee benefits — Special and Contingent Fund | ($144,057) | |
| SUB-TOTAL — SCHOOL OPERATIONS FUND: TECHNICAL AMENDMENTS | ($9,620) | ($9,620) |

OTHER AMENDMENTS

School Operations Fund

| | Expenditure Amendments | Amount |
|---|---|---|
| a. | MPS Traditional and Instrumentality Charter Schools<br>Enrollment was based on the projected September and January enrollment average of 84,376 students. The revised count based on actual fall enrollments is 84,478, an increase of 102 (60.5 full-time equivalents), thereby increasing school allocations. | $277,475 |
| b. | Special Education "Site Allocations" to Schools<br>Need for Special Education classroom staff was lower than anticipated, reducing this cost. The number of students to be served went from the spring estimate of 16,488 to 15,997, a reduction of 491. | ($543,797) |
| c. | English as a Second Language (ESL)<br>Addition of a 0.4 ESL teacher at Walker to fund a full-time ELS teacher due to an addition of a sixth-grade bilingual class. | $32,458 |
| d. | Non-instrumentality Charters<br>Enrollment was based on the projected September and January enrollment average of 3,315 students. The revised count, based on actual fall enrollment, is 2,982. This decrease of 333 (215.9 full-time-equivalents) reduces this anticipated cost. | ($1,655,739) |
| e. | Contracted Programs<br>Enrollment was based on the projected September and January enrollment average of 1,934.5 students. The revised count, based on actual fall enrollment, is 1,906.5, a decrease of 28 (14.0 full-time-equivalents). The decrease reduces this anticipated cost. | ($114,461) |
| f. | At-Risk Programs at MPS sites<br>Enrollment was based on the projected September and January enrollment average of 120 students. The revised count, based on actual fall enrollment, is 91, a decrease of 29 (24.5 full-time-equivalents). This anticipated cost is reduced. | ($171,231) |
| g. | Open Enrollment<br>Enrollment was based on the projected September and January enrollment average of 4,028 students. The revised count, based on actual fall enrollments is 3,719, a decrease of 309 (296.9 full-time-equivalents). The change reduces this anticipated cost. | ($1,746,960) |
| h. | One-Time Rebate To Traditional and Instrumentality Charter Schools<br>Distribute $78.90 per pupil to traditional and instrumentality charter schools to reflect lower-than-expected enrollments in contracted schools and open enrollment and savings in benefits and utilities. | $6,659,812 |
| i. | Leases<br>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 leases is reduced by $1,865 and the income from leased space in schools is reduced by $142,791. | ($144,656) |

School Operations Fund

| | Expenditure Amendments | Amount |
|---|---|---|
| j. | School-to-Work Transition Program<br>Add funds to improve transition services for special education students preparing for and finding employment after graduation. | $140,000 |
| k. | School Special Funds<br>The May budget included $988,437 for unalloted 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. A reserve will be maintained for possible adjustments in Bilingual/Multicultural classrooms +$300,000 and Special Education+700,000. | ($988,437) |
| l. | Central Service Income from Schools/Central Expenditures<br>Enrollments in Traditional schools have generated $126,183 more in chargeback/buyback income to fund central accounts. | $0 |
| m. | Transportation<br>Increased students requiring yellow bus transportation to private schools. The FY07 Proposed Budget assumed a decrease of 380 students requiring transport to non-public schools — from 6,295 in the FY06 Budget to 5,915 in FY07. Based on fall enrollments at non-public schools, 264 more students will require transportation in FY07 than were anticipated by the Proposed Budget. (Chapter 121.54(2)(b)1 requires MPS to provide transportation to students attending non-public schools within 5 miles of the City boundary when the student lives more than 2 miles from the school. Under Chapter 121.55(3), the district may offer parental contracts when the estimated cost of providing student transportation exceeds 1½ times the district's average per-pupil transportation cost of the previous year.) | $381,415 |
| | Homeless Transportation requires 4 more buses in FY07 than were anticipated in the May Budget. (FY06= 38 buses, FY07 Proposed Budget= 35 Buses, Actual Buses= 39). | $195,300 |
| | Special Education Transportation — 266 more children than anticipated require door-to-door transportation. (FY06 3,947 transported, FY07 Proposed Budget 4,009 transported, Actual transported 4,275.) A portion of reduced costs for Special Education school "Site allocation" will be used to offset increased cost of Special Education transportation. | $631,750 |
| | Milwaukee County Transit System — Reflects County's proposed budget that recently announced fare increases in bus tickets and bus passes that could be implemented in January 2007. A proposed amendment to the County's budget could reduce this increase to $174,361 for the half-year. | $235,000 |
| | Administration of Transportation Contracts — Add 1.0 Transportation Manager (reflects half-year of service) | $70,171 |
| | Regular Yellow Bus Transportation: Twelve more buses have been added for city-wide and specialty programs. This funding does not reflect full-route costs because typically other routes are reduced during the year due to student mobility. | $138,000 |
| n. | Utilities<br>Reduction in anticipated cost of natural gas due to pre-purchase at lower rates than anticipated. | ($1,342,679) |
| o. | Employee Benefits<br>Health plans are reduced by 185 and dental plans are reduced by 290 compared to spring estimates, reducing costs by $2,500,000, offset by a $500,000 cost increase caused by a .02% increase for January 2007 to June 2007 Wisconsin Retirement System pension. | ($2,000,000) |
| | A MOU with the Milwaukee Teachers' Education Association allows for a reduction of 6.0 teacher sabbaticals, from 25 per year to 19 for FY07 and FY08. | ($347,760) |
| | This reduction funds 3.0 Teachers-in-Residence at a cost of $347,760. | $347,760 |

School Operations Fund

| Expenditure Amendments | | Amount |
|---|---|---|
| | Add 1.0 Health and Productivity Manager position and start-up support to administer district's employee wellness program (reflects half-year of service). | $56,935 |
| p. | Crisis Response Initiative<br>Create crisis response team that includes resource components. Initiative also includes a substitute pool of ten Safety Assistants to provide backup to schools for absences of safety assistants and for emergency situations at schools | $1,000,000 |
| SUB-TOTAL-SCHOOL OPERATIONS OTHER EXPENDITURE: AMENDMENTS | | $1,110,356 |

| Revenue Amendments | | Amount |
|---|---|---|
| a. | State Equalization and Integration Aids<br>These general aids are based on MPS revenue and spending in FY06, calculated as a percent of spending in all Wisconsin school districts. Aid growth was limited by an increase in property value per pupil and a larger deduction for the Milwaukee Parental Choice Program. | ($7,689,580) |
| b. | Property Tax Levy<br>The district's revenue limit increased by $1.4 million over the May projection, while state aid estimate has decreased by $7.7 million. To use the FY07 revenue authority, local property taxes will be needed to fill the gap. | $9,137,066 |
| c. | Computer Aid<br>This aid is based on the value of tax exempt computers in Milwaukee (declining) as a portion of the property tax (increasing). | ($31,104) |
| d. | Miscellaneous Revenue<br>The library aid will decrease by $163,235 due to a revised census count. | ($163,235) |
| | Reduction to reflect termination of two leases within the Malcolm X school building. | ($142,791) |
| SUB-TOTAL — SCHOOL OPERATIONS OTHER REVENUE: AMENDMENTS | | $1,110,356 |

NOTE: There is a potential loss of $1 million of Medicaid revenue not recognized in these adjustments. This revenue is dependent on future acts of the federal government. The district's revenue estimate reflects current law.

| Construction Fund | |
|---|---|
| Expenditure Amendment | Amount |
| Computer Maintenance Management System Replacement Implementation (Phase III) | $157,085 |
| SUB-TOTAL — CONSTRUCTION FUND EXPENDITURE AMENDMENT | $157,085 |

| Revenue Amendment | Amount |
|---|---|
| Net revenue impact to reflect cancellation of Garfield lease with Woodson Academy and to reflect net revenue from new leases at 76th Street with Dr. Brenda Noach, Choice School and Greater Holy Temple Christian Center. (Net proceeds after expenditures are deposited in the Construction Fund by Board Policy 5.01(2)(b)(4)). | $157,085 |
| SUB-TOTAL — CONSTRUCTION FUND REVENUE AMENDMENT | $157,085 |

RECAPITULATION OF NET AMENDMENT AMOUNTS

| | Operations | Construction | Extension | Total |
|---|---|---|---|---|
| Technical | ($9,620) | $0 | $0 | ($9,620) |
| Other | $1,110,356 | $157,085 | $0 | $1,267,441 |
| Total | $1,100,736 | $157,085 | $0 | $1,257,821 |

7. The reorganization approved by the Board in September 2006 is reflected in the following budget changes.

| | Board Positions | Board Funds | Categorical Positions | Categorical Funds |
|---|---|---|---|---|
| ACADEMIC EXCELLENCE | | | | |
| FY07 Adopted Budget | 193.58 | $26,878,011 | 128.28 | $24,151,349 |
| September 2006 Reorganization: | | | | |
| To Superintendent (Leadership — Teaching & Learning) | -15.25 | ($3,165,307) | -61.77 | ($11,042,401) |
| To Finance & Operations (Technology) | -1.00 | ($97,300) | -5.00 | ($1,358,411) |
| From Superintendent (Parent & Student Services) | 37.00 | $4,198,916 | 4.00 | $442,825 |
| FY07 Adopted Budget — Reorganized | 214.33 | $27,814,320 | 65.51 | $12,193,362 |
| SUPERINTENDENT (Parent & Student Services) | | | | |
| FY07 Adopted Budget | 37.00 | $4,198,916 | 4.00 | $442,825 |
| September 2006 Reorganization: | | | | |
| To Academic Excellence | -37.00 | ($4,198,916) | -4.00 | ($442,825) |
| FY07 Adopted Budget — Reorganized | 0.00 | $0 | 0.00 | $0.00 |
| SUPERINTENDENT (Leadership Support/Teaching & Learning) | | | | |
| FY07 Adopted Budget | 1.00 | $186,040 | 1.00 | $1,006,519 |
| September 2006 Reorganization: | | | | |
| From Academic Excellence — Teaching & Learning | 15.25 | $3,165,307 | 61.77 | $11,042,401 |
| FY07 Adopted Budget —Reorganized | 16.25 | $3,351,347 | 62.77 | $12,048,920 |
| FINANCE & OPERATIONS (Technology) | | | | |
| FY07 May Adopted Budget | 68.00 | $12,972,983 | 0.00 | $1,980,026 |
| September 2006 Reorganization: | | | | |
| From Academic Excellence — Teaching & Learning | 1.00 | $97,300 | 5.00 | $1,358,411 |
| FY07 Adopted Budget — Reorganized | 69.00 | $13,070,283 | 5.00 | $3,338,437 |
| NET CHANGE | 0.00 | $0 | 0.00 | $0 |

8. As part of the budget amendment process, it is necessary to update the position authority in the divisions as follows:

| | Positions | Board Funds |
|---|---|---|
| <u>Academic Excellence</u> | | |
| Early Childhood Program Coordinator | -1.00 | $106,260 |
| Early Childhood Teacher | 1.00 | ($106,260) |
| Safety Assistant Substitute Pool (8-month funding) | 10.00 | $289,000 |
| Funds from School Allocation changes | | ($289,800) |
| <u>Facilities and Maintenance Services</u> | | |
| Maintenance & Repair Supervisor | 1.00 | $117,369 |
| Electrician General Foreman | -1.00 | ($117,369) |
| Building Service Helper I for ($9,620) Reduction in building service hours resulting from closure of Garfield site and re-opening of 76th Street facility. Position supported by lease revenue | -0.25 | |
| <u>Technology</u> | | |
| Increase school safety hours at Cosmic Center. Will be funded through vacancy savings. | .20 | $10,000 |
| Vacancy and Turnover | | ($10,000) |

| | Positions | Board Funds |
|---|---|---|
| Leadership Support — Teaching & Learning | | |
| Teacher-in- Residence (per MOU) | 3.00 | $347,760 |
| Special Services | | |
| Ten-month Secretary I (IDEA) | -1.00 | $0 |
| Twelve-month Secretary I (IDEA) | 1.00 | $0 |
| Administrative Accountability | | |
| Director — Administrative Accountability | .40 | $74,882 |
| Director — Administrative Accountability (Title II) | -.40 | |
| Vacancy and Turnover | | ($74,882) |
| Assessment and Accountability | | |
| Add 1.0 Teacher on Special Assignment — Grant | 1.00 | |
| Other Accounts | | |
| Transportation Operations — Transportation Manager (half-year funding) | 1.00 | $70,171 |
| Health & Productivity Manager (half-year funding) | 1.00 | $54,935 |
| Benefits | | ($125,106) |
| Sabbaticals for Teachers (Per MOU-to fund 3.0 Teacher-in-Residence positions.) | | ($347,760) |
| TOTALS | 15.95 | $0 |

NET — No new Budget Authority in dollars

| POSITIONS SUMMARY | |
|---|---|
| Board Funds | 15.35 |
| Categorical Funds | .60 |

Strategic Plan Compatibility Statement

9. The recommendations are consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for district programs, functions, and operations.

Statute, Administrative Policy or Board Rules Statement

10. The recommendations have been developed are consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

11. Approval of these proposed amendments will result in a total budget, including estimated categorical grants, of $1,151,993,138. Excluding categorical grants, the three statutory funds will total $969,543,870. This compares to the FY06 total of $955,578,643, an increase of $13,965,227. The property tax levy increases 7.7% by $16,542,183 from $213,803,808 for FY06 to $230,345,991 for FY07

| | FY07 May Adopted Budget | Adjustments | FY07 Adopted Amended Budget |
|---|---|---|---|
| Operations Fund | $935,059,049 | $1,100,736 | $936,159,785 |
| Extension Fund | $12,616,461 | $— | $12,616,461 |
| Construction Fund | $20,610,539 | $157,085 | $20,767,624 |
| TOTALS | $968,286,049 | $1,257,821 | $969,543,870 |

12. Based upon October 2006 assessed valuation information, the estimated tax rate will decrease $8.80 from $8.39, a decrease of $0.41, or -4.7%. The tax rate decrease of $0.41 generates a tax decrease of $53.71 for the owner of a city home worth $131,000, the city-wide average.

| Property Tax Levy | FY06 | FY07 | $Change | % Change |
|---|---|---|---|---|
| Operations | $192,488,713 | $206,437,997 | $13,949,284 | 7.25% |
| Extension | 8,077,455 | 9,327,455 | 1,250,000 | 15.48% |
| Construction | 13,237,640 | 14,580,539 | 1,342,899 | 10.14% |
| TOTALS | $213,803,808 | $230,345,991 | $16,542,183 | 7.74% |

Implementation and Assessment Plan

13. 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.

14. Contracts will be revised to reflect the adjusted pupil counts as applicable.

15. 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 10, 2006.

Administration's Recommendation

The Administration recommends that the Board amend the FY07 School Operations Fund and Construction Fund budgets 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 ~~$935,059,049~~ $936,159,785 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 2007 Fiscal Year; and that ~~$197,300,931~~ $206,437,997 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 2007, 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 ~~$20,610,539~~ $20,767,624 will be required for the 2007 Fiscal Year Construction Fund budget purposes and that it is to provide, in accordance with Section 65.07(1)(f), Wisconsin Statutes, $14,580,539 by a tax levy on all real and personal property in the City of Milwaukee subject to taxation for Milwaukee public school purposes in 2007, 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 $12,616,461will be required for the maintenance of playgrounds, recreation centers, and similar activities during the 2007 Fiscal Year, and that $9,327,455 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 2007, pursuant to the provisions of Section 65.07(1)(g), Wisconsin Statutes, said amount being required in addition to other miscellaneous sources.

* * * * *

Director Johnson moved to vote separately on the amendments to the Construction and School Operations Funds, then consider the arts education amendment prior to taking action on the Extension Fund.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

Director Hardin moved to accept the amendment for the School Operations Fund.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Horton, Johnson, Morales and Spence—5.

Noes—Directors Goldberg, Hardin and President Dannecker—3.

Director Blewett moved to accept the amendment to the Construction Fund.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Horton, Johnson. Morales, Spence and President Dannecker—7.

Noes—Director Hardin—1.

Director Johnson moved to adopt the arts education amendment, originally adopted on May 25, 2006, with the second provision to be amended as follows:

One, that the District will delay implementation of the amendment's provisions until the Board has had the opportunity to review the certified State aid estimate expected in October 2006, and the overall proposed property tax levy, at which time the Board must take additional action on the amendment; and

Two, that the Board direct the Administration to seek at the school and district levels new matching funds and/or in-kind contributions for the one million dollar levy increase from private or other public sources to be directed to school-based arts education 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 contribution.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Hardin, Johnson, Morales, Spence and President Dannecker—6.

Noes—Directors Goldberg and Horton—2.

Director Johnson moved to adopt the Extension Fund, as amended.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Johnson, Morales, Spence and President Dannecker—5.

Noes—Directors Goldberg, Hardin and Horton—3.

The Board adjourned at 10:30 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# OCTOBER 31, 2006

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:50 PM.

Present—Directors Blewett (7:25 PM), Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

Student Representative Present—Ursula Mlynarek.

## 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:

This month, the Milwaukee Board of School Directors is pleased to present the "Excellence in Education Award" to four principals who were among the first educators in the United States to receive Master Educator Licenses:

Thomas Hanley, Principal of Golda Meir School
Don Janicki, Principal of Browning School
Ruth E. Maegli, Principal of Elm Creative Arts School
Dr. Patricia J. Walia, Principal of Zablocki Elementary School

Though the Master Educator program is now required in all 50 states, Wisconsin was the first state to offer the program, making the current recipients of the master educator license the first in the United States.

To be eligible to earn a Master Educator's license, applicants must have earned their master's degrees and have five years of professional teaching experience. The Master Educator License Program requires each candidate to demonstrate teaching expertise in a well-developed portfolio based on the framework of the Wisconsin Teaching, Pupil Services and Administrative Standards. A team of three trained assessors judge the portfolio. Evidence of the applicant's contributions to the educational profession and documentation of improved student learning is integral. This may include student work samples, district assessments, standardized test scores, or other supporting information. A video of exemplary practice must also be submitted for review. Portfolio development is comparable to preparation of a doctoral dissertation — It requires significant time and resources and is completed in one to two years.

The MPS principals who have their licenses are grateful to those who have supported their leadership initiatives and have experienced many professional rewards throughout the process of obtaining their master educator licenses:

> "The greatest reward I experienced from the master educator license application process was an acknowledgement of all that we, the Golda Meir staff, parents, students and community have collaboratively contributed to provide incredible learning opportunities for our children, despite our limited resources."
>
> — Thomas Hanley

> "The greatest reward occurred as the process concluded and results were being announced. I became aware that all four of the MPS candidates had achieved master educator status and that our achievement was unique among all state candidates. I feel this reflects very positively on the quality of our district."
>
> — Don Janicki

> "My greatest reward has been my reflection on the positive accomplishments and growth that I have been a part of at Garland School — which has led them to receiving the National Blue Ribbon Award in 2006!"
>
> — Ruth E. Maegli

> "The greatest rewards that I have experienced during the process of obtaining the master administrator license are: a greater awareness of the issues and skills involved in K-12 education; validation of the importance of school leadership in seeking high academic achievement; the joy and satisfaction involved with ongoing lifelong learning; respect for and support from my peers involved in the process of seeking the state master administrator certification."
>
> — Dr. Patricia J. Walia

The Milwaukee Board of School Directors and the entire school community recognize Thomas Hanley, Don Janicki, Ruth E. Maegli, and Dr. Patricia J. Walia for their dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

Monthly Update on Community/Business Partnerships in Milwaukee Public Schools

The many active community and business partnerships in Milwaukee Public Schools continue to serve as integral components of our school communities throughout the district. Each month, an MPS school will be featured for the partnerships which it has fostered. This month, A.E. Burdick School has been chosen.

The collaborative partnership between Burdick School, a K-8 school with a strong technology and music focus, and Cardinal Stritch University (CSU) was formalized in 1994. It began as a collaboration in which the CSU pre-service teachers got real-life classroom teaching experiences in social studies and, in turn, received instruction on how to use technology in the classroom from the highly knowledgeable Burdick students.

Since 1999, the primary focus of the partnership has been literacy instruction provided to K-5 students by CSU pre-service teachers on a weekly basis. Beyond the supervision of the pre-service teachers, the CSU literacy professor of the courses has made a three-credit-hour commitment to work with Burdick staff. The University's support, among other things, has allowed K-8 teachers to take on-site graduate-level literacy courses developed for them by the professor and has enabled primary-level teachers to implement an innovative new reading program.

As a result of this partnership, Burdick School has become a site for *CSU School to Profession* high-school students, undergraduate clinical students, student teachers, and CSU master's programs in literacy and technology. Plans for the future include collaboration with the CSU music department.

Burdick School is also partnering with the Milwaukee Symphony Orchestra through Arts in Community Education (ACE). ACE is truly an educational partnership that involves students from diverse backgrounds, their parents and teachers, orchestra musicians, cultural partners (other community artists and cultural organizations), and funders. With a goal of advancing a child's overall learning and development, ACE bolsters students' interdisciplinary and critical thinking skills, creativity, problem solving, self-esteem, self-confidence, motivation, cooperation, communication, listening and comprehension. ACE's progress and effectiveness at achieving these outcomes have been annually documented through an ambitious assessment component. This program began in 1991 with about eight schools from southeastern Wisconsin. From the very beginning, Burdick School has been a founding member and a major participant in this exceptional program.

* * * * *

## APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of September 14, 18, 21, 26, and 28, 2006, were approved as corrected.

* * * * *

## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 3, a request to amend the non-instrumentality charter contract with United Community Center, Inc., to increase the number of seats and grade levels served at Bruce Guadalupe Community School; and

Legislation, Rules and Policies Committee, Item 1, a resolution regarding endorsement of an opportunity for high-school students to serve as poll workers and approval of alternative criteria to allow more high school students to participate.

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

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

The Chair noted that Item 8 of the Report of the Finance/Personnel Committee, a transfer from the School Operations Contingent Fund, had been approved by the required two-thirds majority.

## COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Goldberg 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 School of Urban Planning and Architecture (SUPAR)

Background

On September 25, 2006, the School of Urban Planning and Architecture (SUPAR) submitted a petition to become an MPS instrumentality charter school for the 2007-2008 school year serving a maximum of 200 students in grades 9-12. On September 6, 2006, members of the MPS Charter School Review Panel met to review the charter school petition. At that meeting, staff members, and members of the community demonstrated their passion, commitment, and support for the School of Urban Planning and Architecture (SUPAR) petition.

Analysis

1. The School of Urban Planning and Architecture (SUPAR) proposes:

   a. to utilize the themes of architecture and urban planning to impart skill development among students;

   b. using project based learning and curriculum integration, students will develop tools to become lifelong, reflective learners;

   c. continual participation of parents and community members embedded into the school's curriculum design;

   d. a teacher cooperative leadership structure to allocate more funding for instruction and focus on teaching and collaborative decision making; and

   e. a partnership with the UWM School of Urban Planning and Architecture.

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, 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

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, FY 2007 budget will allocate funds to MPS instrumentality charters in the same manner as other non-contracted MPS schools.

Committee's Recommendations

Your Committee recommends that the Board:

1. approve the concept of the School for Urban Planning and Architecture 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 the School for Urban Planning and Architecture (SUPAR) in anticipation of the establishment of an MPS instrumentality charter school for the 2007-2008 school year.

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

* * * * *

(Item 2) Follow-up to Resolution 0506R-027 by Directors Blewett, Hardin, and Morales Regarding Alternatives to Expulsions

Administration's Analysis

1. The Gun Free Schools Act of 1994 (20 U.S.C.ss8921, et seq.) requires every state to have a law requiring local school districts to expel a student who brings a "weapon" to school for a period of not less than one year. The federal law specifically states that the state law shall allow local school officials to modify the one-year expulsion requirement for students on a case-by-case basis.

2. In Wisconsin, the state law requiring the expulsion of students who possess weapons is found in Sec. 120.13(1) (c) 2m., Wis. Stats.

3. As an alternative to a fixed expulsion period, school boards are authorized by s.120.13(1)(h)2, Wis. Stats., to offer expelled pupils an opportunity for early readmission. Early readmission options often require pupils to comply with several conditions related to the reasons for the expulsion. One of those conditions may be performance of community service.

4. Early readmission options authorized by s.120.13(1)(h)2, Wis. Stats., are to be offered at the discretion of the school board or hearing examiner and are accepted at the option of the pupil. Regardless of whether early readmission is offered, once the pupil has completed the actual term of the expulsion, the school board is required to reinstate the pupil without conditions.

5. In accordance with paragraph (2) of MPS Administrative Policy 8.32 Student Expulsion, "If a student is expelled, he/she shall not be permitted to return to the Milwaukee Public Schools, unless the decision is changed by the Board, or the expulsion order specifies one or more early reinstatement conditions that an expelled student must meet before he/she may be granted early reinstatement or that an expelled student is required to meet after his/her early reinstatement but before the expiration of the period of expulsion."

6. Administrative Policy 8.23, Weapons in the Schools (And Criminal Offenses), states as follows:

(1) WEAPONS

(a) Students possessing dangerous weapons to and from school or on school property shall be immediately suspended, and the police shall be called.

1. A dangerous weapon is a gun, knife, razor, karate stick, metal knuckle, or any other object which, by the manner it is used or intended to be used, is capable of inflicting bodily harm.

2. All cases that clearly involve a gun, as defined under federal law, shall be recommended for expulsion for a minimum of one year.

3. Cases that involve any other weapon used in a threatening manner shall be recommended for expulsion, the length of that expulsion period to be recommended by the Administration.

7. Section 3(a)1 of Administrative Policy 8:23 states:

Students expelled for any violent offense shall lose their rights to all Milwaukee Public Schools educational services within a regular school; however, the Independent Hearing Panel may recommend services to be provided by a Milwaukee Public Schools partnership.

Administration's Report

8. At its meeting on January 31, 2002, the Board approved the amendment of the resolution adopted on June 26, 2001, delegating the Board's expulsion authority to an Independent Hearing Panel, and the revision of Administrative Policies 8.23, 8.32 and 8.33 to require that students expelled from the Milwaukee Public Schools for non-violent offenses be offered educational services in an MPS alternative, partnership school or charter school; CESA I Virtual School; an MPS educational program; or in another MPS or MPS-authorized program. Currently, the Independent Hearing Panel makes the final determination of whether or not students are expelled with or without services.

9. The Board of School Directors approved a waiver to Administrative Policies 8.23. and 8.32 for the 2003 -2004 academic school year.

10. The Board of School Directors approved a waiver to Administrative policy 8.23. and 8.32 for the 2004 -2005 academic school year.

11. For the 2003 through 2005 school years, the Office of Pupil Services received funding from the Department of Public Instruction that enabled the district to implement and coordinate a voluntary program under which students expelled from school were required to perform community service as a condition to an early reinstatement. The Responsible Investigative Talent Zone Service Program (RITZ) was the identified program.

12. The goal of this program was to provide expelled students with meaningful activities to occupy their time during their absence from regular school, to help them avoid negative behavior, and to teach them the value of service to others and their communities, while at the same time offering them educational opportunities.

13. For students served under this program, community service had to be included as a condition of early readmission in a new expulsion order. If the pupil was currently under expulsion, the school board could offer the pupil an opportunity for early readmission that included a community service requirement , or if the pupil had been offered an early readmission option that did not include community service, early readmission option could be modified to include community service and to provide for an earlier readmission.

14. Currently, the Milwaukee Public Schools ensures a free appropriate public education (FAPE) to expelled students with disabilities. This program afforded the opportunity for expelled non-disabled students to continue studies leading to a high-school diploma or equivalent.

15. The Office of Parent and Student Services did not receive funding for the 2005-2006 school year. The RITZ program serviced its last group of students during the 2004-2005 school year at North Division High School.

16. On August 31, 2006, the Board authorized the Administration to enter into a contract with New Concept Self Development Center to provide alcohol intervention and drug counseling to expelled students. The Department of Parent and Student Services currently collaborates with New Concept Self Development Center to provide drug and alcohol counseling and services for students aged 11 to 20 who have been expelled from Milwaukee Public Schools for possession and use of alcohol or illegal drugs. The goal of the program is to provide expelled students with meaningful counseling and services that will help them become drug- and alcohol-free. Forty students were served in this program from October 2005 until June 2006. It is anticipated that 100 students will be served for the 2006-2007 school year, which runs from July 1, 2006, to June 15, 2007.

17. Additionally, the Department of Parent and Student Services is working with New Concept Self Development Center to add a community service component to the program. The Community services component will allow students expelled from MPS to participate in the program as a condition of early reinstatement. If this component is added, the program will serve approximately 70 students rather than 100, given the additional cost of the community service aspect.

Strategic Plan Compatibility Statement

18. The early reinstatement program supports the MPS mission statement, "Milwaukee Public Schools will ensure that maximum educational opportunities are provided for all students to reach their highest possible potential."

Statute, Administrative Policy, Or Board Rules Statement

19. Implementation of the early reinstatement program is consistent with the provisions of s.120.13(1)(h) 2, Wis. Stats., and Administrative Policy 8.23, Student Expulsion.

Fiscal Impact Statement

20. This item does not authorize expenditure of funds. $125,000.00 has been set aside from Drug Free school funds to finance this project for 2006-2007, account code HFS-0-I-V96-SN-ECTS.

Implementation and Assessment Plan

21. The community service program will begin servicing students on October 9, 2006, at New Concept Self Development Center

22. Students expelled from the Milwaukee Public Schools during the 2006-2007 school year will be invited to participate in this voluntary program.

Committee's Recommendation

Your Committee recommends that the Board

1. approve the Administration's plan to continue collaborating with New Concept Self Development Center to provide services to expelled students; and

2. direct the Administration to bring back to the Committee a quarterly report on the development and implementation of this program.

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

* * * * *

(Item 3) Action on a Request to Amend the Non-Instrumentality Charter Contract with United Community Center, Inc., to Increase the Number of Seats and Grade Levels Served at Bruce Guadalupe Community School

Background

1. On July 25, 2000, the Board approved a two-year charter school contract with the United Community Center, Inc. (UCC) establishing Bruce Guadalupe Community School as a non-instrumentality charter school. On October 29, 2002, the Board extended the non-instrumentality charter school contract with UCC to include the 2002-2003 school year, and on December 16, 2003, the Board granted a second extension to include the 2003-2004 school year. On November 23, 2004, the Board approved a five-year contract renewal with UCC, to begin with the 2004-2005 school year, and to end on the last regularly scheduled school day of the 2008-2009 school year. At that time, the Board approved an additional 70.8 seats at Bruce Guadalupe, increasing the contracted number of students from 655 full-time equivalent (FTE) students to a maximum of 725.8 FTE students in grades K4 through grade 8.

2. On October 20, 2005, the Board amended the non-instrumentality model contract. The Board authorized the Administration to implement the MPS non-instrumentality charter school model contract revisions and enter into an amended charter school contract between the Milwaukee Board of School Directors and the United Community Center, Inc., effective with the 2005-2006 school year.

3. On October 20, 2005, the Board amended Section II. B. of the UCC Charter School Contract to increase the number of FTE pupils served by 15 pupils, raising the contracted number from 725.8 to 740.8 FTEs for the duration of the contract term.

4. The UCC Bruce Guadalupe Community School, located at 1028 South 9th Street, offers grades K4 through 8 and is a bicultural school with a strong commitment to improving the educational status of its students. An important part of this commitment is that each student will become proficient in the English language while maintaining facility in Spanish. The school stresses reading, language arts and mathematics as essential core subjects. Additional academic subjects/programs include English Language Learners, Spanish, fine arts, band and Latino dance. The school reports high rates of parental involvement and support.

5. Bruce Guadalupe Community School provides a high-quality school program for traditionally underserved, at-risk, and predominately Hispanic student populations and incorporates recruitment efforts to service the special needs students.

6. The September 15, 2006, State Aid Enrollment Count for Bruce Guadalupe Community School was 745.4 FTE students, including 12 FTEs in K3 and 25 students, or 3%, with special needs.

Administration's Analysis

7. On November 28, 2005, the Administration presented to the Board an informational report on the process for adding three-year-old programs to the district. Bruce Guadalupe submitted a proposal according to the guidelines approved by the district. Bruce Guadalupe Community School will receive funding for 12 three-year-old FTE seats for the 2006-2007 school year. This funding is for a one-year period (2006-2007). During the school year, Bruce Guadalupe will be offered technical assistance from the Division of Early Childhood Education to ensure that the school is implementing the strategies outlined in the proposal and the criteria and standards set forth by the district. Renewal or continuation of this funding for the three-year-old program and Bruce Guadalupe will be contingent upon the implementation of the strategies, criteria, and standards.

8. In consultation with the Office of the City Attorney, the following language will be included in the UCC contract amendment:

Notwithstanding any provision to the contrary in the Charter School Contract approved by the Board on November 23, 2004, and as approved by the Board for amendment on October 20, 2005, Charter School is authorized to provide a Program to pupils who are three years old on or before September 1 of 2006 up to a maximum of 12 (FTE) pupils in accordance with the proposal submitted by Charter School and attached hereto and incorporated by reference as Appendix 1. Funding for this three-year old program is only for the 2006-2007 school year. Whether funding beyond the 2006-2207 school year will occur will determined at a later date and will depend, in part, upon the implementation of the strategies outlined in Appendix 1 and meeting the criteria and standards established by MPS for three-year old programs.

Strategic Plan Compatibility Statement

9. This program 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. 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.

Fiscal Impact Statement

12. This item does not authorize expenditures. Any necessary funding change will be in the non-instrumentality charter fall budget amendment to be presented to the Board in October.

Implementation and Assessment Plan

13. Upon the Board's approval, this amendment will be in effect beginning with the 2006-2007 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the contract amendment for the United Community Center, Inc., Bruce Guadalupe charter school, as attached to the minutes of your Committee's meeting, to modify section II.B. to include the following language:

Notwithstanding any provision to the contrary in the Charter School Contract approved by the Board on November 23, 2004, and as approved by the Board for amendment on October 20, 2005, Charter School is authorized to provide a Program to pupils who are three years old on or before September 1 of 2006 up to a maximum of 12 (FTE) pupils in accordance with the proposal submitted by Charter School and attached hereto and incorporated by reference as Appendix 1. Funding for this three-year-old program is only for the 2006-2007 school year. Whether funding beyond the 2006-2007 school year will be determined at a later date and will depend, in part, upon the implementation of the strategies outlined in Appendix 1 and meeting the criteria and standards established by MPS for three-year-old programs.

By unanimous consent, the Board accepted the following corrected and amended Committee recommendation:

Your Committee recommends that the Board approve the contract amendment for the United Community Center, Inc., Bruce Guadalupe charter school, as attached to the minutes of your Committee's meeting, to modify section II.B. to include the following language:

Notwithstanding any provision to the contrary in the Charter School Contract approved by the Board on November 23, 2004, and as approved by the Board for amendment on October 20, 2005, Charter School is authorized to provide a Program to pupils who are three years old on or before September 1 of 2006, up to a maximum of 12 additional (FTE) pupils, in accordance with the proposal submitted by Charter School and attached hereto and incorporated by reference as Appendix 1, so that the allowable enrollment for the 2006-2007 school year is 752.8 (FTE) pupils in grades K3 through 8. Funding for this three-year old program is only for the 2006-2007 school year. Whether funding beyond the 2006-2007 school year will occur will be determined at a later date and will depend, in part, upon the implementation of the strategies outlined in Appendix 1 and meeting the criteria and standards established by MPS for three-year old programs

Director Johnson moved to approve the Committee recommendation as corrected and amended.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item 4) Action on a Request to Amend the Non-Instrumentality Charter School Contract with Preparatory School for Global Leadership to Decrease the Number of Seats

Background

1. On April 22, 2004, the Board approved the charter school contract with Preparatory School for Global Leadership (PSGL), thereby establishing the Preparatory School for Global Leadership non-instrumentality charter school, for a five-year contract term, beginning with the 2004-2005 school year and ending the last day of regularly scheduled school the 2008-2009 school year.

2. The Board amended the charter school contract with Preparatory School for Global Leadership on August 26, 2004, to change its location from 2760 North 1st Street to leased space at 1916 North 4th Street.

3. On October 20, 2005, the Board amended the non-instrumentality model contract. The Board authorized the Administration to implement the revisions to the MPS non-instrumentality charter school model contract and to enter into an amended charter school contract between the Milwaukee Board of School Directors and Preparatory School for Global Leadership effective with the 2005-2006 school year.

4. The goals of the Preparatory School for Global Leadership are to improve student achievement and to increase student leadership capacity. Using project-based learning and service-learning activities, PSGL thrives on the EdVisions model of the three R's: Rigor, Relationships and Responsibility. The implementation of the educational program is largely due to the size of the student population.

5. The school is contracted to enroll up to 360 students in grades 6-12. The September 15, 2006, Third-Friday State Aid Enrollment Count was 50 Students, including 4 students, or 8%, with special education needs.

Administration's Analysis

6. To continue a small and personalized environment, the school administrator, Angela Dye, submitted a letter to the Division of Diversified Community Schools, requesting to decrease the contracted full-time equivalent (FTE) students from 360 to 100 FTEs for the remainder of the contract term.

7. In consultation with the Office of the City Attorney, the Preparatory Charter School Contract should be modified to include the following contract language:

> Notwithstanding any provision to the contrary in the Charter School Contract approved by the Board on October 20, 2005, and subsequently executed by the parties, Charter School is authorized to enroll, and be funded by MPS accordingly, up to 100 (FTE) pupils in grades 6 through 12 during the term of the Charter School Contract which expires on the last regularly scheduled school day of the 2008-2009 school year.

Strategic Plan Compatibility Statement

8. This program 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

9. 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.

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

Fiscal Impact Statement

11. This item does not authorize expenditures. Any necessary funding change will be in the non-instrumentality charter fall budget amendment presented to the Board in October.

Implementation and Assessment Plan

12. Upon the Board's approval, this amendment will be in effect beginning with the 2006-2007 school year.

Committee's Recommendation

Your Committee recommends that the Board amend the non-instrumentality charter school contract with Preparatory School for Global Leadership to decrease its number of seats from 360 FTEs to 100 FTEs for the remainder of the contact term, as indicated below:

> Notwithstanding any provision to the contrary in the Charter School Contract approved by the Board on October 20, 2005, and subsequently executed by the parties, Charter School is authorized to enroll, and be funded by MPS accordingly, up to 100 (FTE) pupils in grades 6 through 12 during the term of the Charter School Contract which expires on the last regularly scheduled school day of the 2008-2009 school year.

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

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(Item 5) Action on a Request to Amend the Non-Instrumentality Charter School Contract with Milwaukee Leadership Training Center to Increase Grade Levels Served

Background

1. On October 31, 2000, the Board approved a five-year charter school contract establishing Milwaukee Leadership Training Center, Inc. as a non-instrumentality charter school, to begin in January 2001, and to end with the last regularly scheduled school day of the 2004-2005 school year. On June 29, 2006, the Board renewed the charter contract with Milwaukee Leadership Training Center for a five-year term, to begin with the 2006-2007 school year and to end with the last regularly scheduled school day of the 2010-2011 school year. The school shares space at Milwaukee French Immersion School located at 2360 North 52nd Street.

2. Milwaukee Leadership Training Center uses a military framework to provide a highly structured, disciplined, high-expectation learning environment focused on preparing students with core academic and life skills to succeed within their families, communities, and places of employment.

3. The school is contracted to enroll 110 FTE students in grades 5 through 8 for the 2006-2007 school year, and to reach a maximum of 130 FTE students in grades 5 through 8 by the fifth year of the contract term. The September 15, 2006 State Aid Enrollment Count was 96 students, with 35, or 26% students with special needs.

Administration's Analysis

4. In a letter to the Division of Diversified Community Schools, school administrator, Eduardo M. Garza requested to increase the grade levels served to include the 9th grade for the 2006-2007 school year.

5. The previous contract allowed for enrollment of students through the twelfth grade. The new contract, approved on June 29, 2006, has terminated enrollment at the 8th grade. The school has found it necessary to request an extension of the enrollment to include the 9th grade for this school year only. A number of current students, scheduled for 9th grade at Milwaukee Leadership Training Center have not found appropriate placement in other facilities. Many of them feel the Milwaukee Leadership Training Center is the best educational selection for them, and will use this school year as a transition year to find appropriate placements for the fall.

6. Enrollment for the 2007-2008 school year will revert to the terms stated in the charter contract, serving grades 5 through 8.

7. In consultation with the Office of the City Attorney, the Milwaukee Leadership Training Center charter school contract will be amended to include the following language:

> Notwithstanding any provision to the contrary in the Charter School Contract approved by the Board on June 29, 2006, and subsequently executed by the parties, Charter School is authorized to serve pupils in grades 5 through 9 during the 2006-2007 school year. During the 2007-2008, 2008-2009, 2009-2010, and 2010-2011 school years, Charter School is authorized to serve pupils in grades 5 through 8.

Strategic Plan Compatibility Statement

8. This program 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

9. 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.

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

Fiscal Impact Statement

11. This item does not authorize expenditures. Any necessary funding change will be in the non-instrumentality charter fall budget amendment presented to the Board in October.

Implementation and Assessment Plan

12. Upon the Board's approval, this amendment will be in effect beginning with the 2006-2007 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment to Milwaukee Leadership Training Center non-instrumentality charter school contract, as attached to the minutes of your Committee's meeting and indicated below:

> Notwithstanding any provision to the contrary in the Charter School Contract approved by the Board on June 29, 2006, and subsequently executed by the parties, Charter School is authorized to serve pupils in grades 5 through 9 during the 2006-2007 school year. During the 2007-2008, 2008-2009, 2009-2010, and 2010-2011 school years, Charter School is authorized to serve pupils in grades 5 through 8.

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

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(Item 6) Action on a Request to Amend the Instrumentality Charter School Contract with ALBA Charter School to Modify its Student Admission Policy

Background

1. On November 25, 2003, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for Academia de Lenguaje y Bellas Artes (ALBA). On November 25, 2003, the Board approved the concept of the ALBA school's petition, to open as an instrumentality charter elementary school, beginning with the 2004-2005 school year. The Board approved a five-year instrumentality charter school contract with ALBA on April 22, 2004. The term of the contract commenced with the 2004-2005 school year and will end on the last regularly scheduled school day of the 2008-2009 school year. The school shares space at South Division High School, located at 1515 West Lapham Boulevard.

2. ALBA is a bilingual elementary school that targets traditionally underserved students whose first language is Spanish. The focus of the ALBA educational program is to provide its students cross-cultural identity through instruction in the native language of Spanish and acquisition of English language proficiency with an arts focus that draws on traditional art forms. The ALBA School learning environment fosters Hispanic cultural identity and appreciation through strong parental support and community involvement.

Administration's Analysis

3. In a letter dated June 12, 2006, school leader, Brenda Martinez, requested to include contract language regarding student admission consistent with the ALBA concept indicated in the proposal. At ALBA, the bilingual educational program is implemented as other MPS bilingual school programs. Children develop language and literacy skills in both English and Spanish. Students would be accepted only in the kindergarten and first grade, unless they have had previous instruction in the Spanish language.

4. In consultation with the Office of the City Attorney, Section I.J. The requirements for admission to the school, of the ALBA charter school contract would be modified to include the following language:

> Charter School is a bilingual elementary school for pupils whose first language is Spanish. Charter School is authorized to limit admission to grades 2 to 5 to pupils who have previous Spanish language experience.

Strategic Plan Compatibility Statement

5. This program 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

6. 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.

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

Fiscal Impact Statement

8. This item does not authorize expenditures.

Implementation and Assessment Plan

9. Upon the Board's approval, this amendment will be in effect beginning with the 2006-2007 school year.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment and modify Section I.J., The Requirements for Admission to the School, of the ALBA instrumentality charter school contract, as attached to the minutes of your Committee's meeting, to add the following paragraph:

> Charter School is a bilingual elementary school for pupils whose first language is Spanish. Charter School is authorized to limit admission to grades 2 to 5 to pupils who have previous Spanish language experience.

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

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(Item 7) Action on a Request to Amend the Instrumentality Charter School Contract with Milwaukee Academy of Aviation, Science and Technology to Increase the Number of Seats

Background

1. On June 24, 2004, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for the Milwaukee Academy of Aviation, Science and Technology. On June 24, 2004, the Board approved the concept of the Milwaukee Academy of Aviation, Science and Technology's petition to open as an instrumentality charter high school beginning with the 2005-2006 school year. The Board approved a five-year instrumentality charter school contract on January 27, 2005. The term of the contract commenced with the 2005-2006 school year and will end on the last regularly scheduled school day of the 2009-2010 school year.

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. Milwaukee Academy of Aviation, Science and Technology promotes written, mathematical and higher order thinking skills that will allow students to achieve academic excellence in higher education, develop vocational and career skills to be successful in the workforce, and achieve computer literacy that will allow them to meet the challenges of a rapidly changing technologically rich society.

3. On October 20, 2005, the Board amended the instrumentality model contract. The Board authorized the Administration to implement the MPS instrumentality charter school model contract revisions and enter into an amended charter school contract between the Milwaukee Board of School Directors and the Milwaukee Academy of Aviation, Science and Technology effective with the 2005-2006 school year.

4. On April 25, 2006, the Board approved a request to amend the charter school contract with Milwaukee Academy of Aviation, Science and Technology to move from 3620 North 18th Street, to share space at the Marshall High School Complex, located at 4141 North 64th Street, beginning with the 2006-2007 school year.

5. The Milwaukee Academy of Aviation, Science and Technology is contracted to enroll up to 200 students in grades 9-12 for the 2006-2007 school year, and grow its enrollment to a maximum of up to 400 students by the fourth year of its five-year contract term. The September 15, 2006, Third Friday State Aid Enrollment Count for Milwaukee Academy of Aviation, Science and Technology was 212 students. Fifty-four, or 25%, are students with special education needs.

Administration's Analysis

6. In a letter dated September 20, 2006, Principal Dr. Dura Hale requested to increase the contracted full-time equivalent (FTE) students from 200 to 213 FTEs.

7. In Consultation with the Office of the City Attorney, the following contract amendment language will be included in the charter school contract:

> Notwithstanding any provision to the contrary in the Charter School Contract approved by the Board on April 25, 2006, and subsequently executed by the parties, Charter School is authorized to enroll, and be funded by MPS accordingly, up to 213 (FTE) pupils in grades 9 through 10 during the 2006-2007 school year.

Strategic Plan Compatibility Statement

8. This program 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

9. 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.

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

Fiscal Impact Statement

11. This item does not authorize expenditures. Fall budget amendments will be presented to the Board in October.

Implementation and Assessment Plan

12. Upon the Board's approval, this amendment will be in effect beginning with the 2006-2007 school year.

Committee's Recommendation

Your Committee recommends that the Board amend the instrumentality charter school contract with the Milwaukee Academy of Aviation, Science and Technology, to increase its number of seats from 200 FTEs to 213 FTEs for the 2006-2007 school year, and that the charter contract is modified to reflect the contract language as indicated below:

> Notwithstanding any provision to the contrary in the Charter School Contract approved by the Board on April 25, 2006, and subsequently executed by the parties, Charter School is authorized to enroll, and be funded by MPS accordingly, up to 213 (FTE) pupils in grades 9 through 10 during the 2006-2007 school year.

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

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(Item 8) Action on a Recommendation to Revise Administrative Policy 9.12, Charter Schools

Background

1. The Administrative Policy 9.12, Charter Schools, was adopted on April 27, 1999, and revised on February 23, 2004, to comply with updated district procedures and to align with the State of Wisconsin charter subgrant application timelines.

Administration's Analysis

2. In a letter dated August 28, 2006, State Superintendent Elizabeth Burmaster provided information to Milwaukee Public Schools regarding a change in the timeline for the submission of charter school grant applications submitted to the Wisconsin Department of Public Instruction (DPI).

3. The new timeline provides that grant applications may be submitted to DPI twice during the year, either by June 1 (round one) or October 1 (round two). MPS charter school grant applications must be reviewed and approved by MPS prior to submission to DPI.

4. Currently, the MPS Administrative Policy 9.12, Charter Schools, states that Petitions and proposals may be submitted any time during the year; however, petitions and proposals that are filed after 4:30 p.m. on May 31 in any year will not be considered for start-up in the following calendar (January through December) year.

5. DPI requested that MPS revise internal timelines, so that grant applicants can complete the charter proposal process and be authorized by the Board prior to the round 1 grant application submission, effective June 2007.

6. Representatives of the Administration and the Office of Board Governance met and determined that the date of January 5 for the submission of charter school petitions and proposals to MPS would best meet the DPI request and MPS needs. This date will allow MPS to submit only the grant applications for schools that have been authorized by the Board (concept approval for planning grants and contract approval for implementation grants) to open as new schools in the district.

7. In addition, a date of January 5 will allow the schools time to plan from the time of submission (approximately one and one half years) through the next school year. Schools may engage in extensive planning, development, organization, and building capacity supported by charter school grant funding available to them. For example, a charter school proposal submitted to MPS on January 5, 2007, may be approved in concept by the Board by the end of February. A grant application may be submitted to DPI with the authorization of MPS by June 1, 2007. School developers would then continue planning through the 2007-2008 school year and anticipate opening in the fall of 2008.

8. A planning grant recipient may be considered for up to $50,000, which includes an initial award of $10,000 and an additional supplemental award of $40,000, after successful receipt of the official award notice for the initial amount. An initial implementation grant recipient may be considered for up to $150,000, and an additional supplemental award of $50,000 after successful receipt of the official award notice for the initial amount and meeting DPI grant requirements.

9. At this time, the Administration is bringing forward for the Board's consideration a recommendation to revise Administrative Policy 9.12, Charter Schools, to update the MPS timeline for submission of petitions and proposals, to require charter petitions and proposals to be submitted as indicted below:

Section (5) (b) of Administrative Policy 9.12, Charter Schools should be modified as follows:

(5) (b) When to File Petitions and Proposals

Petitions and proposals may be submitted any time during the year; however, petitions and proposals that are filed after 4:30 p.m. on ~~May 31~~ January 5 in any year will not be considered for start-up in the following calendar (January through December) year. (For example, in order for a charter school to start up in September of 2008, the petition or proposal must be filed by 4:30 p.m. on January 5, 2007.)

Strategic Plan Compatibility Statement

10. This program 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

11. This item requests a change to the Administrative Policy 9.12, Charter Schools.

fiscal impact statement

12. This item does not authorize expenditures. No funding is required.

Implementation and Assessment Plan

13. Upon the Board's approval, the proposed timeline for submission of petitions and proposals will be implemented. The Division of Diversified Community Schools will inform charter school planners of the timeline as they inquire about opening charter schools within MPS.

Committee's Recommendation

Your Committee recommends that the Board approve the following change to Administrative Policy 9.12, Charter Schools, Section (5)(b), When to File Petitions and Proposals, as written below:

(5)(b) When to File Petitions and Proposals

Petitions and proposals may be submitted any time during the year; however, petitions and proposals that are filed after 4:30 p.m. on ~~May 31~~ January 5 in any year will not be considered for start-up in the following calendar (January through December) year. (For example, in order for a charter school to start up in September of 2008, the petition or proposal must be filed by 4:30 p.m. on January 5, 2007.)

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

* * * * *

(Item 9) Informational Report on Over-Aged Students with Ninth-Grade Status

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

Administration's Report

1. On June 24, 2004, the Milwaukee Board of School Directors approved school-within-a-school programs in ten Milwaukee Public Schools to serve disruptive youth in grades 6-12 for the 2004-2005 school year.

2. Twelve MPS schools successfully assigned students to school-within-a-school programs, serving 1,702 students during the 2004-2005 school year.

3. For the 2005-2006 school year, the fourteen schools — nine continuing schools, plus five additional high schools —received approval and funding through a proposal process to serve students "at risk of not graduating from high school."

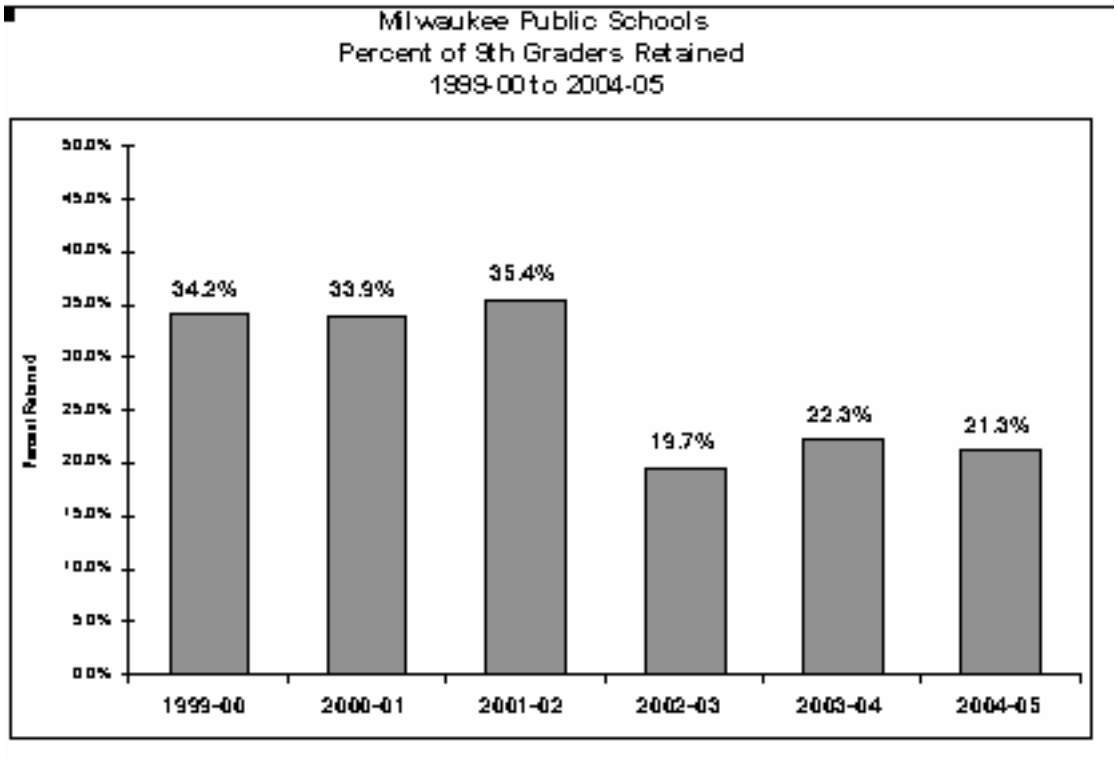
4. For the current 2006-2007 school year, fourteen schools — nine continuing schools, plus five additional high schools —received approval and funding through a proposal process to serve students at risk of not graduating from high school. In addition to increasing the number of schools and program offerings, there was a name change from "Disruptive Youth" to "Project Direct Graduation".

5. Project Direct Graduation provides alternative educational settings for those students within the district who are at risk of not graduating from high school. MPS is committed to providing these students with smaller teacher/student ratios, individual instruction, alternative scheduling, academic and work linkages, and effective supports.

6. Near the end of the 2005-2006 school year, data revealed that there were 955 students within MPS that were 17 years of age and older and who had only ninth-grade status. The Administration was given the charge to find ways to address the needs of these students.

a. As of September 25, 2006, there are approximately 9,000 ninth-grade students enrolled in MPS. Of that number, 3,000 are repeat ninth-graders, meaning a student has repeated the ninth grade two or more times. Data also reveal that of the 3,000 repeat ninth-graders, 636 are 17 years of age and older. The chart below gives this data:

Number of 9th-graders within MPS ..... 9,000
Number that are repeat 9th-graders ..... 3,000
Number of repeat 9th-graders that are 17+ ..... 636



b. The chart below shows a further breakdown of repeat ninth-graders that are 17 years of age and older by gender, special education needs, and ethnicity:

| | |
|---|---|
| Females | 227 |
| Males | 409 |
| Students that have special education needs | 191 |
| Native American | 2 |
| African-American | 444 |
| Asian | 20 |
| Hispanic | 115 |
| White | 48 |
| Other | 7 |

**7.** The Milwaukee Public Schools offers a wide array of alternative education programs which are designed to serve students at risk of dropping out of high school, as defined by the Wisconsin Children At-Risk of Not Graduating from High School Law (State Statue 118.53). Various options are given to at-risk students through the MPS alternative programs and community-based partnership programs known as partnership schools. The specific programs listed below are designed for students that: 1. are 15-19 years of age; 2. are one or two years behind their age groups in the number of high school units attained; 3. exhibit significant behavioral difficulties that impede academic progress; students that have high suspension rates; 4. are habitual truants; or 5. would benefit from a non-traditional educational setting, with a schedule that meets the student needs.

8. MPS Alternative and Partnership Schools: Since 1986, in accordance with state law, MPS has been offering alternative school options to parents of students considered at-risk of not graduating from high school. Alternative schools include those operated by the Milwaukee Public Schools, as well as schools run by community-based agencies in partnership and under contract with MPS. Eligibility for MPS alternative and MPS community-based agency partnership schools is based on meeting the statutory definition of a child at risk, individual program criteria, permission of the parent or guardian, and seat availability.

a. Currently there are 16 MPS partnership schools — ten serving students in grades 9-12, and six serving middle-school students — and three MPS alternative schools — two serving students in grades 9-12, and the other serving students in grades 6-12. In addition to those sites, there are placements for students at MPS community-based day treatment programs, adjudicated youth programs, contracted special education and behavioral reassignments sites.

b. The primary focus for each of the sites is to work with at-risk students and meet the unique needs of this population, while at the same time providing solid academic curricula that will enable students to obtain high-school diplomas and the skills to pursue the various post-secondary opportunities that are available to each of them.

9. GED Option #2: The GED Option #2 (GEDO #2) 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 the 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.

a. In order to be eligible for the program, students must be at least 17 years of age, one year behind their $9^{th}$-grade class in credits earned, and able to demonstrate an ability to read at or above the $9^{th}$-grade level. Students attend school during the regular school day or during night classes, depending upon the schedules at their schools. Students are to receive a minimum of 15 hours of school-based instruction, plus a minimum of 15 hours supervised work experience.

b. MPS received approval from the Wisconsin Department of Public Instruction to provide GEDO #2 programming at Kilmer Alternative High School, Juneau Business Charter High School, and South Division High School, beginning with the 2002-03 school year. Each school 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 GEDO #2 sites within MPS. After receiving approval from DPI and Diversified Community Schools, nine schools have been authorized to implement the GEDO #2 program. The program at Kilmer and South Division will also continue during the 2006-2007 school year.

10. GEDO #2 Readiness Program: In an effort to support students that are eligible for the GEDO #2 program, but are reading below the 9th-grade level, the GEDO #2 Readiness Program is being offered by Kilmer South and the Next Door Foundation. Kilmer is offering the program only to students who attend Kilmer. The Next Door Foundation will make the program available for MPS students enrolled in one, of the 10 GEDO #2 sites. The primary focus of the program is to build students reading and comprehension skills so they are able to increase their reading levels and enter the GEDO #2 program; however, while working on their reading skills, students will also receive support with their math and writing skills. Students will have a half-day program at their assigned schools and attend the Next Door Foundation for a portion of the school day.

11. MATC (118.15): The MATC High School (118.15) is a full-time school-completion program for at-risk MPS high-school students. Students who are 16 years of age and older are given the opportunity to earn their diploma by taking high-school credits on a college campus. Although students are still earning credits, they are in an alternative classroom environment that may be more conducive to their particular learning styles. While meeting core academic requirements, students are also given the opportunity to take elective courses with a technical focus. Currently, there are 47 students enrolled in the program for the first quarter. A continuous wait list is kept, and students are added at each new quarter after they complete a reading and math assessment and orientation at MATC.

12. Night School and Credit Recovery Program: The night school and credit recovery program offers the opportunity for the students to earn credits in core academic areas. The students are not only taught in the core areas, but are also afforded the opportunity to learn the skills that will allow them to re-enter the traditional school. Daytime employment is expected as part of the agreement between the school, parent, and student. The credit recovery program will offer half-credits per semester in several core areas needed for graduation: English, math, social studies, and science. All core classes will be offered in the late afternoon and early evening hours. It is not the program's intent to offer students all the necessary credits for graduation, but rather to re-integrate students into the regular school-day program in which these students may earn other credits necessary for graduation.

13. Private Industry Council Contract with MPS: The Private Industry Council of Milwaukee County, Inc. (PIC), a Workforce Development Board, responded to an MPS RFP and was selected to serve 100 MPS students enrolled in *Project Direct Graduation* during the 2005-2006 school year. These students attend high school in the evening, and thus have their daytime free to prepare for and seek employment in the public or private sectors. In order to accomplish the ultimate goal of job placement and retention, the PIC will prescreen youth to ensure an appropriate match for the program and will use a comprehensive youth-development model that encompasses three major elements:

- Job Readiness Training (JRT);
- Case-management services to address barriers to employment and educational success; and
- Job development, placement and retention services

14. Municipal Court Pilot Project: Judges in the Milwaukee Municipal Court are collaborating with Milwaukee Public Schools to help educate MPS students about the court system and laws. The judges will work with students on both the prevention and intervention levels. One of the major goals of the project is to educate students about the court systems to prevent them from entering and to possibly expunge existing records.

a. During this 2006-2007 Municipal Court pilot project, the following judges have committed to partnering with one MPS School each:

- Judge Jim Gramling is partnering with Bay View High School;
- Judge Valerie Hill is partnering with Vincent High School; and
- Judge Derek Mosley is partnering with Project Stay Alternative High School.

The schools will be responsible to individually identify school coordinators, identify student populations within schools, create academic components, create performance measures to develop pilot project logistics with the assigned judge (e.g., timeline, location), connect to existing programs/activities within school (e.g., connecting courtrooms and classrooms), and to connect with community organizations (e.g., police department) based on the individual schools' needs.

b. The Judges will educate the school communities about the court system and laws, support individual students to clear records upon completion of the academic component, educate students on ways to prevent having a record, and develop project logistics with their assigned schools.

c. The Municipal Court Pilot Project should result in a decreased number of students that get in trouble with the law, have outstanding warrants, get tickets, have other violations, experience negative consequences after age 18 and/or graduation with credit histories, background checks, or drivers licenses.

15. Student retentions are those students retained in grade from one year to the next due to inadequate academic performance. For the high-school pupils retained, insufficient credits were attained to move to the next grade level. The 9$^{th}$-grade retention data over the last few years indicate that the percent of students retained in 9$^{th}$ grade has dropped the last three years. The percentage of students retained in 9$^{th}$ grade (failing to secure enough credits to move to grade 10) has dropped over the last four years, from 35% in 2001-02 to 21% in 2004-05, (2005-06 retention figures should be generated the first week in October.)

16. Due to the success of these schools–within-a-school programs, along with the other supportive efforts and interventions, the number of over-aged students with ninth-grade status is decreasing.

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## 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 begin July 1, 2006

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

| | 9/06 | 10/06 |
|---|---|---|
| Population Served | 17,135 | 16,586 |

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 90-day timeline or within an appropriate timeline extension that is agreed upon by the parent. 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.

| | 9/06 | 10/06 |
|---|---|---|
| Initial Evaluations (Completed since 7/06) | 249 | 288 |
| Percentage Identified Special Education | 81% | 75% |
| Active Initial Referrals | 369 | 841 |
| Re-evaluations (Completed since 7/06) | 13 | 63 |
| Percentage Continued in Special Education | 77% | 81% |
| Active Re-evaluations | 83 | 628 |

2. Data-Management Services — Special Services Information Management System (SSIMS) Project Status Report as of October 1, 2006

a. The SSIMS HELP Desk continues to assist callers, processed Data Extract Forms, and worked on data quality projects related to Child Count.

b. Training of new special services staff, including supervisors, diagnostic teachers, special services administrators, building coordinators, and special education teachers, occurred during September and will continue throughout October.

c. Through a cooperative effort, trainers conducted limited “on-site” training sessions for continuing special education teachers.

d. Voluntary drop-in after school HELP sessions were offered for assistance for IDEA Interim Procedures and general guidance. Feedback has been positive. Additional sessions are available during October.

e. Veteran special education teachers received training on Interim procedures via media training modules on the MPS Mediasite.

f. Spectrum K12 delivered various specification documents (timelines and forms) for the IDEA mini-project. MPS is in the process of reviewing/editing these documents.

g. Plans have been underway for the installation of an automatic call distribution (ACD) system for the SSIMS office. Implementation is expected early in October.

3. State Performance Indicator Report, Indicator 14, Post-High School Outcomes

The reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA-2004) brought an alignment of the Act with the No Child Left Behind Act (NCLB). The greatest areas of alignment include a focus on outcomes and accountability through data collection, analysis and continuous goal setting. In the same way that compliance to the NCLB has caused the District to set targets for improvement, the IDEA-2004 has resulted in the development of similar targets for improvement. These targets are called performance indicators and are included in an overall State Performance Plan.

a. STATE PERFORMANCE PLAN: The State Performance Plan is required by the IDEA-2004 and 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 twenty indicators that were specified in the IDEA-2004. Data from each school district in the State is being collected by DPI and reported as state baseline data in each of three categories. 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. In order to assist districts with improved outcomes, districts will participate in the State's identified Continuous Improvement Focused Monitoring (CIFM) Process. The DPI is identifying baseline data in each indicator area. The Stakeholder group is assisting the DPI to establish six year targets and bench-marks to assist the State to measure progress toward the six year identified outcomes. The indicators are as follows:

| | | |
|---|---|---|
| (1) | Targeted Areas: | Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) |
| | • Indicator #1 | Graduation Rates (Regular Diploma) |
| | • Indicator #2 | Drop Out Rates |
| | • 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 |
| (2) | Targeted Area: | Disproportionality |
| | • Indicator #9 | Disproportionality Representation of Racial and Ethnic Groups in Special Education as a Result of Inappropriate Identification. |
| | • Indicator #10 | Disproportionality Representation of Racial and Ethnic Groups in Specific Disability Categories as a Result of Inappropriate Identification |
| (3) | Targeted Area: | Effective General Supervision: Child Find |
| | • Indicator #11 | Data Regarding the Number of Children Who Were Evaluated Within 60 Days of the District's Receipt of a Signed Parent Consent |
| (4) | 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 |
| (5) | Targeted Area: | IDEA Part B: Effective General Supervision |
| | • Indicator #15 | Review of General Supervision System i.e. Monitoring 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. |

The Department of Special Services will provide information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14 within the next few months. Information will include methods for data collection and review to lead to identified improvements. In addition the Department will present plans for improvement on each area.

b. Indicator 14, Post-High-School Outcomes Data: The Percentage of Youth Who Had IEPs, Are No Longer in Secondary School, and Who Have Been Competitively Employed, Enrolled in Some Type of Post-Secondary School, or Both, within One Year of Leaving High School.

The IDEA-2004 requires that IEP planning for students age 16 (14 in the State of Wisconsin) must include a statement about appropriate, measurable, postsecondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills, and a description of transition services, including courses of study, needed to assist the student in reaching these goals. This indicator reflects the success of such planning for former students who have aged out (over age 21) or graduated with a regular high school diploma.

(1) Required Performance Measurement: The percentage of youth is determined for each category by determining the percent of all "leavers" (students who left the district) who are employed or enrolled in a post-secondary school or both.

(2) Definitions:

(a) "Who had IEPs": Classified as an individual with a disability while in secondary school (met disability criteria and had a need for special education) and had an IEP when he/she exited the secondary school (placement).

(b) "Are no longer in secondary school": Means that the student with an IEP exited their high school education setting with a regular diploma, with a certificate of attendance, termination at maximum age of eligibility for special education and related services, dropped out. Also called "leavers."

(c) "And who have been competitively employed": in an integrated community employment setting working 35 hours per week or more and earning minimum wage or more (can include military or supported employment.)

(d) "Enrolled in some type of postsecondary school": Includes 2 year college or community college, 4 year college or university, technical college, high school completion degree, vocational or short term training program or on-the-job training program.

(e) "Drop out": A student who was enrolled in school sometime during the previous school year, was not enrolled at the reporting time of the current school year (third Friday in September), has not graduated from high school or completed a state or LEA approved educational program, and does not meet any of the following: transferred to another LEA, private school or state or LEA approved educational program, is temporarily absent due to expulsion, suspension or school excused illness, is deceased.

(3) The Department of Public Instruction will monitor and collect data on individual students from school districts utilizing a six-year sampling cycle for districts. Each year the sample will be representative of the state population of leavers with no statistical difference between sample and population. Sampling will be done without replacement and will include sampling variables (gender, ethnicity, school size, geographic location, and exit status). Because of its size, students from one sixth of the MPS high schools will be included in the statewide sample every year.

(4) Post-High-School Outcomes Website: DPI has granted a discretionary grant to CESA #11 to develop the Wisconsin Post High School Outcomes Survey (WPHSOS). The survey and the resulting data can be accessed at the following website: www.posthighsurvey.org.

(5) Data-Collection Activities: Each year MPS will receive a predetermined leaver list from DPI along with a password to enter the website. MPS will collect the most recent available contact information for each identified leaver (student) and enter the data onto the website (see attachment #1). MPS will also send two letters to the leaver: The first (Attachment # 2) is a letter from the Department of Public Instruction that describes the purpose of the survey, explains the students' right to privacy, and the planned use of the results of the survey. A second letter will be sent from the District (Attachment # 3) providing additional information, including MPS contacts, if the student has questions about the process.

(6) The individual student interview (telephone interview) will be conducted by staff at the St. Norbert's College Survey Center (see Attachment# 3). Outcomes data will be made available on the website by July 2006.

c. Strategies to Increase Post-High-School Outcomes for Students with Disabilities.

(1) The Department of Special Services has collaborated with the Department of Public Instruction and CESA #1 to offer high-quality training and support to all high schools regarding the transition planning for all students ages 14 years and above. The five-year plan that has been developed was described to the Milwaukee Board of School Directors' Special Education Committee during its September 2006 meeting. The training activities involve training in the federal IEP requirements as well as best practices, with follow-up imbedded support and training at each school site. Training and professional support is achieved through the presentation of best practices by national experts, followed by the formation of Transition Action Teams (TAT) within the building, and participation in a Transition Advisory Network (TAN) with other school districts across the state for the purpose of developing and sharing successful practices.

(2) Increase outcomes for all students by development of the capacity of all high schools to implement more inclusive opportunities for students with disabilities to access general curriculum opportunities with their non-disabled peers.

(3) Enhancement of the role and function of the Transition Facilitator within each school to work with the special education and regular education teachers and support staff, the community and the student to increase outcomes while implementing high quality transition activities.

(4) Expansion of the school-to-work opportunities made available to MPS students both at the school level and district-wide level. MPS is working to develop a collaborative partnership with the Department of Vocational Rehabilitation (DVR), Milwaukee Center For Independence (MCFI), and Human Resources Management Association (HRMA) to offer an expanded variety of employment opportunities, part-time while still in school with the hope of continuing in full-time employment beyond the years of public school eligibly.

(5) Development and dissemination of information regarding programs and resources to assist families with transition planning in the areas of health care, leisure activities, independent living and post-secondary educational opportunities, and vocational planning.

(6) Develop the capacity of school guidance counselors to support students with disabilities to access higher-education opportunities and post-secondary educational opportunities as well as the ability to access financial aid to support further education.

(7) District-wide implementation of the Summary of Performance (SoP). The Individuals with Disabilities Education Act (IDEA 2004) requires the following:

For a child whose eligibility under IDEA terminates due to graduation with a regular diploma or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child's achievement and functional performance, which shall include recommendations on how to assist the child in meeting the post secondary goals. — USC 1414 (c)(5)(B)(ii)

(8) Effective the spring semester of 2006, the district implemented the federal requirement to provide a Summary of Performance (SoP) to each student at the end of his/her final semester upon achieving graduation or maximum age eligibility. The SoP is individualized and does not require additional assessment. It is a summary of important information that is already known about the student (see Attachment #5).

(9) The SoP is best completed during the final year of a student’s high-school education. The timing of the completion may vary depending on the student’s post-secondary goals. If the student is transitioning to higher education, the SoP, with additional documentation, may be necessary as the child applies to a college or university. Likewise the information is needed when a student applies for services from state agencies such as vocational rehabilitation (DVR). In some instances, it is most appropriate to wait until the spring of the student’s final year to complete the document in order to provide the agency or employer with the most up to date information on the performance of the student. The development of the SoP is most useful when it is linked to the IEP process and the student has the opportunity to actively participate in the development of the document.

(10) The SoP is useful for the following reasons:

- Assists in the student eligibility process for reasonable accommodations and supports in post-secondary settings. (Conveys what works best to assist the student to be successful).
- Assists in the DVR assessment process.
- Assists the student in transitioning from high school to post-high school institutions.
- It serves as summative documentation that goes with the student when he/she leaves high school.

4. Hypothetical Parent Complaint Scenario

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. 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 Department of Public Instruction and the District.

a. Background Information:

(1) A student in MPS received graduated with a regular high school diploma at the age of eighteen. The student had never been determined to be a "child with a disability," and thus was never determined to be eligible for special education or related services under IDEA. MPS had, however, evaluated the student twice prior to graduation in 2003, once in 1995 and again in 2000, to determine whether he was a "child with special educational needs" and each time determined that he was not. The last IEP team evaluation occurred four years before his graduation. His parents received notices of their rights to request a due process hearing challenging these IEP team determinations but did not request a hearing either time.

(2) After his graduation in 2003, the student filed a due process hearing request, claiming that "he has been denied a free appropriate public education for many years." He asserted that his high school diploma should not have been awarded. He further claimed that he graduated with reading and language skills below the third grade level and with math skills at the fourth grade level. As relief, the student sought evaluation by an IEP team and continuation of his education until he attained the proficiencies to obtain his high school diploma or GED.

(3) The student qualified for graduation by completing the graduation requirements in effect in 2003. That is, he satisfactorily passed the requisite number of courses and submitted passing "proficiency portfolios" in writing and mathematics. Submission of "proficiency portfolios" was an alternative method of qualifying for graduation, and was available to those students who have failed the mandatory "proficiency exams." He claimed his "proficiency portfolios" were deemed satisfactory only because teachers gave him undue assistance in preparing them.

b. Intervention:

(1) MPS moved, unsuccessfully, to dismiss the due process hearing request because it is time barred by the one-year limitations period of Wis. Stat. § 115.80(1)(a), which establishes a one-year limitation period for requesting a due process hearing.

(2) In denying the request, the hearing officer stated that the pivotal question to be determined then was whether a school district is obliged to respond to a parent's request that an adult child be evaluated, either by refusing the request in writing or agreeing with it and seeking to obtain the adult child's consent to perform the evaluation.

(3) If it could be determined in this proceeding that the student would have consented to an evaluation and that such evaluation would have determined him to be a "child with a disability" then the granting of some form of relief may be appropriate, though not necessarily the relief the student has requested. Accordingly, the motion to dismiss was denied. However, the district was invited by the administrative law judge to reassert a motion to dismiss at an appropriate time if, for example, it believes that a preponderance of the evidence fails to establish the timeliness of the hearing request.

(4) With respect to the timeliness of any challenge to the IEP team determinations in 1995 and 2000 that the student was not a "child with exceptional educational needs," such a due process hearing challenge would be time barred, that is, not allowed because so much time had passed.

c. Resolution:

(1) In a subsequent limited evidentiary hearing, neither the parent nor adult student were able to credibly document that their request for a new evaluation had been given to the district prior to his graduation. Nor did testimony offered by district staff alleged to have received such a verbal request for an evaluation support the parent and student's claim.

(2) The hearing did not explore parent and student's claim that the graduation diploma was a sham. No testimony was taken on the student's current reading and arithmetic skills.

(3) The administrative law judge dismissed the hearing request on the grounds that it had not been submitted in a timely manner after the original IEP team meetings completed in 1995 and 2000.

* * * * *

## COMMITTEE ON FINANCE/PERSONNEL

Director Horton 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; 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; Report of School Bus Accidents; 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 536 Authorization to Enter into a Contract for Dispatching Services for Substitute Teachers and Clerical Staff

The Administration requests authorization to enter into a contract with the QTI Group to provide dispatching services for substitute teachers and clerical staff. While performing these services, QTI Group's dispatching personnel will report to MPS Human Resources managers.

The Administration issued Request For Proposal (RFP) 536 soliciting dispatching services from qualified vendors. The RFP indicated the successful vendor would be required to administer a pool of approximately 550 substitute teachers and clerical personnel. In addition, the vendor would need to be prepared to augment the MPS clerical staff with its own pool of temporary staff, including bi-lingual personnel.

An evaluation team was formed for the purpose of reviewing and rating responses based on the evaluation criteria listed in the RFP. The evaluation process resulted in QTI's receiving the highest score and being recommended for a contract award.

The contract is for one year, with the option to extend for two additional one-year periods. The cost over the three-year period is not to exceed $381,632. The budget code to be charged is HMR00STFHR-ECTS (Human Resources — Contracted Services)

The QTI Group — RFP 536

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| No | TBD — See RFP | 5 | 3 | 2 | 10% | 50% MBE | TBD — See RFP | Professional Service | Temporary Clerical Personnel |

RFP 537 Authorization to Enter into Contracts for Temporary Professional Services

The Administration requests authorization to enter into contracts with Kelly Services, P.A. Staffing Services, and the QTI Group for the provision of temporary professional services. The contracts do not guarantee vendors any minimum level of payments or minimum number of engagements; rather, future engagements would depend upon how frequently MPS schools and departments selected each vendor.

The Administration issued Request For Proposal (RFP) 537 soliciting temporary professional services from qualified vendors. Respondents were requested to submit a list of hourly rates which MPS would be charged for various professional services, e.g. accounting, legal, technological. The Administration did not limit the number of vendors that could be approved for the provision of professional services. An evaluation team was formed for the purpose of reviewing responses and determining which vendors demonstrated the ability to provide the requested services in a timely manner and at a reasonable price.

There were four responses to RFP 537. The three vendors noted above were approved by the evaluation committee to provide professional services, and the fourth vendor was asked to submit additional information. If approved by the Board, the above vendors will enter into a three-year master contract, with MPS to provide the services each proposed at the rates each quoted. MPS entities may then contract with any of the approved vendors under the terms and conditions of the master contract. RFP 537 remains active, allowing additional vendors to submit responses to be reviewed by the evaluation committee.

The master contracts will be in effect for one year, with the option to renew for two additional one-year periods. The contracts will have no guaranteed amounts; however, because each vendor potentially could provide services exceeding $50,000 in a single year, these contracts are being presented to the Board for approval. The budget codes to be charged will be those of the MPS entities contracting for services.

The QTI Group — RFP 537

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| 50%, per JV agreement | TBD — See RFP | 5 | 3 | 2 | 10% | 50% MBE | TBD — See RFP | Professional Service | Recruiting, job development, consulting, organizational services |

Purchasing Request Summary — October 2006

Total contract dollars to be awarded.....$381,632
Total dollars eligible for HUB participation.....$381,632
Total HUB dollars .....$190,816
% of MBE participation.....0
% of WBE participation .....0
Total HUB Participation.....50%

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, 2006, 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 | $ 890,122,170 | $ 47,061,680 | $ 937,183,850 | $ 277,034,276 | $ 893,134,954 | $ 44,048,896 | 95% |
| Categorically Aided | 178,897,030 | 37,168,328 | 216,065,358 | 50,203,224 | 179,444,580 | 36,620,778 | 83% |
| School Nutrition | 29,742,979 | 954,734 | 30,697,713 | 6,962,624 | 30,904,755 | -207,042 | 101% |
| Construction | 24,347,033 | 48,849,051 | 73,196,084 | 539,482 | 37,533,370 | 35,662,714 | 51% |
| Extension | 11,366,461 | 658,306 | 12,024,767 | 359,927 | 10,008,430 | 2,016,337 | 83% |
| Total All Funds | $ 1,134,475,673 | $ 134,692,099 | $ 1,269,167,772 | $ 335,099,533 | $ 1,151,026,089 | $ 118,141,683 | 91% |

Below is a summary of expenditures as of June 30, 2006, 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 | $ 890,122,170 | $ 47,061,680 | $ 937,183,850 | $ 143,989,957 | $ 924,093,392 | $ 13,090,458 | 99% |
| Categorically Aided | 178,897,030 | 37,168,328 | 216,065,358 | 34,783,810 | 194,082,106 | 21,983,252 | 90% |
| School Nutrition | 29,742,979 | 954,734 | 30,697,713 | 4,007,195 | 32,126,168 | -1,428,455 | 105% |
| Construction | 24,347,033 | 48,849,051 | 73,196,084 | 3,245,756 | 71,905,280 | 1,290,804 | 98% |
| Extension | 11,366,461 | 658,306 | 12,024,767 | 1,897,064 | 12,409,372 | -384,605 | 103% |
| Total All Funds | $ 1,134,475,673 | $ 134,692,099 | $ 1,269,167,772 | $ 187,923,782 | $ 1,234,616,318 | $ 34,551,454 | 97% |

[1] Represents Board-approved transfers during fiscal year 2006 and appropriations for purchases encumbered in fiscal year 2005.

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, 2005, through June 30, 2006.

School Operations Fund

Expenditures and encumbrances through June totaled $924,093,392, or 99% of the revised budget.

District Contingent Fund

The balance at June 30, 2006, was $0. Fund transfers and the dates they were approved are as follows:

| | | |
|---|---|---|
| Balance — July 1, 2005 | | $ 1,000,000 |
| Approved Transfers: | | |
| Police Department Overtime (Nov.) | – 22,000 | |
| Cisco Upgrade/Replacement Equipment (May) | – 491,000 | |
| Replace School Office Computers (May) | – 99,400 | |
| Board of Governance Automation Software (May) | – 80,000 | |
| Board Meeting Television Cameras (May) | – 80,000 | |
| Potential Disease Pandemic Supplies (May) | – 70,000 | |
| Mumps-Related Mailings/Duplicating (May) | – 47,500 | |
| Mumps-Related Mailings/Postage (May) | – 32,500 | |
| Wellness Program Curriculum Guides (May) | – 32,000 | |
| Retrofitting of and Training on Defibrillators (May) | – 30,000 | |
| Board of Governance Laptop Computers (May) | – 15,600 | |
| | | ($ 1,000,000) |
| Balance — June 30, 2006 | | $ 0 |

Construction Fund

Expenditures and encumbrances through June totaled $71,905,280, or 98% of the revised budget.

Extension Fund

Expenditures and encumbrances through June totaled $12,409,372, or 103% of the revised budget.

Revenues and Expenditures
Current-Year versus Three-Year Average
As of June 30, 2006

| | Revenues | | Expenditures | |
|---|---|---|---|---|
| | Percent Realized | | Percent Expended | |
| Fund | Current Year | 3-yr Avg. | Current Year | 3-yr Avg. |
| School Operations | 95% | 98% | 99% | 104% |
| Categorically Aided | 83% | 88% | 90% | 94% |
| School Nutrition | 101% | 99% | 105% | 108% |
| Construction | 51% | 42% | 98% | 92% |
| Extension | 83% | 86% | 103% | 92% |

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

| Month | Sch/Dept | Project Description | Contractor/Vendor | Hub% | Amt |
|---|---|---|---|---|---|
| July 06 | Custer High School | Sewage Ejector Replacement (Re-Bid) | Butters-Fetting Co., Inc. | 10.1%M/WBE | $37,000 |
| | Recreation | Fall Recreation Guide | Hometown Publications | 0 | $35,110 |
| Aug.06 | F&M | Pipe Insulation Material | Bay Insulation of Milwaukee | 0 | $38,508 |
| | F&M | Ford Step Van | Hiller Ford | 0 | $31,382 |
| | F&M | Dump Truck | 5 Corners Pontiac-GMC | 0 | $36,151 |
| | F&M | De-Icing Rock Salt | North American Salt | 0 | See Note |
| | Tech Ed. | Project Lead the Way | Autodesk, Inc. | 0 | $37,750 |
| Sept. 06 | Metcalfe School | Tot Lot Replacement | Bluemel's Maintenance Service, Inc. | 10%MBE | $49,950 |
| | South Div. | Robotic Metal Cutter | Haldeman-Homme, Inc | 0 | $41,185 |
| TOTAL | | | | | $307,036 |

Note: There is a minimum purchase of 630 tons at $35.19 per ton, which totals $ 22,169.70. Additional salt will be purchased as needed.

Report of School Bus Accidents

Below is a report on school bus accidents for the month of September 2006. This is an informational report, and no action is required.

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 8/29/06 | 8:45 | M.E.C. | No | No | Laidlaw |
| 8/31/06 | 6:50 | Metcalfe | No | Yes | Lakeside |
| 9/5/06 | 8:20 | Lincoln Center | No | No | Dairyland |
| 9/6/06 | 9:05 | WCLL | No | No | Lamers-N |
| 9/6/06 | 3:10 | Hi-Mount | No | No | Lamers |

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 9/6/06 | 4:14 | Morse M.S. | No | No | Lakeside |
| 9/7/06 | 3:00 | Grantosa | No | No | Lamers-N |
| 9/8/06 | 7:30 | Fairview | Yes | Yes | Spec Care |
| 9/11/06 | 8:17 | Bradley Tech | No | No | Bee Bus |
| 9/11/06 | 8:20 | Carver | No | No | Lamers-S |
| 9/11/06 | 3:50 | Lincoln Center | No | No | Lakeside |
| 9/11/06 | 3:55 | Milw Schl Lang | No | No | Lakeside |
| 9/12/06 | 2:50 | Meir | No | No | Lakeside |
| 9/12/06 | 3:40 | Milw Schl Lang | No | No | Laidlaw |
| 9/13/06 | 2:57 | Gaenslen | No | No | Lakeside |
| 9/14/06 | 7:19 | Milw Sign Lang | Yes | Yes | Lakeside |
| 9/19/06 | 8:13 | Marshall H.S. | No | No | Dairyland |
| 9/20/06 | 7:30 | LaFollette | No | No | Dairyland |
| 9/20/06 | 3:24 | Carson Academy | No | No | Lakeside |
| 9/20/06 | 3:45 | Fritsche M.S. | No | No | Laidlaw-W |
| 9/21/06 | 3:45 | Hayes | Yes | Yes | Bee Bus |
| 9/22/06 | 8:11 | MHSA | Yes | No | Lakeside |
| 9/25/06 | 8:45 | Bay View H.S. | No | No | Lamers |

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Allen-Field | Target | $224.29 | Take Charge of Education |
| Audubon | Target | $120.97 | Student/Teacher Incentives |
| Bradley Tech | Poblocki Sign Co. | $4,500 | 1 ENCO Milling Machine (to use in manufacturing class) |
| Bradley Tech | Poblocki Sign Co. | $4,000 | 1 Automatic Screen Press (to be used in screen class) |
| Curtin | Pick'N Save | $60.50 | We Care Program |
| Curtin | Kemps Nickels for Schools | $178.65 | Gym and Recess Equipment |
| Curtin | Foremost Farms Kids Camps | $95.70 | Gym and Recess Equipment |
| Curtin | Target | $80.91 | Take Charge of Education |
| Elm | PTA | $16,000 | Student Supply Line |
| Fernwood | Target/Roundy's | $483.16 | Monetary Donation |
| Hampton | Kathleen Scholl | $250 | Donation of check from School Reading First Coordinator |
| Hawley | Target | $2,000 | Supplies and Incentives for K4-2nd Grade |
| Lincoln Center of the Arts | Target | $141.67 | Monetary Donation |
| Maryland | Rick Cogswell | $50 | Monetary Donation |
| Meir | The Neihardt Family | $500 | Discretion of Principal |
| MHSA | Joanne & Mark Cleaver | $1,200 | To purchase a mounting press for Visual Arts Department |
| MHSA | Alex Stewart | $2,000 | Photo Equipment for Photography Class |
| MPS-Interscholastic Sports/Recreation | Brewers Charities Inc. Carnivalfest Contribution | $5,000 | Monetary Donation |
| Riley | Roundy's Supermarkets | $52.46 | Various school needs |
| Riley | Target | $223.12 | Various school needs |
| Vieau | La Perla Restaurant | $500 | Team Uniforms |

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; Quarterly Report of the Compensation Review Committee; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; Approval of Prevailing Wage Rates; and Affirmative Action Report

Approval of Classified Personnel Transactions

| | Name and Assignment | Position and Salary | Date |
|---|---|---|---|
| | | APPOINTMENTS | |
| 4 | Melanie Balderas<br>Goodrich | School Secretary I<br>$20,580.67/yr. | 10-02-06 |
| 5 | Chris Creed<br>Technology | Systems Programmer<br>$61,600.00/yr. | 09-14-06 |
| 2 | Katy Haney-Madlock<br>Kilbourn | School Secretary I<br>$27,839.56/yr. | 09-20-06 |
| 4 | Elizabeth Herrera<br>Mitchell | School Secretary I<br>$20,580.67/yr. | 10-09-06 |
| 2 | Monique Howard<br>Lancaster | School Secretary I<br>$27,839.56/yr. | 10-10-06 |
| 4 | Widalys Rivera<br>Bell | School Secretary I<br>$26,496.93/yr. | 10-02-06 |
| | | PROMOTIONS | |
| 5 | Gregory Eckert<br>Clarke | School Engineer II<br>$47,122.66/yr. | 09-25-06 |
| 5 | Chad Meyer<br>Bradley Technology & Trade | Systems Programmer<br>$66,888.14/yr. | 10-16-06 |
| 1 | Jodi Pena<br>Cass | School Kitchen Manager I<br>$18,964.18/yr. | 09-21-06 |
| 5 | Victoria Mueller<br>Genesis | Central Kitchen Manager I<br>$32,453.86/yr. | 09-18-06 |
| 4 | Maria Wesolowski<br>Business Services | Transportation Assistant-Technical<br>$46,123.48/yr. | 10-23-06 |

REINSTATEMENTS

| | | |
|---|---|---|
| Patricia Rich<br>Audubon | School Kitchen Manager II<br>$27,395.03/yr. | 09-05-06 |

CHANGES IN STATUS

| | | |
|---|---|---|
| Robbie McNeice #<br>Bell | Handicapped Children's Assistant<br>$15,352.46/yr. | 09-21-06 |
| Sandra Murrell #<br>Milw. School of Languages | Handicapped Children's Assistant<br>$15,352.46/yr. | 09-18-06 |
| Janice Voss #<br>Allen-Field | Handicapped Children's Assistant<br>$15,352.46/yr. | 09-21-06 |
| Cynthia Wright #<br>Walker | Handicapped Children's Assistant<br>$15,352.46/yr. | 09-21-06 |

*# From substitute to regular*

Approval of Certificated Appointments — Teachers

| Ethnic Code | Teachers | Division | Salary | Credit | Yr. Exp. Start Date |
|---|---|---|---|---|---|
| 4,r | Maria Eugenia Armas<br>Bilingual Grade 2 | 1 | $33,671.00 | 1 | 8/31/2006 |
| 5,r | Mary J. Binkelman<br>Cross-categorical | 1 | $33,671.00 | 1 | 9/11/2006 |
| 2,r,a | Joseph T. Clayton<br>Cross-categorical | 1 | $33,671.00 | 1 | 8/31/2006 |
| 5,r | Katherine Dlugolecki<br>ESL | 1 | $33,671.00 | 1 | 9/18/2006 |
| 5,r,a | Joseph A. Dominic<br>Cross-categorical | 1 | $33,671.00 | 1 | 8/31/2006 |
| 2,r,a | Martha E. Ealy<br>English | 1 | $33,671.00 | 1 | 8/31/2006 |
| 5,nr | Brook Goralski<br>ESL | 1 | $33,671.00 | 1 | 9/07/2006 |
| 4,r | Claudia P. Heller De Messer<br>Bilingual Grade 3 | 1 | $43,080.00 | 6 | 8/31/2006 |
| 2,nr,a | Jason E. Hood<br>Mathematics | 1 | $33,671.00 | 1 | 9/12/2006 |
| 2,r,a | Karissa N. Jackson<br>CD | 1 | $33,671.00 | 1 | 9/06/2006 |
| 5,nr | Tina Kahn<br>Grade 3 SAGE | 1 | $33,671.00 | 1 | 9/11/2006 |
| 5,r | Barbie Kasha<br>Grade 3 | 1 | $33,671.00 | 1 | 9/21/2006 |
| 5,r | Ann La Fleur<br>CD | 1 | $33,671.00 | 1 | 9/29/2006 |
| 5,r | Anna C. Lioen<br>Bilingual Education/Cross-categorical | 1 | $44,498.00 | 5 | 9/19/2006 |
| 5,nr | Erin A. McNulty<br>Cross-categorical | 1 | $43,080.00 | 6 | 9/05/2006 |
| 4,r | Shakira Munoz<br>Bilingual Education/Cross-categorical | 1 | $33,671.00 | 1 | 9/13/2006 |

| | | | | | |
|---|---|---|---|---|---|
| 2,r,a | Alexander Nickols<br>Mathematics | 1 | $44,124.00 | 8 | 9/01/2006 |
| 5,r | Nicole K. Rec<br>Cross-categorical | 1 | $33,671.00 | 1 | 9/11/2006 |
| 5,r,a | Michael G. Remm<br>Cross-categorical | 1 | $33,671.00 | 1 | 8/31/2006 |
| 5,nr | Royal L. Smit<br>Mathematics | 1 | $33,671.00 | 1 | 9/01/2006 |
| 5,r | Kirsten L. Tarr<br>Bilingual/K5 Sage | 1 | $33,671.00 | 1 | 9/12/2006 |
| 5,r | Lindsay A. Vine<br>Cross-categorical | 1 | $33,671.00 | 1 | 9/11/2006 |
| 2,r | Tiffany M. Williams<br>Mathematics | 1 | $33,671.00 | 1 | 9/08/2006 |
| 4,r | Alejandro Zepeda-Cueuas<br>Bilingual Education/Cross-categorical | 1 | $33,671.00 | 1 | 9/29/2006 |
| 3,r | Tao Zheng<br>Mathematics | 1 | $33,671.00 | 1 | 10/2/2006 |

Approval of Certificated Appointments — Nurses

| | | | | | |
|---|---|---|---|---|---|
| 2,r | Yolanda M. Hinton<br>Nurse | FLT | $38,368.00 | 0 | 9/20/2006 |
| 5,r | Melissa J. Kaale<br>Nurse | FLT | $44,545.00 | 0 | 9/22/2006 |

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

Quarterly Report of the Compensation Review Committee

Since July 2006, the Compensation Review Committee has completed work on the reclassification review of the administrative positions in the Department of Special Services and one additional position.

| Position | Old Salary | New Salary | New Title/Results |
|---|---|---|---|
| Compensation Analyst | Level 5A | Level 3A | |

With respect to the Department of Special Services, the Compensation Committee has dedicated nearly a full year to reviewing all of the administrative positions in the Department. While the initial request involved only one classification, at the outset it became evident that the entire department would need to be analyzed in order to ensure that the positions were not viewed in a vacuum. Since the updated compensation procedure dictates that all positions should be reviewed every five years, the process was both complete and necessary.

Below is the list of the reviewed positions, the current classifications, and the recommended reclassifications. In this process, many of the supervisors were invited to present to the entire committee in order that there was full understanding of the work expectations and requirements.

Not all of the positions reviewed warranted a change in classification.

| Position | Classification | |
|---|---|---|
| | **Current** | **Proposed** |
| Nursing Supervisor | 6A | 8A |
| Audiologist | 7C | 8C |
| Coordinator, OT/PT Services | 7C | 8C |
| Special Education Supervisor | 8A/8C | 9A/9C |
| School Social Work Supervisor | 8A | 8A |
| Supervisor, School-to-Work | 8A | 8A |
| School Psychologists Supervisor | 8C | 9C |
| SSIMS Supervisor | 9A | 9A |
| Equitable Education Coordinator | 10A | 11A |
| Special Education Leadership Liaison (SELL) | 10A | 12A |
| Coordinator, Office of Compliance and Management | 11A | 12A |
| Coordinator, Office of Non-Conventional Programs | 11A | 12A |
| Coordinator, Speech, Psychology and Allied Health | 12A | 12A |
| Coordinator, School Social Work Services | 12A | 12A |

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

Approval of Leaves of Absence

| | Present Assignment | Effective From |
|---|---|---|
| Illness Leave, to June 15, 2007: | | |
| Cathy Pernell Cyiark | WHS of Information Technology | April 6, 2006 |
| Maternity Leave, to June 15, 2007: | | |
| Gloria Moon | Kagel | November 27, 2006 |
| Personal Leave, to June 15, 2007: | | |
| Cheryl Michaels | Hayes | October 1, 2006 |
| Extension of Study Leave, to June 15, 2007: | | |
| Phil Owens | Leave | August 31, 2006 |

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

| Name | Position | Effective Date |
|---|---|---|
| Ruth Agrusa | Teacher | 09/28/06 |
| Deanna Burton | Teacher | 09/19/06 |
| Sarah Donaldson | Teacher | 10/31/06 |
| Jean Hoffmann | Teacher | 09/15/06 |
| Donald Jenness | Asst. Principal | 09/20/06 |
| Jason Jordan | Teacher | 09/08/06 |
| Julie Legawiec | Teacher | 09/01/06 |
| Bert Lietzow | Teacher | 12/22/06 |
| Cathy Madigan | Teacher | 09/28/06 |
| Stacie Nelson | Teacher | 09/06/06 |

| | | |
|---|---|---|
| Jacalyn Oliva | Teacher | 10/24/06 |
| Lorna Piggee | Teacher | 09/26/06 |
| Jennifer Puccini | Teacher | 10/03/06 |
| Markos Ramirez | Teacher | 09/22/06 |
| Everette Rupert | Teacher | 09/17/06 |
| Lill Schwantes | Teacher | 08/30/06 |
| Carla Sikorski | Teacher | 11/08/06 |
| Bernadette Sinclair | Teacher | 09/29/06 |
| Patrice Sonnenberg | Teacher | 09/14/06 |
| Nancy Uhl | Teacher | 09/28/06 |
| Kari Whalen | Teacher | 06/15/06 |
| Russ Williams | Asst. Principal | 09/22/06 |

Classified Retirements

| Name | Position | Effective Date |
|---|---|---|
| Judy Johnson | General Ed. Asst. | 09-06-06 |
| Florence Prince | Food Service Assistant | 09-15-06 |

Approval of Prevailing Wage Rates

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.

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.

Asbestos Workers/Heat & Frost Insulators

Please be advised that the Asbestos Workers and their Contractors have an agreement providing for the following rates of wages and fringe benefits effective June 1, 2006.

| | | 6-1-06 PER HOUR |
|---|---|---|
| Journeymen | | $ 29.63 |
| Foreman | (5 men crew including foreman) | 31.85 |
| | (10 men crew, including foreman) | 34.07 |
| | (Assistant foreman) | 31.85 |

Employer contributions paid into the various fringe benefit trust funds for Heat & Frost Insulators are as follows effective June 1, 2006, and paid on all hours worked per week into the Pension Trust Fund and Annuity Fund, but paid up to a maximum of forty (40) straight-time hours worked per week into the Education Apprenticeship Fund and Industry Advancement Fund.

| | 6-1-06 PER HOUR |
|---|---|
| Health and Welfare Fund | $ 6.00 |
| Pension Fund | 4.42 |

| | |
|---|---|
| Annuity | 4.30 |
| Education and Apprenticeship Trust Fund | .38 |
| Industry Fund | .06 |
| Total Benefits Package | $ 15.16 |

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for September 2006 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, leaves of absence and prevailing wage rates 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 to the classifications indicated, effective upon assignment following approval by the Board:

| | | | |
|---|---|---|---|
| 2(r) | Donna Chandler Luebke | Principal<br>Lady Pitts Small High School | Schedule III, Range 13Z<br>$86,660.68 |
| 2(r) | Virginia Clark | Assistant Principal<br>Hamilton High School | Schedule III, Range 12Y<br>$73,660.44 |
| 2(r) | Eddie Jones, Jr. | Assistant Principal<br>Lincoln Center of the Arts | Schedule III, Range 11Z<br>$61,961.36 |
| 2(r) | Carol McKay | Assistant Principal<br>Malcolm X Academy | Schedule III, Range 11Z<br>$55,085.00 |
| 2(r) | Larry Farris | Assistant Principal<br>Muir Middle School | Schedule III, Range 11Z<br>$55,085.00 |
| 4(r) | Lorena Gueny | Assistant Principal<br>Allen-Field School | Schedule III, Range 10Z<br>$79,222.05 |
| 2(r) | Toni Dinkins | Assistant Principal<br>Carver Academy | Schedule III, Range 10Z<br>$70,432.02 |
| 5(r) | Christopher Hauser | Assistant Principal<br>O. W. Holmes School | Schedule III, Range 10Z<br>$72,549.98 |
| 4(r) | Jesus Santos | Assistant Principal<br>Seher School | Schedule III, Range 10Z<br>$74,313.65 |
| 5(r) | Christine Maxwell | Assistant Principal<br>Starms Discovery Learning Center | Schedule III, Range 10Z<br>$61,991.18 |

| | | | |
|---|---|---|---|
| 5(r) | Eric Rian | Assistant Principal<br>Story School | Schedule III, Range 10Z<br>$68,316.38 |
| 2(r) | Janel Hines | Manager, Certificated Staffing<br>Department of Human Resources | Schedule III, Range 12A<br>$75,366.72 |
| 2(r) | Keona Jones | Manager, Head Start Health,<br>Mental Health and Disabilities<br>Division of Early Childhood Education | Schedule III, Range 7A<br>$72,050.00 |
| 5(r) | Barbara Peterson | Nurse Supervisor<br>Department of Special Services | Schedule III, Range 6A<br>$61,100.70 |
| 2(r) | Linda Williams | Nurse Supervisor<br>Department of Special Services | Schedule III, Range 6A<br>$64,247.04 |
| 5(nr) | John Imp, Jr. | Accountant I<br>Department of Finance | Schedule III, Range 3A<br>$40,528.00 |
| 5(r) | Suzanne Engelbart | Compensation Analyst<br>Department of Human Resources | Schedule III, Range 3A<br>$51,988.79 |

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

* Position created by Board action after budget approved.

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 to Approve Changes in the Actuarial Assumptions for the Milwaukee Board of School Directors' Supplemental Early Retirement Plan for Teachers

Administration's Analysis

1. The Administration recently secured an experience study from its actuary, Gabriel, Roeder, Smith and Company (GRS) for the Milwaukee Board of School Directors Supplemental Early Retirement Plan for Teachers ("Plan") for the years July 1, 2000, through July 1, 2005. The purpose of the study is to review the actuarial assumptions used to value the Plan by comparing actual experience to expected or assumed experience and to review the current methods used to develop the recommended annual contribution. Experience studies are performed on a periodic basis to ensure that the funding of the Plan is on track.

2. The experience study is a review of the economic and demographic assumptions used to value the Plan. The economic assumptions reviewed include the long-term rate of return on investments, general wage increases and inflation. The demographic assumptions reviewed include mortality, disability rates, withdrawal rates and retirement rates.

3. The summary of the key findings and recommendations are noted on pages 2 and 3 of the experience study attached to the minutes of your Committee's meeting and are also listed below in the order in which they appear in the report:

a. Combine the 1989 dedicated bond portfolio with all other assets for purposes of developing the actuarial value of the assets.

b. Value the liabilities for the 1989 dedicated retiree group at the Plan's 8.0% discount rate instead of the 9.25% assumed rate for this portfolio.

c. Maintain the base salary increase assumption of 3.0%, but in addition, add a service-based increase for up to the first 16 years of service. The wage inflation component of the salary scale will remain at 3%.

d. For benefit purposes, project pay based on the greater of the base pay rate and 102.5% of the actuary salary earned in the prior Plan Year.

e. Use age and service-based retirement rates with higher rates as age and service increase. Use 100% retirement at the earlier of 40 years of service and age 65, unless the participant is age 62 or older, in which case use 100% retirement at the attainment of 35 years of service.

f. Increase the current age-based termination rates.

g. Change the mortality rates to the 1994 Group Annuity Mortality (94 GAM) table, sex distinct.

h. Lower the disability rates to the blended rates used by the Wisconsin Retirement System.

i. The study indicates that the Special Supplemental Benefit ("Temporary Benefit") for deferred vested participants was not included in prior valuations of the Plan performed by the district's former actuary. The cost of this benefit is now estimated and will be included in the July 1, 2006, valuation. The recommended plan assumption and method changes which addresses this benefit are explained in item 7 below.

j. "Fresh start" the actuarial value of the assets by resetting them to the market value of Plan's assets. This will allow the dedicated asset portfolio mentioned in (a) above to be incorporated with the non-dedicated assets and eliminate the deferral of the associated investment losses.

k. Consolidate the Plan's individual amortization bases of prior gains, losses, assumption changes and plan changes into one amortization base using a 25-year closed level-dollar amortization period.

4. The following is a summary and comparison of the fiscal impact of the above recommended changes in actuarial assumptions and methods and the Deferred Vested Temporary Benefit using as a baseline the Plan's 2005 data and an assumed effective date of July 1, 2005.

| | Unfunded Actuarial Accrued Liability | Recommended Annual Contribution |
|---|---|---|
| Valuation (baseline) as of 6/30/2005 | $113,762,990 | $13,440,927 |
| Increase (decrease) in cost due to: | | |
| Salary Projection | $3,086,111 | $377,391 |
| Salary Scale Assumption | ($1,168,463) | $684,387 |
| Mortality Assumptions | $1,946,939 | $215,366 |
| Other Demographic Assumptions* | $10,291,067 | $854,506 |
| Deferred Vested Temporary Benefit | $7,383,894 | $607,308 |
| Dedicated Discount Rate | $104,835 | $8,622 |
| Asset Valuation Method | ($597,735) | ($49,162) |
| Amortization Bases | — | ($461,691) |

| | | |
|---|---|---|
| Total Change | $21,046,648 | $2,236,727 |
| Impact Results at 6/30/2005 | $134,809,638 | $15,677,654 |

* Includes retirement, disability, and termination assumptions

5. The net result of the above recommended changes is expected to increase the unfunded actuarial accrued liability by $21,046,648 and change the funded position of the Plan from 34.8% to 31.2%. The estimated annual contribution as a percentage of payroll will change from 4.184% to 4.691%.

6. The recommended effective date of the above recommended changes in Plan assumptions and methods is July 1, 2007 and, if approved, will be included in the district's budget for fiscal year 2008. It is noted that the above fiscal impact is an estimate based on the use of the Plan's 2005 data. The actual impact of the change in assumptions and methods will depend on the demographics and funded status of the Plan at the time the changes are implemented.

7. Upon further review following the study, it is recommended that a separate 15-year amortization base be set up for the additional unfunded deferred vested liability for the temporary benefit as of the July 1, 2006 valuation. This will result in an estimated $100,000 incremental increase in the annual contribution as of the July 1, 2006, valuation. This also assumes the application of the $2.989 million contribution toward the contribution shortfall to finance the additional deferred vested liability as of the July 1, 2006, valuation. This base will not be included in the consolidation of all other amortization bases.

8. The rationale for a separate amortization base follows:

a. This is a special one-time event liability associated with the temporary benefits that has a much shorter duration than the Plan's permanent benefits.

b. It is not uncommon for pension systems to use different amortization periods for special one-time event benefits with shorter duration, e.g. additional benefits associated with an early retirement window.

c. It is actuarially sound to finance liabilities before benefits expire.

Strategic Plan Compatibility Statement

9. The recommendation is consistent with the practice of fiscal responsibility and the reporting and disclosure of the district's employee benefit plan costs and liabilities.

Statute, Administrative Policy, or Board Rules Statement

10. Changes in the Plan's assumptions and methods must be approved by the Board in accordance with the Plan Document.

Fiscal Impact Statement

11. The recommendation to change plan assumptions and methods effective July 1, 2007, will be included in the FY08 budget. Based on the valuation at July 1, 2005, the recommended changes increased the annual contribution by $2.2 million and increased the unfunded actuarial liability by $2.2 million.

12. The recommendation to establish a separate 15-year amortization base for the unfunded deferred vested liability for the temporary benefit as of the July 1, 2006, valuation results in an estimated $100,000 incremental increase in the annual contribution. Funds for this expenditure are budgeted in account DWC-0-0-EMB-DW-EERT.

Implementation and Assessment Plan

13. Upon approval of the recommendation, the Administration will direct its actuary to implement the recommendation and will include the fiscal impact in the FY08 budget-planning process.

Committee's Recommendation

Your Committee recommends that the Board approve the changes in actuarial assumptions and methods as summarized in paragraph 7 above, effective as of the July 1, 2006, valuation and subparagraphs 3a, b, c, d, e, f, g, h, j, and k, effective as of the July 1, 2007, valuation above and as further detailed in the experience study attached to the minutes of your Committee's meeting.

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

* * * * *

(Item 5) Action to Approve Changes in the Actuarial Assumptions for the Milwaukee Board of School Directors' Early Retirement Supplement and Benefit Improvement Plan

Administration's Analysis

1. The Administration recently secured an experience study from its actuary, Gabriel, Roeder, Smith and Company ("GRS") for the Milwaukee Board of School Directors Early Retirement Supplement and Benefit Improvement Plan ("Plan") for the years July 1, 2000 through July 1, 2005. The purpose of the study is to review the actuarial assumptions used to value the Plan by comparing actual experience to expected or assumed experience and to review the current methods used to develop the recommended annual contribution. Experience studies are performed on a periodic basis to ensure that the funding of the Plan is on track.

2. The experience study is a review of the economic and demographic assumptions used to value the Plan. The economic assumptions reviewed include the long-term rate of return on investments, general wage increases and inflation. The demographic assumptions reviewed include mortality, disability rates, withdrawal rates and retirement rates.

3. The summary of the key findings and recommendations are noted on pages 2 and 3 of the experience study attached to the minutes of your Committee's meeting and are also listed below in the order in which they appear in the report:

a. Combine the 1989 dedicated bond portfolio with all other assets for purposes of developing the actuarial value of the assets.

b. Value the liabilities for the 1989 dedicated retiree group at the Plan's 8.0% discount rate instead of the 9.25% assumed rate for this portfolio.

c. Change the certificated salary assumption to a service-based salary increase assumption that includes additional service-based increases and set the wage inflation component of the salary scale at 3.0%.

d. Change the classified salary increase assumption to 3.0 % for wage inflation and 1.0% for merit increase.

e. Change the certificated employee retirement rate assumption to age-based retirement rates that peak at ages 57 and 60. Maintain the classified employee age-based retirement rate with the peak at age 60. For all employees, use a 100% retirement rate at the earlier of 35 years of service and age 65.

f. Increase the current age-based termination rates.

g. Change the mortality rates to the 1994 Group Annuity Mortality (94 GAM) table, sex distinct.

h. Lower the disability rates to the blended rates used by the Wisconsin Retirement System.

i. "Fresh start" the actuarial value of the assets by resetting them to the market value of Plan's assets. This will allow the dedicated asset portfolio mentioned in (a) above to be incorporated with the non-dedicated assets and eliminate the deferral of the associated investment losses.

j. Consolidate the Plan's individual amortization bases of prior gains, losses, assumption changes and plan changes into one amortization base. Because the Plan is closed to new entrants, use a 7-year closed level-dollar amortization period.

4. The following is a summary and comparison of the fiscal impact of the above recommended changes in actuarial assumptions using as a baseline, the Plan's 2005 data and an assumed effective date of July 1, 2005.

| | Unfunded Actuarial Accrued Liability | Recommended Annual Contribution |
|---|---|---|
| Valuation (baseline) as of 6/30/2005 | $10,047,056 | $2,814,526 |
| Increase (decrease) in cost due to: | | |
| Salary Increase Assumption | $1,249,171 | $268,283 |
| Mortality Assumptions | $625,595 | $111,737 |
| Other Demographic Assumptions* | ($109,103) | ($92,656) |
| Dedicated Discount Rate | $211,120 | $34,017 |
| Asset Valuation Method | $116,368 | $18,749 |
| Amortization Bases | — | ($340,578) |
| Total Change | $2,093,151 | ($448) |
| Impact Results at 6/30/2005 | $12,140,207 | $2,814,078 |

* Includes retirement, disability, and termination assumptions

5. The net result of the preceding recommended changes is expected to increase the unfunded actuarial accrued liability by $2,093,151 and change the funded position of the Plan from 79.7% to 76.4%. The estimated annual contribution as a percentage of payroll will change from 6.159% to 6.158%.

6. The recommended effective date of the changes in Plan assumptions and methods is July 1, 2007, and, if approved, will be included in the district's budget for fiscal year 2008. It is noted that the above fiscal impact is an estimate based on the use of 2005 Plan data. The actual impact of the change in assumptions and methods will depend on the demographics and funded status of the Plan at the time the changes are implemented.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility and the reporting and disclosure of the district's employee benefit plan costs and liabilities.

Statute, Administrative Policy, or Board Rules Statement

8. Changes in the Plan's assumptions and methods must be approved by the Board in accordance with the Plan Document.

Fiscal Impact Statement

9. The recommendation to change plan assumptions and methods effective July 1, 2007, will be included in the FY08 budget. Based on the valuation at July 1, 2005, the recommended changes decreased the annual contribution by $448 and increased the unfunded actuarial liability by $2,093,151.

Implementation and Assessment Plan

10. Upon approval of the recommendation, the Administration will direct its actuary to implement the recommendation and will include the fiscal impact in the FY08 budget planning process.

Committee's Recommendation

Your Committee recommends that the Board approve the changes in actuarial assumptions and methods as summarized in items 3a through j above and as further detailed in the experience study attached to the minutes of your Committee's meeting, effective as of the July 1, 2007, annual valuation of the Plan.

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

* * * * *

(Item 6) Authorization to Enter Into FY07 Pupil Transportation Contracts

Background

1. At the March 30, 2006, and May 25, 2006, meetings of the Milwaukee Board of School Directors, the Administration received authorization to enter into contracts with various bus companies to provide transportation services for regular, special education, inter-district Chapter 220, and homeless/shelter students. These contracts provide service to school and back home daily. Transportation is also provided for various school activities. Schedules and the levels of service are determined on an individual school or program basis, which were not available at the time of the May 26, 2005, meeting. Subsequently, these schedules have been established, and the transportation service requirements determined.

Administration's Analysis

2. The Administration is seeking approval of various transportation contracts as identified in Table 1. Bids were issued for athletic, MPS after-school service, and suburban after-school service. Miscellaneous Programs include intermurals, interscholastic academics, kindergarten, alterations of service, absence of responsible person service and child care 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 on the frequency and location of the activity. Residence transport is service for students attending the Wisconsin Home for the Blind.

Table 1

| Contractor Residence | Athletics | After -school MPS & Suburbs | Miscellaneous Programs | Residence Transport |
|---|---|---|---|---|
| Alliance | $133,245 | $23,454 | $0 | |
| Atlas Transit | $217,780 | $31,847 | $18,341 | |
| Bee Bus | $0 | $19,040 | $64,221 | |
| Dairyland Bus | $0 | $67,145 | $45,430 | |
| Johnson Bus | | $23,400 | $12,685 | |
| Joy Farm Bus | $133,245 | $67,145 | $48,161 | |
| Laidlaw Bus | $133,245 | $47,800 | $198,648 | |
| Lakeside Bus | $56,900 | $241,720 | $207,095 | |
| Lamers Bus | $217,780 | $67,145 | $200,061 | |
| Riteway | $0 | $15,600 | $11,895 | |
| Specialized Care | $56,900 | $67,145 | $34,309 | |
| St. Charles Ctr | | | $26,250 | |
| WI Ctr for Blind | | | | $91,670 |
| Totals | $949,095 | $671,441 | $867,096 | $91,670 |

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

Fiscal Impact Statement

5. Funds were included in the FY07 transportation budget for the services described**.** The amounts are estimates, and most contracts have not expended more than $50,000. Actual expenditures may vary depending on demand for service. The accounts are as follows:

| | | | |
|---|---|---|---|
| Athletics | $ | 949,095 | TSP-0-0-TRS-DW-EPPT |
| Sub After School | $ | 437,481 | SUT-0-0-TRS-DW-EPPT |
| MPS After School | $ | 233,960 | IPT-0-0-TRS-DW-EPPT |
| Miscellaneous | $ | 97,625 | IAT-0-0-TRS-DW-EPPT |
| | $ | 62,100 | PSI-0-0-TRS-DW-EPPT |
| | $ | 87,610 | AIT-0-0-TRS-DW-EPPT |
| | $ | 25,875 | AST-0-0-TRS-DW-EPPT |
| | $ | 374,641 | MDK-0-0-TRS-DW-EPPT |
| | $ | 98,760 | KMT-0-0-TRS-DW-EPPT |
| | $ | 212,155 | NRT-0-0-TRS-DW-EPPT |
| Total | $ | 2,579,302 | |

Implementation and Assessment Plan

6. Bus contracts are for the FY07 year.

Committee's Recommendation

Your Committee recommends that the Board approve of the contract amounts and contracts presented below:

| Contractor Residence | Athletics | After -school MPS & Suburbs | Miscellaneous Programs | Residence Transport |
|---|---|---|---|---|
| Alliance | $133,245 | $23,454 | $0 | |
| Atlas Transit | $217,780 | $31,847 | $18,341 | |
| Bee Bus | $0 | $19,040 | $64,221 | |
| Dairyland Bus | $0 | $67,145 | $45,430 | |
| Johnson Bus | | $23,400 | $12,685 | |
| Joy Farm Bus | $133,245 | $67,145 | $48,161 | |
| Laidlaw Bus | $133,245 | $47,800 | $198,648 | |
| Lakeside Bus | $56,900 | $241,720 | $207,095 | |
| Lamers Bus | $217,780 | $67,145 | $200,061 | |
| Riteway | $0 | $15,600 | $11,895 | |
| Specialized Care | $56,900 | $67,145 | $34,309 | |
| St. Charles Ctr | | | $26,250 | |
| WI Ctr for Blind | | | | $91,670 |
| Totals | $949,095 | $671,441 | $867,096 | $91,670 |

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

* * * * *

(Item 7) Action to Extend the Contract with ThinkLink Learning to Expand Benchmark Assessments

Background

1. Formative assessments have the primary purpose of informing teaching and learning. They provide data that allow teachers to identify specific areas of students' strengths and needs. With formative assessment data, teachers know when to intervene, what to re-teach, and with which students. In order to maximize the potential to affect instruction, formative assessments require timely feedback regarding student performance.

2. 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 recent review of MPS instructional programs (June, 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.

3. Under No Child Left Behind (NCLB), districts are required to provide technical assistance to low-performing schools designated by the State Superintendent of Public Instruction as Schools Identified for Improvement (SIFI). Using local value-added measures of student growth in addition to status on the state's test, the Administration has identified additional schools as in need of extra support to foster rapid gains in student achievement. As a part of its technical assistance plan for both of the identified groups of low performing schools, the Administration proposed use of formative, benchmark assessments four times per year in reading and math. At its July 2006 meeting, the Board of School Directors approved a contract with ThinkLink-Discovery Education for these benchmark assessments in low-performing schools and in all schools serving ninth-grade students

Administration's Analysis

4. Since the Board's approval in July, the Administration has worked with the vendor to develop a series of four assessments per year in each grade for students in grades 3-9. Two of the four assessments are based on MPS-developed pacing guides in mathematics as well as on Wisconsin's state assessment framework. The first administration window occurred from September 20-28, and reports were available on-line for school personnel within a week. Hands-on professional development was planned and provided during ten sessions held October 9-10.

5. Since the Administration announced use of benchmark assessments in selected schools, a number of other MPS schools have expressed considerable interest. The low-stakes and formative nature of the assessments, combined with the speedy return of assessment results and teacher-friendly reports, have contributed to the appeal of the new benchmark assessment program.

6. Given the interest of the schools and the ongoing mobility of students throughout the district, the Administration proposes to expand use of benchmark assessments to the middle-performing group of schools and to offer the assessments as a service to the high-performing (Mosaic) schools. This would increase the number of students involved from approximately 19,000 to approximately 46,500.

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 statute.

Fiscal Impact Statement

9. This item authorizes expenditures of $275,000. The Administration proposes to extend the contract with ThinkLink-Discovery Learning by $275,000, for a total contract amount not to exceed $515,000. Funds will be budgeted in SYS-0S-1E7-RH-ECNS.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to extend the contract with ThinkLink-Discovery Learning from the originally approved $240,000 to an amount not to exceed $515,000 for the time period of November 1, 2006, through June 30, 2007.

*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 Contract with the Government Finance Officers Association and to Transfer Funds from the Contingency Fund

Background

1. The Administration on August 24, 2006, issued a request for proposals for technical assistance and project management to design, to develop, and to implement strategic performance measures that are to be based upon the District's community-wide strategic plan when it is developed.

2. The Administration reported in September that the performance measures are one part of a three-part approach to implementing outcome-based budgeting for FY08. The other two are development of a strategic plan and a pending project to connect resources at the school, classroom, and student levels to effectiveness in improving student learning.

3. The RFP specified that the performance measures will encompass educational and operational programming funded through Board, categorical, and all other budgetary resources. Implementation is anticipated beginning in the 2008 fiscal year.

4. 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.

Administrative Analysis

5. This item seeks authorization to spend up to $183,000 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.

6. The GFOA was the only respondent to the RFP. GFOA is the professional association of state/provincial and local finance officers in the United States and Canada and has served the public finance profession since 1906.

7. An RFP review team met to rank the GFOA proposal and to determine whether it met the RFP's requirements. The review team agreed that the proposal did, indeed, meet the requirements.

8. GFOA is proposing a flat fee of $150,280. The Administration is requesting an additional $32,720 to cover associated costs for training MPS staff and for printing.

9 GFOA proposes several steps to assist the district in establishing strategic performance measures. Those steps, which are contingent upon the Board's approval of the contract with GFOA, are outlined below.

a. GFAO will assist the district in establishing project structure and define project expectations. MPS and GFOA representatives will define specific expectations for GFOA, MPS, and the project. The group also will help the district decide how to keep stakeholders informed and how to receive feedback from them. GFOA also will assist the district to identify short-, medium-, and long-term outcomes.

b. GFOA will provide training sessions for key management staff who would be responsible for overseeing the development of measures; a performance measurement support team that will serve as resource "experts" during implementation and later; and department staff who work with performance measures on a daily basis.

c. MPS and GFOA representatives will work together to develop an implementation plan that clearly identifies critical milestones in the performance-based budgeting process.

d. GFOA will GFOA will advise MPS staff as the district develops concrete initiatives and measures. The major emphasis will be on areas of MPS that do not have any performance measures established, such as administration and central services.

e. MPS staff will develop a FY08 budget aligned to the performance framework by establishing annual targets and a spending plan. GFOA will work with MPS to develop budget instructions, worksheets, and a performance budgeting template to be used by departments and for the overall budget.

f. MPS and GFOA will work together to develop a performance measure guidebook that will meet the requirements of the District and that can be used by departments as they develop their performance measures.

10. GFOA proposes at least 20 meeting and training sessions for MPS staff members, including Central Services administrators and principals. The sessions may require room rentals, and the district will incur related costs such as duplicating fees for training materials.

Strategic Plan Compatibility Statement

11. The recommendation is consistent with the practice of fiscal responsibility and informed decision-making concerning the allocation of district resources.

Statute, Administrative Policy, or Board Rules Statement

12. This item is in accordance with Administrative Policies 3.04, regarding fund transfer authority, and 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment

13. Upon approval, MPS will enter into a contract with the Government Finance Officers Association for the development of strategic performance measures.

Fiscal Impact Statement

14. This item authorizes expenditures of $183,000 from SCF-0-0-CTG-DW-ECTG (School Operations Contingent Fund).

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to spend up to $183,000 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.

GFOA proposes several steps to assist the district in establishing strategic performance measures. Those steps, which are contingent on the Board's approval of the contract with GFOA, are outlined below.

a. GFAO will assist the district in establishing project structure and define project expectations. MPS and GFOA representatives will define specific expectations for GFOA, MPS, and the project. The group also will help the district decide how to keep stakeholders informed and how to receive feedback from them. GFOA also will assist the district to identify short-, medium-, and long-term outcomes.

b. GFOA will provide training sessions for key management staff who would be responsible for overseeing the development of measures; a performance measurement support team that will serve as resource "experts" during implementation and later; and department staff who work with performance measures on a daily basis.

c. MPS and GFOA representatives will work together to develop an implementation plan that clearly identifies critical milestones in the performance-based budgeting process.

d. GFOA will GFOA will advise MPS staff as the district develops concrete initiatives and measures. The major emphasis will be on areas of MPS that do not have any performance measures established, such as administration and central services.

e. MPS staff will develop a FY08 budget aligned to the performance framework by establishing annual targets and a spending plan. GFOA will work with MPS to develop budget instructions, worksheets, and a performance budgeting template to be used by departments and for the overall budget.

f. MPS and GFOA will work together to develop a performance measure guidebook that will meet the requirements of the District and that can be used by departments as they develop their performance measures.

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

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## COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Spence 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 Adopt Resolution 0607R-006 by Director Morales Regarding Endorsement of an Opportunity for High-School Students to Serve As Poll Workers and Approval of Alternative Criteria to Allow More High School Students To Participate

Background

At its August 2006 meeting, the Board referred Resolution 0607R-006 by Director Morales to the Committee on Legislation, Rules and Policies:

WHEREAS, Wisconsin state law has recently been changed to allow students who are 16 or 17 years of age, and who are enrolled in grades 9-12 in a public or private high school and have at least a 3.0 GPA, to serve as election inspectors with the approval of the students' parents or guardians; and

WHEREAS, The law also allows the school board (or governing body of a private school) to establish criteria for service by a student who does not have a minimum 3.0 GPA; and

WHEREAS, The Milwaukee Board of School Directors and the MPS Administration seek to provide opportunities for students to grow in their roles as citizens and active participants in our community; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors endorses the student poll worker program and sets out the following alternate criteria for students who do not meet the minimum 3.0 GPA requirement in the law:

- Eligible students shall have an average school attendance rate of 90% or better;
- Eligible students shall have a GPA of 2.0 or better;
- Participating students eligible under these alternate criteria will provide their English, history, social studies, or other teachers, as designated by the principal, with an essay, journal entry, or other report documenting their experiences as poll workers; and be it

FURTHER RESOLVED, That the Milwaukee Board of School Directors directs the Administration to develop procedures to promote the opportunity to serve as poll workers to the staff and students in the Milwaukee Public Schools, and to implement the use of the alternate criteria for student participation.

Administration's Analysis

1. During July 2006, the Executive Director of the City Election Commission contacted the Office of the Superintendent regarding the possibility of encouraging MPS students to serve as poll workers during elections.

2. The Superintendent requested that the Director of School Guidance convene a group of high-school principals and Central Services administrators to develop a structure to allow such an opportunity to be offered to students.

3. This group was immediately convened in July 2006 to allow the final plan to be shared with principals at the August 2006 Opening School-Year Meeting held at Hamilton High School.

4. The group developed a recommended model that was approved by the City Election Commissioner. High-school principals suggested that, in order to streamline the process for schools and students, the *Authorization to Serve as an Election Inspector* form not be used, and instead, students would provide a transcript to the Executive Director of the City Election Commission and written approval from their parents or guardians to serve in this capacity. The transcript would serve to confirm the 3.0 grade-point average required as well as residency.

5. A second recommendation from the group was to differentiate between an opportunity to participate in a community service project through a student's school that would take place during the regular school day, and a paid opportunity after the conclusion of a student's regular school day.

6. In the event a school chooses to allow students to participate as a community service project and participation takes place during the regular school day, a consent form signed by a parent/guardian must be on file at the respective school for each student participating, and the students will not be paid for those hours. Students can be paid for hours worked after the regular school day.

7. The Executive Director of the City Election Commission approved the model, and it was then placed on the MPS Portal and distributed to all high-school principals at the Opening School Year Meeting. A set of Frequently Asked Questions (FAQs) from the Wisconsin State Elections Board (attached to the minutes of your Committee's meeting) regarding the guidelines currently in place for high-school poll workers was also shared. The material, which continues to reside on the MPS Portal, was also sent to high-school principals via museum mail as reminder to principals in September 2006. In addition, this information was forwarded to the district's service learning coordinator to further encourage participation.

8. The Administration has since learned that State Statute 7.30(2)(am)(6)(am) states: "The school board may establish criteria for service by a pupil with less that a 3.0 GPA or the equivalent." Based on this, the Administration suggests that the Milwaukee Board of School Directors approve the alternate criteria proposed in Resolution 0607R-006 as follows:

- Eligible students shall have an average school attendance rate of 90% or better;
- Eligible students shall have a GPA of 2.0 or better; and
- Participating students eligible under these alternate criteria will provide their English, history, social studies, or other teachers, as designated by the principal, with an essay, journal entry, or other report documenting their experiences as poll workers.

9. If approved by the Board, the alternate criteria will be shared with all high school principals in order to promote and increase participation. If a pupil is participating under the alternate criteria, the Executive Director of the City Election Commission shall obtain written certification from the principal of the student's school that the student has met the alternate criteria as approved by the Board.

Strategic Plan Compatibility Statement

10. 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.

Statute, Administrative Policy, or Board Rules Statement

11. This item is consistent with administrative policies and procedures as well as state statutes.

Fiscal Impact Statement

12. This item does not authorize expenditures. Other than staff time that has been dedicated to developing the current program and promoting it throughout the district to high school principals, there are no additional costs associated with this opportunity.

Implementation and Assessment

13. Upon approval by the Milwaukee Board of School Directors, the Administration will share the alternate criteria and any associated procedures with appropriate school personnel and continue to encourage participation.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt Resolution 0607R-006 by Director Morales regarding endorsement of the opportunity for high-school students to serve as poll workers; and
2. approve the alternate criteria proposed in the resolution to further promote and increase participation, as follows:
    a. eligible students shall have an average school attendance rate of 90% or better;

b. eligible students shall have GPAs of 2.0 or better; and

c. participating students eligible under these alternate criteria will provide their English, history, social studies, or other teachers, as designated by the principal, with an essay, journal entry, or other report documenting their experiences as poll workers.

Director Blewett moved that the Board accept the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

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(Item 2) Action on a Recommendation to Revise Administrative Policy 8.02, Student Sexual Harassment Policy

Background

1. Administrative Policy 8.02, Student Sexual Harassment, defines sexual harassment and conveys the district's zero tolerance relative to all forms of sexual harassment.

2. Administrative Policy 6.03, Anti-Sexual Harassment, defines sexual harassment as it relates to maintaining the district's zero tolerance relative to all forms of sexual harassment in the work environment.

Administration's Analysis

3. At this time, the Administration is bringing forward for the Board's consideration revisions to Administrative Policy 8.02, Student Sexual Harassment. These proposed revisions to Administrative Policy 8.02 are designed to provide an updated policy related to students and the maximum level of discipline action and will align Administrative Policy 8.02, Student Sexual Harassment, with Administrative Policy 6.03, Anti-Sexual Harassment.

4. This is initiated in response to the district's recent Civil Rights audit. Reference can be made to Administrative Policy 6.03 for additional information.

Statute, Administrative Policy, or Board Rules Statement

5. The recommendation supports the MPS Code of School and Classroom Conduct.

Fiscal Impact Statement

6. This item does not authorize expenditures. No funding is required.

Implementation and Assessment Plan

7. Upon approval by the Board, the revisions to Administrative Policy 8.02, Student Sexual Harassment, will be made.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Policy 8.02, Student Sexual Harassment Policy:

Administrative Policy 8.02
STUDENT ANTI-SEXUAL HARASSMENT

(1) GENERAL PRINCIPLES

(a) ~~Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct of a sexual nature that would be offensive to a reasonable person.~~ Sexual Harassment is generally defined as any unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical of a sexual nature that would be offensive to a reasonable person.

(b) It shall be a violation of this policy for any student, teacher, administrator, or other school personnel of the district to harass a student, teacher, administrator, or other school personnel through conduct or communication of a sexual nature as defined by this policy.

(2) GENDER EQUITY COORDINATORS

(a) The superintendent shall designate a Central Services administrator to serve as the gender equity coordinator for student harassment complaints.

(b) A voluntary gender equity coordinator shall be designated at every school.

(3) NOTIFICATION

(a) The administration in all schools in the district shall inform all staff and students of the adoption of the student sexual harassment policy and provide an orientation with information regarding the definition of sexual harassment, as well as the complaint procedures to be followed.

(b) The discipline chart of the *Parent/Student Handbook on Rights, Responsibility and Discipline* shall include sexual harassment as one of the examples of conduct that violates expectations in the categorical section "Protection of Physical Safety and Mental Well-Being — Non-Criminal Acts":

| Examples of Conduct That Violates Expectations | Definitions | Discipline Action Level* | |
|---|---|---|---|
| | | Minimum | Maximum |
| Sexual Harassment | ~~Unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal conduct or communication of a sexual nature.~~<br><br>Sexual Harassment is generally defined as any unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical of a sexual nature that would be offensive to a reasonable person. | 1 | ~~3~~ 4 |

*Key
Level 1 = Conference/intervention
Level 2 = Suspension
Level 3 = Referral to the department of parent and student services
Level 4 = Expulsion recommendation

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

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## REPORTS OF SPECIAL COMMITTEES

The Assistant Board Clerk, presented 24 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of October 6, 9, 11, 12, 13, 16, 17, 18, 23, 24, and 25, 2006.

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Noes—None.

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## NEW BUSINESS

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

Delegate: Director Johnson

Major Activities:

- Staff continued to meet weekly.
- Recruitment, registration and enrollment of students continued.
- All Head Start classrooms were visited for observation and to determine if classes have needed supplies, music, equipment, etc.
- The Head Start Parent Handbook was translated into Spanish.
- New Teachers were trained on the Galileo assessment tool.
- A Head Start principal meeting was held September 19, 2006. Topics included Head Start non-negotiables and expectations.
- Health and nutrition screenings were held at all Head Start schools.
- Staff worked collaboratively with MPS Nutrition Services to identify Head Start students.
- Planning was done for the new Head Start Fatherhood Initiative kick-off.
- The Head Start Policy Council met on October 14, 2006.
- Head Start Dental Day at MATC was planned and implemented.
- Staff conducted interviews for the Health, Mental Health & Disabilities Manager, Early Childhood Education Manager, and Nurse Associate positions.
- Preparations were made for the follow-up federal review of the Quality Improvement Plan submitted as a result of the Triennial Review.

The next Policy Council meeting is tentatively scheduled for Saturday, November 11, 2006. The tentative agenda includes :

- Welcome and Orientation of new Policy Council Members.
- Election of Policy Council Officers
- Directors Report

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

Submitted by: President Dannecker

Previous Month's Summary:

- A presentation about the MPA was made by several MPA Partners to the PK-16 Leadership Council in Madison on October 11. All key council representatives were present, including the heads of the UW System, Technical College System, private colleges, the Chair of the Assembly Education Committee, and the Chair of the Senate University Committee. They endorsed the State Superintendent's proposed budget initiative to fund grants to PK-16 councils. The MPA is a model that is highly recommended by the State Superintendent.
- MPA members are participating in the planning meetings for the Instructional Practices Survey and are on the planning committee to facilitate the implementation of the Characteristics of a High Performing Urban Classroom.
- A meeting regarding data needs around student learning is planned, which will involve several MPA Partners.
- The Implementation Team is continuing discussions and work concerning the draft of the "MPS Steps for Improvement" and points and recommendations from the four studies that relate to it. Those studies are "A Formative Assessment of Learning Teams in the Milwaukee Public Schools," "Study of Literacy Coach Initiative, Phase 1 Report," "Raising Achievement in the Milwaukee Public Schools," and "Teaching Inequality."
- Mini-grants will be available this school year to the NEA/SMAART Schools as part of the NEA Foundation grant. Mini-grant categories include professional development, best practices, induction, family involvement strategies, and action research. The Action Research Fellows selected near the end of last school year are now meeting monthly and becoming involved in the national Teachers Network. An additional five Action Research Fellows will be selected this January. Action Research Fellows have a two-year commitment.
- The federal Parent Information and Resource Center (PIRC) grant was not received; however, Milwaukee Catalyst did write another grant proposal and has been awarded a $50,000 Compassion Capital grant from the Department of Health and Human Services Administration for Children and Families to help build capacity to staff the MPA Family Literacy & Tutoring Work Group.
- The Family Literacy & Tutoring Work Group co-sponsored the Parent Resource Fair held in association with the Early Childhood Conference on September 23. There were approximately 30 vendors present. Information was shared with parents as well as daycare and early childhood providers at the conference.
- Funds have been identified for the first year of service on a compatible outside server for the tutoring database. Work is being done to move forward.
- Work is continuing on tutor training initiatives.

- The Comprehensive Literacy & Mathematics Framework Work Group is working on three questions to be honed into their work plan relative to how the comprehensive literacy framework can best be supported across all projects within MPS, how comprehensive literacy is feeding into teacher preparation, and how the MPA can best support the development of a reading plan for the district. The work group is seeking input from the Implementation Team and the Metropolitan Milwaukee Area Deans of Higher Education.
- CABS (Classroom Assessments Based on Standards) for grades 2-7 are being placed on CDs for distribution and use by the district.
- The Milwaukee Mathematics Partnership (MMP) is progressing with its second year of the 8th-9th-Grade Math Assessment Pilot, which was created to help bridge the gap between 8th- and 9th-grades by addressing some of the special challenges faced by both students and teachers. Participants of both the 8th- and 9th-grade pilots will also spend time together discussing issues that affect middle and high schools.
- The Skunkworks Work Group has been discussing small programs, closings, possible work group participants, tutoring and ways to keep students attending tutoring sessions, and a symposium with youth as well as young and older adults to discuss how kids see their education.
- The Characteristics of a High Performing Urban Classroom booklet is going national. A recommendation to copyright it is being investigated.
- The MMP, in collaboration with UWM, is again offering "Lenses on Learning," a free three-credit course designed to provide K-8 administrators and school instructional leaders an opportunity to experience a standards-based, inquiry-rich classroom embedded in powerful discourse. Goals of the course are to have participants experience learning using lenses on 1) how children learn mathematics, 2) teacher/administrator mathematical content knowledge, 3) effective teaching practices in mathematics, and 4) promoting collegial discussions on the teaching and learning of mathematics.
- This fall, Cardinal Stritch University, along with MPS Learning Technologies, is offering online one-credit graduate-level courses with a technology focus. Students earning an "A" or "B" will have their tuition refunded.
- On November 6, the UWM School of Education will hold an urban forum entitled "Daring to Educate for Equity and Excellence through Multicultural Education." This event offers an opportunity for students, teachers, administrators, and community members to discuss how education is influenced by the urban setting in which it lives.

The next meeting to be held on December 15, 2006

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# RESOLUTIONS

**Resolution 0607R-012**

**by Director Johnson**

WHEREAS, Section 118.24(1), WI Stats., dictates that the term of an employment agreement with a district administrator "may not exceed 2 years," but does allow for the provision "for one or more extensions of one year each"; and

WHEREAS, The challenges confronting large, urban school districts such as the Milwaukee Public Schools, rather than being sudden in their development and simple in their nature, have evolved and gained complexity over time; and

WHEREAS, To be met, such long-term challenges are not susceptible to short-term solutions, but instead demand a stability in leadership and a constancy in vision; and

WHEREAS, The Milwaukee Board of School Directors, in striving to find solutions to the challenges confronting the district, has more often than not found it necessary to retain its superintendents for longer than the two years which 119.24(1), WI Stats., allows, thereby necessitating one or more extensions to their employment agreements; and

WHEREAS, The potential to extend a two-year employment contract by one year does not offer the same assurance of stability as does the guarantee of a longer term in the contract itself; now, therefore, be it

RESOLVED, That, in the interest of assuring administrative stability and a continuum of leadership in the district, the Board direct the Administration to update the district's Legislative Agenda to include either (1) a modification to Section 118.24(1), WI Stats., to increase the maximum term of an employment agreement with a district administrator to four years, or (2) the addition of language to Chapter 119 of the Statutes, governing schools in cities of the First Class, to allow MPS a 4-year maximum term, with options for one-year extensions, in its employment agreements with its superintendents.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-013**

**by Director Johnson**

WHEREAS, Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School have offered recognized International Baccalaureate (IB) Programs; and

WHEREAS, A large percentage of the students enrolled at these schools participate in either the IB or pre-IB programs, taking anywhere from one to seven IB or pre-IB designated courses; and

WHEREAS, Because of the large majority of students enrolled in the IB or pre-IB programs at these schools, these are truly school-wide programs; and

WHEREAS, Both IB and pre-IB courses must meet standards set by the International Baccalaureate Organization (IBO), including providing a specified number of instructional hours prior to the mandated test dates set by the IBO; and

WHEREAS, Prior to the designated May IB test dates, students enrolled in standard one-year IB courses must have received 150 hours of instruction per course, while students enrolled in the advanced two-year course must have received at least 240 hours of instruction before taking the corresponding IB course exam; and

WHEREAS, The unique 2007-2008 school programs for these schools, including the specialized IB and pre-IB courses; do not include year-round school status or any of the other methods employed by other IB schools to adapt their special program requirements to the September start date; and

WHEREAS, Staff members have been looking into various programming options, including moving to a year-round school status, to resolve conflicts between a September start date and the IBO instruction-time requirements for the IB and pre-IB courses; and

WHEREAS, School and District staff members have been working with staff from the Wisconsin Department of Public Instruction to provide more flexibility in accommodating IB programs such as those at Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School; and

WHEREAS, Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School desire to seek a one-year waiver from Wisconsin State Statute section 118.045 and the September start date; and

WHEREAS, In the event that a waiver is granted, the administration of each of the MPS schools listed above agrees to pay any additional costs incurred as a result of their unique school year; now, therefore, be it

RESOLVED, In accordance with WI. ss. 118.045, Stats. and Chapter PI27.03, the Board submit a request to the Department of Public Instruction requesting an early start date for the 2006-2007 school year for Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School, citing the extraordinary reasons and special programs listed above; and be it

FURTHER RESOLVED, That the Administration be directed to work with staff at Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School to facilitate the early 2007-2008 school start date, negotiate any necessary MOUs for implementation of a corresponding calendar, determine any additional costs incurred as a result of this action, and assist in the investigation and development of viable options for future years.

Referred to the Committee on Innovation/School Reform.

**Resolution 0607R-014**

**by Director Spence**

WHEREAS, The Milwaukee Board of School Directors (MBSD) is accountable to the community; and

WHEREAS, The MBSD directs the assessment of all programs and initiatives that affect education; and

WHEREAS, Evaluation is a continuous function that applies to people, policies, initiatives, and programs; and

WHEREAS, The Milwaukee Board of School Directors' responsibilities may include monitoring student achievement, revising program offerings as needed, informing the public about educational program effectiveness and progress, and fulfilling governance directives issued in state and federal law; and

WHEREAS, All areas of school operations should be evaluated regularly to point out strengths and weaknesses in district functions and establish a basis for future actions; and

WHEREAS, While the Board welcomes information and advice from all sources, the final responsibility of evaluation rests with the Board; and

WHEREAS, The Office of Board Governance has been established to provide support in cooperation with, but independent of, the Superintendent, to the Milwaukee Board of School Directors to effectively and efficiently govern the District; and

WHEREAS, Supportive services provided by the Office of Board Governance include, but are not limited to, conducting financial and performance audits and reviews and coordinating and monitoring all Board-requested program evaluation performed by external contractors and agencies (Board Governance Policy 2.12); now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors directs the Office of Board Governance, in collaboration with the Superintendent, to develop a plan and implementation timeframe for the creation of a program management review process; and be it

FURTHER RESOLVED, That the Office of Board Governance present this plan creating a means of reviewing programs and initiatives against their desired outcomes to the Board for consideration no later than the February 2007 Board cycle.

Referred to the Committee on Innovation/School Reform.

**Resolution 0607R-015**

**by Director Blewett**

WHEREAS, This school district, as do all public school districts in the state, annually receives a reimbursement from the state for materials purchased for school library media centers up to a certain dollar amount, which was $32 per student in the last fiscal year; and

WHEREAS, In June 2006, the Wisconsin Department of Public Instruction (DPI) filed a Report of Audit of Library Media Services in Milwaukee Public Schools (MPS), which found MPS out of compliance with PI 8.01 (2) (h); and

WHEREAS, Even though the Common School Fund is not part of PI 8.01(2)(h), DPI, as the agency responsible for the distribution and proper use of the fund, noted concern that MPS provided no documentation as to the proper use of those funds, the decision making regarding the funds, or the process implemented to acquire materials with those funds; and

WHEREAS, The Milwaukee Board of School Directors has a fiduciary responsibility to its constituents to ensure that funds, including the Common School Funds, are appropriately spent and assets are properly documented and maintained; and

WHEREAS, Due to the current financial climate within MPS and the decreasing enrollment, it has become necessary for MPS to close some schools and school programs, to combine school programs, and to move principals from one site to another; and

WHEREAS, Milwaukee Public Schools must have an accountable manner by which to safeguard assets and evaluate the value of expenditures; now, therefore, be it

RESOLVED, That the Board direct the Administration to present a comprehensive plan to this Board outlining policies and procedures to catalog and ensure appropriate use of all assets, including, but not limited to library materials, records and equipment purchased with Common School Funds; and be it

FURTHER RESOLVED, That the Administration's plan also address the issues of ensuring that all assets are appropriately safeguarded, utilized, or distributed in the case of a school closing, whenever there is a change in school administration, staff, or educational program; and be it

FURTHER RESOLVED, That this plan be presented for consideration not later than the January 2006 Board cycle.

Referred to the Committee on Finance/Personnel

**Resolution 0607R-016**

**by Director Blewett**

WHEREAS, The Milwaukee Board of School Directors and the MPS Administration seek to provide opportunities for staff and students to grow in their roles as citizens and active participants in our community; and

WHEREAS, One such civic opportunity available to staff and students is to work in some capacity for the City Election Commission; and

WHEREAS, There are many election-day-related activities and opportunities associated with conducting an election, including working in polling places; and

WHEREAS, Many MPS facilities, including Central Services, are either currently identified as, or have in the past been served as, election polling sites; and

WHEREAS, The scheduling of Board or Board Committee meetings could present conflict for staff members as well as facility usage; and

WHEREAS, Specifically, Administrative Policy 6.04(7) — which states, "Employees of the MPS are encouraged to participate in the political process" — and Administrative Policy 7.01(1)(f) — which dictates "Students shall demonstrate responsible citizenship and an understanding of global interdependence" — promote active civic participation for staff and students; now, therefore, be it

RESOLVED, That beginning in December 2006, no meetings of the Board or its Committees shall be scheduled on any election day, including days of primary elections.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-017**

**by Director Morales**

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 education 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

WHEREAS, The immersion philosophy is for pupils to communicate in a second language with the ability approximating that of a student who is native to that language; and

WHEREAS, Milwaukee Public Schools has embraced the immersion philosophy for language learners to create opportunities for multicultural learning in a multicultural district; and

WHEREAS, Language learning should be started early in order to provide the maximum number of contact hours in the second language and to take advantage of the natural ability of younger children to acquire a new language quickly; and

WHEREAS, Immersion programs involve students in the use of the second language for communicating in normal everyday situations and in subject-content learning; and

WHEREAS, The effectiveness of immersion programs is currently being demonstrated through the Milwaukee Spanish, German, and French Immersion schools; and

WHEREAS, In September 2006, an Italian Immersion Program was established for a four-year-old kindergarten class at Victory Elementary School; and

WHEREAS, There are currently 23 students enrolled in the K4 Italian Immersion class; now, therefore, be it

RESOLVED, That the Board direct the Administration to expand the current Italian Immersion Program, adding one grade level each year (e.g., K5 in 2007-08, Grade 1 in 2008-09), based on sufficient grade-level enrollment; and be it

FURTHER RESOLVED, That the Italian Immersion Program be recognized and afforded the same funding, transportation, and other supports as is any other MPS immersion program.

Referred to the Committee on Innovation/School Reform.

**Resolution 0607R-018**

**by Director Morales**

WHEREAS, Milwaukee Public Schools high-school seniors who are prepared to graduate have spent over a decade working toward the District's graduation standards and their individual academic goals; and

WHEREAS, Schools around the Wisconsin and the U.S. permit senior class members who are prepared to graduate to participate in one or more group outings to celebrate their years of educational commitment and approaching graduation; and

WHEREAS, These outings are often more recreational than educational in nature; and

WHEREAS, MPS Administrative Policy 7.30 and Administrative Procedure 7.30 limit outings to "field trips" that "shall provide learning opportunities related to the program and objectives" of a specific group or class within the school; and

WHEREAS, MPS staff regularly use incentives (including material rewards and additional privileges) to motivate students toward higher academic performance; and

WHEREAS, High-school senior class trips may be considered an incentive if participation is restricted to those students who attain a performance standard set by the principal in consultation with other school leaders; now, therefore, be it

RESOLVED, That MPS Administrative Policy 7.30 and Administrative Procedure 7.30 be amended to permit school-sponsored high-school senior class trips with the following characteristics:

- The senior class trip does not have to be directly related to an educational program, although educational opportunities are encouraged (e.g., scheduled visits to museums or historical sites.);
- Participation shall be limited to those currently enrolled seniors on track to graduate before or at the end of the current school year, and may be further limited to those seniors who meet other basic academic performance standards (e.g., regular school attendance) set by the principal in consultation with other school leaders such as the school governance council, student council, parent group, and/or learning team members; and
- All other relevant MPS fieldtrip policies regarding student safety, staff participation, parental involvement, supervision, financial accountability, insurance, and fundraising are followed in the planning and implementation of these high-school senior class trips.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-019**

**by Director Spence**

WHEREAS, Milwaukee Public Schools prides itself on the ability to offer variety in educational programming; and

WHEREAS, Research shows that single-gender schools remove the distractions that are abundant in co-educational environments; and

WHEREAS, Some studies also suggest that low-income children in urban schools may learn better in single-sex settings; and

WHEREAS, When considering this topic in February 2006, the Administration reported that Title IX regulations did not allow single- sex schools at that time; and

WHEREAS, To determine the legal ramifications of the establishment of a single-sex public school, the Administration had requested an opinion from the City Attorney's Office; and

WHEREAS, In January 2003, the City Attorney's Office issued an opinion which points out that, in May 2002, the Department of Education (DOE) and the OCR (Office of Civil Rights), in response to the NCLB (No Child Left Behind) Act, issued guidelines on Title IX requirements that interpret Title IX as allowing a non-vocational elementary or secondary school to adopt single-sex admission policies so long as a comparable school is offered to the opposite sex; and

WHEREAS, New rules, recently announced at the federal level, are said to allow public school districts to create single-sex schools and classes, provided enrollment is voluntary and co-educational programs of "substantially equal" quality are available for members of the excluded sex; 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 develop a plan to establish two single-sex public schools (one for males and one for females) for implementation during FY08; and be it

FURTHER RESOLVED, That this plan be brought back to the Board for consideration no later than the February 2007 Board cycle.

Referred to the Committee on Innovation/School Reform.

The Board adjourned at 8:00 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# NOVEMBER 14, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:50 PM.

Present—Directors Blewett, Horton, Johnson, Morales, Spence, and President Dannecker—6.

Absent and excused—Directors Goldberg and Hardin—2.

Vacancy on Board—1.

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

November 9, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Tuesday, November 14, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a performance evaluation of 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.

LYNNE A. SOBCZAK
Board Clerk

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of conducting a performance evaluation of the Director Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes— Directors Blewett, Horton, Johnson, Morales, Spence, and President Dannecker—6.

Noes—None.

The Board retired to executive session at 6:54 PM.

The Board adjourned from executive session at 8:01 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# NOVEMBER 16, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:21 PM.

Present—Directors Goldberg, Hardin, Horton, Johnson, Morales, and President Dannecker—6.

Absent and excused—Directors Blewett and Spence—2.

Vacancy on Board—1.

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

November 9, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 6:00 P.M. on Thursday, November 16, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, to receive and to take action on various reports of the Independent Hearing Panel (expulsions)

LYNNE A. SOBCZAK
Board Clerk

## REPORTS OF SPECIAL COMMITTEES

The Assistant Board Clerk presented two expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of October 30 and 31, 2006.

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

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, and President Dannecker—6.

Noes—None.

The Board adjourned at 6:24 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# NOVEMBER 28, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 6:47 PM.

Present—Directors Blewett (7:01 PM), Goldberg, Hardin, Horton (6:49 PM), Johnson, Morales (6:49 PM), Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

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

November 22, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 6:30 p.m. (or immediately upon the adjournment of the meeting of the Committee on Legislation, Rules & Policies, scheduled to begin at 5:30 P.M.) on Tuesday, November 28, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of conducting a performance evaluation of 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.

LYNNE A. SOBCZAK
Board Clerk

Director Morales moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(1)(c), for the purpose of conducting a performance evaluation of the Director Office of Board Governance/Board Clerk.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Johnson, Morales, Spence and President Dannecker—5.

Noes—None.

The Board retired to executive session at 6:50 PM.

The Board reconvened in open session at 7:09 PM.

Director Goldberg moved that the Board authorize the President to negotiate and execute a contract with the Director, Office of Board Governance/Board Clerk according to the terms agreed upon in executive session.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

Director Hardin left at 6:50 PM.

The Board adjourned at 7:11 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# NOVEMBER 30, 2006

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:48 PM.

Present—Directors Blewett (6:55 PM), Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

Before beginning the meeting, President Dannecker asked to share in a moment of silence in memory of Dominique Foster, a 9th-grade student at Madison High School who had tragically killed in a traffic accident.

## 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:

**NA'IM ZIYAD,**
**IMPLEMENTOR, GRAND AVENUE MIDDLE SCHOOL**

Mr. Na'im Ziyad, who has dedicated 36 years to the field of education, is in his 24th year as an educator in Milwaukee Public Schools. He started his career as a French teacher and is currently serving as the implementor at Grand Avenue Middle School. Mr. Ziyad truly exemplifies the District's core beliefs that *children come first* and *the classroom is the most important place in the district*.

Mr. Ziyad knew he wanted to become a teacher when he was in the ninth grade. His high-school principal, Mr. Broadnaux, and other staff members were excellent, caring, and true professional individuals, and he wanted to emulate them. Mr. Ziyad appreciated their assistance and expectation of high standards for all students and has carried on this proud tradition through his work as an educator. In college, Dr. Naomi Garrett and other professors of French continued to encourage Mr. Ziyad as they recognized his strong desire to fulfill his ambition to become a teacher.

During his career, Mr. Ziyad has always enjoyed being involved in leading extracurricular activities such as French Club, after-school tutoring, teaching GED math to adults 18 and above, and school fundraising. He has engaged in numerous professional development activities throughout his career and holds membership in a variety of professional organizations, including the American Association of Teachers of French. In 2003, during his travel to Cape Town, South Africa, Mr. Ziyad had the opportunity to share educational experiences and methods with teachers and students.

When asked to share some of the professional rewards which he has experienced as an educator, Mr. Ziyad shared the following:

> Seeing and chatting with former students is the greatest professional reward that I experience. For these students to voice to me how I helped them, the caliber of teacher I have been to them, and the influence that I have played in helping mold their lives is beyond any monetary reward. It is the satisfaction of knowing that, simply put, I helped someone to better himself/herself.
>
> Over the years while teaching French, students traveled with me to Canada and Europe. Seeing the students' excitement and observing them as they broadened their experiences was quite rewarding to me.

The Milwaukee Board of School Directors and the entire school community recognize **Na'im Ziyad** for his dedication, outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

Special Recognition of Teachers Completing a Math Fellows Program

Twenty-seven teachers are being recognized at this evening's Board meeting for completing a Math Fellows program. These teachers have earned between 12 and 20 credits in mathematics. Ten of the teachers have earned between 12 and 20 credits (advanced program), and 17 have earned at least 12 credits (certificate program).

The content-area coursework was provided through the UWM Mathematics Department. The teachers have successfully completed a very rigorous experience demonstrating their commitment to lifelong learning, their profession, and the students in their classrooms.

Teachers in the middle-grade levels were targeted for this opportunity. Major funding was provided by the ESEA, Title II, Part B, Mathematics Partnership program through the Wisconsin Department of Public Instruction. Additional funding was provided by the Milwaukee Mathematics Partnership through the National Science Foundation Mathematics and Science Partnership program. This group of 27 teachers includes two private school teachers and one from Mahone Middle School in Racine:

**Advanced Mathematics Fellows (Completion of Advanced Program):**

| | |
|---|---|
| Dexxie Bankhead, Siefert | Steve Germain, Mahone Middle, Racine |
| Paul Buckholt, Fernwood | Melissa Hedges, Golda Meir |
| Cynthia Cuellar, Walker | Veronica Ocampo de Rocha, Greenfield |
| Bethanie DeGayner, Catholic East Immersion | Gloria Orozco, Milwaukee Spanish |
| Jennifer Freckmann, Manitoba | John Wamser, Hartford |

**Mathematics Fellows (Completion of Certificate Program):**

| | |
|---|---|
| Leona Allen, MPS | Elnore McKinley-Seward, Emerson |
| Julie Buckholt, Fernwood | Kimberley Parkinson, Sherman |
| Anthony Firle, Audubon | Lee Ann Pruske, Gaenslen |
| Melinda Gladney, Lancaster | Tara Raymond, Bethune Academy |
| Sharonda Harris, MPS | Jennifer Slawnikowski, WCLL |
| Regina Hunt-Jacobs, Metcalfe | Beth Schefelker, MPS |
| Sarah Kelsch, Hartford | Kina Upchurch, Roosevelt |
| Cory Kilsdonk, I.D.E.A.L. | Susie Welsch, Fairview |
| Bryan Klister, Prince of Peace | |

* * * * *

Other Awards and Commendations

STAFF

Dr. Rogers Onick, the principal of Morse Middle School, has received national recognition as a result of his exemplary leadership in the field of education. On November 11, Dr. Onick was honored by the National Alliance of Black School Educators as the organization's principal of the year. Dr. Onick has been the principal of Morse Middle School for 17 years and has worked for Milwaukee Public Schools since 1968. Dr. Onick has been a successful instructional leader because he puts children first and he consistently sets high academic standards for all students.

**2006 Milken National Educator Award: Ms. Andrea Payan**



October 24th, 2006, was an eventful day at Morgandale as the staff and students welcomed First Lady Doyle, Superintendent Burmaster, other elected officials, former Milken award recipients, MTEA officers, and MPS administrators, all of whom had come to honor Ms. Andrea Payan, a Morgandale teacher and recipient of the 2006 Milken Nation Educator Award. The Morgandale Chorus, under the direction of Ms. Sem, opened the assembly. Ms. Burmaster demonstrated her skills as an educator through an engaging award presentation. Ms. Payan was surprised and honored by the acknowledgement.

The Milken Awards teacher recognition program was created to reward and retain exemplary emerging educators. To be eligible, nominees must demonstrate effective classroom practices, accomplishments in professionalism beyond the classroom, potential for leadership, and motivational abilities with students and colleagues. Candidates are recommended through the Wisconsin Department of Public Instruction and selected by the Foundation. Recipients receive a $25,000 cash award and attend the Foundation's National Education Conference in Los Angeles, California.



Ms. Andrea Payan came to MPS through the MTEC alternate certification program with a background in engineering and a degree in English. Andrea has demonstrated outstanding skillfulness in educating children since her placement at Morgandale Elementary in the fall of 2000. She has also assumed a professional development role through participation in SEWAC, on the Learning Team, and as the Math Teacher Leader. She demonstrates all the qualities of a Milken Educator.

SCHOOLS

Riverside University High School Football Team Has Successful Season

Under the direction of Head Coach Pat Wagner, the Milwaukee Riverside University High School football team won the City Conference, Richardson Division, with a perfect 6-0 record. Riverside's regular season record was 8-1, losing only to Brookfield Central, the Division 2 WIAA State Runner-up. Riverside went on to win three WIAA State Tournament games before losing a close game to Hartland Arrowhead in the semi-finals. This is the farthest a City Conference school has advanced in the playoffs since 1986, when Milwaukee Bradley Tech played in the state finals.

Recently Riverside player Mark Martin was honored with being named All-State Player of the Year. Head Coach Pat Wagner was honored as Coach of the year.

Monthly Update on Community/Business Partnerships in Milwaukee Public Schools

The many active community and business partnerships in Milwaukee Public Schools continue to serve as integral components of our school communities throughout the district. Each month, an MPS school will be featured for the partnerships which it has fostered. This month, Luther Burbank School has been chosen:

The school community of Luther Burbank School has facilitated community/business partnerships with four organizations: Martin Luther Lutheran Church (seven years), Prevent Blindness of Wisconsin (2 years), University of Wisconsin-Milwaukee (three years), and Plymouth Church (four years).

Martin Luther Lutheran Church has provided volunteer services and donations such as school supplies, coats, and clothing. Through the partnership with Prevent Blindness of Wisconsin, students at Luther Burbank School have been given the opportunity to participate in vision screenings. Staff from the University of Wisconsin-Milwaukee have worked with the students via pre-college and nutrition programs. Finally, Plymouth Church has provided donations to the school, including school supplies and winter clothing.

* * * * *

## APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of October 10, 12, 19, 24 and 31, 2006, were approved as printed.

* * * * *

## COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of a Claim

Office of the Superintendent

TO THE BOARD OF SCHOOL DIRECTORS:

In accordance with established procedures, I present the following claim:

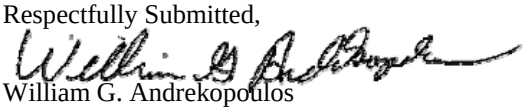
- Notice of Claim served on Milwaukee Public Schools by Mr. John F. Fuchs, attorney, on behalf of a minor and her parents for injuries allegedly sustained by the minor at Victory Elementary School on February 10, 2006.

  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 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 Johnson, the claim was disallowed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item B) Action on Approval of the Development of Two School Security Pilot Models to Increase Safety in Our Schools

Office of the
Superintendent

TO THE BOARD OF SCHOOL DIRECTORS:

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 (SRO), to handle those incidents beyond the capabilities of the School Safety Assistants and provide intervention and prevention activities. The SROs is one of two pilot models highlighted in this communication to increase MPD presence in our schools.

In collaboration with the Mayor and Chief of Police, we would like to develop two (2) pilot models to increase the number of Milwaukee Police Officers available to our schools. The two (2) pilot models will result in four (4) additional police officers (2 x 2 officer squads). The two (2) additional squads are over and above the MPD school squads. The two (2) pilot models will begin the second semester of the 2006-2007 school year and conclude one year later. The two proposed models are as follows:

- School Resource Officers (SRO) Model involves the assignment of a squad (2 officers) to a specific high school. The officers' activities would include conducting criminal investigations and prevention and intervention activities at the school.
- Cluster Resource Officers Model involves the assignment of a squad (2 officers) to one of our high school clusters which consists 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 function will be to provide intervention and prevention activities at the cluster schools.

Data related to serious school incidents will be gathered regarding the two pilots. The outcomes of the pilots will assist in determining the effectiveness of each pilot and in making decisions on expanding, modifying or discontinuing the pilots.

It is projected that each pilot will cost approximately $250,000, and the City of Milwaukee and MPS will each contribute $250,000 to fund the pilots. Sustainable resources for increased school safety and security will be an ongoing discussion with the city government for funding solutions, which will be brought back to the Board.

Due to the need to have an increased MPD presence in our schools, I am requesting permission to engage the MPD in an Intergovernmental Agreement. This agreement will detail the Scope of Services by MPD and the responsibility of each organization in implementing and evaluating the effectiveness of the two pilot models.

This communication serves the purpose of informing the Board of my intent to engage the MPD in developing an intergovernmental agreement to provide additional police officers to the district as described above at a cost of $250,000, which will be part of the $1,000,000 the Board approved for school safety. The reason for the urgency is to implement the pilot models during the second semester of this school year. The final intergovernmental agreement will be brought back to the Board for approval through the normal process.

The Board may choose to resolve itself into a Committee of the Whole if it wishes to receive public testimony on this item. The Board may then reconvene to discuss and to take action on this communication.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

Director Hardin moved that the Board resolve itself into a Committee of the Whole for the purpose of discussing and giving public hearing on action on approval of the development of two school security pilot models to increase safety in our schools.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

The Board resolved itself into a Committee of the Whole at 7:19 PM.

The Board rose from the Committee of the Whole at 8:59 PM.

Vice-President Horton, who chaired the Committee of the Whole, reported that it had given hearing to interested parties on action on approval of the development of two school security pilot models to increase safety in our schools.

Director Johnson moved to approve the Administration's development of an intergovernmental agreement for the two security pilot models and to authorize the Administration to advocate to other bodies for resources for these programs.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—6.

Noes—None.

Voting “present”—Director Hardin—1.

Temporarily absent—Director Blewett—1.

* * * * *

# REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Finance/Personnel Committee, Item 4, a resolution regarding a comprehensive plan related to the DPI Library Audit of district library media services;

Strategic Planning and Budget Committee, Item 1, a recommendation to close Kilbourn Elementary School, Malcolm X High School, Thirty-eighth Street Elementary School and Wisconsin Avenue Elementary School at the end of the 2006-07 school year; and

Legislation, Rules and Policies Committee, Item 3, a resolution to increase the maximum term of employment agreements with district superintendents to four years.

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

## COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Goldberg 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 Areas to be Opened for Textbook Study of Texts to be Used Beginning with the 2007-2008 School Year

Administration's Analysis

1. MPS Administrative Policy 7.26, Textbook 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.

3. Every student has the need for, and right to, textbooks and materials that support learning and achievement. The following subject areas are using adopted texts that have been in use for six years or more and whose content has become outdated, as well as materials which are worn and, due to age, are difficult and costly to replace.

High School

Social studies (Economics Gr. 11-12) — Approx. 3,005 student editions
Social studies (Citizenship Gr. 9-10) — Approx. 4,533 student editions
Trade and Technology Education (Electricity) — Approx. 254 student editions)

Middle School

Foreign Language (Japanese 6-8) Approx. 125 student editions)
Foreign Language (Spanish 6-8) Approx. 4,935 student editions)

Elementary School

Language Arts (English K-8) Approx. 57,630 student editions)
Language Arts (English K-8) Approx. 21,617 student editions)
Language Arts (Spelling K-5) Approx. 38,694 student editions)

4. The Superintendent is recommending these subject areas be open for adoption study during the 2006-2007 school year.

Strategic Plan Compatibility Statement

5. The textbook-adoption process addresses the basic principles guiding the overall vision, mission, and goals of the MPS strategic Plan, as adopted by the Board in March 2000. The choices of text materials are student-centered, promote equity, help children learn to think critically, and offer widespread involvement of teacher, parents, and community members. The textbook-adoption process also addresses the goals and objectives of the 2006-2008 Information and Technology Strategic Plan, which includes educator proficiency, student proficiency, and access to information resource and learning tools.

Statute, Administrative Policy, or Board Rules 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.

Implementation and Assessment Plan Statement

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 recommendations 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. Teacher nominations and expressions of interest in serving on textbook evaluation committees for the various subject areas are obtained;

f. Textbook-evaluation committees are appointed;

g. Members of the textbook-evaluation committee are inserviced on selecting materials to promote multiculturalism and deep thinking;

h. Textbook-evaluation committees establish criteria for evaluating materials, based on the most recent literature and research related to instruction in that area. The committees

obtain and evaluate available materials; meet with parents, publishers, representatives; and solicit reactions and assistance from other teachers, department chairpersons, curriculum committees, etc.;

i. Staff from Purchasing, and the Office of Academic Excellence 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. The textbook-evaluation committee will recommend a single adoption for a school or they may recommend delaying adoption, pending further study;

k. The Director of the Office of Leadership Support reviews the recommendations from the textbook-evaluation committees, which are then sent to the Superintendent before going to the Board of School Directors;

l. Written notice will be transmitted to schools to alert them of the flexibility in alternative materials. The information will contain the materials approved of by the Board, cost of materials negotiated by Purchasing, and directions on how to order and secure materials within a specific timeline;

m. In the area of English/language arts, we are moving forward with the acquisition of an online resource tool that would support both instruction and assessment in English/language arts. In part, the rationale for this is that the current board-approved selections for reading have included in their texts a comprehensive approach to language arts. Some of the texts are more comprehensive than others; however a massive adoption of a traditional text for English/language arts is not warranted given the inclusive nature of the selected reading texts; and

n. During the 2006-2007 school year, the textbook-adoption committee will review the reading adopted text and determine the needs for English/language arts supplemental materials based upon their findings. Upon review of the findings, the district will purchase appropriate supplemental materials for the beginning of the 2007-2008 school year.

8. Based upon the proposed timeline, textbook-evaluation committees would be appointed in early December 2006. They will conduct the study during the months of January and February 2007 and submit their recommendations to the Superintendent in the beginning of March 2007. The Superintendent will submit recommendations to the Board of School Directors in April 2007.

9. Upon adoption, the schools will begin the purchasing process based upon the information communicated to schools by the Office of Leadership Support. Newly adopted texts, through this review cycle, are expected to be in the schools during the first semester of 2007-2008. The new texts would be implemented in the 2007-2008 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 areas approved for review in April 2007. Approximately $7,924,493.00 would be needed for the purchase of textbooks, if all textbook recommendations are approved. Textbook recommendations will be developed based on the amount approved in the FY08 adopted budget. At that time, the recommendation for purchase of textbooks will include the costs of the texts.

11. A committee composed of staff from Purchasing, Academic Excellence, and schools will be convened to study the textbook-selection process to fulfill the academic mission of the district and to reduce the costs related to the acquisition of instructional materials

Committee's Recommendation

Your Committee recommends that the subject areas listed below be opened for textbook evaluation:

High School
Social studies (Economics Gr. 11-12) — Approx. 3,005 student editions
Social studies (Citizenship Gr. 9-10) — Approx. 4,533 student editions
Trade and Technology Education (Electricity) — Approx. 254 student editions)

Middle School
Foreign Language (Japanese 6-8) Approx. 125 student editions)
Foreign Language (Spanish 6-8) Approx. 4,935 student editions)

Elementary School
Language Arts (English K-8) Approx. 57,630 student editions)
Language Arts (English K-8) Approx. 21,617 student editions)
Language Arts (Spelling K-5) Approx. 38,694 student editions)

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

* * * * *

## 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 July 1, 2006

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

| | 10/06 | 11/06 |
|---|---|---|
| Population Served | 16,586 | 16,701 |

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 90-day timeline or within an appropriate timeline extension that is agreed upon by the parent. 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.

| | 10/06 | 11/06 |
|---|---|---|
| Initial Evaluations (Completed since 7/06) | 288 | 574 |
| Percentage Identified Special Education | 75% | 67% |
| Active Initial Referrals | 841 | 1193 |
| Re-evaluations (Completed since 7/06) | 63 | 402 |
| Percentage Continued in Special Education | 81% | 81% |
| Active Re-evaluations | 628 | 850 |

2. Data-Management Services — Special Services Information Management System (SSIMS) Project Status Report as of November 1, 2006

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

b. Training of new district special services staff continued throughout October (including diagnostic teachers, special services administrators, building coordinators, and special education teachers).

c. Voluntary drop-in help sessions were made available to all special services staff and administrators during the day and after school for Encore, Crystal, and special education process and procedures.

d. Specialized training sessions on IDEA Interim Procedures were held for non-instrumentality charter school staff.

e. Special Services administrators received updated training on Crystal Reports, on-lining referrals, and interim procedures.

f. School-based training sessions for special education teachers on IDEA Interim Procedures were conducted at the request of principals or supervisors and contingent on trainer availability.

g. Additional DPI IDEA changes were received. Analysis of the impact of these additional changes has begun. Work sessions continue on the IDEA mini-project.

h. The implementation of an automatic call distribution (ACD) system for the SSIMS office was completed, allowing for better routing of phone calls in order to provide improved service.

3. State Performance Indicator Report — Indicator #8: Parent Involvement

a. The State Performance Plan 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 (DPI) will measure and report the performance of children with disabilities using the twenty indicators that were specified in the IDEA-2004. Data from each school district in the State is being collected by DPI and reported as state baseline data in each of three categories. 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, DPI will collect data in the various categories on a regular basis (yearly) and develop a public reporting system. In order to assist districts with improved outcomes, districts will participate in the State's identified Continuous Improvement Focused Monitoring (CIFM) Process. 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 to measure progress toward the six-year identified outcomes.

The indicators are as follows:

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

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

Indicator #2 .....Drop-out rates

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

(2) Targeted Area: Disproportionality

Indicator #9 .....Disproportionality Representation of Racial and Ethnic Groups in Special Education as a Result of Inappropriate Identification.

Indicator #10 .....Disproportionality Representation of Racial and Ethnic Groups in Specific Disability Categories as a Result of Inappropriate Identification

(3) Targeted Area: Effective General Supervision: Child Find

Indicator #11 .....Data Regarding the Number of Children Who Were Evaluated Within 60 Days of the District's Receipt of a Signed Parent Consent

(4) 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

(5) Targeted Area: IDEA Part B: Effective General Supervision

Indicator #15 .....Review of General Supervision System i.e. Monitoring 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.

The Department of Special Services will provide information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14 within the next few months. Information will include methods for data collection and review to lead to identified improvements. In addition the Department will present plans for improvement on each area.

b. Indicator #8 — Parent Involvement: Percent of parents, guardians, or caregivers with children receiving special education services who report that schools facilitated parental involvement as a means of improving services and results for children with disabilities (includes children ages 3 through 21 years of age).

(1) The Individuals with Disabilities Education Act (IDEA), from its earliest passage, recognized the importance of the parent/guardian in the successful achievement of high level educational outcomes of the child. Research has demonstrated time and time again that a partnership between the family and the school contributes greatly to the child's confidence in his or her ability to be successful in the classroom setting and the school community. Parents/guardians know the child best and can contribute valuable information about likes, dislikes, fears, learning strengths and interests, all of which provide valuable tools to assist the teacher in designing instruction for optimal results. Because of the additional challenges that disabilities present, the parent/guardian of a child in special education brings a wealth of every day experiences and knowledge about what works and what doesn't work for their child. This first hand knowledge assists the teacher and the Individualized Education Program (IEP) team in designing an IEP that assists the child to achieve at the highest possible levels. The day-to-day contacts between teachers and home only enhance the implementation of the specially designed special education services.

(2) The original IDEA recognized the importance of parent/guardian input. Over the 30+years of the federal mandate for special education, parents/guardians have come to play a more prominent role in the education of student with disabilities. With the reauthorization of IDEA in 1997, parents were recognized as equal partners in the development of the IEP.

(3) IDEA-2004 requires that the parent/guardian be involved in many aspects of the planning and implementation of special education services. They may participate in any meetings about their child's identification, evaluation, and educational placement as a child with a disability, and any meetings about the provision of a free appropriate public education for their child. Parent's rights with regard to special education must be explained to them throughout the special education process (including referral activities, assessment and evaluations, IEP development and delivery of appropriate services.)

(4) Parents/guardians participate in the initial identification process by providing important information regarding suspected disabilities, assist in determining the assessments that will be completed as part of the eligibility determination, assist in developing the IEP including goals and objectives (when appropriate) and the service delivery model. Parents also have input as part of the team in determining the placement of the student for the deliver of services.

(5) The IDEA requires that the IEP be reviewed and a new IEP be developed at least annually and parents/guardians are an integral part of this meeting as well. They are a member of any IEP activity that may change the IEP services to their child.

(6) Under the provisions of the new IDEA-2004, changes may be made to an IEP between annual meetings without a full IEP team meeting provided that the parent/guardian is a part of the conversations regarding the changes and agrees to the changes. The IEP is revised accordingly and the parent/guardian receives a copy as well as a notice that the change(s) have been made with their input. In the event that the parent/guardian does not agree with the changes, or the parent/guardian or school believes an IEP meeting is necessary to consider any changes between the annual meetings, the school will convene an IEP meeting.

(7) The newly revised IDEA also includes the opportunity for excusal of certain IEP team members from attendance at an IEP meeting, but the excusal cannot occur unless the parent agrees to the excusal in writing prior to the meeting. The IDEA-2004 also provides for the opportunity to waive the right to a three-year re-evaluation but can only be done if the parent agrees to waive the evaluation activities.

(8) Parents/guardians also receive regular reports that specifically address the progress that their child is making toward meeting the annual goals in the IEP.

(9) The rights are provided in the document entitled *Parent and Child Rights/Procedural Safeguards Notice*. See Attachment #1 to the minutes of your Committee's meeting. IDEA requires that the notice be provided to the Parent/guardian one time during a school year except that a copy must be given to the parent at the following times;

- Initial referral or parent request for an evaluation
- First request for a due process hearing or filing a State complaint
- When a decision is made to take a disciplinary action that constitutes a change of placement
- Upon Parent Request

(10) The Procedural Safeguards Notice provides detailed explanations regarding the following general categories:

- Notice Content
- Notice in Understandable Language\Electronic Mail
- Consent
  - — Initial Evaluation
  - — Services
  - — Re-evaluations
- Independent Educational Evaluations (IEE)
- Confidentiality of Information
- State Complaint Procedure
- Due Process/Resolution Meeting
- State complaint (formerly IDEA complaint, EDGAR complaint)
- Timelines/Appeals/Attorney fees, etc.
- Disciplinary Procedures
- Unilateral Placement of Parents in Private School at Public expense

(11) District Administrators, Building Coordinators, Special Education Supervisors, Diagnostic Teachers and all other service providers receive training in the content and obligations of the Parent and Child Rights/Procedural Safeguard Notice. In addition, school staff members both general and special education staff, are regularly trained in the Child Find requirements and their respective roles in assisting families to have the needed information regarding special education referrals.

(12) In 2002 the Milwaukee Board of School Directors approved the special education Oversight Action Plan. A significant part of the plan is to have in place a parent dispute resolution system (PDRS) that provides parents and caregivers with opportunities to get information regarding school issues and special education issues and to have a quick resolution to district level problems and disputes. The process is described in (Attachment #3 to the minutes of your Committee's meeting.)

(13) The Department of Public Instruction (DPI) provides discretionary funding to support aspects of the implantation of SOAP. These funds support five of the nine parent information specialists who work in the Parent Information Center. Theses parent information specialists provide day to day assistance with the questions and concerns of parents and caregivers. Their charge is to assist families and provide information and answers to questions and issues. School based issues are recorded on a data system that links the parent information center to individual school alerts the Principal regarding concerns and parent requests. Parent information specialists also receive initial referrals as part of the District's Child Find activities. The parent information specialists develop and present parent training activities.

(14) Communications are sent to parents/caregivers for trainings in the following manner:

- Website-Portal or mailing of training dates to schools (Backpack flyers to be sent home)
- Auto Dialer direct to homes
- Mailings to homes

(15) The Parent Information Center annually surveys MPS parents to assist in determining topics of interest to present as training activities. (See Attachment #4 to the minutes of your Committee's meeting.) Examples of training sessions that have been held in the past year include:

- Transition
- Characteristics of Autism
- Working with Students with Autism
- New IDEA 2004
- Assistive Technology
- Homework Help
- Positive Behavior Supports
- College Information Planning
- Open Enrollment/220/Three Choice Options
- Make and Take it (educational materials)
- Reading and Writing Literacy Issues
- Speech and Communication

(16) Then Parent Information Center annually plans and presents a Latino Parent Information Forum that is targeted to provide essential educational support information to the Latino Community. The Center also collaborates with The Division of Bilingual Educational Services and Title I to present an annual day-long Parent Resource Fair.

(17) The Wisconsin Statewide Parent-Educator Initiative (WSPEI) is a service, funded by federal dollars, which is a service for parents, educators, and others interested in parent-partnerships for children with disabilities. The DPI Website contains training information under what's New at www.dpi.gov/sped/hmnew.html. (See Attachment #5 to the minutes of your Committee's meeting.) WSPEI staff and volunteers work collaboratively with the Parent Information Center staff to provide training and support to the Milwaukee parent/caregiver community.

(18) The Wisconsin Family Assistance Center for Education, Training and Support Inc. (WIFACETS) is a federally funded parent training center specifically designed to train and support students with disabilities, their families in the Milwaukee Community, and those who support them. Their website information regarding trainings is found at www.wifacets.org. WIFACETS works collaboratively with the Parent Information Center staff to develop and offer trainings and support for MPS students and their families (See Attachment #6 to the minutes of your Committee's meeting.)

(19) Examples of State wide parent training opportunities made available to parents of student with disabilities include:

- Circles of Life
- Transition Training
- Parents in Partnership training
- Parents in Leadership Trainings
- Parent in Partnership Transition Pilot Programs
- Ready Set Go (Early Childhood Transitions)
- National Individual Preschool Inclusion Conference Inclusion
- WSPEI Video Conferences (Deaf and Hard of Hearing, Transition, New IDEA, Emotional Behavioral Disabilities, Mental Health Issues)
- State Superintendent's Conference on Special Education and Pupil Services Leadership Issues

c. Statewide Monitoring Strategy — Indicator #8 Parent Involvement

(1) Statewide Educational Entities to be surveyed:

(a) Local Educational Agencies/Districts (LEA) in which all school are charter schools .....11

(b) LEAs with one or more Charter Schools .....72

(c) LEAs containing no charter schools .....354

(d) Milwaukee Public Schools .....1

(e) State Schools, Department of Health and Family Services (9DHFS) and Department of Corrections (DOC) .....4

Districts across the State will rotate on a 5-year cycle. To ensure that the state-wide data include parents and primary caregivers who live in large metropolitan settings and to adhere to OSEP requirements, MPS will be sampled every year.

(2) Measurement Tool: A survey (Web-based, paper, or personal interview) has been developed by NCEAM (National Center for Special Education Accountability Monitoring) — see Attachment #1 to the minutes of your Committee's meeting.

(a) Survey categories include comments about:

(b) School's effort to involve the Parents

(c) Interactions with Teachers and Administrators

(d) General comments about the school community

(e) Comments regarding school climate

(f) Information regarding multiple options fro student learning and school successes.

(g) School policies and procedures

(h) General student descriptive information

(3) Measurement: Data: Measurement Data will reflect the number of respondent parents/caregivers who report that schools facilitated involvement. (Divide by the total number of respondent parents of children with disabilities x 100.)

(4) Procedures:

- DPI determines the sample size statistically from each District's previous year's enrollment.
- DPI select random sample (names) from each LEA special education student roster.
- DPI provides list to the district and standard language (script) for facilitators.

(5) Contacting the Parent/Caregiver Participants:

- MPS determines addresses/phone numbers
- MPS customizes DPI electronic form letter to reflect District information (English, Spanish, and Hmong)
- MPS sends letter to each parent selected for the sample. The letter informs the family of the survey and offers them the option of taking the survey on the Website, receiving a paper copy upon request, or taking the survey orally.
- MPS Parent information specialists (PICs) provide support for parents who request paper copies or wish to take the survey orally and record the results on the web.

4. Hypothetical Parental Complaint Scenario

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. 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.

(This scenario reflects an example of concerns that could be expressed by parents associated with the issue of changing an Individual Education Program (IEP) without convening a meeting. In order to protect confidentiality, no identifying information has been included in this hypothetical situation).

a. Background Information:

The parents of a high-school child with a disability requested that their daughter's schedule be changed in order for their child to have more opportunities to take elective high-school courses. The student is a student with a severe vision problem, and her IEP had identified two hours per day of resource room instruction to receive additional instruction in specialized essay composition strategies that could be used in her regular education high school classes, such as Social Studies and History. She attended regular education classes for the duration of her day. The student's vision disability is nearly total and requires her to rely on the assistive technology of a Braille computer keyboard for all word processing.

b. Intervention:

The IEP team had previously determined that this student required daily resource room support of two hours duration in order to accomplish her IEP goals. The parents' request stimulated consultation between the child's parents, her regular education teachers and IEP service providers. Her teachers recognized that the child in deed wished to take an elective course in an area of interest to her. Though there was concern that reducing the amount of resource room support would increase her burden to complete assignments outside of her highly structured school day, there was a willingness to accommodate the parents' request.

c. Resolution:

(1) Accommodation of this parents' request for a reduction in their daughter's receipt of special education services requires a change in the Individual Education Program that had been developed for this student. Normally, any change to an IEP must be determined in a formal meeting by an IEP team consisting of, at a minimum, the parent, the special services provider, a regular education teacher, and a Local Education Agency representative.

(2) Recent changes in the Individual Disabilities Education Act (2004) identified circumstances in which IEP changes could be made without a meeting. In making changes to the child's IEP after the annual IEP team meeting, the parent and district may agree not to meet to make changes and may instead develop a written document to amend or modify the IEP. In this context, the agreement need not be signed by the parents; however, the district needs to document that an agreement was reached. The child's IEP team (and any other staff responsible for implementation of the IEP) must be informed of the changes. The decision to change an IEP without a meeting must be individualized.

While this provision adds some flexibility in amending the IEP, in Wisconsin, placement is a decision that must be made by the IEP team; therefore, if modifications are contemplated that would require a change in placement, a meeting would be required. Of course, an annual IEP team meeting is still required, regardless of any agreement that was reached to make a change in an IEP outside of a meeting.

(3) The ability for the district to make changes to an IEP outside of a meeting adds flexibility to the process and is parent-friendly. In this case, the parents were happy that their request for a change in their daughter's schedule could be so easily accommodated. The parents and school agreed to review the impact of this reduction in services at the next annual IEP team meeting or sooner if necessary.

* * * * *

## COMMITTEE ON FINANCE/PERSONNEL

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

Award of Contracts

For your review, below is a contract award recommendation for November 2006. Adequate funding is available in the accounts as noted below.

ROOF REPLACEMENT

*Sholes Education Complex*

Prime Contractor
Langer Roofing & Sheet Metal, Inc.
345 S. Curtis Road
Milwaukee, WI 53214

Low Bidder, Base Bid of.....$1,012,300.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 25% HUB | 25%MBE | 126 | 15 | 2 | Corporation | 1 |

Funds are budgeted for the Sholes Education Complex's roof-replacement project from FY07 Deferred Maintenance Construction Fund, contracted services for roofing, account code FAR00980SH ECNCROF7, and FY07 Major Maintenance Construction Fund, account code FAR00MM2SH ECNCROF7 (W.O. #2-702798). Project, which is to begin on April 16, 2007, is scheduled for completion on August 4, 2007.

*Urban Waldorf School*

Prime Contractor
Roberts Roofing & Siding, Inc.
4929 N. Lydell Avenue
Glendale, WI 53217

Low Bidder, Base Bid of.....$483,136.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| Yes | 10% HUB | 100%DBE | 45 | 15 | 5 | Corporation | 0 |

Funds are budgeted for the Urban Waldorf School's roof-replacement project from FY07 Deferred Maintenance Construction Fund, contracted services for roofing, account code FAR00980UW ECNCROF7 (W.O. #2-702807). Project, which is to begin on April 16, 2007, is scheduled for completion on August 17, 2007.

*Steuben Complex/Milwaukee French Immersion*

Prime Contractor
Walsdorf Roofing Co., Inc.
P.O. Box 66
Kiel, WI 53042-0066

Low Bidder, Base Bid of.....$730,900.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 25% HUB | 25.7%D/E/MBE | 70 | 5 | 3 | Corporation | 1 |

Funds are budgeted for the Steuben Complex/Milwaukee French Immersion's roof-replacement project from FY07 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2SB ECNCROF7 (W.O. #2-702799). Project, which is to begin on April 16, 2007, is scheduled for completion on June 29, 2007.

Construction Contracts

Total construction contract dollars awarded.....$2,226,336.00
Total dollars HUB participation.....$923,736.00
% of HUB participation.....41.49
% Minority employees within company.....14.97
% Women employees within company.....4.55

Authorization to Make Purchases

The Administration requests authorization to purchase two x-ray machines from Outdoor Outfitters to be used in MPS schools to x-ray packages, school bags, backpacks, etc. coming into the buildings. Outdoor Outfitters is the only local provider of these x-ray machines and, as a result, has been granted a sole-source waiver. A local provider is necessary to ensure timely maintenance and repairs to maximize the uptime on these machines.

Both x-ray machines are portable and can be moved quickly and easily to MPS locations. The cost for both x-ray machines is not to exceed $55,000, including delivery, setup, and training. The budget code to be charged is OGA00CRRDW-EEQ5 (Crisis Response Initiative — Equipment).

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 School Bus Accidents

Below is a report on school bus accidents for the month of October 2006. This is an informational report, and no action is required.

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 10/2/06 | 8:10 | Marshall H.S | No | Yes | Joy Farm |
| 10/3/06 | 8:10 | Grand Ave | No | No | Lamers |
| 10/3/06 | 3:03 | Greenfield | No | No | Dairyland |
| 10/3/06 | 3:28 | McNair | No | No | Laidlaw |
| 10/4/06 | 8:15 | M.E.C. | No | Yes | Laidlaw |
| 10/4/06 | 2:40 | Sherman | No | No | Lakeside |
| 10/5/06 | 11:30 | Worksite | No | No | Dairyland |
| 10/6/06 | 3:30 | South Division | No | Yes | Lamers |
| 10/11/06 | 8:20 | Roosevelt M.S. | No | No | Bee Bus |
| 10/11/06 | 2:35 | Hmong American | No | No | Lakeside |
| 10/11/06 | 4:19 | Roosevelt M.S. | No | No | Lakeside |
| 10/12/06 | 7:15 | Franklin | No | Yes | Lamers |

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 10/12/06 | 8:30 | Milw French | No | No | Lamers |
| 10/13/06 | 4:12 | Audubon M.S. | No | Yes | Dairyland |
| 10/16/06 | 7:22 | Hawley | No | No | Bee Bus |
| 10/16/06 | 7:25 | Milw Spanish | Yes | Yes | Lamers |
| 10/16/06 | 3:20 | Richards/Cumber | No | Yes | Riteway |
| 10/18/06 | 3:50 | Milw Schl Lang | No | No | Dairyland |
| 10/20/06 | 3:45 | King H.S. | No | No | Laidlaw |
| 10/24/06 | 8:30 | Riverside U.H.S. | No | Yes | Laidlaw |
| 10/24/06 | 8:57 | Milw Schl Lang | No | No | Bee Bus |
| 10/25/06 | 8:30 | Burroughs M.S. | Yes | Yes | Lakeside |

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Allen-Field | Harley-Davidson Motor Co., Harley-Davidson Foundation | $8,219.40 | 412 Play and Sound Books |
| Allen-Field | Herb Kohl Educational Foundation | $1,000 | Kohl Fellow — Educational |
| Burroughs | Milwaukee Mile | $800 | School Supplies |
| Garland | Norma Cleary | $125 | Contribution For Blue Ribbon Ceremony |
| Longfellow | Ernst & Young | $1,200 | 120 Backpacks for students |
| Meir | Anonymous | $500 | Principal's Discretion; Emergency Lunch Fund |
| Milwaukee French Immersion | Parent and Family of Peggy Drana | $100 | Students' Trip to France |
| MPS — Art Education | Crystal Productions | $45,000 | Three skids of Getty Multicultural Art Print Series |
| MPS — Office of Superintendent | Ernst & Young | $6,100 | School Supplies |
| MPS — Office of Superintendent | First Immanuel Lutheran Church | $2,000 | School Supplies |
| MPS | Derco Aerospace | $1,000 | School Supplies |
| MPS | SBC Pioneers | $5,760 | 202 fully- stocked backpacks |
| MPS | America's Second Harvest of Wisconsin | $25,000 | 1,000 fully stocked backpacks |
| Riley | Milwaukee Southwest Kiwanis Foundation | $100 | Field Trips |
| Riverside HS | Lindsey Draper | $1,000 | Funds for college tours |
| Riverside HS | Master Lock Corp. | $100 | Funds for college tours |
| Thoreau | Russ and Kathy Schultz | $200 | IMAC Computer for students |
| Whittier | Beck, Chaet & Bamberger, S.C. | $100 | Character Education Program |
| Whittier | Oakland Gyros | $40 | Character Education Program |

Committee's Recommendation

Your Committee recommends that the Board authorize the contracts as listed above, authorize the purchases as presented 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.*

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(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; Approval of Prevailing Wage Rates; and Affirmative Action Report

Approval of Classified Personnel Transactions

| | Name and Assignment | Position and Salary | Date |
|---|---|---|---|
| | | APPOINTMENTS | |
| 5 | Shannon Agor<br>Holmes | School Secretary I<br>$20,683.56/yr. | 10-23-06 |
| 5 | Robert Devlin<br>Building Operations | School Engineer I<br>$44,036.46/yr. | 11-20-06 |
| 4 | Rita Estremera<br>Seher | School Secretary I<br>$21,565.56/yr. | 10-09-06 |
| 2 | Carmen Grant<br>Special Services | School Nurse Associate<br>$23,156.28/yr. | 11-13-06 |
| 4 | Adriana Herrera-Meir<br>Walker | School Secretary I<br>$20,683.56/yr. | 10-23-06 |
| 5 | Sarah Shinkle<br>Fratney | School Secretary I<br>$20,683.56/yr. | 10-23-06 |
| 2 | Kimberly Turner-Vergara<br>Special Services | School Nurse Associate<br>$26,082.00/yr. | 11-13-06 |
| | | PROMOTIONS | |
| 5 | Patricia Burns<br>Burroughs | School Kitchen Manager III<br>$28,441.80/yr. | 10-16-06 |
| 5 | Willard Engelmann<br>Technology | Sr. Project Analyst<br>$66,783.67/yr. | 10-23-06 |
| 2 | Deborah Felts<br>Building Operations | School Engineer I<br>$38,890.54/yr. | 11-20-06 |
| 2 | Damone Hill<br>Building Operations | School Engineer I<br>$37,266.06/yr. | 11-20-06 |
| 5 | David Muchka<br>Building Operations | School Engineer I<br>$35,641.58/yr. | 11-20-06 |
| 5 | Tim O'Donnell<br>Riverside | School Engineer IV<br>$56,752.54/yr. | 11-20-06 |
| 2 | Larry Phillips<br>Burbank | School Engineer II<br>$40,624.74/yr. | 11-06-06 |
| 2 | Ronald Tate<br>Building Operations | School Engineer I<br>$35,641.58/yr. | 11-20-06 |
| 2 | Billy Williams<br>Building Operations | School Engineer I<br>$38,890.54/yr. | 11-20-06 |
| | | REINSTATEMENTS | |
| | Vivian Dyson<br>Fletcher | Handicapped Children's Asst.<br>$15,873.05/yr. | 10-12-06 |
| | Mary Fitzgerald<br>Elm | Handicapped Children's Asst.<br>$17,963.76/yr. | 10-12-06 |
| | | CHANGES IN STATUS | |
| | Trina Basley #<br>Custer | Handicapped Children's Assistant<br>$15,352.46/yr. | 10-23-06 |

| | | |
|---|---|---|
| Lori Cieske + | School Secretary I | 12-04-06 |
| Bell | $32,331.51/yr. | |
| Jessica Cruz + | School Secretary I | 10-23-06 |
| MEC | $29,146.24/yr. | |
| Mary Kay Eul * | School Secretary I | 10-23-06 |
| Clarke | $10,352.00/yr. | |
| Danielle Grandow # | Handicapped Children's Assistant | 10-31-06 |
| Academy of Accelerated Lrng. | $14,831.78/yr. | |
| Michele Hickman + | School Secretary I | 11-01-06 |
| King IB High | $27,839.56/yr. | |
| Valerie James # | Handicapped Children's Assistant | 10-09-06 |
| Greenfield | $14,831.78/yr. | |
| Mysonie Taylor # | Handicapped Children's Assistant | 10-17-06 |
| Greenfield | $14,831.78/yr. | |

\+ From a 10-month to a 12-month position
* From substitute to a 10-month hourly position
\# From substitute to regular

Approval of Certificated Appointments

| Eth Code | Teachers | Division | Salary | Yrs. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 2,r | Stephanie A. Avery<br>Cross-categorical | B | $33,671.00 | 1 | 10/23/2006 |
| 5,r | James Bruss<br>English | B | $33,671.00 | 1 | 10/09/2006 |
| 5,r | Steven A. Denneau<br>History/Broadfield Social Studies | B | $33,671.00 | 1 | 11/13/2006 |
| 2,nr,a | Rita Fontell Diarrassouba<br>Mathematics | B | $33,671.00 | 0 | 09/27/2006 |
| 5,nr | Dan Garoiu<br>Mathematics | B | $33,671.00 | 1 | 10/16/2006 |
| 5,r,a | Matthew J. Hoffmann<br>Economics | B | $33,671.00 | 1 | 10/23/2006 |
| 2,r,a | Stephanie N. James<br>Business | B | $33,671.00 | 1 | 11/06/2006 |
| 5,r,a | Paul E. Javins<br>Cross-categorical | B | $44,124.00 | 8 | 10/02/2006 |
| 5,r | Sarah Madeska<br>Cross-categorical | B | $33,671.00 | 1 | 11/09/2006 |
| 5,r | Elizabeth Mallegni<br>Art | B | $33,671.00 | 1 | 10/23/2006 |
| 5,r,a | Kathleen Manke<br>Science | B | $35,164.00 | 2 | 10/02/2006 |
| 5,r | Timothy Miceli<br>Biology/Chemistry | B | $33,671.00 | 1 | 10/18/2006 |
| 5,nr | Dennis O'Brien<br>Mathematics | B | $35,164.00 | 2 | 10/23/2006 |
| 5,r,a | Marybeth I. Pfaffenroth<br>Vision Impaired | B | $38,151.00 | 4 | 10/30/2006 |
| 5,r,a | Nora A. Reedy<br>Speech Pathologist | B | $33,671.00 | 1 | 10/04/2006 |

| | | | | | |
|---|---|---|---|---|---|
| 5,nr,a | Nancy C. Sterling<br>Vision Impaired | B | $35,164.00 | 2 | 10/16/2006 |
| 5,nr | Sharon L/ Tholl<br>Cross-categorical | B | $38,151.00 | 4 | 10/23/2006 |
| 5,r | Donald Zimmer<br>Cross-categorical | E | $68,713.00 | 16 | 10/02/2006 |

Approval of Certificated Appointments — Social Workers

| | | | | | |
|---|---|---|---|---|---|
| 5,r | Julie E. Principe<br>School Social Worker | 2A | $44,158.00 | 0 | 10/23/2006 |

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 | Seher | October 25, 2006 |
| Maternity Leave, to June 15, 2007: | | |
| Cathleen Huibregtse | Alcott | October 23, 2006 |
| Minerva LaLicata | Milwaukee Spanish Immersion | November 7, 2006 |
| Bonnie McGill | Maryland | November 27, 2006 |
| Personal Leave, to January 26, 2007: | | |
| Patricia Stotmeister | Hayes | October 16, 2006 |
| Personal Leave, to June 15, 2007: | | |
| Bonnie Ulrich | South | November 6, 2006 |

Report on Certificated Resignations and Classified Retirements

| Name | Position | Effective Date |
|---|---|---|
| | Certificated Resignations | |
| Marlys Bacon | Teacher | 11/10/06 |
| Mary Barrett | Social Worker | 10/16/06 |
| Mary Bowie | Principal | 10/16/06 |
| Katherine Castellini | Teacher | 10/13/06 |
| Claudette Cyganiak | Teacher | 10/20/06 |
| Margaret Fleter | Teacher | 11/06/06 |
| Brook Goralski | Teacher | 11/24/06 |
| John Holmes | Teacher | 02/20/07 |
| Mary Little | Teacher | 11/15/06 |
| Gary Lohman | Social Worker | 10/13/06 |

| | | |
|---|---|---|
| Jaime Malsom | Teacher | 11/15/06 |
| Jeffrey Moniz | Teacher | 08/30/06 |
| Carolyn Parkinson | Social Worker | 11/10/06 |
| James Pietrusz | Teacher | 01/26/07 |
| Catherine Poepping | Teacher | 10/12/06 |
| Jennifer McVay | Teacher | 10/13/06 |
| Leona Suggs | Social Worker | 02/01/07 |
| James Svitavski | Teacher | 10/22/06 |
| Elizabeth Williams | Teacher | 11/13/06 |
| Michael Zeidler | Teacher | 10/27/06 |

Classified Retirements

| Name | Position | Effective Date |
|---|---|---|
| Mary Goran | Food Service Asst. | 10-14-06 |
| Barbara Knueppel | School Safety Asst. | 10-12-06 |
| Patricia Turk | Food Service Asst. | 10-26-06 |

Approval of Prevailing Wage Rates

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.

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.

*REVISED*
LABORERS

BUILDING AGREEMENT

Please be advised that the Laborers and their Contractors have an agreement providing for the following rates of wages and fringe benefits effective June 5, 2006.

| | 6-5-06 PER HOUR |
|---|---|
| Caisson Work | $ 24.61 |
| Caisson Worker — Top Man | 24.26 |
| Nozzleman | 24.46 |
| Barco Tamper | 24.17 |
| Construction Specialist | 24.42 |
| Foreman | 25.15 |
| Jackhammer Operator, Certified Welder & Gunite Machine Man | 24.17 |
| Air and Electric Equipment and Power Buggies | 24.06 |

| | |
|---|---|
| Mortar Mixer and Forklift Operator | 24.06 |
| Scaffold Builder, Erector and Swing Stage | 24.06 |
| Between 75 feet and 100 feet | 24.56 |
| Over 100 feet | 24.81 |
| Top Man on Chimney up to 50 feet | 24.06 |
| **For each additional 50 feet — 0.25 per hour increase** | |
| General Laborer (Includes stripping and dismantling of forms) | 23.95 |
| Asbestos Abatement Remover | 23.95 |
| Toxic Waste Remover | 23.95 |
| Waterboy | 23.78 |
| Watchman | 22.02 |
| General Laborer Foreman | 26.35 |

In addition to the above rates, employer contributions paid for each hour (whether straight - time or overtime) for which wages or compensation is payable to an employee under this Agreement shall be made to the Health, Pension, Industry Advancement Program (IAP) and Apprenticeship & Training Fund. *VACATION is included in gross wages and diverted from wages and mailed to the Building and Public Works Laborers' Vacation Trust Fund, effective June 5, 2006.

| | 6-5-06 PER HOUR |
|---|---|
| Health Fund | $6.62 |
| *Vacation (Diverted from gross wages and mailed to the Building and Public Works Laborers Vacation Trust Fund.) | ($ 1.35) |
| Pension Fund | 4.15 |
| I.A.P | .14 |
| Apprenticeship and Training Fund | .23 |
| Laborers' Employers Cooperation & Education Trust Fund, All Hours Worked | .10 |
| Union/CLMC | .03 |

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for October 2006 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, leaves of absence, and prevailing wage rates 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) | Stanley McWilliams | Principal<br>Washington High School of Information Technology | Schedule III, Range 14Z<br>$92,034.25 |
| 2(r) | Michelle Morris | Principal<br>Franklin School | Schedule III, Range 13Z<br>$84,080.10 |
| 5(r) | Taimi Parey | Principal<br>Garland School | Schedule III, Range 12Z<br>$85,303.80 |
| 4(r) | Rosana Mateo | Principal<br>Seher School | Schedule III, Range 13Z<br>$91,218.00 |
| 5(r) | Eric Sullivan | Assistant Principal<br>Milwaukee Spanish Immersion School | Schedule III, Range 10Z<br>$59,548.26 |
| 2(r) | Dominique Smith | Curriculum Generalist<br>Kilmer South High School | Schedule III, Range 6C<br>$64,406.25 |

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 Resolution 0607R-011 by Director Blewett Regarding a Comprehensive Plan Related to the DPI Library Audit of District Library Media Services

Background

At its meeting on September 6, 2006, the Board referred Resolution 0607R-011 by Director Blewett to the committee on Finance/Personnel:

WHEREAS, On June 21, 2006, Milwaukee Public Schools received the "Report of Audit of Library Media Services" completed by the state Department of Public Instruction as result of an investigation undertaken in response to a complaint filed more than two years earlier, on February 23, 2004, related to state statute 121.02 (1)(h) regarding staffing of school library media centers; and

WHEREAS, An earlier audit of the district in 1992 also found Milwaukee Public Schools out of compliance in the area of library staffing, among other things; and

WHEREAS, This school district, as do all public school districts in the state, annually receives a reimbursement from the state for materials purchased for school library media centers up to a certain dollar amount, which was $32 per student in the last fiscal year; and

WHEREAS, The Milwaukee Board of School Directors has established a mission that says teaching will be "child-centered and based on proven methods"; and

WHEREAS, A recently completed study of Wisconsin's school libraries undertaken by an independent research team arrived at findings similar to those identified in more than 16 state studies of school libraries regarding the statistically significant impact of school libraries and library media specialists on the academic achievement of students; and

WHEREAS, These findings "demonstrated that students across all grade levels in schools with certified library media specialists achieved higher scores on WKCE reading and language arts than those students in schools without certified library media specialists"; and

WHEREAS, The Milwaukee Board of School Directors, which already approved the hiring of a second district library media specialist in May of 2006 at an annual cost of $76,754, has yet to receive any plan that outlines precisely how this additional position will be used to address the non-compliance, and

WHEREAS, Milwaukee Public Schools, being severely stretched financially, must have an accountable manner by which to evaluate the value of this new expenditure; and

WHEREAS, The goal of compliance does meet the mission and goals of this Board, but cannot be accomplished simply by reallocating already scarce dollars; now, therefore, be it

RESOLVED, That the Administration present a comprehensive plan to this Board whereby compliance with PI 8.01(2)(h) will be reached by September 1, 2007, said plan to elucidate the specific roles and responsibilities of each of the two district library media specialists in this undertaking and within the context of what would be considered their normal job duties, as well as to provide detail concerning the roles which other district-level departments will play in this plan; and be it

FURTHER RESOLVED, That the Administration's plan also address the issues of attracting, training, and retaining qualified library media specialists as well as experienced library-trained educational assistants to support library programs; and be it

FURTHER RESOLVED, That this plan be presented for consideration during the November 2006 Board cycle.

Administration's Analysis

1. On June 23, 2006, Milwaukee Public Schools received an audit report from the Department of Public Instruction which identified 34 schools as out of compliance with State Statute 121.02(1)(h). The non-compliance was related to the absence of a certified Library Media Specialist (LMS) to provide services to pupils in grades 7-12.

2. In May 2006, the Board's Committee on Finance and Personnel approved a recommendation to hire a second district LMS and requested the Administration to provide a plan for the use of the additional district school LMS position.

3. The Administration is in the process of becoming compliant with WI Statute 121.02(1)(h) and Administrative Rule PI 8.01(2)(h) as follows:

Requirement: *Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.*

Response: The Information and Technology Strategic Plan, which the Board approved in March 2005, serves as the District's long-range plan for library media services. The Plan, which had been formulated by teachers, library/media personnel, and the Administration, contains library media initiatives such as a centralized library automation system, standards and expectations for high-performing library media centers, the use of technology to enhance library media services, and the alignment of the information and technology strategies with the MPS Learning Targets.

The Plan includes four broad goals: educator proficiency, student proficiency, access to information resources and learning tools, and support systems and leadership. The Plan also supports the district's six capacity builders of:

i. Instructional Focus;

ii. Aligned Curriculum, Assessment, and Instruction;

iii. Professional Learning Community;

iv. Shared Decision-Making;

v. Effective Educational Plan; and

vi. Fiscal Responsibility.

Additional resources for schools are located on the MPS Portal entitled Library Media Resources. This site contains the topics of Instructional Services, Library links, Operations, Outreach and Public Relations, and Standards/Policies.

Requirement: *Designate a licensed library media person to direct and coordinate the district's library media program.*

Response: The District currently has two designated District Library Media Specialists, whose major duties and responsibilities are detailed in the attached job description.

Requirement: *Provide library facilities within the school building and make available to all pupils a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate unbiased way the cultural diversity and pluralistic nature of American society (preliminary finding of non-compliance by DPI).*

Response: The majority — 99% — of our schools have a designated library facility within the school building. Through the availability of Board and designated state funds, the schools are able to have a balanced collection of books, audio/video periodicals, and reference materials that are representative of the District's student population and the diversity of our community. All schools should have a Teacher/Library Committee that meets on a regular basis to address operational concerns, select new resources for the library, and monitor the quality of the collection. The building principal, having primary responsibility for this function and working with the school's library committee, will be responsible for the library collection. The District Library Media Specialists add to the monitoring of the school library collections. The proposed central library automation system will allow school collections to be viewed centrally for required monitoring.

Additionally, it is highly recommended that schools designate a staff person to ensure that library facilities are open and freely accessible to all students during the day.

Requirement*:* *Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel (preliminary finding of non-compliance by DPI).*

Response: K through Grade 8

The District provides library media services to students in grades kindergarten through eight via licensed library and audiovisual personnel or under the directions of the same. Currently there are 64 FTE (full-time-equivalent) LMSs serving students in grades K thru 8 (149 sites). The two district- level LMSs provide direction to 64 K-8 schools.

Grades 7 through 12

Per the Department of Public Instruction's non-compliance letter dated June 2006, 37 schools were identified as out of compliance: 25 schools which contain grades seven and eight in a K-8 setting, four middle schools, and eight high schools.

In compliance with the state statute that requires library media services to all pupils in grades 7-12 to be performed by licensed library and audiovisual personnel, the District will mandate the following:

- that each school will budget for a 0.2 (one day per week) LMS or higher;
- that no schools with a 7-12 grade configuration will be allowed to have a LMS staffing below the 0.2 level;
- that students in grades 7-12 will receive priority services from the LMS.

The attachment highlights the schools that are out of compliance with State Statute 121.02(1)(h); state of compliance as of November 1, 2006; and the target grade for the LMS.

4. The District Library Media Specialists have major duties and responsibilities as detailed in the attached job description. One of their main functions is to provide leadership at the district level and to raise the level of library media services across the district. Another responsibility is providing direction to all personnel assisting in the operation of the building-level library media program, specifically those schools with no LMS on site.

5. The plan is to conduct site visits to assess the current status of library media programs and to explore staffing patterns. Each specialist has direct responsibility for a set of schools ands takes the lead on specific district-wide responsibilities. For example, specialists take the lead on acquisition of online resources, Common School Funds, monitoring, and contract-negotiation agreements with vendors.

6. The District LMSs, as members of the Teaching and Learning Team, collaborate with all curriculum specialists. The following list is a summary of the offices and activities with which the District LMSs collaborate:

- Technology: Information and Technology Strategic Plan and assisting in the development of the request for proposal (RFP) for centralized library automation system;

- Learning Technologies: On-line courses;
- Curriculum Resource Center;
- Leadership: Facilitating the Principal's Leadership Academy;
- District Initiatives: Learning Targets, Characteristics of a High Performing Urban Classroom, Educational Plans

The District LMS team plans to work with bilingual and special education (assistive technology) on the acquisition of resources to support content areas and student achievement.

7. The need to attract, train, and retain qualified LMSs will be a high priority for the district. The activities that the District will explore to address this issue are highlighted below:

a. *Attract*

(1) work with universities to offer on-site training in effective operations of an urban library program;

(2) provide specialized training via on-line resources and acquisition of materials;

(3) adopt a model program to develop and train educational assistants in school library operations;

(4) continue principal focus groups for a clearer understanding on the role and expectations of the library staff.

Attracting a qualified LMS will also include attracting diverse Library Media Specialists.

b. *Train*: Attendance at new hires trainings and professional development activities related to information technology, effective library operations, and alignment of library activities to the curriculum is mandated.

c. *Retain*: Retention is critical in the staffing of library media staff. The District's retention process will include the following:

(1) Professional Support Portal (PSP)

(2) curriculum design assistance (CDA)

(3) monthly newsletters

(4) expanded opportunities for cohort networking

(5) professional development provided by Virtual Induction Program (VIP)

(6) Professionals Revitalizing Online (PRO)

8. In order to develop high-performing library media programs, different options will be explored to enrich and enhance the library media training provided to the library media staff. In addition, alternative funding sources will be explored to further support professional development opportunities in the district.

Strategic Plan Compatibility Statement

9. The Administration's response 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 market place.

Statute, Administrative Policy, or Board Rules Statement

10. This item and its recommendations will enable the District to come into compliance with Wisconsin State Statute 121.02(1)(h).

Fiscal Impact Statement

11. This item does not authorize expenditures. The item and the recommendations will require all out-of-compliance schools to budget for 0.2 LMSs or higher. The individual schools' budgets will be the funding sources.

Implementation and Assessment Plan

12. The staffing plan will go into effect with the FY08 budget process. The District LMS activities are currently being implemented. An analysis will be done to determine the impact on student achievement in reading and language arts as results of the LMS placement.

Committees Recommendation

Your Committee recommends that the Board:

1. accept the Administration's response to Resolution 0607R-011 to provide a comprehensive plan for leadership and district-wide support to schools' library operations;

2. accept the Administration's recommendation to Resolution 0607R-011 that will require all non-compliant schools to budget for 0.2 or higher LMSs, and require all schools with Grades 7 thru 12 to maintain at least a 0.2 LMS; and

3. direct the Administration to bring back to the Committee on Finance/Personnel for consideration in December an item regarding the correlation between student attainment/value-added and library media specialist staffing levels.

Director Johnson moved to approve the Committee's recommendation.

Director Blewett moved a substitute:

That the Board accept the Committee's recommendation for items one and two to be due back in December;

and item three, as amended to read:

Direct the Administration to bring back to the Committee on Finance/Personnel for consideration in January an item responding to the research items requested, the effects of the library media specialists, and the effect and usefulness of a .2 library media specialist and information regarding ongoing development of staff, and any other information the Administration feels is appropriate; and

four, direct the Administration to bring back in January a plan for community involvement for a library element in the strategic plan.

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

Ayes—Directors Blewett and Hardin—2.

Noes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

Temporarily absent—Director Morales—1.

The question being on the original motion to approve the Committee's recommendation, it was adopted, the vote being as follows:

Ayes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

Noes— Directors Blewett and Hardin—2.

Temporarily absent—Director Morales—1.

* * * * *

(Item 5) Authorization to Enter into an Intergovernmental Cooperation Agreement with the City of Milwaukee for Green Schools

Background

1. The City of Milwaukee, in partnership with MPS, has recently been awarded a 2006 USDA Forest Service, Urban and Community Forestry Grant titled, "Green Schools."

2. The Green Schools Grant will help to continue to retrofit school playgrounds by replacing portions of asphalt with green spaces planted with trees and turf. It will also decrease the amount of impervious surfaces in order to promote surface water infiltration and to reduce storm water runoff.

3. The grant covers the period of September 1, 2006, through September 3, 2009. The total project is estimated to cost $690,000 of which $345,000 is provided by the grant, and $345,000 by the City and MPS. The District's portion — $110,000 for design, project oversight, and the removal of asphalt — can be fulfilled in a variety of ways, including cash, in-house labor activities, or current budgeted capital playground resurfacing projects.

Administration's Analysis

4. The District has partnered with the City of Milwaukee since 1999 in a program aimed at increasing green space on school playgrounds. During this period, over 12 acres of asphalt have been removed and replaced with trees and turf.

5. This grant will help continue the district's efforts to create additional green space. A survey will be sent to all schools to determine which schools are interested in participating in this initiative. The grant is targeted primarily at elementary and middle schools due to the amount of asphalt playground surfacing. Interested schools will be evaluated based on the following criteria:

- location within the combined sewer area;
- percentage of school campus composed of asphalt;
- identification of a project manager;
- support from school principal, teachers, building engineer, and parent groups; and
- commitment to maintenance and care of trees and turf by building occupants.

6. The maintenance and care of trees and turf, consisting of cutting the grass, weeding areas around trees and mulch, and watering the trees; would be performed by current building staff. The first round of tree pruning will be done by the City after the first three years; future trimming will then become a district responsibility. Unless there is a safety hazard or storm-related damage, the school pays for tree pruning. Trees should typically be pruned every five years, at an average cost of approximately $600.00 per pruning. In addition, it is estimated that it will cost approximately $300 per year to replace and maintain wood chips and mulch. This would equate to an estimated cost of $420 per year from school funds.

7. The District has projects and funding currently included in the Capital Plan that will meet the requirement for the MPS contribution, including development of green space and the replacement of asphalt playground surfacing.

8. The Green Schools Grant also includes an educational component that exposes children to forestry, landscaping, nursery operations, and storm water resources. Two schools will be selected to participate in an educational program in which children will take part in landscape design, visit the City's nursery, and plant trees. They will also learn about storm water runoff, water quality, and, depending on the weather, will perform peak flow monitoring, all in cooperation with the Milwaukee Metropolitan Sewerage District.

9. The Intergovernmental Cooperation Agreement attached to the minutes of your Committee's meeting outlines the roles and responsibilities of MPS and the City with respect to this grant.

Strategic plan compatibility statement

10. 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

11. The Board's approval is required to enter into intergovernmental cooperation agreements.

Fiscal impact statement

12. This grant requires a cash or in-kind contribution from the District in the amount of $110,000. Funds and qualifying projects currently exist in the Capital Plan to fulfill this requirement. No new district funding is required to comply with this grant. Grass cutting and watering the trees will be performed by current building staff. The City will prune the trees after the first three years. The schools would then be responsible for paying for pruning on a five-year cycle and annual maintenance of wood chips and mulch at a cost of approximately $420.00 per year.

Implementation and assessment plan

13. Upon approval by the Board, the Administration will execute the attached intergovernmental cooperation agreement. All work associated with the implementation of this grant will be performed between September 1, 2006, and September 3, 2009.

Committee's Recommendation

Your Committee recommends that the Board approve the Intergovernmental Cooperation Agreement, as attached to the minutes of your Committee's meeting, with the City of Milwaukee for the implementation of the "Green Schools" Grant.

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

* * * * * *

(Item 6) Action on Contracts for Early Childhood Education Services

Background

1. The Milwaukee Public Schools has been awarded a $4,190,467 federal Early Reading First early childhood literacy grant. These grants, which are a part of the President's Good Start Grow Smart Initiative and are authorized by No Child Left Behind, were intended to build early childhood education centers of excellence.

2. Milwaukee Public Schools was fortunate to receive from the U.S. Department of Education an Early Reading First Grant award of $3,967,064.00 in 2003. The Early Reading First Program has created preschool "Centers of Excellence" by improving the instruction and classroom environments of early childhood programs. Most of our Early Reading First sites, which are located in high-poverty urban communities, serve primarily children from low-income families. This grant has provided preschool-age children, including children with disabilities and children with limited English proficiency, with high-quality environments, and early reading curricula and activities based on scientific reading research to support the age-appropriate development of: oral language, phonological awareness, print awareness, and alphabet knowledge. These activities (with tactile and communication accommodations for children with disabilities, as appropriate), in combination with professional development based on scientific research and with screening assessments, have formed a seamlessly integrated instructional program that has furthered children's development of language, cognitive, and early reading skills and prevents them from encountering reading difficulties.

3. The Early Reading First Grant has been a huge success over the past four years. To mention some of our successes and highlights of the Early Reading First Grant:

a. developed and implemented the Family Literacy Project, which focused on writing;

b. developed a promotional DVD highlighting the grant and the Family Literacy Project;

c. developed literacy project training DVDs to promote replication at grant sites;

d. presented the Family Literacy Project at the International Reading Association Conference held in Chicago in May 2006;

e. provided ongoing in-services and after-school training opportunities for the grant staff;

f. collaborated with UWM and Cardinal Stritch by offering both Action Research and an online LEEP (Language Environment Enrichment Program) course for grant staff;

g. developed and distributed 140 Family Literacy take-home packs to our grant teachers;

4. The Breakthrough to Literacy (BTL), our core curriculum, is based upon scientific research of the best predictors of reading achievement. BTL evolved from case-study scientific research led by Carolyn Brown at the University of Iowa's Department of Speech Pathology and Audiology. The essential components are:

- alphabet knowledge
- phonological awareness
- oral language experiences
- print awareness.

5. The Administration is requesting authorization to enter into contracts with two agencies (a vendor and an institution) that are participating in the implementation of this comprehensive program. A description of the services and activities provided by each agency and institution is outlined below. The contract amounts and scopes of service are also outlined below.

| Agency | Scope of Services | Amount |
|---|---|---|
| Wright Group/McGraw-Hill/Breakthrough To Literacy | 1) To provide all students and teachers with hardware and materials of the 6.2 version of Breakthrough to Literacy<br>2) To deliver a comprehensive professional development training on the levels of implementation of Breakthrough to Literacy — Getting Started, Level I, Level II, and Level III<br>3) To deliver the levels of implementation, an overview of Breakthrough to Literacy for the paraprofessionals<br>4) To furnish hours of on-site Breakthrough to Literacy training for each teacher by the Breakthrough to Literacy Coach | $316,000 |

| Agency | Scope of Services | Amount |
|---|---|---|
| | 5) To provide ongoing Breakthrough to Literacy technical support | |
| University of Memphis/Center for Research in Educational Policy | CREP will determine the extent to which the MPS Building Blocks to Literacy program has prepared children to enter kindergarten with the necessary cognitive, early language, and literacy skills for success in school. The evaluation plan is designed to yield both formative and summative evidence reflecting on process and contributions associated with ERF.<br><br>The mixed-method design will involve quantitative and qualitative data-collection instruments from triangulation purposes. For assessing three-year-olds, pre- and post-assessment results from the Peabody Picture Vocabulary Test (PPVT) and Get It, Got It, Go! will be used. For four-year-olds, pre- and post-assessment results from the PPVT, Phonological Awareness Literacy Screening for Preschool (PALS-Pre-K), and Teacher Rating Oral Language & Literacy (TROLL) will be used. | $216,000 |
| Total | | $532,800 |

Administration's Analysis

6. The U.S. Department of Education has awarded MPS a three-year $4,190,467.00 Early Reading First Grant. These grants, which are part of the President's Good Start Grow Smart Initiative and authorized by No Child Left Behind, were intended to build early childhood education centers of excellence.

7. Breakthrough to Literacy, a highly effective research-based, early literacy program, was selected for use in this project. The Breakthrough to Literacy program uses high-quality children's literature and oral language, combined with early writing and systematic computer-based instruction. Building Blocks to Literacy will provide funding to improve early literacy instruction and supports an ongoing partnership among three traditional Milwaukee Public Schools — Clement J. Zablocki, William George Bruce, and Milwaukee Sign Language; a MPS charter school, LaCausa Charter; and a faith-based childcare center, Child Development Center of Saint Joseph.

8. Over 400 children in 19 classrooms and their families will participate in this project.

Strategic Plan Compatibility Statement

9. These contracts support the MPS Strategic Plan, Goal 1, student achievement. These contracts also support the MPS Professional Learning Community Capacity Builder. High-quality early childhood programs have a positive, life-long effect on the lives of children. Research shows that children who participate in high-quality early education programs achieve higher academic outcomes.

Statute, Administrative Policy, or Board Rules Statement

10. No administrative policy or rule would require modification. These agencies and institutions meet the criteria for receiving sole-source status as specified in Administrative Policy 3.09 and have been approved by the Superintendent's designee as sole-source vendors.

Fiscal Impact Statement

11. This item authorizes expenditure of $532,800. The District was awarded $4,190,467.00 from the U.S. Department of Education to provide high-quality Pre-K literacy programs for children who are three and four year old. Funds for these contracts are allocated in account SD1-O-S-UE7-XX-ECNS.

Implementation and Assessment Plan

12. The Project Manager for this grant will monitor the compliance of vendors with their respective contracts and manage the reimbursement of monthly (or other determined periodic) expenditures. Vendors will provide program reports with their periodic cost reports. The Administration will provide periodic reports about expenditures and program progress to the Milwaukee Board of School Directors and the U.S. Department of Education.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts to run from November 1, 2006, through January 1, 2009, with the agencies and for the amounts and scope of services indicated below as part of the District's Early Reading First Building Blocks to Literacy project to build early childhood centers of excellence, to provide high-quality Pre-K programs, and to increase student achievement:

| Agency | Scope of Services | Amount |
|---|---|---|
| Wright Group/McGraw-Hill/Breakthrough To Literacy | 1) To provide all students and teachers with hardware and materials of the 6.2 version of Breakthrough to Literacy<br>2) To deliver a comprehensive professional development training on the levels of implementation of Breakthrough to Literacy — Getting Started, Level I, Level II, and Level III<br>3) To deliver the levels of implementation, an overview of Breakthrough to Literacy for the paraprofessionals<br>4) To furnish hours of on-site Breakthrough to Literacy training for each teacher by the Breakthrough to Literacy Coach<br>5) To provide ongoing Breakthrough to Literacy technical support | $316,000 |
| University of Memphis/Center for Research in Educational Policy | CREP will determine the extent to which the MPS Building Blocks to Literacy program has prepared children to enter kindergarten with the necessary cognitive, early language, and literacy skills for success in school. The evaluation plan is designed to yield both formative and summative evidence reflecting on process and contributions associated with ERF.<br>The mixed-method design will involve quantitative and qualitative data-collection instruments from triangulation purposes. For assessing three-year-olds, pre- and post-assessment results from the Peabody Picture Vocabulary Test (PPVT) and Get It, Got It, Go! will be used. For four-year-olds, pre- and post-assessment results from the PPVT, Phonological Awareness Literacy Screening for Preschool (PALS-Pre-K), and Teacher Rating Oral Language & Literacy (TROLL) will be used. | $216,000 |
| Total | | $532,800 |

Funding for these contracts has been budgeted in account SD1-O-S-UE7-XX-ECNS. The standard MPS Professional Services Contract is used for contracting with these agencies and institutions.

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

* * * * *

(Item 7) Action on a Request for a Continuation of Contracts for Early Childhood Education Services

Background

1. The Milwaukee Public Schools, in partnership with the Milwaukee Area Technical College, has been awarded a $676,288 federal childcare block grant to improve access to, and the quality of, early education and care for children from birth to age twelve. The grant period is October 1, 2006, through September 30, 2007. The objectives of this federal grant are the following:

- to assist the early childhood community with resources that address continuity of education and care across funding sources;
- to focus on school readiness, staff development, and parental involvement;
- to enhance the quality and/or increase the supply of childcare for families and provide parents with a range of options in addressing their childcare needs; and
- to improve the health and safety aspects of childcare

2. The Administration is requesting authorization to enter into contracts with four local agencies and institutions which are participating in the implementation of this comprehensive program. A description of the services or activities to be provided by each agency or institution is provided below. All of the services and activities delineated below represent a continuation of previous years' project activities. The contracts, amounts, and scopes of service are outlined below.

| Agency | Scope of Services | Amount |
|---|---|---|
| Children's Outing Association (COA) | In partnership with 15 MPS elementary schools — Alba, Auer Avenue, Craig Montessori, La Escuela Fratney, Gaenslen, Grant, O.W. Holmes, Keefe Avenue, LaFollette, Longfellow, Maryland Avenue, Carver, Pierce, Thurston Woods, and Twenty-first Street schools — to continue to provide the Home Instruction for Parents of Preschool Youngsters (HIPPY) program to at least 150 parents. | $75,000 |
| Community Coordinated Child Care (4-C) | In collaboration with the Milwaukee Public Schools and the Milwaukee Area Technical College, to plan and implement a community-wide conference for early childhood professionals, the provision of support and technical assistance for childcare directors regarding appropriate expectations for children's experiences related to school readiness, and the provision of preventative health services to high-risk, low-income children and their families through early education programs. | $195,000 |
| Milwaukee Area Technical College (MATC) | To continue to fund the expanded instructional services faculty and academic support services staff for MATC's early childhood department to promote increased diversity of the faculty and the successful retention of students, with a special focus on persons of color. | $150,000 |

| Agency | Scope of Services | Amount |
|---|---|---|
| Milwaukee County Department of Health and Human Services | To provide two Economic Support Specialists to facilitate and expedite the process of receiving, reviewing, and authorizing applications for childcare, medical assistance, and food stamps for parents enrolling their children in Milwaukee Public Schools before- and/or after-school programs. | $120,000 |
| Total | | $540,000 |

Administration's Analysis

3. This is the seventh year in which the District has received funding from the federal childcare block grant program. Funds must be spent by September 30, 2007. The Administration has been working over the last six years to develop and implement this comprehensive program, focusing on childcare quality and school readiness. The Department of Workforce Development's Office of Child Care has favorably reviewed this project, and the Early Childhood Council of Milwaukee has endorsed it.

4. The Administration presents the following as an update on the implementation of this comprehensive initiative:

a. In 2005-06, the HIPPY Program provided 3,651 home visits to 173 families from 15 MPS elementary schools. In 2006-07, HIPPY expects continued growth with an enrolment of over 200. During the first six months of 2006, a comprehensive evaluation of HIPPY by Marquette University documented the substantially greater school readiness of students who have participated in HIPPY and the continuing substantially higher academic success of students who participated in HIPPY when they were 3, 4, or 5 years old.

In addition, reports from kindergarten teachers indicate that the school-readiness skill set of the children of the HIPPY families is higher than those of their peers. The following are examples of the typical teacher feedback: "Parents are very cooperative and have been working with their child at home more often this year than last; have seen positive results from their work" and "a great kid and a super student; whole family (mom, dad, aunt and grandma) involved in her schooling."

b. 216 directors actively participated in the Director's Institute. The director's evaluation of the institute was overwhelming positive, with a push to continue this program next year. The directors felt that the institute was a very beneficial training vehicle. Throughout the year, directors received information and training on how to motivate staff, how to recruit quality staff, and different methods of adult learning. They felt the institute was a place of support as well as an opportunity to network with other directors to talk about their needs as directors.

c. This year, nearly 800 professionals — including parents, teachers, childcare providers, policy makers and funders — attended the sixth annual Embracing Diversity Conference for Children and Families. With the overall theme being "Committed to Children — Partnering with Families," the conference attracted speakers from local, state, and national organizations who provided staggering and motivational information around childhood mental health, building relationships between family and school staff, new approaches to measure infant and toddler progress toward communication outcomes, and much more. Evaluations of the first day indicated 93% rated the activities as excellent or very good. The second day was rated 92% as excellent or very good.

d. Milwaukee Area Technical College continues to provide academic support services with an emphasis on outreach, recruitment, and retention of students of color that are in the early childhood associate degree program. Services included individual and group tutoring, classroom instruction, on-line instruction, computer instruction, infant/toddler credential classes, facilitation of the registration process, and dissemination of early childhood scholarship information and other support services. 429 students received academic support services, including 185 African American, 224 Latino, and 20 Asian students. The retention rate for students in this program has gone from 77% to 94%.

e. The provision of economic support workers resulted in approximately 5,500 authorizations for childcare and other services. These authorizations generated approximately $3,800,000 in revenue for the schools providing before- and after-school programs for children and families.

5. This is a significant community and institutional partnership dedicated to supporting early childhood education and care, and the early childhood community understands the tremendous benefits which that collaboration between MPS and community early childhood programs can provide. Providing high-quality, seamless education and care is important for both a child's physical well-being and his or her future academic success.

6. To ensure that high-quality early education is available throughout the community, the standards and tools being applied are aligned with the District's K4 Learning Targets and the Wisconsin Model Early Learning Standards.

Strategic Plan Compatibility Statement

7. These contracts support 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**.** These contracts also support the MPS Professional Learning Community Capacity Builder. High-quality early childhood programming leads to future academic achievement, and parents have high-quality choices as they access childcare resources, partnerships, 4-year-old kindergarten, and neighborhood schools.

Statute, Administrative Policy, or Board Rules Statement

8. No administrative policy or rule would require modification. These agencies and institutions meet the criteria for receiving sole-source status as specified in Administrative Policy 3.09 and have been approved by the Superintendent's designee as sole-source vendors.

Fiscal Impact Statement

9. This item authorizes expenditures of $540,000.00. The District was awarded a $676,288 federal childcare block grant to improve the quality of, and access to, early childhood programs and childcare for children from birth to age twelve**.** Funds for these contracts are allocated in account US HHS CHLD CRE BLK GR GEN-0-I-015-SN-ECTS**.**

Implementation and Assessment Plan

10. The Project Manager for this grant will monitor the compliance of vendors with their respective contracts and manage the reimbursement of monthly (or other determined periodic) expenditures. Vendors

will provide quarterly program reports with their periodic cost reports. The Administration will provide periodic reports about expenditures and program progress to the MPS Board of School Directors, the Department of Workforce Development Office of Child Care, and the Milwaukee County Early Childhood Council.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to enter into contracts from November 1, 2006, to September 30, 2007, with the following agencies for the amounts and scope of services indicated below as part of the district's collaborative, federally funded initiative to improve access to, and the quality of, early childhood education and care for children from birth to age twelve within the district:

| Agency | Scope of Services | Amount |
|---|---|---|
| Children's Outing Association (COA) | In partnership with 15 MPS elementary schools — Alba, Auer Avenue, Craig Montessori, La Escuela Fratney, Gaenslen, Grant, O.W. Holmes, Keefe Avenue, LaFollette, Longfellow, Maryland Avenue, Carver, Pierce, Thurston Woods, and Twenty-first Street schools — to continue to provide the Home Instruction for Parents of Preschool Youngsters (HIPPY) program to at least 150 parents. | $75,000 |
| Community Coordinated Child Care (4-C) | In collaboration with the Milwaukee Public Schools and the Milwaukee Area Technical College, to plan and implement a community-wide conference for early childhood professionals, the provision of support and technical assistance for childcare directors regarding appropriate expectations for children's experiences related to school readiness, and the provision of preventative health services to high-risk, low-income children and their families through early education programs. | $195,000 |
| Milwaukee Area Technical College (MATC) | To continue to fund the expanded instructional services faculty and academic support services staff for MATC's early childhood department to promote increased diversity of the faculty and the successful retention of students, with a special focus on persons of color. | $150,000 |
| Milwaukee County Department of Health and Human Services | To provide two Economic Support Specialists to facilitate and expedite the process of receiving, reviewing, and authorizing applications for childcare, medical assistance, and food stamps for parents enrolling their children in Milwaukee Public Schools before- and/or after-school programs. | $120,000 |
| Total | | $540,000 |

Funding for these contracts has been budgeted in account US HHS CHLD CRE BLK GR GEN-0-I-015-SN-ECTS. The standard MPS Professional Services Contract is used for contracting with these agencies and institutions.

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

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(Item 8) Action on a Lease Agreement with T-Mobile Central LLC, a Delaware Limited Liability Company, to Erect a Cellular Transmission Antenna at Hampton Elementary School

Background

1. This board item requests authority to enter into a lease agreement with T-Mobile Central LLC., a Delaware Limited Liability Company, to erect a Wireless Communication Facility at Hampton Elementary School, generating $21,000 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 six 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 two with T-Mobile for towers at Juneau High School and Garden Homes 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 and antennas at Hampton Elementary School, 5000 North 53rd Street. T-Mobile is proposing to install six panel antennas at Hampton Elementary School. 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 towers will be borne by T-Mobile. In addition to the $1,000.00 non-refundable application fee, MPS will receive rent of $21,000 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 tower.

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 revenues of $21,000 per year for a minimum of five years to be allocated to Hampton Elementary School's budget. The rent for FY07 will be prorated, and a total of $12,250 will be placed in the budget for Hampton Elementary School.

9. It is anticipated that the terms and conditions of the lease with T-Mobile will be similar to the current leases that the district has with 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 tower will be borne by T-Mobile. The Administration projects that revenues of $21,000 per year for a minimum of five years will be allocated to Hampton Elementary School's budget. The additional funding will begin in FY07, with a fiscal-year-prorated amount of $12,250.

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 Hampton Elementary School in accordance with the following minimum terms and conditions:

- lease will be for an initial term of five (5) years, subject to three (3) additional renewal terms of five (5) years each;
- rent for the initial year of the initial term will be $21,000, prorated for fy07;
- rent will be escalated by three percent (3%) each year, beginning with the second year of the initial term; and
- 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.*

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(Item 9) Action on an Award of a Professional Service Contract for RFP 521 for an Integrated Proposal for Care-Management Programs

Background

1. The joint labor management committee for the MPS Health and Productivity Management (H&PM) Program, together with Mercer, the district's consultant, has completed the review of proposals submitted in response to RFP 521 for an Integrated Proposal for Care Management Programs.

2. The H&PM committee comprises nine members as well as representatives from all of the District's unions. The committee was established earlier this year to define, develop, plan, implement, and oversee the H&PM Program with the assistance of the consultant retained by the District.

3. The H&PM program is a new and innovative initiative to improve the health of MPS employees, retirees, and their dependents and for the appropriate use of the healthcare system to contain and manage healthcare costs. This is a voluntary program that includes incentives for program participation.

4. The components of the program to be awarded under RFP 521 are as follows:

a. Health Risk Assessment Promotion personalized to meet MPS delivery requirements, including the Health Risk Assessment questionnaire (paper or online), Health Coach services for lifestyle behavior modification program, and Healthy Living web-based programs;

b. Demand/Nurse Advice Line/Health Advocacy Program;

c. Clinical Intervention Condition/Program, including Disease Management, and High Risk Case Management, including end-of-life care case management (advance directives).

5. The vendors are also required to provide:

   a. data warehouse, analytics, and forecasting services to report on the effectiveness of program services, actual savings, return on investment, and clinical outcomes;

   b. administration and reporting on participation only in the various program components which are necessary to administer program incentives equitably between well, at-risk, and chronic populations within MPS. An incentive program is also necessary to increase program participation to drive health awareness and behavior change to improve individual health status and effective use of health-management services; and

   c. program communication and outreach services.

6. One of the essential business requirements was for the vendor to demonstrate an established ability to provide an integrated program for both wellness and disease management.

7. Eight vendors bid on the program. Two vendors, SHPS and OPTUM, qualified as finalists after an extensive review and analysis performed by Mercer and the committee. Both SHPS and OPTUM proposed to partner with StayWell to provide the wellness elements of the program.

8. Two years of MPS health and prescription drug claims information was reviewed by the vendor finalists, which confirmed that the prevalence of disease conditions in the MPS population exceeds the non-managed population used as a benchmark. This confirmed that the MPS H&PM program has significant potential to yield positive returns for the individuals who use program services and for the District. See the attachment for further information on this benchmark comparison.

9. Vendor finalists were also required to present a business case specifically for MPS to justify that their services and the program are a value-added program for all parties and that there are net savings to be realized.

10. Representatives from two MPS unions and district administration and Mercer performed on-site visits at the sites where each vendor finalist proposed that the MPS account would be handled. This provided a valuable opportunity to meet with staff and to get a feel for and see first-hand how the program will operate.

Administration's Analysis

11. The committee and all MPS union representatives unanimously agreed that SHPS was the vendor of choice in all areas, including service, price, reference checks, accountability, proposed performance guarantees, and the ability to provide an integrated program.

12. SHPS is a privately held (majority owned by Welsh, Carson, Anderson & Stowe out of New York) corporation headquartered in Louisville, Kentucky, and has been in business since formed in 1997 by a joint venture between Sykes Enterprises and Health Plan Services. StayWell Health Management is headquartered in St. Paul, Minnesota, has been in business since 1978, and is a division of MediMedia USA, which is a privately held corporation. SHPS has agreed to performance guarantees and will put 20% of its fees at risk in the areas of clinical, financial, and administrative. StayWell has agreed to performance guarantees and will put 15% of their fees at risk.

13. The committee and all MPS union representatives also unanimously agreed that the business case presented by SHPS supports that the program would be effective for employees, non-Medicare retirees, and dependents who are eligible and enrolled in an MPS health plan. (Note: Medicare retirees are not included, since the MPS health plan is secondary to Medicare.)

14. SHPS proposal includes the partnering with StayWell for provision of the Health Risk Assessment Program component (item 4 a above) and fixed three-year pricing per employee/retiree as follows.

| Year | Annual Administrative Fees | Annual Program Gross Savings | Annual Program Net Savings | Annual Program ROI (Return on Investment) |
|---|---|---|---|---|
| 1 | $1,944,629 | $2,093,777 | $ 149,147 | 1.08 |
| 2 | $1,944,629 | $3,038,073 | $1,093,444 | 1.56 |
| 3 | $1,944,629 | $4,190,986 | $2,256,356 | 2.16 |
| Total | $5,833,888 | $9,322.836 | $3,488,948 | 1.60 |

(Above is based on current enrollment figures of 12,856 employees/non-Medicare retirees)

Note that the fees and savings do not include the cost of providing program incentives and do not include the additional program savings which one may achieve through increased participation from program incentives. In essence, this is lower end of the range of potential net savings and return on investment.

15. Short-term savings are based on reduced inpatient admissions and emergency room visits and improved compliance with evidence-based management for appropriate use of medical services. Long-term savings are based on improved health status and healthful behavior. Savings methodologies used are for the total MPS enrolled population. This method is used so that savings are not "double-counted," even though each component of the program will be measured and reconciled to realized medical cost trend for MPS.

16. The above net savings statistics do not explicitly include possible fluctuations in health plan claims, which can result from the program due to increased usage of services such as physician office visits for those individuals who do not have or regularly see a physician.

17. The above net savings also do not include the possible additional cost of communication materials beyond the scope of the contract and special on-site programs that may later be included in the program.

Strategic Plan Compatibility Statement

18. The recommendation is consistent with the practice of fiscal responsibility to aid in informed decisions about the district's employee benefit programs.

Statute, Administrative Policy, or Board Rules Statement

19. Employee benefits are a mandatory subject of bargaining.

20. Professional service contracts in this amount require the Board's approval.

Fiscal Impact Statement

21. The administrative fee for the three-year proposal based on 12,856 employees/non-Medicare retirees is $5,833,888. These are fixed monthly fees per employee/non-Medicare retiree enrolled in an MPS health plan for the three-year period commencing April 1, 2007.

22. The cost of the program will be charged to budget code DWC-0-0-EMB-DW-EMDI.

Implementation and Assessment Plan

23. The services of the Office of the City Attorney have been requested to assist in the negotiation of a professional services contract with SHPS.

24. A minimum of 90 days is required for implementation once the contract is awarded.

25. Collective bargaining agreements will need to be reached with all represented units who want to participate in this program. To date, the MTEA-Teacher and ASC units are the only units with HPM program provisions.

26. The earliest the program can be up and running is April 1, 2007.

Committee's Recommendations

Your Committee recommends that the Board award RFP 521 for an Integrated Care Management Program to SHPS/StayWell and authorize the Superintendent and his designee to sign a Letter of Intent and to negotiate a contract for implementation of the program for a three-year period to commence with a program effective date no sooner than April 1, 2007.

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

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(Item 10) Informational Report on the Status of the Advance Refunding of Certain Bonds from the Neighborhood Schools Initiative

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

Background

1. On August 24, 2000, the Board approved the Neighborhood Schools Plan (NSP), which called for capital expenditures to be funded by borrowing authority approved in the Neighborhood Schools Initiative (NSI) legislation.

2. On November 21, 2001, the Board authorized the issuance of up to $100,000,000 in bonds to finance school facilities, plus an additional amount of bonds for a capitalized interest fund to cover the costs of credit assurance and to pay issuance costs. Bonds totaling $112,040,000 to fund the NSI were subsequently issued by the Redevelopment Authority of the City of Milwaukee (RACM) on the District's behalf in February 2002 and November 2003.

3. On January 26, 2006, the Board authorized the formation of a financing team to prepare for an advance refunding of NSI debt, should financial market conditions allow the district to lower the cost of the NSI debt. (A copy of the approved item is provided for your review.)

4. On March 30, 2006, the Board approved language modifications to the NSI enabling legislation to allow debt refunding.

Administration's Analysis

5. An advance refunding of all or a part of NSI debt would be pursued only if market conditions were conducive to such action. Between January 2006 and September 2006, interest rates rose, and the market conditions necessary to justify an advance refunding did not occur. Since then, however, interest rates have stabilized, and market conditions have begun to be more favorable. Because of this, the financing team has resumed its work. If market conditions continue to improve, the financing team will return to the Board with a plan for financing and a request for approval to issue bonds. Authority to sell bonds is not being requested at this time; however, the financing team may approach the Board for authorization in December 2006.

Strategic Plan Compatibility Statement

6. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the District. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of district resources.

Statute, Administrative Policy, or Board Rules Statement

7. The Neighborhood Schools Initiative was enacted by the State Legislature through 1999 Wisconsin Act 9. On August 24, 2000, the Board approved the Neighborhood School Plan. The recommendation is consistent with Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

8. This item is informational only and does not authorize expenditures.

Implementation and Assessment Plan

9. This item is to update the Board on the efforts of the NSI advance refunding financing team.

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## COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

(Item 1) Action on a Recommendation to Close Kilbourn Elementary School, Malcolm X High School, Thirty-eighth Street Elementary School and Wisconsin Avenue Elementary School at the End of the 2006-07 School Year

Background

1. In October 2004, the Administration provided to the Board a facilities planning report indicating that the district's excess capacity is expected to be 20,848 seats by 2014. The cost of the excess capacity was estimated at $26.5 million. The analysis was based on a projected operating capacity developed using district facilities standards (last revised and approved by the Board in July 2003) and enrollment projections. The capacity analysis assumed completion of the Neighborhood Schools Initiative (NSI), maximum SAGE enrollment in the elementary schools, and full implementation of the High School Redesign Initiative.

2. The NSI plan called for closing existing schools as new seats were added in neighborhoods where children live. By the time the planning report was published, the district had already added 3,015 new seats through NSI. When all the NSI projects were completed last year, a total of 4,778 new seats had been created. The existence of the seats makes MPS a more attractive option for parents who want their children to attend nearby schools. Creating the seats also has allowed the district to reduce its transportation costs.

3. In February 2005, the Administration forwarded to the Board a recommendation that four schools be considered for closure following the 2004-05 school year. The Board rejected the proposal and directed the Administration to engage the community to determine what criteria should be used to identify schools to be closed. The Board authorized the Administration to engage a consultant to assist in designing a process to gather public input as well as to gather opinions from members of MPS communities.

4. The Administration issued an RFP and, after evaluating the responses, contracted with Hayes Large Architects, LLC, to develop and implement a process to determine the criteria which the community believes should be used to identify schools to be considered for closing. Hayes Large, in turn, subcontracted with Mosaic Communications of Milwaukee.

5. Community Engagement Results

a. Several methods were used to gather input from the community, including public meetings; staff discussions; surveys at public gatherings; and outreach through radio, television, and newspapers. A website survey and telephone hotline were established. About 900 people provided their opinions and thoughts through these methods. A Community Advisory Board gave input throughout this part of the process.

b. The consultants incorporated the results of the outreach effort into a decision tool that can assist the district in identifying the school sites most suited for closing.

6. Process and Decision Tool

In September 2005, the Board adopted the decision tool (framework for decision making) which the consultants had developed that ranks and scores all schools on various criteria. The ranking was a three-phase process:

a. *Criteria Ranking.* The criteria ranked results by scores based on objective measures of educational adequacy of the individual buildings, enrollment and building capacity, and enrollment by attendance area. All schools were ranked and scored using the most up-to-date building and enrollment data available. Schools were scored from one (low) to five (high). attendance-area and citywide (non-attendance-area) schools were first ranked against other schools of the same attendance type. The higher a school ranked, the less likely it was that the school would be closed. The highest overall score possible was 15. If a building's score was at or below the median in its class, that building would continue to be considered for closing. If the building scored above the median for its category, it would no longer be considered for closing.

b. *Filters.* Schools that remained under consideration for closing as the result of the Criteria phase were then examined through the Filters process. In this phase, the schools could earn positive or negative designations for a variety of attributes. For example:

- buildings designated as citywide schools, technology hubs, central kitchen sites, or year-round facilities were given positive designations;
- value-added school performance or designation as a level 4 or 5 school identified for improvement (SIFI) under the No Child Left Behind Act either added a positive or negative designation, depending on the category;
- special or innovative schools, such as NSI schools or sites of high school redesign, were judged based on a comparison of their current performance with their performance and status as regular schools prior to the district's special investments in them;
- a negative designation could be earned through relatively inefficient use of the building;
- K-8 schools and sites of community partnerships were given a positive designation;
- school climates were compared with the district baseline and could earn either a positive or negative designation.

c. *Application of Considerations:* This phase allowed the district, on a more subjective basis, to evaluate several other factors in determining whether a particular school should be closed. These factors included proximity to other schools, equity in transportation regions, historical significance of the building, and local and cultural considerations. This evaluation weighed each potential site relative to the others. Finally, this phase evaluated gross footage as the measure of savings achieved — closing a larger building generally saves more money.

7. After applying the above process, the Administration recommended closing Juneau High School, Webster Middle School, Douglass Elementary School, and Philipp Elementary School buildings at the end of the 2005-06 school year.

8. The School Board, at its November 2005 meeting, concurred in the recommendation.

Administration's Analysis

9. This item seeks authority to close Kilbourn Elementary School, Malcolm X High School, Thirty-eighth Street Elementary School, and Wisconsin Avenue Elementary School at the end of the 2006-07 school year.

10. The Administration used the process developed by Hayes-Large, although district personnel implemented and/or performed most of the services provided last year by Hayes-Large. The firm did provide the data format used last year and reviewed the district's methodology to ensure that it replicated what was used last year.

11. The Administration projects that closing the four schools recommended will save $2.3 million in the operations fund in FY08. The Administration is proposing adding that amount to the per-pupil allocation for FY08. By increasing the per-pupil allocation, the district will help ensure that students and staff transferring from the buildings that are closed will join school communities with increased financial and educational resources.

12. A summary of key considerations in selecting schools is presented in the table below, as well as in the attached Building Site Data Sheets for each school.

| School | Total Cost of Updating Bldg. | Savings Anticipated in FY08 | SIFI School | 2005-06 Reading | | 2005-06 Math | |
|---|---|---|---|---|---|---|---|
| | | | | Attainment | Value Added | Attainment | Value Added |
| Kilbourn | $5,637,870 | $351,959 | No | Low | Low | Low | High |
| Malcolm X | $1,024,824 | $948,711 | Level 5 Reading; Level 4 Math | Low | Low | Low | Low |
| Thirty-eighth | $4,282,205 | $391,833 | No | Low | NA | Low | High |
| Wisconsin Ave. | 4,624,375 | $569,104 | No | Low | Low | Low | Low |
| Total | $15,569,274 | $2,261,607 | | | | | |

13. The recommendation to close the buildings is not necessarily a recommendation to eliminate school programs. One of the proposals being considered, for example, is moving the district's African-American-centric program. The Malcolm X instrumentality charter school contract, which expires in June 2007, will be reviewed during the charter renewal process, consistent with Administrative Policy and Administrative Procedure 9.12. The Malcolm X charter school contract will expire at the close of this school year if no other action is taken.

14. The Superintendent met with the principals of the four schools recommended for closing to discuss the rationale for the selections and the next steps.

15. The Office of Communications and Public Affairs prepared fact sheets and a press release, and the Administration published the matrix displaying school rankings on the MPS portal. Letters were sent to all families in the four school communities.

16. An Administrative team including representatives from Human Resources, Students Services, Finance and Operations, and Special Services met with interested staff members at each school to answer questions and respond to comments.

17. Public meetings were scheduled at each of the schools. The public was notified through a news release and calls to media.

Strategic Plan Compatibility Statement

18. 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

19. The recommendation complies with Administrative Policy 5.01, Facilities, and Administrative Procedure 5.01(2), Facilities Retirement.

Fiscal Impact Statement

20. The Administration projects that closing the four schools recommended will save $2.3 million in the operating fund in FY08. The Administration proposes adding that amount to the per-pupil allocation for FY08. In general, each $1 million saved in building costs allows $11 to be added to the per-pupil allocation for all remaining schools.

21. The Administration has recommended that the district close enough sites over three years to save $10 million annually by the end of the third year. The school-closing process is proposed to continue until that goal is reached. Additional school closings will be recommended to provide additional savings in the FY09 school year.

Implementation and Assessment Plan

22. Upon the Board's approval, these school buildings will be closed at the end of the 2006-07 school year.

23. The Superintendent has assigned professional staff to a special team to deal with the transition to new school assignments, with the goal of providing as much comfort and stability as possible to families and staff affected by the closings. This team will assist with the development and implementation of the district-wide transition process and communication plan. This team will assist with the development and implementation of a transition plan at each affected site. Those sites include both schools targeted for closure and the schools that potentially could receive students from the closing schools.

24. The team will also be responsible for two-way communication with families currently enrolled in schools targeted for closure. The team will facilitate high-quality customer service in the re-enrollment process.

25. The re-enrollment process will begin with assignments to stable neighborhood schools for the next school year. These assignments will be communicated to the individual families so that they may participate in the early admissions or three-choice processes if they prefer sites other than their neighborhood schools. Special education classes with students who have more significant disabilities may be moved intact to successor sites. Students with ESL educational needs will receive specialized support to ensure placement in schools with appropriate services.

26. A hotline will be staffed through early evening hours to allow families in the transition process priority access to information. These families will receive preference in the early admissions and three-choice processes.

27. The process outlined in the union contracts will be used in transitioning staff. The Administration anticipates that all certificated staff will be absorbed within the district as overall vacancies occur. To the extent possible, other staff will be absorbed into any vacancies that may occur; however, projections related to staffing and employment concerns are, as always, subject to annual funding availability. The overall goal in the staff transition process is to treat staff fairly.

28. After Board action to close sites, the next process of property disposal and redeployment will begin. Preliminarily, the plan will be to "mothball" buildings for one year. The district will maintain basic levels of utilities and provide daily building checks by staff. This mothballing will allow the district time to consider other uses for the sites.

Committee's Recommendation

Your Committee recommends that the Board direct the Administration to:

1. close Wisconsin Avenue Elementary School at the end of the 2006-07 school year;
2. close the Malcolm X Charter High School facility at the end of the 2006-07 school year and allow the charter school contract to proceed through the regular charter process in accordance with Administrative Policy and Administrative Procedure 9.12;
3. remove Kilbourn Elementary School from the list of schools to be closed; and
4. close Thirty-eighth Street Elementary School at the end of the 2006-07 school year.

Director Blewett moved to keep Kilbourn Elementary School open.

Director Johnson moved a substitute, to approve to Committee's recommendation.

The motion to approve the Committee's recommendation prevailed, the vote being as follows:

Ayes—Directors Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—6.

Noes—Directors Blewett and Hardin—2.

* * * * *

## COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Spence 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 Response to Resolution 0607R-008 by Director Hardin Regarding a Waiver from the September 1 Start Date for the 2007-08 School Year for All MPS Schools and the Inclusion of a Permanent Exemption in the District's Legislative Agenda

Background

At its September 28, 2006 meeting, the Board referred the following Resolution 0607R-008 by Director Hardin to the Committee on Legislation, Rules and Policies:

WHEREAS, In accordance with Wisconsin State Statute 118.045, Commencement of school term, Milwaukee Public Schools starts each school year after September 1; and

WHEREAS, Over the summer, MPS families move and change schools for various reasons, including those related to transportation, housing, and school start times; and

WHEREAS, Because of the district's high mobility rate, school leaders recognize the need to reach out to MPS students and families to determine if they will return to a particular school or enroll in another MPS school; and

WHEREAS, Schools are funded in accordance to their enrollment on the 3rd Friday in September; and

WHEREAS, Starting school after September 1 leaves schools within the district with minimal time to implement strategies to meet their projected 3rd-Friday enrollment numbers; and

WHEREAS, This school year in particular, with school having started on September 5, school leaders had less than 2 weeks to make contact with families of students enrolled in their schools who never showed up; and

WHEREAS, When a school falls short of its projected enrollment, school staff, parents, and students are all negatively impacted; and

WHEREAS, Low enrollment in a school leads to excessed school staff, little or no funding for parental involvement activities, and cuts in activities that increase student engagement, such as art and music; and

WHEREAS, Recognizing that MPS is an impoverished school district with a high mobility rate, this Board needs to take action to aid schools in their quest for more time to make contact with families before having their budgets affected by lower-than-expected enrollment numbers; and

WHEREAS, Certain MPS schools with specialty programs already seek one-year waivers from Wisconsin State Statute section 118.045 and the September start date; and

WHEREAS, While specialty schools may need to start school before September 1 to meet particular program requirements, other schools can benefit from this same privilege by having more time to meet their projected 3rd-Friday enrollments; now, therefore, be it

RESOLVED, That, In accordance with WI. ss. 118.045, Stats. and Chapter PI27.03, the Board submit a request to the Department of Public Instruction for an early start date for the 2007-08 school year for all MPS schools, citing the extraordinary reasons reflected in this resolution; and be it

FURTHER RESOLVED, That the Administration be directed to work with staff at schools to facilitate the early 2007-08 school start date, to negotiate any necessary MOUs (memoranda of understanding) for implementation of a corresponding calendar, and to track the increase in enrollment numbers to be presented as probable cause for starting early in future years; and be it

FURTHER RESOLVED, That a permanent exemption from the September 1 start date for all MPS schools be included as part of the MPS Legislative Agenda for this year.

Administration's Analysis

1. 2001 Wisconsin Act 16 (2001-03 biennial budget bill) eliminated the provision which allowed a school district to commence its school term before September 1 in any year that it held a public hearing and adopted a resolution to do so. Act 16 provides that a school district may commence its school term before September 1 only if the school board makes a request (including the reason) to the DPI. The DPI may grant a request only if it determines that there are extraordinary reasons for granting it. The DPI is required to promulgate rules to implement and administer this provision.

2. The following is the statutory language relating to the school start date (s. 118.045, Commencement of school term):

(1) Except as provided in subs. (2) and (3), beginning in the year 2000, no public school may commence the school term until September 1.

(2) Subsection (1) does not prohibit a school board from doing any of the following:

(a) Holding athletic contests or practices before September 1.

(b) Scheduling in-service days or work days before September 1.

(c) Holding school year-round.

(3) A school board may commence the school term before September 1 in any school year the school board requests the department to allow it to commence the school term before September 1 and the school board includes reasons with its request. The department may grant a request only if it determines that there are extraordinary reasons for granting it. The department shall promulgate rules to implement and administer this subsection.(WI Department of Public Instruction).

3. Under Chapter PI 27.03, Commencement of School Term, the Department of Public Instruction may grant a request for an early start date only if it determines that there are "extraordinary" reasons for granting the request. Extraordinary reasons include those found under PI 27.03(5) of the attachment to this item.

4. Based upon the extraordinary reasons defined under PI 27.03(5), and pursuant to s. 118.045, it appears that DPI may not have the authority to authorize an early start date for all schools in a district. As a result, a change in statute would likely need to be made to facilitate the early start date described in the resolution.

Strategic Plan Compatibility Statement

5. 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.

Statute, Administrative Policy or Board Rules Statement

6. The resolution complies with Board Governance Policies BG 1.01, Vision and Mission, and BG 1.02, School District Goals.

Fiscal Impact Statement

7. This item does not authorize expenditures. Potential fiscal impacts would vary, depending upon future Board action to determine the start date.

Implementation and Assessment Plan

8. Any changes to start dates would be implemented based upon the direction of the Board of School Directors.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution, with the amendment to direct the Administration to work with the Department of Public Instruction to determine if a waiver for an early start date can be secured for all MPS schools and to add language to the district's legislative agenda to pursue changes in statute to allow for the commencement of the school term before September 1.

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

* * * * *

(Item 2) Action on a Request to Direct the Office of Intergovernmental Relations to Pursue a Change in State Law to Allow the Milwaukee Public Schools to Require Ninth-grade Students 17 Years of Age and Older to Attend Programs for Students At Risk of Not Graduating High School

Background

1. State statute 118.53, Children at risk of not graduating from high school, defines students at risk of dropping out of high school as follows:

> (1) In this section:
>
> (a) "Children at risk" means pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts or are 2 or more of the following:
>
> 1m. One or more years behind their age group in the number of high school credits attained.
>
> 2. Two or more years behind their age group in basic skill levels.
>
> 2m. Habitual truants, as defined in s. 118.16 (1) (a).
>
> 3. Parents.
>
> 4. Adjudicated delinquents.
>
> 5. Eighth grade pupils whose score in each subject area on the examination administered under s. 118.30 (1m) (am) 1. was below the basic level, 8th grade pupils who failed the examination administered under s. 118.30 (1m) (am) 2., and 8th grade pupils who failed to be promoted to the 9th grade.

2. On October 10, 2006, the Administration presented to the Committee on Innovation/School Reform (ISR) an informational report on "over-aged" students with ninth-grade status (attachment 1). The Administration subsequently requested from the Office of the City Attorney an advisory opinion as to whether MPS can require pupils who are over-age with ninth-grade status to be enrolled in the various programs outlined by the Administration in the ISR item. Those programs included:

a. MPS Alternative and Partnership Schools: Since 1986, in accordance with state law, MPS has been offering alternative school options to parents of students considered at-risk of not graduating from high school. Alternative schools include those operated by the Milwaukee Public Schools, as well as schools run by community-based agencies in partnership and under contract with MPS. Eligibility for MPS alternative and MPS community-based agency partnership schools is based on meeting the statutory definition of a child at-risk, individual program criteria, permission of the parent or guardian, and seat availability.

   (1) Currently there are 16 MPS partnership schools — ten serving students in grades 9-12, and six serving middle-school students — and there are three MPS alternative school — two serving students in grades 9-12, and the other serving students in grades 6-12. In addition to those sites, there are placements for students at MPS community-based day-treatment programs, adjudicated youth programs, and contracted special education and behavioral reassignments sites.

   (2) The primary focus for each of the sites is to work with at-risk students and to meet the unique needs of this population, while at the same time providing solid academic curricula that will enable students to obtain high-school diplomas and the skills necessary to pursue the various post-secondary opportunities that are available to each of them.

b. GED Option #2: The GED Option #2 (GEDO #2) 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 the 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 high-school diplomas.

(1) In order to be eligible for the 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 during night classes, depending upon the schedules at their schools. Students are to receive a minimum of 15 hours of school-based instruction, plus a minimum of 15 hours supervised work experience.

(2) MPS received approval from the Wisconsin Department of Public Instruction to provide GEDO #2 programming at Kilmer Alternative High School, Juneau Business Charter High School, and South Division High School, beginning with the 2002-03 school year. Each school 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 GEDO #2 sites within MPS. After receiving approval from DPI and Diversified Community Schools, nine schools have been authorized to implement the GEDO #2 program. The programs at Kilmer and South Division will also continue during the 2006-07 school year.

c. GEDO #2 Readiness Program: In an effort to support students who are eligible for the GEDO #2 program, but are reading below the 9th-grade level, the GEDO #2 Readiness Program is being offered by Kilmer South and the Next Door Foundation. While Kilmer is offering the program only to students who attend Kilmer, the Next Door Foundation will make the program available to MPS students enrolled in one of the 10 GEDO #2 sites. The primary focus of the program is to build students' reading and comprehension skills so they are able to increase their reading levels and enter the GEDO #2 program. While working on their reading skills, however, students will also receive support with their math and writing skills. Students will have a half-day program at their assigned schools and attend the Next Door Foundation for a portion of the school day.

d. MATC (118.15): The MATC High School (118.15) is a full-time school-completion program for at-risk MPS high-school students. Students who are 16 years of age and older are given the opportunity to earn their diplomas by taking high-school credits on a college campus. Although students are still earning credits, they are in alternative classroom environments that may be more conducive to their particular learning styles. While meeting core academic requirements, students are also given the opportunity to take elective courses with a technical focus. Currently, there are 47 students enrolled in the program for the first quarter. A continuous wait list is kept, and students are added at each new quarter after they complete a reading and math assessment and orientation at MATC.

e. Night School and Credit Recovery Program: The night school and credit-recovery program offers the opportunity for the students to earn credits in core academic areas. The students are not only taught in the core areas, but are also afforded the opportunity to learn the skills that will allow them to re-enter the traditional school. Daytime employment is expected as part of the agreement between the school, parent, and student. The credit-recovery program will offer half-credits per semester in several core areas needed for graduation: English, math, social studies, and science. All core classes will be offered in the late afternoon and early evening hours. It is not the program's intent to offer students all the necessary credits for graduation, but rather to re-integrate students into the regular school-day program in which these students may earn other credits necessary for graduation.

f. Private Industry Council's Contract with MPS: The Private Industry Council of Milwaukee County, Inc. (PIC), a Workforce Development Board, responded to an MPS RFP and was selected to serve 100 MPS students enrolled in *Project Direct Graduation* during the 2005-06 school year. These students attend high school in the evening and thus have their daytime free to prepare for and seek employment in the public or private sectors. In order to accomplish the ultimate goal of job placement and retention, the PIC will prescreen youth to ensure an appropriate match for the program and will use a comprehensive youth-development model that encompasses three major elements:

- Job Readiness Training (JRT);
- Case-management services to address barriers to employment and educational success; and
- Job-development, -placement, and -retention services.

g. Municipal Court Pilot Project: Judges in the Milwaukee Municipal Court are collaborating with Milwaukee Public Schools to help educate MPS students about the court system and laws. The judges will work with students on both the prevention and intervention levels. One of the major goals of the project is to educate students about the court systems to prevent them from entering and possibly to expunge existing records.

(1) During this 2006-07 Municipal Court Pilot Project, the following judges have committed to partnering with one MPS School each:

- Judge Jim Gramling is partnering with Pulaski High School;
- Judge Valerie Hill is partnering with Vincent High School; and
- Judge Derek Mosley is partnering with Project Stay Alternative High School.

(2) It will be the schools' responsibility to:

- individually identify school coordinators,
- identify student populations within schools,
- create academic components,
- create performance measures to develop pilot project logistics with the assigned judge (e.g., timeline, location),
- connect to existing programs and activities within school (e.g., connecting courtrooms and classrooms), and
- connect with community organizations (e.g., police department), based on the individual schools' needs.

(3) The Judges will educate the school communities about the court system and laws, support individual students to clear records upon completion of the academic component, educate students on ways to prevent having a record, and develop project logistics with their assigned schools.

(4) The Municipal Court Pilot Project should result in a decreased number of students that get in trouble with the law, have outstanding warrants, get tickets, have other violations, experience negative consequences after age 18 and/or graduation with credit histories, background checks, or drivers licenses.

(5) City Attorney Grant Langley advised the Administration (attachment 2) that participation in all of the programs outlined by the Administration are voluntary on the part of pupils and parents, and that students could not be compelled to attend. He further advised that the Board could seek legislative relief in the State Legislature.

Statute, Administrative Policy or Board Rules Statement

3. The recommendation complies with district policies and procedures.

4. The recommendation supports the Board's adopted 2005-06 Legislative Agenda.

Fiscal Impact Statement

5. This item does not authorize expenditures. There is no cost associated with this item.

Committee's Recommendation

Your Committee recommends that the Board direct the Office of Intergovernmental Relations to pursue a change in state law that would authorize the Milwaukee Public Schools to require students 17 years of age or older with ninth-grade status (over-aged) to attend various programs designed to serve students at risk of dropping out of high school, as defined by state statute 118.153.

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

* * * * *

(Item 3) Action on Resolution 0607R-012 by Director Johnson to Increase the Maximum Term of Employment Agreements with District Superintendents to Four Years

Background

At its meeting on October 31, 2006, the Board referred the following Resolution 0607R-012 by Director Johnson to the Committee on Legislation, Rules and Policies:

WHEREAS, Section 118.24(1), WI Stats., dictates that the term of an employment agreement with a district administrator "may not exceed 2 years," but does allow for the provision "for one or more extensions of one year each"; and

WHEREAS, The challenges confronting large, urban school districts such as the Milwaukee Public Schools, rather than being sudden in their development and simple in their nature, have evolved and gained complexity over time; and

WHEREAS, To be met, such long-term challenges are not susceptible to short-term solutions, but instead demand a stability in leadership and a constancy in vision; and

WHEREAS, The Milwaukee Board of School Directors, in striving to find solutions to the challenges confronting the district, has more often than not found it necessary to retain its superintendents for longer than the two years which 119.24(1), WI Stats., allows, thereby necessitating one or more extensions to their employment agreements; and

WHEREAS, The potential to extend a two-year employment contract by one year does not offer the same assurance of stability as does the guarantee of a longer term in the contract itself; now, therefore, be it

RESOLVED, That, in the interest of assuring administrative stability and a continuum of leadership in the district, the Board direct the Administration to update the district's

Legislative Agenda to include either (1) a modification to Section 118.24(1), WI Stats., to increase the maximum term of an employment agreement with a district administrator to four years, or (2) the addition of language to Chapter 119 of the Statutes, governing schools in cities of the First Class, to allow MPS a 4-year maximum term, with options for one-year extensions, in its employment agreements with its superintendents.

Administration's Analysis

1. Language to increase the maximum term of an employment agreement with a district administrator to four years is not currently a part of the district's legislative agenda.

Strategic Plan Compatibility Statement

2. 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

3. Section 118.24(1), WI Stats., dictates that the term of an employment agreement with a district administrator "may not exceed 2 years," but does allow for the provision "for one or more extensions of one year each."

Fiscal Impact Statement

4. This item does not authorize expenditures. There is no fiscal impact associated with this item.

Implementation and Assessment Plan

5. If the resolution is adopted by the Board of Directors, the Administration will add to the district's legislative agenda language to increase the maximum term of an employment agreement with a district administrator to four years and will pursue the necessary changes in state statute.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolved portion of Resolution 0607R-012.

Director Hardin moved to table the item.

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

Ayes—Directors Blewett and Hardin—2.

Noes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

Director Johnson moved to approve the Committee's recommendation.

Director Blewett moved to postpone consideration indefinitely.

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

Ayes—Directors Blewett and Hardin—2.

Noes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

The question being on the motion to approve the Committee's recommendation, it was adopted, the vote being as follows:

Ayes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

Noes—Directors Blewett and Hardin—2.

* * * * *

## REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 30 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 1, 3, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 20, 21, and 22, 2006.

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Spence, and President Dannecker — 7.

Noes—None.

* * * * *

## NEW BUSINESS

### REPORTS OF BOARD DELEGATES

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

Delegate: Director Johnson

Major Activities — November 2006

- ☐ Weekly Staff meetings continued
  - ◊ November 6 Head Start Staff Meeting:
    - — Results of the Triennial Review follow-up
    - — Clarification of staff roles
    - — Expectations and Vision of the MPS Head Start Program
    - — Upcoming Dental Days: December 5 dental/health compliance date
  - ◊ November 13 Head Start Staff Meeting:
    - — National Trainer Mable Jones facilitated all-day training for staff
    - — Training topics:

- Time Management,
- Family Partnership Goals,
- How to conduct an effective parent meeting,
- Community Resources and networking.

◊ November 20 Head Start Staff Meeting:

— Introduction of New Staff — Keona Jones, Health, Mental Health and Disabilities Manager

— Organizational structure and reporting system

— Staff Reports

- Health Department giving away fleece jackets to encourage parents to have their children immunized
- Updates on Head Start enrollment numbers
- Good things happening in Head Start — Turkey donations from Aurora Family Services.

☐ National Trainer Mable Jones conducted a training session with the Head Start Policy Council

◊ Training Topics:

— Policy Council Code of Ethics

— Effective Leadership

— Teamwork

— Communication

— Overview of Head Start Performance Standards

☐ Ongoing recruitment of eligible Head Start students.

☐ Interim Head Start Educational Manager conducted Head Start site visits, focusing on staffing in the Head Start classrooms, time management with Head Start teachers, and observing the interaction between teachers and students in the Head Start classroom.

☐ Parent meetings were held at all Head Start sites during the month of November. The topic this month was child abuse and neglect and positive discipline for children. Training sessions were conducted by Elizabeth Zaza, the psychologist assigned to Head Start.

☐ Tamara Johnson, Policy Council Community Representative and Director of the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program, provided information at some parent meetings on the HIPPY program.

☐ Free Dental Exams offered to Head Start parents — Nine Dental Days and two Free Health Check Days were held in November. At the Dental Day at Walkers Point on Saturday, November 4, approximately 150 families received free dental exams.

☐ Fathers Day Breakfast took place on Saturday October 28, 2006. Approximately 20 fathers were present. The guest speaker was Terrance Ray from the “Call Me Mister Program” and the local fatherhood initiative.

☐ Conducted interviews for the vacant Family Partnership Associate (FPA) position(s).

☐ Interim Educational Manager conducted site visits with potential Head Start sites for next school year 2007-2008. Met with school principals on the use of questionnaire/survey.

- ☐ Conducted a three-day training session with the FPAs on the Program Information Report (PIR).
- ☐ Staff Development — Head Start management team participated in the National Black Child Development Institute conference on early childhood education.

The next Policy Council meeting is scheduled for Saturday December 9, 2006. Tentative Agenda includes:

- Introduction of New Head Start staff
- Organizational structure — Management Team
- Old Business —
  - — Results of Head Start Federal Review
  - — Staff updates
  - — Enrollment — 3-Choice
  - — Educational Manager — Updates
  - — Health, Mental Health & Disabilities Manager — update
- New Business — Election of Policy Council Members

* * * * *

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

Submitted by: President Dannecker

Previous Month's Summary:

- The MPA Leadership Team has been appointed and is functioning. The team is composed of two members from MPS (Arleen Dansby and Deborah Lindsey), two members from the MTEA (Dennis Oulahan and Mimi Soto), two members from UWM (Linda Post and Marleen Pugach), and one member from the private colleges and universities (Bill Henk, Marquette University). Linda Post has been elected as Chair. In addition, Christine Anderson and Janice Hagen were asked to serve as consultants to the Leadership Team, and the Department of Public Instruction will add two members — Jackie Patterson and Jacqueline Karbon.

  While the MPA conducts a search for a Director, this interim Leadership Team will 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. It is intended to have a new MPA Director hired by February 1, 2007. At the first Leadership Team meeting, Mr. Barnett Berry from the Center for Teaching Quality discussed possible funding from the Joyce Foundation to look at differentiated compensation systems and placing high-quality teachers in high-needs schools.
- The MPA Executive Partners are close to finalizing the MPA Charter.
- The Implementation Team is continuing discussions and work concerning recommendations related to the four studies: "A Formative Assessment of Learning Teams in the Milwaukee Public Schools," "Study of Literacy Coach Initiative, Phase 1 Report," "Raising Achievement in the Milwaukee Public Schools," and "Teaching Inequality."
- Christine Anderson met with the NEA Focus Schools' principals to lay out the goals, objectives, and benchmarks of the NEA Foundation's grants for their schools. Mini-grant applications were due November 1 and are in the process of being selected for funding. Dr. Anderson continues site visitations at each of the NEA Focus Schools.
- The MPA presented a session at the American Society for Quality's National Quality Education Conference in Dallas, Texas, on November 14, 2006. Information was shared about the MPA, the

NEA Foundation grant, and the ACT prep program. Presenters included Christine Anderson (NEA Foundation Grant), Dennis Oulahan (MTEA), and Linda Post (UWM). More than 600 people from across the country attended the conference, including parents, community members, business representatives, school and district administrators, teachers, school board members, and representatives from institutions of higher education.

- The problem-solving team from MPS facilitated a parent retreat at which all major parent groups associated with MPS were represented. External groups were also present. The purpose of the retreat was to pull people together and look at the bigger picture. Another meeting may take place in January.
- The Parent Center, now located within Phyllis Wheatley School, 2442 North 20th Street, invited parents to stop in for National Parent Involvement Day on November 21. Parents were given information about parental involvement, as well as a free book related to a reading program for children.
- Another tutor training session was conducted on November 16, which included sections on math and literacy. Attendees expressed interest in individual presentations on literacy. This re-emphasized the need to make this information available in an electronic format for greater use and availability. The Family Literacy & Tutoring Work Group will explore the possibility of having this done as a service-learning project by one of the media classes at UWM.
- Planning meetings have concluded for revision of the second annual Instructional Practices Survey. The survey, which is developed around the framework of the Characteristics of a High Performing Urban Classroom, is designed to provide schools and the District with information about educators' reported use of various instructional strategies. Data collected will aid in defining professional-development needs throughout the District and will identify instructional techniques that promote reduction in achievement gaps and foster growth in achievement. Classroom teachers, principals, and other school leaders will complete separate surveys online in December.
- Work groups continue to meet and work on their goals for the year.
- The Dean of the School of Education at Drake University would like to bring a team to visit Milwaukee in December to learn more about the MPA and visit some MPS schools. Planning is in progress for this visit.

The next meeting is to be held on December 15, 2006.

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## COMMUNICATIONS AND PETITIONS

The Director, Office of Board Governance/Board Clerk, presented the following communications:

(Item A) Communication 0607C-002 from Six Flags Great America Requesting a Hearing Regarding Six Flags' Physics Days

Referred to the Committee on Legislation, Rules and Policies.

(Item B) Communication 0607C-003 from the Milwaukee Teachers Education Association Requesting a Hearing Regarding Current Educational Issues

Referred to the Committee on Innovation/School Reform.

(Item C) Communication 0607C-004 from the Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) Requesting a Hearing Regarding Its "Blueprint for Action" and Closing the Achievement Gap

Referred to the Committee on Innovation/School Reform.

* * * * *

# RESOLUTIONS

**Resolution 0607R-020**

**by Director Dannecker**

WHEREAS, Section 118.31, Wisconsin Statutes, entitled "Corporal Punishment," defines corporal punishment as "intentional infliction of physical pain which is used as a means of discipline"; and

WHEREAS, While Wisconsin Statutes, Section 118.31, subsection (2), prohibits district employees from subjecting enrolled pupils to corporal punishment, subsection (3) sets forth exemptions to the prohibitions as follows:

(3) Subsection (2) does not prohibit an official, employee or agent of a school board from:

(a) Using reasonable and necessary force to quell a disturbance or prevent an act that threatens physical injury to any person.

(b) Using reasonable and necessary force to obtain possession of a weapon or other dangerous object within a pupil's control.

(c) Using reasonable and necessary force for the purpose of self-defense or the defense of others under s. 939.48.

(d) Using reasonable and necessary force for the protection of property under s. 939.49.

(e) Using reasonable and necessary force to remove a disruptive pupil from a school premises or motor vehicle, as defined in s. 125.09 (2) (a)1. and 4., or from school-sponsored activities.

(f) Using reasonable and necessary force to prevent a pupil from inflicting harm on himself or herself.

(g) Using reasonable and necessary force to protect the safety of others.

(h) Using incidental, minor or reasonable physical contact designed to maintain order and control.

(4) Each school board shall adopt a policy that allows any official, employee or agent of the school board to use reasonable and necessary force for the purposes of sub. (3)(a) to (h). In determining whether or not a person was acting within the exceptions in sub. (3) , deference shall be given to reasonable, good faith judgments made by an official, employee or agent of a school board; and

WHEREAS, Subsection (6) of the same statute provides that "Nothing in this section shall prohibit, permit, or otherwise affect any action taken by an official, employee or agent of a school board with regard to a person who is not a pupil enrolled in the school district"; and

WHEREAS, Section 939.49, Wisconsin Statutes, as referenced in Section 118.31, Wisconsin Statutes, provides that "a person may threaten or intentionally use force against another for the purpose of preventing or terminating what the person reasonably believes to be an unlawful interference with the person's property, provided that one may only use such force or threat thereof as the actor reasonably believes is necessary to prevent or terminate the interference; and further provides that this right to use force extends to actions reasonably believed necessary to protect the property of a person whose property the actor has a legal duty to protect"; and

WHEREAS, District safety assistants may find it necessary, in some situations, to use reasonable and necessary force to prevent individuals, whether students or non-students, from inflicting harm on themselves or others, or on school property; and

WHEREAS, District safety assistants may find themselves in situations requiring them to physically restrain persons, whether students or non-students, to prevent harm to persons or property, for extended periods of time while awaiting police response to harmful or dangerous incidents; and

WHEREAS, District safety assistants may find themselves in circumstances where it is necessary to restrain individuals, but merely trying to bodily restrain such individuals or hold them inactive or immobile through sheer strength and physical force may nonetheless place persons in danger of physical harm, or may be otherwise inadequate under the circumstances; now, therefore, be it

RESOLVED, That Administrative Policy 8.29, Corporal Punishment, be amended as follows:

(1) Physical force may be used by school personnel to prevent a threatened breach of discipline or to stop a continuing breach of discipline; however, such force should be used only when other means for preventing a breach of discipline or stopping its continuance have become ineffective.

(a) Physical force, as provided for in paragraph (1) of this policy, may include the use, by appropriately trained District personnel, of temporary restraints in the form of flex cuffs, as directed by the school principal, if such use is reasonably necessary in a specific incident in which they are employed.

(b) District personnel who are anticipated to encounter situations requiring decision as to whether to employ such restraints shall be trained in the appropriate use of such restraints.

(2) Physical force may not be used by school personnel as punishment against students for any breach of discipline. School personnel must not use or rely on parental consent to support the use of corporal punishment.

And be it

FURTHER RESOLVED, That changes be made to District policies and rules as necessary to implement this change in Administrative Policy 8.29, Corporal Punishment.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-021**

**by Directors Goldberg and Spence**

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.

Referred to the Committee on Innovation/School Reform.

**Resolution 0607R-022**

**by Director Spence**

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.

Referred to the Committee on Innovation/School Reform.

**Resolution 0607R-023**

**by Director Hardin**

WHEREAS, In February 1991, the Milwaukee Board of School Directors voted to establish Robert Fulton Middle School as the designated African-American immersion middle school, to be open to both male and female students; and

WHEREAS, In February 1993, the Milwaukee Board of School Directors approved that Robert Fulton Middle School be renamed Malcolm X Academy; and

WHEREAS, In October 2002, the Milwaukee Board of School Directors approved the charter school contract with Malcolm X Academy as an instrumentality charter school; and

WHEREAS, In May 2003, the Milwaukee Board of School Directors amended the contract with Malcolm X Academy to increase the grade level per year until the grade configuration included grades 6 through 12 during the 2006-2007 school year; and

WHEREAS, The African-American immersion program provided the synergy for the Afro-Centric Program, which served as the instructional pedagogy and the connection with the Malcolm X community; and

WHEREAS, The Afro-Centric Program has provided for the entire MPS school community a high appreciation of the contributions of Africans and African-Americans to the arts, industry, science, education, and other areas that benefit our society and showcase diversity; and

WHEREAS, There exists within the Malcolm X community a strong desire that, although Malcolm X may be closed, the Afro-Centric Program be continued at a site within the community; now, therefore, be it

RESOLVED, That the Administration develop a plan that will result in a continuation of the Afro-Centric Program within the community, and that this plan be developed with input from various entities as a way to enhance the Afro-Centric Program in its implementation and for positive impact on student achievement; and be it

FURTHER RESOLVED, That the Afro-Centric Program be placed in the North Division Multiplex; and be it

FURTHER RESOLVED, That this plan be presented to the Board for its consideration not later than the January 2007 Board cycle.

Referred to the Committee on Innovation/School Reform.

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The Board recessed from 9:26 PM to 10:05 PM.

Director Morales left at 11:15 PM.

Director Blewett left at 11:50 PM.

The Board adjourned at 11:58 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# DECEMBER 11, 2006

Special meeting of the Board of School Directors called to order by President Dannecker at 5:40 PM.

Present—Directors Blewett (6:07 PM), Goldberg, Johnson, Morales, Spence, and President Dannecker—6.

Absent and excused—Directors Hardin and Horton—2.

Vacancy on Board—1.

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

December 7, 2006

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 5:30 p.m. on Monday, December 11, 2006, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of continuing discussion about, and to take action regarding, a community-input process as proposed by Focus on Results.

Although this meeting is open to the public, no public testimony will be taken.

LYNNE A. SOBCZAK
Board Clerk

Director Blewett left at 6:10 PM.

Director Goldberg moved that the Board support the Focus on Results community input process as a means of developing strategic planning proposals for Board consideration during 2007 and for the FY08 budget cycle.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Johnson, Morales, Spence and President Dannecker—5.

Noes—None.

Director Goldberg left at 6:25 PM.

The Board recessed from 7:18 to 7:20 PM.

The Board adjourned at 7:21 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# DECEMBER 21, 2006

Regular meeting of the Board of School Directors called to order by President Dannecker at 7:00 PM.

Present—Directors Blewett, Hardin, Horton, Morales, Spence, and President Dannecker—6.

Absent and excused—Directors Goldberg and Johnson—2.

Vacancy on Board—1.

Student representatives present— Ursula Mlynarek and Rodtrell Cameron.

After the recitation of the Pledge of Allegiance, President Dannecker introduced Sheneda Daniels, a student at Bay View High School, who presented a speech on the 8th Amendment to the U.S. Constitution.

## 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" posthumously to:

FRANK P. ZEIDLER
*Teacher, Historian, Mayor, Activist,*
*School Board Member, World Citizen*

Former Milwaukee Mayor Frank P. Zeidler, the last socialist mayor of a major United States city, was a political leader with unique honesty, integrity, clear vision, courageous leadership, and a deep commitment to public service who defended the right of individuals and promoted equal opportunity, regardless of race or ethnic background. He succeeded in advancing the tradition of honest and efficient government established by Milwaukee Socialists in the first half of the 20th century. He played a pivotal role in Milwaukee's growth by doubling the land area of the city while fighting the forces of suburban sprawl. He was an unflinching advocate of social and racial justice.

Frank P. Zeidler was elected to the Milwaukee Board of Directors as a non-partisan in 1941, where he served as an advocate for the staff, students, parents, and schools during his six-year term. As mayor, he continued to support school board initiatives that prompted excellence in education, and throughout his life he remained a staunch supporter and advocate for the very best in public education.

Frank P. Zeidler strongly supported higher education by locating university education in the City of Milwaukee, making high-quality education accessible to students, especially those from lower-income families; these students then could use public transportation to reach that educational institution. The University of Wisconsin-Milwaukee in 1958 awarded Milwaukee Mayor Frank P. Zeidler the first honorary degree, Doctor of Laws, with the remarks "He attacked the perplexing problems of library and museum expansion, parking facilities, harbor improvement, slum clearance, traffic safety, human rights, and the enrichment of educational opportunities in city and state.... [He is] a man of irreproachable integrity and extraordinary administrative talent, devoted to the finest ideals of public service."

He also increased educational opportunities for the schools and the community by doubling the size of the Central Library, opening additional library branches, and creating WMVS-TV (Channel 10), the first public educational TV station in the state of Wisconsin.

He accepted the responsibility of sharing information and knowledge using every opportunity, from a casual moment to a formal meeting, and he took great pleasure in those moments. He lectured at the University of Wisconsin-Milwaukee for over a decade, provided professional development for Milwaukee Public Schools teachers and made spellbinding presentations to students, committees, and organizations within the school district. His presentations included such topics as ethnic Milwaukee, Socialism in Milwaukee, Milwaukee's history, who came to Milwaukee and why, and the history of Milwaukee Public Schools.

Frank P. Zeidler was an arbitrator, college instructor, consultant, historian, author, and activist. He graduated from West Division High School and attended classes at Marquette University and Chicago University, but the Depression compelled him to leave the university setting to seek employment. He continued to educate himself by studying extensively at the Clybourn Street branch of the Milwaukee Public Library and remained a lifelong learner. He challenged others to take an active role in their own education through reading of books and articles, which he encouraged at every meeting and lecture, and stimulated students, teachers, and the public to know the history of their city and the world events.

Frank P. Zeidler was instrumental in re-forming the Socialist Party USA and was a driving force behind the Mayor's United Nations Committee, the Central North Community Council. He served as chairman of the national Socialist party and numerous other efforts to establish a framework for peace locally and internationally, a just redistribution of resources, and a fostering of cooperation for the betterment of all peoples.

Frank P. Zeidler remained active as a civic leader, educator, community activist, and historian to the last days of his life. As John Gurda described him, Mayor Zeidler was "our memory, our conscience and our teacher." His life and idea of citizenship serve to inspire us and future generations to live that spirit of commitment to peace and justice and to community leadership.

Frank P. Zeidler was truly a world citizen, a man of deep commitment to principles who lived modestly, acted modestly, and stood actively by his beliefs.

It is at this time with deep respect for our community elders, we recall and more clearly know the meaning of the Ivorian proverb, "The death of an elderly man is like the burning of a library."

The Milwaukee Board of School Directors and the entire school community recognize Frank P. Zeidler for his dedication, 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 Late Frank P. Zeidler

WHEREAS, Frank P. Zeidler, the last Socialist mayor of a major United States city, was a political leader with unique honesty, integrity, clear vision, courageous leadership, and a deep commitment to public service who defended the right of individuals of whatever race or ethnic background to have equal opportunity in this city; and

WHEREAS, Frank P. Zeidler made high-quality university education accessible to students in Milwaukee, especially those from lower-income families, and increased educational opportunities for the community by doubling the size of the Central Library, opening additional library branches, and creating WMVS-TV (Channel 10), the first public educational TV station in the state of Wisconsin; and

WHEREAS, Frank P. Zeidler was instrumental in re-forming the Socialist Party USA and was a driving force behind the Mayor's United Nations Committee, the Central North Community Council, and numerous other efforts to establish a framework for peace locally and internationally, a just redistribution of resources, and a fostering of cooperation for the betterment of all peoples; and

WHEREAS, Frank P. Zeidler, a graduate of West Division High School, attended Marquette University and Chicago University and, after the Depression forced him to leave the university, continued to educate himself by studying extensively at the Clybourn Street branch of the Milwaukee Public Library and remained a lifelong learner, challenged others to take active roles in their own education through reading of books and articles, and stimulated students, teachers and the community to know the history of their city and the world events and was awarded the first honorary doctorate degree by the University of Wisconsin-Milwaukee in 1958; and

WHEREAS, Frank P. Zeidler, was elected to the Milwaukee Board of Directors as a non-partisan in 1941, in which position he served as an advocate for students, staff, parents and schools during his six-year term; and

WHEREAS, As mayor, Frank P. Zeidler continued to support school board initiatives that prompted excellence in education and, throughout his life, he remained a staunch supporter and advocate for the very best in public education; and

WHEREAS, Frank P. Zeidler was a world citizen, a man of deep commitment to principles who lived modestly, acted modestly, and stood actively by his beliefs; and

WHEREAS, Frank P. Zeidler departed from his worldwide family on July 7, 2006; and

WHEREAS, The memory of Frank P. Zeidler will continue to inspire future generations to show the same spirit of community leadership; now, therefore be it

RESOLVED, That the Milwaukee Board of School Directors extends its sincerest appreciation and heartfelt gratitude to Frank P. Zeidler's family for his deep commitment to education and social justice, spirit of leadership and public service, unique honesty and integrity, especially on behalf of the children and families of Milwaukee; and be it

FURTHER RESOLVED, That the Board instruct the Office of Board Governance to have an engrossed copy of this resolution, suitably signed and sealed, prepared and delivered to the family of Frank P. Zeidler in recognition of his lifelong dedication to making this city and the world better places for his fellow human beings.

Adopted by consensus.

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Special Recognition of Hamlin Garland Elementary School and River Trail School of Math, Science and Technology for being named U.S. Department of Education Blue Ribbon Schools

The Milwaukee Board of School Directors is honoring two MPS schools this evening that were named 2006 Blue Ribbon Schools by the U.S. Department of Education — Hamlin Garland Elementary School

and River Trail School of Math, Science, and Technology. Blue Ribbon awards are made to schools with high standards and accountability. The schools must show that they are academically superior or show dramatic gains in student achievement.

Ms. Mondell Mayfield is the principal of River Trail School. Ms. Ruth Maegli was principal of Garland at the time of the application and is now serving as principal of Elm Creative Arts School. The current principal of Garland is Ms. Taimi Parey. Congratulations to the River Trail and Garland school communities for this impressive accomplishment.

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Special Recognition of Rufus King International Baccalaureate High School's Speech and Debate Team

Rufus King Forensics collectively includes 70-80 students in speech and debate squads that compete locally, statewide and nationally. The last five years have elevated the program to reputable status statewide and nationally, including the first National Forensic League (NFL) champion from Wisconsin since 1985.



*Eva Lam with coach Adam Jacobi*

This June, Eva Z. Lam '06 repeated her 2005 NFL Student Congress National Champion title. Fewer than 20 students have earned more than one NFL title in the 75 years of national tournaments, and only one previously has in Congress. Lam, the third place 2006 NFL All-American for accumulated merit points, ranks eighth in the history of the National Forensic League. She also was honored as a Four-Year Qualifier to the national tournament.

Sarah A. Hinkfuss '06 was National Champion in Extemporaneous Commentary. Hinkfuss is a laudable example of using forensic skills for service, serving on the City of Milwaukee's steering committee that created and selected the first Youth Council.

Hinkfuss and Lam are both students at Harvard University.

National Forensic League *Training Youth for Leadership*

Rufus King's NFL Chapter recently earned the "Leading Chapter Award" for NFL's Southern Wisconsin District. The award recognizes accumulated members and advanced merit degrees of participation among students in debate and speech activities over the past 11 years (the last honor was for 1981-1995). For the past two school years, Rufus King has ranked among the top chapters in the nation.



Just this month, Rufus King's Debate Squad achieved new heights at the first-ever combined state tournament of the Wisconsin High School Forensic Association and Wisconsin Debate Coaches' Association. The Varsity Policy Debate team of seniors Amjad Asad and Asad Asad (pictured at right) earned runner-up state champion honors on a 3-2 split decision of the judging panel. Ninth graders Ana Ramirez, Ashley Walton-Stamps, Chee Thao and Katarina Shaw (pictured below, at left) captured the Novice Policy Debate State Championship. Juniors Kevin Bailey and Kathryn Quesnell were Quarterfinalists in Public Forum Debate. Rufus King's program is directed by teachers Adam Jacobi and Diane Hardy. This year's "National Service" Policy Debate topics have been particularly meaningful for Ms. Hardy, since she served in the Peace Corps.



An academic sport, forensic competitions drive students to think critically, speak spontaneously and express themselves creatively. Students research debate topics, stay abreast on current

events, memorize play scripts or draft and perfect speeches. College admissions offices consistently report that speech and debate is one of the top activities they look for, especially in competitive enrollment situations. Nationally, such high-profile forensic alumni include: talk show host Oprah Winfrey, journalist Jane Pauley, C-SPAN founder Brian Lamb, media mogul Ted Turner, and actors Kelsey Grammer, James Dean, Bette Midler and Shelley Long.

Adam J. Jacobi has directed the forensics program at his alma mater, Rufus King International Baccalaureate High School, since 1997. Under his tutelage, Rufus King's program has grown from its modest beginnings with local success to one of national recognition.

Named the Wisconsin Forensic Coaches' Association 2006 "William Hintz Memorial Coach of the Year," Jacobi has served as that organization's Public Relations Chair from 2000-2005 and Congress Director since 2005. He is currently president of the Wisconsin Debate Coaches' Association, and serves on the Southern Wisconsin National Forensic League (NFL) District Committee and the Student Congress Advisory Committee for the National Debate Tournament of Champions at the University of Kentucky. In 2003, he served as a consulting educator for the NFL's and U.S. State Department's International Debate Exchange Program, and has since served as a senior faculty member at the Florida Forensic Institute. Jacobi recently wrote the textbook, *Student Congress Debate*, and has been published several times in the NFL *Rostrum* magazine. Prior to teaching International Baccalaureate Theatre Arts and Speech Communication at Rufus King High School, Jacobi was legislative assistant to Alderman Michael D'Amato and worked in public relations.



*Adam Jacobi, pictured with Sarah Hinkfuss '06, 2006 National Champion in Extemporaneous Commentary.*

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Other Awards and Recommendations

Students

A team of Rufus King International Baccalaureate High School students won a highly competitive computer science competition at the Milwaukee School of Engineering (MSOE0. The MSOE Op Computer Contest was held on November 17. The team included Nicholas Fiala, Joshua Lindquist, Andrew Meyer, and Kevin Paprocki. The competition consists of nine prompts of increasing difficulty that are to be completed within 2.5 hours. The prompts describe problems that can be solved using computer science and specifically, a computer program. Teams lose three points for submitting wrong solutions. The team with the most points wins. The Rufus King team won with a score of 71 points, beating out 25 teams from ten high schools. The second- and third-place teams had scores of 47 and 40 points, respectively.

Monthly Update on Community/Business Partnerships in Milwaukee Public Schools

The many active community and business partnerships in Milwaukee Public Schools continue to serve as integral components of our school communities throughout the district. Each month, an MPS school will be featured for the partnerships which it has fostered. This month, MacDowell Montessori has been chosen:

MacDowell Montessori
Principal: Tim Duax
Community/Business Partners:

- Neighborhood House, Inc.
  *9 years: Before and after-school care and nature studies project*
- Marquette University/School of Education/Haggerty Museum
  *4 years: Student teacher and field experience placement, Dental School conducts screenings, arts-based projects*

- UWM/School of Education/School of Architecture
  *3 years: Student teacher and field experience placement and urban architecture project*
- Milwaukee Montessori Teacher Training Center
  *10 years: Student teacher placement*
- Symbiotic Engineering Company
  *3 years: Adolescent program in urban planning*
- C.H.A. Highland Gardens Housing Project
  *3 years: Senior citizen volunteers*

Other community connections associated with MacDowell Montessori include Artists Working in Education (AWE) and Ko-Thi Dance Company.

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## APPROVAL OF MINUTES

Approval of the minutes of the regular and special Board meetings of November 2006 was postponed until the January 2007 regular Board meeting.

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## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Finance/Personnel Committee, Item 12, a report on library media specialists' effect on student achievement; and

Legislation, Rules and Policies Committee, Item 1, proposed additions to the MPS legislative agenda.

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

Ayes—Directors Blewett, Hardin, Horton, Morales, Spence and President Dannecker—6.

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)

| | 11/06 | 12/06 |
|---|---|---|
| Population Served | 16,701 | 16,925 |

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.

| | 11/06 | 12/06 |
|---|---|---|
| Initial Evaluations (Completed since 7/06) | 574 | 1,078 |
| Percentage Identified Special Education | 67% | 66% |
| Active Initial Referrals | 1,193 | 1,346 |
| Re-evaluations (Completed since 7/05) | 402 | 903 |
| Percentage Continued in Special Education | 81% | 79% |
| Active Re-evaluations | 850 | 798 |

2. Data-management Services — Special Services Information Management System (SSIMS) Project Status Report as of December 1, 2006

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 new special education teachers

(2) SSIMS/Encore training for special services administrators

(3) Interim procedure training for special education teachers

(4) Voluntary drop in HELP Sessions for all staff

c. Voluntary *after-school* drop in Help Sessions 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 on IDEA Interim Procedures were conducted at the request of principal/supervisor and contingent on trainer availability.

e. Work sessions with the SSIMS team continues on the IDEA mini-project to update the Encore system with IDEA 2004 changes.

3. State Performance Plan: Indicator #5 — Educational Placements (Least Restrictive Environment) for Students 6 to 21 Years of Age

a. The State Performance Plan required by the IDEA-2004 is a six-year plan for improving outcomes for children with disabilities in Wisconsin. 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, DPI will collect data in the various categories on a

regular basis (yearly) and develop a public reporting system. In order to assist districts with improved outcomes, districts will participate in the State's identified Continuous Improvement Focused Monitoring (CIFM) Process.

b. Through the Annual Performance Report, the Wisconsin Department of Public Instruction (DPI) will measure and report the performance of children with disabilities using the following 20 indicators, which were specified in the IDEA-2004:

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

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

Indicator #2 .....Drop-out rates

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 .....Parental involvement

*(2) 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

*(3) Targeted Area: Effective General Supervision — Child Find*

Indicator #11 .....Data regarding the number of children who were evaluated within 60 days of the district's receipt of a signed parental consent

*(4) 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

*(5) Targeted Area: IDEA Part B — Effective General Supervision*

Indicator #15 ..... Review of general supervision system, i.e. monitoring 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.

c. Data from each school district in the State are being collected by DPI and reported as state baseline data in each of three categories. 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 to measure progress toward the six-year identified outcomes.

d. During the 2006-07 school year, the Department of Special Services is providing information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14. Information will include methods for data collection and review to lead to identified improvements. In addition the Department will present plans for improvement in each area. This month, the Department of Special Services is providing the following information regarding *Indicator #5, Educational placements (LRE) for students 6 to 21 years of age*.

**STATE PERFORMANCE PLAN**

Performance Indicator #5: Educational Placements (Least Restrictive Environment) for Students 6 to 21 Years of Age — The percentage of students ages 6 through 21 with IEPS who have:

a. been removed from regular class for less than 21% of the day;

b. been removed from regular class for more than 60% of the day; or

c. received services in public or private separate schools, residential placements, or homebound or hospital placements.

This indicator reflects the need for education of students with disabilities in the Least Restrictive Environment (LRE), which is one of the basic legal foundations and best practices that has been incorporated in to the federal and state special education laws since the mid-1970s.

Least Restrictive Environment (LRE) is defined in IDEA-2004 as follows:

> 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.

LRE decisions 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:

1. 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 appropriate activities; and
   - for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.
2. A statement of measurable annual goals, including academic and functional goals designed to meet the child's:
   - needs that result from the child's disability in ordr to enable the child to be involved in and to make progress in the general education curriculum; and
   - other educational needs that result from the child's disability.
3. A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports — such as quarterly or other periodic reports, concurrent with the issuance of report cards — on the progress which the child is making toward meeting annual goals, as determined by the IEP Team, will be provided.
4. 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 in order for the child 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 non-academic activities; and
   - be educated and participate with other children with disabilities and with non-disabled children
5. 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 regular non-academic or extracurricular activities.
6. A statement of any individual appropriate accommodations that are necessary to measure academic achievement and functional performance of the child on state and district-wide assessments. If the team decides that the child should take an alternate assessment on a particular state or district-wide assessment of a student achievement, the IEP must state the reasons why:
   - the child cannot participate in the regular assessment, and
   - the alternate assessment that has been selected is appropriate for the child.
7. The projected date for the beginning of the services and modification described and the anticipated frequency, location, and duration of those services and modifications;
8. Beginning no later than the first IEP to be in effect when the child is 16 (Wisconsin state law anticipated to be age 14) and updated annually thereafter:

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

CONTINUUM OF SERVICES

In order to provide appropriate services to allow for LRE decisions, the district offers a continuum of services. Concepts that contribute to district-wide decision making as well as individual service-need decisions must include careful consideration of the least restrictive environment (LRE) as defined above. The requirements of education with non-disabled peers and the participation in the general education curriculum are two fundamental components that contribute to high expectations and achievement outcomes for students with disabilities.

In order to ensure that a full continuum of possibilities is available to consider in the LRE decisions that are made for each student, the district has developed the capacity to provide a full range of environments and services as placement options. This range includes consultation with family members and teachers, home instruction, in-classroom services and support, team teaching, inclusive programming, minimal through complete pull-out (separate) rooms or locations within the school, and alternative non-MPS educational placements for students with more significant needs. Many appropriate placements include a combination of service options. The 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).

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 to be 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.

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 (exx. learning disabilities, cognitive disabilities) and now focuses on the actual learning needs of each student with disabilities. In other words, services are now targeted at meeting learning needs such as social-emotional functioning, communication, functional and adaptive skills, academic needs to ensure higher outcomes for students. Service delivery and service providers are no longer organized around labels, but instead are arranged in a non-label driven manner. 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 called for more specialized service interventions. 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. This included the need for some targeted placements for low-incidence learning needs such as vision impairment, hearing impairment, and autism. It also included placements for students who required more intense staff allocations to receive the services specified in their IEPS. Because not all schools have MRP units, the placements are designated as city-wide access and Central Services staff assisted with the placements in these units.

Attachments #2, 3, 4, and 5 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.

STAFF ALLOCATIONS

Facilitation of LRE programming for students requires school-wide and system-wide management of staff allocations to ensure provision of services. The decisions regarding special education staff allocations for special education services are determined based on service needs within each school and are built into the budget-planning process. The Department of Special Services works to view the district in it's 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/or additions of schools and programs offered throughout the district. Data regarding population growth and shifts for students with disabilities are also gathered. Preliminary projections are made regarding district-wide needs during the months of November and December.

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

- Multi-categorical Services Allocations support the teachers who provide services for students who require anywhere from 1 to 21 or more hours of direct service provision during a week. Most students in this group have mild to moderate educational needs and receive a large percentage of their services provided in the regular classroom or in resource models of support.
- 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.

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.

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 during the Spring budget-planning process.

Educational Assistants, Handicapped Children's Assistants and Sign Language Interpreters

Special education administration and special education leadership liaisons (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.

Diagnostic Teachers, Psychologists, School Social Workers

The coordinators of school social work services, psychological services, and the special education leadership liaisons (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.

Nurses, Occupational Therapists, Physical Therapists, 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.

## ASSISTIVE TECHNOLOGY SUPPORTS

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 improve access to assistive technology across the district for students with disabilities.

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.

## CURRICULAR SUPPORTS

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 (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.

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.

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 al students in the least restrictive environment

INDICATOR MEASUREMENTS

1. Percent = Number of children with IEPs removed from regular class for less than 21% of the day, divided by the total number of students with IEPs ages 6 through 21 years of age, multiplied by 100.

2. Percent = Number of children with IEPs removed from regular class for more than 60% of the day, divided by the total number of students with IEPs ages 6 through 21 years of age, multiplied by 100.

3. Percent = Number of children with IEPs served in public or private schools, separate schools, residential placements, or homebound or hospital placements, divided by the total number of students with IEPs ages 6 through 21 years of age, multiplied by 100.

Data for this indicator is managed through the SSIMS (Special Services Information Management System). Information regarding the special education environment (LRE) is recorded at the time of the development of each IEP. The information will be generated through the MPS technology and provided directly to DPI (statewide individual student data technology.)

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## COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Goldberg 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 0506R-016 by Director Johnson Regarding an Early Start Date for Rufus King International Baccalaureate High School, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School

Background

At its meeting on October 31, 2006, the Board referred Resolution 0607R-013 by Director Johnson to the Committee on Innovation/School Reform:

WHEREAS, Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School have offered recognized International Baccalaureate (IB) Programs; and

WHEREAS, A large percentage of the students enrolled at these schools participate in either the IB or pre-IB programs, taking anywhere from one to seven IB or pre-IB designated courses; and

WHEREAS, Because of the large majority of students enrolled in the IB or pre-IB programs at these schools, these are truly school-wide programs; and

WHEREAS, Both IB and pre-IB courses must meet standards set by the International Baccalaureate Organization (IBO), including providing a specified number of instructional hours prior to the mandated test dates set by the IBO; and

WHEREAS, Prior to the designated May IB test dates, students enrolled in standard one-year IB courses must have received 150 hours of instruction per course, while students enrolled in the advanced two-year course must have received at least 240 hours of instruction before taking the corresponding IB course exam; and

WHEREAS, The unique 2007-2008 school programs for these schools, including the specialized IB and pre-IB courses; do not include year-round school status or any of the other methods employed by other IB schools to adapt their special program requirements to the September start date; and

WHEREAS, Staff members have been looking into various programming options, including moving to a year-round school status, to resolve conflicts between a September start date and the IBO instruction-time requirements for the IB and pre-IB courses; and

WHEREAS, School and District staff members have been working with staff from the Wisconsin Department of Public Instruction to provide more flexibility in accommodating IB programs such as those at Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School; and

WHEREAS, Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School desire to seek a one-year waiver from Wisconsin State Statute section 118.045 and the September start date; and

WHEREAS, In the event that a waiver is granted, the administration of each of the MPS schools listed above agrees to pay any additional costs incurred as a result of their unique school year; now, therefore, be it

RESOLVED, In accordance with WI. ss. 118.045, Stats. and Chapter PI27.03, the Board submit a request to the Department of Public Instruction requesting an early start date for the 2006-2007 school year for Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School, citing the extraordinary reasons and special programs listed above; and be it

FURTHER RESOLVED, That the Administration be directed to work with staff at Rufus King High School for College Bound, Marshall Montessori International Baccalaureate High School, and Ronald Wilson Reagan College Preparatory High School to facilitate the early 2007-2008 school start date, negotiate any necessary MOUs for implementation of a corresponding calendar, determine any additional costs incurred as a result of this action, and assist in the investigation and development of viable options for future years.

Administration's Analysis

1. 2001 Wisconsin Act 16 requires school boards to start a term after September 1 unless a school board submits a request to the Department of Public Instruction stating the reasons it would like the school term to start earlier. The Department of Public Instruction may grant a request if it determines that there are compelling reasons for doing so.

2. By approving Resolution 0607R-013, the Milwaukee Board of School Directors will move to submit a request to the Department of Public Instruction requesting an early start date for the 2007-08 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 2007-08 school year. The request will cite the fact that the post-September 1, 2007, start date conflicts with the curriculum requirements of the International Baccalaureate (IB) program.

3. Marshall Montessori International Baccalaureate High School is a new small high school in operation since August 2006. MMIB has continued the academic rigor for the full IB Diploma/Certificate

program and has implemented Montessori curriculum during the 2006-07 school year. As a successor school to John Marshall High School, MMIB has maintained IB affiliation. In 2007-08, MMIB will have 200 students enrolled in grades 9, 10, and 12. 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.

4. 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 for the 2006-07 school year. Ronald Wilson Reagan College Preparatory High School will have 437 students enrolled in grades 9, 10, 11 and 12 for the 2007-08 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.

5. At Rufus King International Baccalaureate High School, the IB program has been in place since 1979. Approximately 86.6% (632) of Rufus King's 729 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.

Statute, Administrative Policy, or Board Rules Statement

6. 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.

Fiscal Impact Statement

7. This item does not authorize expenditures. Under the terms of the resolution, Marshall Montessori International Baccalaureate High School, Ronald Wilson Reagan College Preparatory High School, and Rufus King High International Baccalaureate School agree to pay any additional costs incurred as a result of this unique school year.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0607R-013 by Director Johnson and direct the Administration to submit a request to the Department of Public Instruction prior to the January 1, 2007, deadline for an early start date for the 2007-08 school year for Marshall Montessori International Baccalaureate High School, Ronald Wilson Reagan College Preparatory High School, and Rufus King International Baccalaureate High School.

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

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(Item 2) Informational Report on a Middle-School Reform Plan Prepared by the MPS Middle School Principals Collaborative

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

Informational Report

At the request of the Superintendent, the MPS Middle School Principals Collaborative has developed a middle-school reform plan. The plan provides background on the Collaborative and outlines the vision and objectives for the reform plan. Four elements are highlighted in the plan:

1. Best Practices. One centerpiece of the plan is a set of research-based, nationally accepted best practices which will be considered "basic elements" of every middle school under this plan. The basic elements are listed in four areas: (1) high standards of curriculum, instruction, and assessment; with school structure options; (2) collaborative leadership and professional learning communities; (3) personalization and the school environment; and (4) safe and orderly school environment.

2. Professional development for teachers. A second highlight of the plan is the development, with the Milwaukee Teacher Education Center, of a Teacher Academy to provide content-area strengthening and certification as well as instructional support. The academy is beginning operation in the fall of 2006-07, with a focus on two to three instructional areas, including active engagement of student learners.

3. Specialty schools/programs. The middle-school reform plan also proposes creation of several specialty schools and programs. The specialty schools and programs are expected to be strengthened or instituted in existing middle schools or be newly created as small middle schools, likely located in a multiplex. The recommendation for specialty schools and programs is made because (1) our citywide specialty middle schools have generally been very successful in enhancing the academic achievement of their students; and (2) specialty schools and programs are attractive to parents and students and motivate and engage middle-level students. Separate proposals for specialty schools will be submitted as they are developed.

4. Finances. The reform plan makes it clear that implementation will occur without incurring additional costs to run the schools beyond the per-pupil allocation.

Professional development activities and other special projects or initiatives will be funded within each school's budget (although schools may opt to pool monies to fund particular activities) or through the procurement of grant funds.

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(Item 3) Action on a Proposal for the Early Elimination of the Traditional Program at Maryland Avenue School

Background

1. Under the original Neighborhood Schools Plan, it was stated: "MPS currently has three Montessori schools: Craig, Greenfield (which will be relocated to Fernwood School), and MacDowell. It is recommended that, based on strong parental demand shown by existing waiting lists, an additional Montessori program be phased in at the following school: Maryland Avenue. Students currently enrolled in the school will retain their school assignment."

2. As a result of the Neighborhood Schools Initiative, Maryland Avenue became the fourth Montessori School, beginning with K3 and K4 in the 2001-2002 school year.

3. The staff and governance council of Maryland Avenue School held an informational meeting for parents on Wednesday, October 25, 2006, to discuss the proposed sunsetting of the traditional program.

4. Maryland Avenue School has been in the process of transitioning the educational program offered from a traditional educational program to a Montessori school for the last several years. The school has been replacing one grade per year with the Montessori program, allowing students who were present before the implementation of the Montessori program to remain enrolled in the traditional program. In the 2007-08 school year, the Montessori program will encompass grades K3-5. The traditional program will be offered in grades 6-8. The School Governance Council of Maryland Avenue School has been engaged in the investigation of sunsetting the traditional program to ensure that all students have access to a quality educational program. With this goal in mind, the School Governance Council considered the following:

- The Traditional Program has a projected 2007-08 enrollment of 42 students in grades 6-8 and fiscally may be limited two classrooms.

| Grade Level | Number Enrolled 2007-2008 |
|---|---|
| 6th | 14 |
| 7th | 10 |
| 8th | 18 |

5. The Council is concerned about the following:

a. A greater than projected number of students have left over the years in anticipation of the closing of the traditional program.

b. The small number of students at each of three grade levels would constitute two classrooms.

c. The two classroom teachers will not have the content-area expertise to offer a rigorous curriculum in all academic areas at all three grade levels. This means that Maryland will not be able to offer a program that prepares students as well as do other schools with larger grades 6-8 populations, with single-grade classrooms, and teachers with specialized minors and majors in their curricular areas.

d. An appropriate and complete educational program for young adolescents includes multiple exploratory opportunities. Maryland Avenue will not be able to offer these students a well rounded exploratory program.

e. An appropriate and complete educational program for young adolescents includes multiple extracurricular opportunities. Maryland Avenue's small population will prevent it from offering these students a well rounded extracurricular program.

f. The original intent was to offer the traditional program to students enrolled when the Montessori program was initiated. Only 17 of the original 90 students in grades 6-8 remain at the school. The remainder of the students transferred in during the past several years, and many live outside of the Maryland Avenue transportation zone.

6. The School Governance Council has considered these facts and has determined that it is in the best interest of the students involved to sunset the traditional program at the end of the current (2006-07) school year. This will allow the current traditional students to transfer to schools better suited to meet their educational, social, and emotional needs.

Strategic Plan Compatibility Statement

7. The recommendation support MPS Strategic Plan, Goal 3, to improve family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

8. The recommendation is consistent with district polices and procedures.

Fiscal Impact Statement

9. This item does not authorize expenditures.

Implementation and Assessment Plan

10. The school community and other administrators, parents, and students will be notified via mail and the *Directions* publication.

11. Displaced students will have the opportunity to move intact to Cass Street School or to participate in the Three-Choice School Selection Process which occurs January 8 through January 26, 2007.

Committee's Recommendation

Your Committee recommends that the Milwaukee Board of School Directors approve that the traditional program at Maryland Avenue School sunset at the end of the 2006-2007 school year.

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

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(Item 4) Action on a Grade Change from K-5 to K-8 at Morgandale School and Change from a City-wide Specialty Program to a Neighborhood Specialty Program

background

The Neighborhood Schools Plan significantly increased the number of schools offering K-8 programs. Prior to the Neighborhood Schools Initiative, 11 schools were K-8. The Neighborhood Schools Initiative added 29 K-8 schools. The Board has also approved 23 K-8 schools by separate Board action. Currently in 2006-07 there are 57 K-8 schools and 6 in transition to become full K-8 schools.

Administration's Analysis

1. Morgandale School is located at 3635 South 17th Street. The September 2006 enrollment count for Morgandale School was 455 (128 attendance area and 327 non-attendance area). There are 285 students in the attendance area who attend other Milwaukee Public Schools. Morgandale offers a traditional monolingual instructional program and Spanish as a Second Language program. The school currently serves students in four-year-old kindergarten through grade five. The school has five special education classes with a September 2006 enrollment of 59 students (13% of the school enrollment). The school is located in the Hamilton Region and provides transportation within the region as well as city-wide for the Spanish as a Second Language program. The school will continue to recruit neighborhood children for the monolingual program. The city-wide Spanish as a Second Language program would transition to a neighborhood specialty program serving the Hamilton, Bay View, and South Division Regions. The transition could lead to reduced transportation costs as current students who live north of I-94 exit the program.

2. The Morgandale School Governance Council has endorsed the expansion of the school to become a K-8 school. Meetings were held with the staff, P.S.O. (Parent Staff Organization), and Governance Council during the 2004-2005 school year to discuss the proposed change. In addition, members of the school's K-8 Planning Committee were available to answer questions at all family events during the 2004-2005 school year. A survey regarding a potential expansion was conducted in October 2005. Of the 156 families who completed the survey, 143 (92%) favored the grade-level expansion, and 13 (8%) were opposed. Fifty-one staff members (93%) voted to endorse the expansion. The School Governance Council unanimously endorsed the transition to K-8 and the conversion to a neighborhood specialty for the Spanish as a Second Language program.

3. The school enrollment would be increased by adding 54 grade-six students in 2007-2008, 54 grade-seven students in 2008-2009, and 54 grade-eight students in 2009-2010. One class at each grade level will be monolingual, and one class will be bilingual (Spanish as a Second Language). The school's total enrollment is expected to increase to 509 in Fall 2007, 563 in Fall 2008, and 617 in Fall 2009.

4. Morgandale will use existing space to address the grade expansions. It will be necessary for S.A.G.E. classes to share rooms (30:2 student-to-teacher ratio, instead of 15:1). Each of the first two years would require combining two more S.A.G.E. classes, and the third year would require combining classes and using one standard-size special education resource room as a classroom. The special education resource class will be relocated to a smaller room.

5. The Morgandale building is a four-story facility with classrooms on the third floor which will be used to separately accommodate students in seventh and eighth grades. The third floor has restroom facilities as well as resource rooms.

6. Students with special education needs will continue to be served as the K-8 transition develops.

7. The school community believes it will be possible to accommodate all students whose parents do not want them to transition to middle schools; however, if the number of students desiring to continue at Morgandale School in the fifth to sixth grade transition exceeds the school's middle-grades capacity, a random selection will be held with guidance from Student Services.

8. Funding to support staffing, educational materials, supplies, safety measures, and any limited capital improvements will be provided through the Morgandale School's operating budget. The facility can accommodate the proposed expansion.

9. During the 2005-06 school year, the district's embedded researcher from the Wisconsin Center for Education Research completed an evaluation of student outcomes in the middle grades. Results revealed generally more favorable academic and behavioral outcomes for students enrolled in the middle grades in K-8 schools as opposed to middle schools.

10. As a high-performing Mosaic School, the Morgandale staff will offer a quality middle-grades educational program. Grade-four WKCE results have consistently shown percentages of students performing proficient or above in reading, language arts, mathematics, science, and social studies well above district averages.(see th grade 4 WKCE graph attached to the minutes of your Committee's meeting). Grade-three and -five 2005-06 WKCE-CRT results in reading and mathematics show percentages of students performing proficient or above near or above district averages (see the grades 3 and 5 WKCE-CRT graph attached to the minutes of your Committee's meeting). Morgandale is currently a high-value-added, high-attainment school in reading and mathematics.

Strategic Plan Compatibility Statement

11. 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

12. The recommendation is consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

13. Approval of this item does not authorize expenditures. Morgandale School will be limited to the same pattern of adjustment to its per-pupil allocations as are the schools that became K-8 under the Neighborhood Schools Plan. Morgandale will progress from the elementary weight to the K-8 weight over three years, moving one-third of the way each year; therefore, the school would not receive the full effect of the school allocation formula until the 2009-2010 school year.

14. At a Board planning session on November 11, 2000, the Board and the Administration discussed the implementation of the Neighborhood Schools Plan. As part of that discussion, the Board requested that specific criteria be established that could be applied when considering proposals from schools not included in the Neighborhood Schools Plan. The criteria established specify that no supplemental operating funds to cover any start-up costs, capital improvements or facility leasing, safety measures, or other operations will be available for schools not included in the Neighborhood Schools Plan.

15. In accordance with the criteria established, Morgandale will have responsibility for all start-up costs. It will have to shift necessary funds from within its school budget allocations to cover any start-up costs.

Implementation and Assessment Plan

16. The implementation timeline is:

Grade 6..... 2007-2008
Grade 7..... 2008-2009
Grade 8..... 2009-2010

17. Assessments will follow the district's assessment program.

Committee's Recommendation

Your Committee recommends that the Board approve the grade change at Morgandale School from K-5 to K-8 and transition the Spanish as a Second Language program from city-wide status to neighborhood specialty status for the Hamilton, Bay View, and South Division Regions.

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

* * * * *

(Item 5) Action on a Grade Change from K-5 to K-8 at Clement Avenue School

background

The Neighborhood Schools Plan significantly increased the number of schools offering K-8 programs. Prior to the Neighborhood Schools Initiative, 11 schools were K-8. The Neighborhood Schools Initiative added 29 K-8 schools. The Board has also approved 23 K-8 schools by separate Board action. Currently in 2006-07 there are 57 K-8 schools and 6 in transition to become full K-8 schools.

Administration's Analysis

1. Clement Avenue School is located at 3666 South Clement Avenue. The September 2006 enrollment count for Clement Avenue School was 342 (87 attendance area and 255 non-attendance area). There are 157 students in the attendance area who attend other Milwaukee Public Schools. The school currently serves students in four-year-old kindergarten through grade five. The school has five special education classes with a September 2006 enrollment of 48 students (14% of the school enrollment). The school is located in the Bay View Region and provides transportation within the region. The school will continue to recruit neighborhood children. No additional transportation services will be provided.

2. The Clement Avenue School Governance Council has endorsed the expansion of the school to become a K-8 school. The expansion was discussed during recent monthly staff meetings, September Banking Time Day, a P.T.A. meeting, School Governance Council meetings, and Open House. Five of six (83%) members on the School Governance Council voted to support the expansion. Twenty-six staff members (100%) voted to endorse the expansion. An October 2006 survey of parents yielded 146 responses (93%) in favor of the expansion and 11 (7%) did not support the addition of middle grades. Informational meetings will be held monthly to discuss progress. The school community will be apprised of developments through the weekly parent communication sent home in the Wednesday Folder.

3. The school enrollment would be increased by adding 30 grade six students in 2007-2008, 30 grade seven students in 2008-2009, and 30 grade eight students in 2009-2010. The school's total enrollment is expected to increase to 367 in Fall 2007, 397 in Fall 2008, and 427 in Fall 2009. Clement Avenue School will utilize existing space to address the grade expansions. It will be necessary for some S.A.G.E. classes to share rooms (30:2 student/teacher ratio, instead of the current 15:1 ratio). Discussions have been initiated to ensure the needs of all special education students are considered in relation to the planned program change. Students with special education needs will continue to be served as the K-8 transition develops. The school

community believes it will be possible to accommodate all students whose parents do not want them to transition to a middle school. However, if the number of students desiring to continue at Clement Avenue School in the fifth to sixth grade transition exceeds the school's middle grades capacity, a random selection will be held with guidance from Student Services.

4. Funding to support staffing, educational materials, supplies, safety measures, and any limited capital improvements will be provided through the Clement Avenue School operating budget. The facility can accommodate the proposed expansion.

5. During the 2005-06 school year, the district's embedded researcher from the Wisconsin Center for Education Research completed an evaluation of student outcomes in the middle grades. Results revealed generally more favorable academic and behavioral outcomes for students enrolled in the middle grades in K-8 schools as opposed to middle schools. As a high-performing Mosaic School, the Clement Avenue staff will offer a quality middle grades educational program. Grade four WKCE results have consistently shown percentages of students performing proficient or above in reading, language arts, mathematics, science, and social studies well above district averages. (See the grade 4 WKCE graph attached to the minutes of your Committee's meeting.) Grade three and five 2005-06 WKCE-CRT results in reading and mathematics show percentages of students performing well above district averages. (See the grades 3 and 5 WKCE-CRT graph attached to the minutes of your Committee's meeting.) Clement Avenue is currently a high-value-added, high-attainment school in reading and mathematics.

Strategic Plan Compatibility Statement

6. 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

7. The recommendation is consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

8. Adoption of this item does not authorize expenditures. Clement Avenue School will be limited to the same pattern of adjustment to their per-pupil allocations as the schools that became K-8 under the Neighborhood Schools Plan. Clement Avenue will progress from the elementary weight to the K-8 weight over three years, moving one-third of the way each year; therefore, the school would not receive the full effect of the school allocation formula until the 2009-2010 school year.

9. At a Board planning session on November 11, 2000, the Board and the Administration discussed the implementation of the Neighborhood Schools Plan. As part of that discussion, the Board requested that specific criteria be established that could be applied when considering proposals from schools not included in the Neighborhood Schools Plan. The criteria established specify that no supplemental operating funds to cover any start-up costs, capital improvements or facility leasing, safety measures, or other operations will be available for schools not included in the Neighborhood Schools Plan.

10. In accordance with the criteria established, Clement Avenue will have responsibility for all start-up costs. They will have to shift necessary funds from within their school budget allocations to cover any start-up costs.

Implementation and Assessment Plan

11. The implementation timeline is:

Grade 6.....2007-2008
Grade 7.....2008-2009
Grade 8.....2009-2010

12. Assessments will follow the district's assessment program.

Committee's Recommendation

Your Committee recommends that the Board approve the grade change at Clement Avenue School from K-5 to K-8.

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

* * * * *

(Item 6) Action on the 2007-08 Implementation of a 180-day Year-round School Calendar at Wisconsin Conservatory of Lifelong Learning

Background

1. The Board has previously approved 180-day year-round status for 12 schools (Sixty-eighth St. Early Childhood Center; Hawthorne, Silver Spring and Wheatley Elementary Schools; Metcalfe, River Trail, Urban Waldorf, and Starms Centers K-8 Schools; Milwaukee Education Center; Alliance and DIAL High Schools; and Northern Star Secondary School). Congress K-8 School offers an extended year-round program.

2. Wisconsin Conservatory of Lifelong Learning (WCLL), which is Milwaukee's first public K-12 school and is a city-wide program, is located at 3120 West Green Avenue. The September 2006 enrollment count for WCLL was 739. The school has seven special education classes, with a September 2006 enrollment of 100 students (13.5% of the school enrollment). Transportation is provided for 656 students (88.8% of the school enrollment). Students from 93 MPS school attendance areas are enrolled at WCLL.

Administration's Analysis

3. Beginning with the 2007-08 school year, WCLL proposes to implement a 180-day year-round school calendar and program. Staff and parents have been involved in the development of this proposal, which has been under consideration for three years. At the beginning of the 2006-07, teachers again asked the school administration to pursue the calendar change.

4. In an effort to determine the support of the school community, an interest survey was developed and distributed at Parent/Teacher Conferences on October 16, 2006, at the school and on October 17, 2006, at Central Services. An all-school mailing that included a prepaid voting postcard was then sent to all school families in November 2006. Fifty-two families, representing 75 students, provided written support for the change, while 10 families, representing 11 students, voted no or indicated they had additional questions. School staff are responding to any questions that families have and will continue to solicit the return of the postcard survey.

5. On October 30, 2006, a presentation relative to the year-round calendar and program was made to staff. The teachers voted 32 (80%) in favor of the year-round calendar, while 8 (20%) opposed. The seven educational assistants unanimously supported the change.

6. The school's four parent representatives held a School Council Meeting on Tuesday, November 7, 2006, which resulted in unanimous approval of the program change. After the affirmative vote, the school used Parentlink capabilities on November 7 and November 10, 2006, to further inform families. Information was also provided through the school parent letter, Quicknotes, and two informational meetings, which were held at WCLL on November 9 and November 11, 2006.

7. The school is putting together a transition team which is composed of teachers, parents, and students to address questions and concerns relative to the transition to the district year-round calendar. WCLL staff will continue to provide information for the entire school community throughout the remainder of the school year to ensure a smooth and successful transition for the current students as well as for new students applying to WCLL during the school choice enrollment period.

8. 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.

9. 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. 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. Milwaukee Public Schools' Department of Assessment and Accountability is currently designing a study of student achievement in MPS year-round schools compared with that of students in similar MPS traditional calendar schools.

10. The calendar for WCLL 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.

11. The attached WKCE, WKCE-CRT, and Grade 9 Terra Nova assessment graphs demonstrate that the percentages of students performing at proficient or above in reading, language arts, mathematics, science, and social students are near or significantly above district averages. WCLL currently is a high-value-added, high-attainment school in reading and mathematics at the elementary-, middle-, and high-school levels; however, achievement is below State of Wisconsin proficiency percentages at most levels in most subject areas. The year-round calendar offers the opportunity to improve student achievement to State of Wisconsin proficiency percentages due to less time spent on review, improved student and staff attendance, improved student behavior and attitude, reduced discipline referrals and truancy, and additional remediation and enrichment opportunities during intersessions.

12. 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.

13. A proposed 2007-08 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.

14. No supplemental operating funds will be provided. No capital improvements are necessary. The 1998 addition to the school is partially air-conditioned. WCLL is investigating the cost of expanding the air conditioning at the school's expense. Funding to support the instructional program will be provided through the WCLL'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

15. 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

16. The recommendation is consistent with state statutes and MPS policies and procedures.

Fiscal Impact Statement

17. 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 the school's responsibility

within the school's funding allocations. Wisconsin Conservatory of Lifelong Learning will use local school funding to support any costs associated with intersessions. Some nominal additional costs in the area of school nutrition services may occur.

Implementation and Assessment Plan

18. Implementation is scheduled for August 2007. 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 Wisconsin Conservatory of Lifelong Learning beginning in August 2007.

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

* * * * *

(Item 7) Action on Revisions to the MPS Children At Risk of Not Graduating from High School Model Contract

Background

1. Section 118.153 of the Wisconsin State Statutes gives authority to the Milwaukee Board of School Directors to contract with any of the agencies identified under sub d.1. for not more than 30% of the children at risk of not graduating from high school enrolled in the school district if the Board determines that the agencies can adequately serve such children. Administrative Policy and Procedure 7.16, Alternative School Programs, includes guidelines for the general principles and reports on alternative programs.

2. In order to remain consistent with the most current information available, it has become necessary to revise the contract to provide clarity, guidance, and updates that are vital for contractual compliance; therefore, changes to accountability and autonomy in the model contract are being requested at this time.

Administration's Analysis

3. Numerous meetings were held with the school leaders of Diversified Community Schools to gather information from district and state personnel. Representatives from the Office of the Superintendent, in consultation with the Office of Board Governance, and the Office of the City Attorney met to develop contract modifications as indicated in the attached model contract draft, including the following changes as briefly stated below:

a. Section I.A.4.b adds language regarding the process for payment for adding additional Behavioral Reassignment Seats.

b. Section I.B.1 omits language that speaks to suspending a pupil for poor attendance, in order to better align with the MPS *Parent/Student Handbook on Rights, Responsibilities, and Discipline.*

c. Section I.D.5 clarifies the date of submission of the Academic Achievement Report.

d. Section I.M removes language relating to the Indemnification Agreement.

e. Section I.N adds language regarding insurance.

f. Section I.O provides clarification on background screening procedure.

g. Section I.P includes revisions to the requirements of instructional and noninstructional expenditures.

h. Section I.P.9 adds language that provides guidelines for the expenditure of funds.

i. Section I.T adds language to comply with The Title I funding and the No Child Left Behind requirements.

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. The revisions to the Children at Risk of Not Graduating from High School model contract are being presented to the Board pursuant to Wisconsin State Statute 118.153, Wisconsin Administrative Code PI 25.03, and MPS Administrative Policy 7.16.

Fiscal Impact Statement

6. This item does not incur any expenses.

Implementation and Assessment Plan

7. This Children at Risk of Not Graduating from High School model contract will become effective upon the Board's approval. Once approved, the Children at Risk of Not Graduating from High School contracts will be amended during the 2006-07 school year to reflect the model contract's changes approved by the Board. The contract amendments will be implemented beginning with the 2006-07 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the proposed revisions to the MPS Children at Risk of Not Graduating from High School model contract, as provided below; and

2. authorize the Administration to implement the revised MPS Children at Risk of Not Graduating from High School model contract, as attached to the minutes of your Committee's meeting, and to negotiate and implement amendments to the current Children at Risk of Not Graduating from High School contracts to reflect these modifications, during the 2006-07 school year.

**Modifications for the Children at Risk of Not Graduating from High School Contract Found in the Administration's Analysis Section of the Board Item**

| Administration's Analysis Number | Modifications Made |
|---|---|
| **3a.** | **I. PARTNERSHIP SCHOOL RESPONSIBILITIES**<br>A. Program Operations<br>4. Partnership School shall provide the following FTE seats for MPS pupils: |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | b. Behavioral Reassignment Seats. If Partnership School ~~contracts with the Board for~~ agrees to provide Behavioral Reassignment seats~~, those seats~~ for MPS pupils, a Contract Change Form shall be signed by the parties. The Contract Change Form shall specify the number of Behavioral Reassignment seats contracted for and the amount to be paid by the Board to Partnership School for these seats. These Behavioral Reassignment seats shall be filled by the MPS Office of Student Services as needed throughout the year. Partnership School shall be paid for these Behavioral Reassignment seats even if they are not filled by MPS. In consideration of the possibility of receiving payment from MPS for ~~seats that are not filled~~ Behavioral Reassignment seats that are not filled by MPS, Partnership School shall immediately admit any pupil referred for temporary assignment~~,~~ (up to 10% of the number of Children at Risk seats contracted for under paragraph I.A.4.a. above) ~~by the MPS Office of Student Services~~ until a permanent assignment is found by MPS for the pupil~~.~~, not withstanding the fact that all of the Children At Risk seats contracted for under paragraph I.A.4.a. above, as well as the Behavioral Reassigment Seats contracted for under this paragraph, may be filled. |
| **3b.** | **I. PARTNERSHIP SCHOOL RESPONSIBILITIES**<br>B. Discipline<br>1. Partnership School understands and agrees that no pupil may be ~~suspended or~~ expelled except in accordance with the discipline policies and procedures of MPS provided in the MPS Parent/Student Handbook on Rights, Responsibilities, and Discipline which is attached hereto and incorporated herein by reference as Appendix D. Partnership School explicitly understands that no pupil may be ~~suspended or~~ expelled from school due to poor attendance. |
| **3c.** | **I. PARTNERSHIP SCHOOL RESPONSIBILITIES**<br>D. Program Performance Measures<br>5. Partnership School shall develop and submit an annual pupil academic achievement report to the MPS Division of Diversified Community Schools ~~by October 31 of each year~~ within 30 days of the receipt of the data. |
| **3d.** | **I. PARTNERSHIP SCHOOL RESPONSIBILITIES**<br>M. Indemnification Agreement<br>~~This indemnification obligation shall include any actual or alleged claims or causes of action of any kind against the Indemnitee due to its decision to award a contract to Partnership School.~~ |
| **3e.** | **I. PARTNERSHIP SCHOOL RESPONSIBILITIES**<br>N. Insurance<br>Umbrella (excess) Liability……$4,000,000 per occurrence/$4,000,000 aggregate. |
| **3f.** | **I. PARTNERSHIP SCHOOL RESPONSIBILITIES** |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | O. Background Screening. Partnership School shall perform background screening on all of Partnership School's full and part-time employees and volunteers ~~and shall not assign~~. Partnership school shall not allow any employee or volunteer to ~~teach or work~~ have contact with pupils until Partnership School, in consultation with the MPS Department of Human Resources, investigates and determines that there is nothing in the background of the employee or the volunteer which would render the employee or volunteer unfit to ~~teach or work~~ have contact with pupils of Partnership School, including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee and/or volunteer. |
| **3g.** | **I. PARTNERSHIP SCHOOL RESPONSIBILITIES**<br>P. Fiscal Requirements<br>~~1. Prepare and submit to the MPS Director of Diversified Community Schools an Annual Budget set forth in the required format.~~<br>1. Annually, Partnership School shall outline a balanced budget for the funds provided under this contract. The budget shall be prepared in accordance with the prescribed format attached as Appendix F and shall classify costs as instructional, instructional support, and noninstructional support costs.<br>3. Complete and provide the Board with one copy of the annual single audit report performed according to the statutory requirements of P.L. 98-502 and in accordance to the requirements of Federal Circular A-110 and 133, regardless of the portion of federal funds received from the Board, no later than 4 months after the Partnership School's year ends. Partnership School shall also provide the Board with a copy of the annual audited financial statements. Reports shall be submitted to the MPS Director of Diversified Community Schools no later than 4 months after the Partnership School's year ends, unless a written extension is obtained from the appropriate MPS administrator.<br>Instructional, instructional support and noninstructional support cost classifications, for auditing purposes, shall be evaluated in accordance with the guidelines set forth in INSITE: Finance Analysis Model for Education attached hereto and incorporated herein by reference as Appendix K, or any guidelines pre-approved by the Director of Diversified Community Schools.<br>~~9 Expend a minimum of 61% of funds provided under this Contract on instructional and instructional support costs of which 61% includes the cost of the MPS teacher assigned under this Contract and a maximum of 39% of program funds on non instructional and non instructional support costs, in accordance with documentation in InSite: Finance Analysis Model for Education attached hereto and incorporated herein by reference as Appendix K and OMB Circular A-87.~~ |
| **3h.** | **I. PARTNERSHIP SCHOOL RESPONSIBILITIES**<br>P. Fiscal Requirements<br>9. Partnership School shall expend and account for funds in accordance to the federal guidelines set forth in Office of Management and Budget OMB circular(s), A21, A87 or A122. |

| Administration's Analysis Number | Modifications Made |
|---|---|
| **3i.** | **I. PARTNERSHIP SCHOOL RESPONSIBILITIES**<br>T. Title I. Partnership School shall be eligible to receive Title I funds and/or services as defined by MPS guidelines and Title I regulations.<br><br>If Partnership School seeks Title I funding, Partnership School shall comply with all of the rules and regulations applicable to that funding source, including completion of an educational plan and any other documentation as required by Title I.<br><br>If Partnership School is a School Identified for Improvement (SIFI) under "No Child Left Behind" (NCLB), Partnership School shall implement and be financially responsible for any interventions/strategies required based upon the schools' SIFI status. |

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

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(Item 8) Action on Revisions to the MPS Charter School Non-Instrumentality Model Contract

Background

1. Section 118.40 of the Wisconsin State Statutes gives 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 includes guidelines for the development of a model MPS charter school contract.

2. On July 31, 2003, the Board approved the Administration's recommendation to revise the model contract to reflect current policies and procedures.

3. In order to remain consistent with the most current information available, it has become necessary to revise the contract to provide clarity, guidance, and updates that are vital for contractual compliance; therefore, changes to accountability and autonomy in the model contract are being requested at this time.

Administration's Analysis

4. Numerous meetings were held with the school leaders from Diversified Community Schools to gather information from district and state personnel. Representatives from the Office of the Superintendent, in consultation with the Office of Board Governance, and the Office of the City Attorney met to develop contract modifications as indicated in the attached model contract draft, including the following changes as briefly stated below:

a. Section I.E. clarifies the date of submission of the Academic Achievement Report.

b. Section I.E provides language to clarify expectations regarding performance criteria.

c. Section I.E.8 omits the MPS writing performance assessment criteria because it is now an optional assessment.

d. Section I.F. omits language that gives the board the right to veto any proposed amendment to Appendix B, Charter School Articles of Incorporation, or C, Charter School By-Laws.

e. In Section I.F., the change clarifies that an educational plan is required, but does not have to be in the MPS format and adds language to comply with the No Child Left Behind requirements.

f. Section I.G. adds livable wage language.

g. Section I.H. updates the contract to reflect the policies regarding safe and healthful facilities.

h. Section I.J. clarifies admission and transcript requirements.

i. Section I.K. includes revisions to the language on required format for budgets and requirements of instructional and noninstructional expenditures that are consistent with Appendix A, Charter School Proposal and Appendix D, Charter School's Operating Budget.

j. Section I.K. provides language to ensure accountability measures for expending funds.

k. Section I.K clarifies the format for the schedule of contract revenue expenses and classification of instructional, instructional support and noninstructional support.

l. Section I.K. aligns audit requirements to dates associated with Academic Achievement Report.

m. Section I.N removes language relating to the Indemnification Agreement.

n. Section I.N adds language to insurance.

o. Section I.O. omits repetitive language about insurance and risk management requirements and code of ethics and solicitations.

p. Section I.R updates language regarding Mc Kinney-Vento Homeless Act.

q. Section I.S clarifies background screening requirements.

r. Section I.W. provides revised language regarding the administrative fee.

s. Section II.B.2 clarifies costs covered in the per pupil allocation.

t. Section III.B. revises language to unilaterally amend this contract.

u. Section III.C provides language to clarify expectations regarding performance criteria.

v. Section VIII APPENDICES adds INSITE document as an appendix.

w. Board President's name is updated.

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. The non-instrumentality charter school model contract revisions are being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools, MPS Administrative Policy 9.12, Charter Schools, and MPS Administrative Procedure 9.12, Charter Schools.

Fiscal Impact Statement

7. This item does not incur any expenses.

Implementation and Assessment Plan

8. This non-instrumentality model contract will become effective upon the Board's approval. Once approved, the non-instrumentality charter school contracts will be amended during the 2006-07 school year to reflect the model contract changes approved by the Board. The amended contracts will be implemented beginning with the 2006-07 school year.

Committee's Recommendation

The Administration recommends that the Board:

1. approve the proposed revisions to the MPS non-instrumentality charter school model contract, as provided below;

2. authorize the Administration to implement the MPS non-instrumentality charter school model contract revisions, as attached to the minutes of your Committee's meeting, and to negotiate and implement amendments to the current non-instrumentality charter school contracts to reflect these modifications during the 2006-07 school year; and

3. direct the Administration to seek the City Attorney's legal advice about removing the name of the specific Board president, but not the title, from the model contract.

**Modifications for the Non-Instrumentality Charter School Contract Found in the Administration's Analysis Section of the Board Item**

| Administration's Analysis Number | Modifications Made |
|---|---|
| **4a.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**E. The method by which pupil progress in attaining the educational goals under section 118.01 will be measured.**<br>Charter School shall develop and submit an annual pupil academic achievement report to the Division of Diversified Community Schools ~~by October 31 of each year~~ within 30 days of the receipt of the data. Such academic achievement report shall, at a minimum, include all related school assessment data, in the format provided by MPS, for each of the following applicable performance criteria Criteria 1, 2, and 3 shall be required only for early childhood only schools. |
| **4b** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**E. The method by which pupil progress in attaining the educational goals under section 118.01 will be measured.**<br>4. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in reading that is the same as, or higher than, the percentage of pupils scoring proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>5. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and |

| Administration's Analysis Number | Modifications Made |
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| | 6. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in English/language arts that is the same as, or higher than, the percentage of pupils scoring proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>7. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in writing that is the same as, or higher than, the percentage of pupils scoring, proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>~~8. Achieve a percentage of pupils in Charter School scoring proficient and advanced on the MPS writing performance assessments that is the same as, or higher than, the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools; and~~<br>~~9~~ 8. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in science that is the same as, or higher than, the percentage of pupils scoring, proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>~~10~~ 9. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in social studies that is the same as, or higher than, the percentage of pupils scoring proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>~~11~~ 10. Demonstrate achievement growth using the MPS value-added data in reading and mathematics that is greater than, or equal to, the district-wide average pupil growth for pupils in corresponding grades in all MPS schools.<br>~~12~~ 11. Using a consistent formula for comparison, Charter School shall achieve a high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools.<br>Listed above are ~~12~~ 11 criteria. Some of the performance criteria listed above may not apply to Charter School because of the grade levels of the students served at Charter School. Charter School pupils shall be deemed by the Board to have made sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, if Charter School meets at least 75% of the performance criteria listed above that apply to Charter School.<br>In addition to the assessment measures listed above, Charter School shall also meet the following applicable criteria: |

| Administration's Analysis Number | Modifications Made |
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| | ~~13~~ 12. Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools; and<br><br>~~14~~ 13. Achieve a mobility rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools; and<br><br>~~15~~ 14. Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from the corresponding grades in all MPS schools; and<br><br>~~16~~ 15. Meet or exceed the state's minimum Adequate Yearly Progress (AYP) requirements.<br><br>Failure to meet criteria 12, 13, 14, or 15 ~~or 16,~~ alone shall not be grounds for termination of this Contract, but Charter School shall comply with any inquiries made by MPS in an effort to determine the cause of Charter School's failure to meet these criteria. |
| **4c.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**E. The method by which pupil progress in attaining the educational goals under section 118.01 will be measured.**<br><br>~~8. Achieve a percentage of pupils in Charter School scoring proficient and advanced on the MPS writing performance assessments that is the same as, or higher than, the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools; and~~ |
| **4d.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**F. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.**<br><br>• GOVERNANCE STRUCTURE<br><br>Charter School shall abide by its Articles of Incorporation and by-laws which are attached hereto as Appendix B and C and incorporated herein by reference. Charter School shall promptly provide the Division of Diversified Community Schools with a copy of any proposed amendment to Appendix B or C. ~~The Board reserves the right to veto any proposed amendment to Appendix B or C.~~ |
| **4e.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**F. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.**<br><br>• TITLE I REQUIREMENTS |

| Administration's Analysis Number | Modifications Made |
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| | If Charter School seeks Title I funding, Charter School shall comply with all of the rules and regulations applicable to that funding source, including completion of an educational plan ~~Educational Plan~~ and any other documentation as required by Title I.<br><br>If Charter School is a School Identified for Improvement (SIFI) under "No Child Left Behind" (NCLB), Charter School shall implement and be financially responsible for any interventions/strategies required based upon the schools' SIFI status. |
| **4f.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**G. Subject to Wis. Stat. §§ 118.40(7)(a), 118.19(1) and 121.02(1)(a)2., the qualifications that must be met by the individuals to be employed in the school.**<br><br>Charter School shall adhere to MPS's ~~administrative policy 3.09(16), regarding Minimum Wage~~ Administrative Policy 3.09(7)(a), regarding Livable Wage. |
| **4g.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**H. The procedures that the school will follow to ensure the health and safety of the pupils.**<br><br>Charter School shall provide safe and healthful facilities. The facilities shall comply with Wis. Stat. 254.11-254.178 and any rule promulgated under those sections. |
| **4h.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**J. The requirements for admission to the school.**<br><br>If Charter School imposes admissions requirements, those requirements shall be set forth with in Appendix A and shall not be in conflict with Federal and MPS policies and guidelines. ~~Charter School shall abide by all MPS policies and guidelines for pupil admission and shall not impose admission requirements that are inconsistent with MPS policies and guidelines.~~ If Charter School does not have seats for all the students who apply during the application period(s), a random selection process (lottery) for enrollment shall be used. |

| Administration's Analysis Number | Modifications Made |
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| | In addition, unless Charter School has received a written exemption <u>from the MPS Division of Diversified Community Schools</u>, Charter School shall maintain pupil database information on an MPS approved format and as required by MPS, including, but not limited to the update of official transcripts, promotion, graduation, credit detail, diploma, and pupil attendance data. <u>If Charter School receives a written exemption, all transcripts must be accompanied by a translation.</u> Charter School shall place in each pupil's cumulative folder copies of the final report card and official transcripts. Charter school shall fully comply with the law regarding the confidentiality of pupil records as provided for in 20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA) and its implementing regulations and Wis. Stat. § 118.125. Charter School shall also be subject to all MPS school records retention guidelines. <u>Charter School shall comply with retention schedules set forth in Administrative Policy 8.42 on Student Records.</u> |
| **4i.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**K. The manner in which annual audits of the financial and programmatic operations of the school will be performed.**<br>• FINANCIAL MANAGEMENT AND AUDIT REQUIREMENTS<br>Subsequent annual operating budgets shall be submitted to the Division of Diversified Community Schools by April 30th for MPS approval by July 1st of each year. Such annual operating budgets shall be comprehensive and shall use ~~MPS~~ approved format guidelines. Charter School shall expend and account for funds in a manner consistent with the provisions of this Contract and the annual operating budget. All amendments to the annual budget shall be filed with MPS within 30 days from approval by Charter School of the amendment and shall not become effective until 30 days after receipt by MPS of the amendment, or until approved by MPS, whichever comes first.<br>~~Charter School shall submit balanced budgets which reflect a minimum of 61% of funds provided under this Contract on instructional and instructional support costs and a maximum of 39% of program funds on noninstructional and noninstructional support costs. Instructional and instructional support costs shall be determined in accordance with the MPS Charter School Budget Format used by MPS, attached hereto and incorporated herein by reference as Appendix E.~~<br>~~MPS will not be responsible to Charter School for payment for any cost determined by MPS to be unallowable or to be a noninstructional or a noninstructional support cost in excess of the allowed percentage of 39% for such costs. Allowable costs will be defined in accordance with federal guidelines set forth in Office Management and Budget (OMB) Circular A 87 (5/17/95) as further amended on 8 29 97.~~ |

| Administration's Analysis Number | Modifications Made |
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| | Annually, Charter School shall submit a balanced budget for the funds provided under this contract. The budget shall be prepared in accordance with the prescribed format attached as Appendix E and shall classify costs as instructional, instructional support, and noninstructional support costs.<br><br>Expend and account for funds in a manner consistent with the provisions of this Contract, Appendix A and Appendix D. Charter School shall obtain written permission from the MPS Director of Diversified Community Schools prior to making any expenditure which deviates 10% or more in any budgeted category of the Charter School's Annual Budget set forth in Appendix D. Charter School shall not expend less than the total amount of the Contract without the express written permission of the MPS Director of Diversified Community Schools. Charter School may carry over Board funds from one school year to the next, in accordance with MPS' carry-over policies. |
| **4j** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**K. The manner in which annual audits of the financial and programmatic operations of the school will be performed.**<br><br>• FINANCIAL MANAGEMENT AND AUDIT REQUIREMENTS<br><br>Charter School shall expend and account for funds in accordance to the federal guidelines set forth in Office of Management and Budget OMB Circular(s), A21, A87 or A122. |
| **4k.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**K. The manner in which annual audits of the financial and programmatic operations of the school will be performed.**<br><br>• FINANCIAL MANAGEMENT AND AUDIT REQUIREMENTS<br><br>Charter School's financial system shall segregate and properly account for and report on the revenues received and expenditures incurred ~~from~~ under the Charter School Contract. Charter School shall file with MPS a mid-year unaudited balance sheet and revenue/expense statement. ~~using an the MPS approved Charter School format~~ The schedule of contract revenue expenses should be prepared in a format consistent with the approved budget attached as Appendix D by January 15 of each year during the term of this Contract. A narrative summarizing the financial condition of Charter School shall accompany the mid-year unaudited balance sheet and revenue and expense statement. This narrative shall include a plan to address any potential deficit or revenue shortfall. Such mid-year unaudited balance sheet and revenue/expense statement shall cover the period of July 1 through December 31 of that contract year. |

| Administration's Analysis Number | Modifications Made |
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| | Instructional, instructional support and noninstructional support cost classifications, for auditing purposes, shall be evaluated in accordance with the guidelines set forth in INSITE: Finance Analysis Model for Education attached hereto and incorporated herein by reference as Appendix K, or any guidelines pre-approved by the Director of Diversified Community Schools. |
| **4l.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**K. The manner in which annual audits of the financial and programmatic operations of the school will be performed.**<br>• PERFORMANCE AUDIT REQUIREMENTS<br>Method 1<br>Charter School shall annually contract to have a performance/compliance audit of this Contract conducted by the Office of Board Governance – Audit Services. The audit shall be conducted in accordance with government auditing standards issued by the Comptroller General of the United States and the MPS Minimum Audit Requirements. Additionally, the performance report shall provide a clear indication of whether Charter School met the academic performance criteria established by the Board. The audit shall report on Charter School's compliance with the performance, insurance and risk management, administrative and fiscal provisions of this Contract, including those provisions that relate to pupil eligibility for every school year ending in an odd number. The results of the audit shall be submitted to MPS ~~no later than the first day of December after the end of each school year~~ within 60 days after receipt of the academic achievement report data unless a written extension of time is granted by the Division of Diversified Community Schools. The Board reserves the right to terminate this Contract based on the results of the audit.<br>**or**<br>Method 2 |

| Administration's Analysis Number | Modifications Made |
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| | ~~Not later than the first day of December following the end of each school year~~ Within 60 days after receipt of the academic achievement report data under this Contract, unless a written extension of time is granted by the Division of Diversified Community Schools, Charter School shall submit a report prepared by an independent certified public accountant, which report shall attest to the: a) accuracy, validity and reasonableness of academic achievement and programmatic results reported by Charter School to the Division of Diversified Community Schools; and b) Charter School's compliance with the financial, administrative, and performance provisions of this Contract. The attestation opinion shall be issued using the approved MPS format. The performance/compliance audit shall be conducted in accordance with the attestation standards established by the American Institute of Certified Public Accountants and the MPS Minimum Audit Requirements. Additionally, the performance report shall provide a clear indication of whether Charter School met the academic performance criteria established by the Board. This performance information will be used in assessing any renewal options for a charter contract. The Board reserves the right to terminate this Contract upon receipt and review of the attestation report. |
| **4m.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**N. A description of the school facilities and the types and limits of the liability insurance that the school will carry.**<br>• INDEMNIFICATION<br>Charter School shall be required to defend, indemnify and hold harmless MPS, its agents, board members, officers, and employees (the "Indemnitee") from and against any and all actual or alleged claims, demands, actions, causes of action, damages and claims of any kind, including but not limited to bodily injuries, personal injuries, contingent liabilities or damages and reasonable attorney fees, arising out of or in any way related to or associated with or arising from the services rendered under this contract or the operation of the Charter School Program, that are or may be brought or maintained by any individual or entity against the Indemnitee. ~~This indemnification obligation shall include any actual or alleged claims or causes of action of any kind against the Indemnitee due to its decision to award a contract to the Charter School.~~ |
| **4n.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**N. A description of the school facilities and the types and limits of the liability insurance that the school will carry.**<br>Umbrella (excess) Liability……$4,000,000 per occurrence/$4,000,000 aggregate. |
| **4o.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**O. The effect of the establishment of Charter School on the liability of the MPS Board.** |

| Administration's Analysis Number | Modifications Made |
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| | Charter School shall adhere to all applicable local, state and federal laws, codes, rules, and regulations ~~and to the Board's insurance and risk management requirements~~.<br><br>~~Charter School board members and Charter School officers shall comply with the Board's Code of Ethics and Gifts and Solicitations.~~ |
| **4p.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**R. Non discrimination.**<br><br>Charter School shall not discriminate in admissions or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, homeless or migrant status. ~~Charter School shall ensure that all requirements of the McKinney-Vento Homeless Assistance Act of 1987, Title VII, Subtitle B, as amended, 42 U.S.C. 11431 11435, as they are made applicable to MPS, are met.~~ Charter School shall ensure that all requirements of the McKinney-Vento Homeless Assistance Improvements Act of 2001, 42 U.S.C. §11431 *et seq.*, as they are made applicable to MPS, are met.<br><br>Charter School shall comply with all local, state and federal laws, codes, rules, and regulations applicable to public Charter Schools including, but not limited to the following:<br><br>1. 42 U.S.C. §2000d *et seq.*, Title VI of the Civil Rights Act of 1964 (prohibiting discrimination on the basis of race, national origin, and color); and<br><br>2. 20 U.S.C. §1681 *et seq.*, Title IX of the Education Amendments of 1972 (prohibiting discrimination on the basis of sex); and<br><br>3. 42 U.S.C. §6101 *et seq.*, the Age Discrimination Act of 1975 (prohibiting discrimination on the basis of age); and<br><br>4. 29 U.S.C. §794 *et seq.*, Sec. 504 of the Rehabilitation Act of 1973 (prohibiting discrimination on the basis of handicap) and 42 U.S.C. §12101, *et seq.*, the Americans with Disabilities Act; and<br><br>5. 20 U.S.C. §1232g, Family Education Rights and Privacy Act (FERPA) (regarding protection of pupil records), and Wis. Stat. §118.125; and<br><br>6. 20 U.S.C. §3171 *et seq.*, The Drug-Free School and Communities Act of 1986; and<br><br>~~7. All federal and state constitutional guarantees protecting the rights and liberties of individuals, including the right to freedom of religion, expression and association, the right to be free from unreasonable searches and seizures, and the right to equal protection and due process.~~<br><br>~~8~~ 7. 20 U.S.C. §1400 *et seq.*, Individuals with Disabilities Education Act (IDEA); and |

| Administration's Analysis Number | Modifications Made |
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| | ~~9~~ 8. 29 U.S.C. §626 *et seq.*, Age Discrimination in Employment Act, Older Worker Benefits Protection Act of 1990; and<br>~~10~~ 9. 29 U.S.C. §201 *et seq.*, Fair Labor Standards Act; and<br>~~11~~ 10. 29 U.S.C. §2601 *et seq.*, Family and Medical Leave Act; and<br>~~12~~ 11. 15 U.S.C. §2641 *et seq.*, Asbestos Hazard Emergency Response Act (AHERA); and<br>~~13~~ 12. 20 U.S.C. §6301 *et seq.*, No Child Left Behind Act (NCLB); and<br>13. ~~42~~ U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Improvements Act of 2001; and<br>14. All federal and state constitutional guarantees protecting the rights and liberties of individuals, including the right to freedom of religion, expression and association, the right to be free from unreasonable searches and seizures, and the right to equal protection and due process. |
| **4q.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**S. Background screening.**<br>Charter School shall perform background screening through the MPS Department of Human Resources on all Charter School full and part-time employees and volunteers. ~~and shall not assign~~ Charter School shall not allow any employee or volunteer to ~~teach or work~~ have contact with pupils until Charter School, in consultation with the MPS Department of Human Resources, investigates and determines that there is nothing in the background of the employee or the volunteer which would render the employee or volunteer unfit to ~~teach or work~~ have contact with pupils of Charter School, including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee and/or volunteer. |
| **4r.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**W. Annual administrative fee.**<br>Charter School shall be charged an annual administrative fee. ~~annually be charged an administrative fee to reimburse the Board for actual direct and indirect costs of administering this Contract during each period of July 1st to June 30th during the Term of this Contract, which actual costs shall include, but not be limited to, the execution of the Board's oversight responsibilities.~~ The annual administrative fee shall be determined by the Board, but shall not exceed three percent of the amount paid to Charter School each year for the corresponding period under paragraph II.B.1. The administrative fee shall be deducted from the payments received by Charter School under paragraph II.B.1. |

| Administration's Analysis Number | Modifications Made |
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| | 1. Within 30 days after final execution of this Contract, and in no event later than April 15th of each subsequent year during the term of this Contract, the Board shall provide Charter School with the ~~Board's best estimate of its~~ proposed administrative fee for ~~total costs for administering this Contract during~~ the upcoming period of July 1st to June 30th.<br><br>~~2. In addition, not later than September 1 of each year during the term of this Contract, the Board shall provide Charter School with a statement showing the total costs for administering this Contract, as provided in paragraph I.W.1., during the immediately preceding period of July 1st to June 30th. Within 90 days after Charter School receives such statement, the Board shall pay to Charter School, or Charter School to the Board, as the case may be, the difference between (i) the amount of the Board's actual total costs during the period of July 1st to June 30th summarized in such statement and (ii) the amount paid by the Charter School with respect to such period. Any reconciling payments made by Charter School shall however, remain subject to the 3% cap on aggregate administrative fees.~~ |
| **4s.** | **II. MPS RESPONSIBILITIES**<br><br>**B. Payment**<br><br>**2. Adjustments to per pupil allocation**<br><br>The per-pupil allocation is intended to cover all costs and expenses related to the operation of the Charter School Program. Therefore, the per pupil revenue amount shall be reduced by costs associated with the administrative fees charged by MPS under paragraph I.W. and ~~by~~ any additional costs agreed to in the budget. ~~for services provided at the discretion of MPS, by MPS or by an MPS subcontractor, to Charter School at a rate to be determined by the Board.~~ |
| **4t.** | **III. TERM AND MODIFICATION OR TERMINATION OF CONTRACT**<br><br>**B. Modification.**<br><br>~~Charter School has no authority to require the Board to renegotiate any of the terms of this Contract. The Board does have the authority to require Charter School to renegotiate any and all of the terms and conditions of the Contract as a condition of continuing this Contract, notwithstanding the fact that the term of this Contract has not expired.~~ In the event Charter School and the Board are unable to come to an agreement with respect to the modification of contract provisions, the Board has the authority to declare this Contract terminated in accordance with the provisions of paragraph III.C.6. ~~The Board also has the authority to unilaterally amend this Contract. If Charter School does not agree to the terms of any such amendment to this Contract, the Board has the authority to declare this Contract terminated in accordance with the provisions of paragraph III.C.6.~~ |

| Administration's Analysis Number | Modifications Made |
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| **4u** | 4. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in reading that is the same as, or higher than, the percentage of pupils scoring proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>5. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in mathematics that is the same as, or higher than, the percentage of pupils scoring, proficient ~~and~~ or advanced, in corresponding grades in all MPS schools; and<br>6. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in English/language arts that is the same as, or higher than, the percentage of pupils scoring proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>7. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in writing, that is the same as, or higher than, the percentage of pupils scoring, proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>~~8. Achieve a percentage of pupils in Charter School scoring proficient and advanced on the MPS writing performance assessments that is the same as, or higher than, the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools; and~~<br>~~9~~ 8. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in science that is the same as, or higher than, the percentage of pupils scoring, proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>~~10~~ 9. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE-CRT) in social studies that is the same as, or higher than, the percentage of pupils scoring proficient ~~and~~ or advanced in corresponding grades in all MPS schools; and<br>~~11~~ 10. Demonstrate achievement growth using the MPS value-added data in reading and mathematics that is greater than, or equal to, the district-wide average pupil growth for pupils in corresponding grades in all MPS schools.<br>~~12~~ 11. Using a consistent formula for comparison, Charter School shall achieve a high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools.<br>Listed above are ~~12~~ 11 criteria. Some of the performance criteria listed above may not apply to Charter School because of the grade levels of the students served at Charter School. Charter School pupils shall be deemed by the Board to have made sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, if Charter School meets at least 75% of the performance criteria listed above that apply to Charter School. |

| Administration's Analysis Number | Modifications Made |
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| | In addition to the assessment measures listed above, Charter School shall also meet the following applicable criteria:<br>~~13~~ 12. Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools; and<br>~~14~~ 13. Achieve a mobility rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools; and<br>~~15~~ 14. Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from the corresponding grades in all MPS schools; and<br>~~16~~ 15. Meet or exceed the state's minimum Adequate Yearly Progress (AYP) requirements.<br>Failure to meet criteria 12, 13, 14, or 15~~, or 16~~ alone shall not be grounds for termination of this Contract, but Charter School shall comply with any inquiries made by MPS in an effort to determine the cause of Charter School's failure to meet these criteria. |
| **4v** | **VIII. APPENDICES**<br>Appendix K: INSITE: Finance Analysis Model for Education |
| **4w.** | ~~KENNETH L. JOHNSON~~<br>JOSEPH E. DANNECKER |

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

* * * * *

(Item 9) Action on Revisions to the MPS Instrumentality Charter School Model Contract

Background

1. Section 118.40 of the Wisconsin State Statutes gives 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 includes guidelines for the development of a model MPS charter school contract.

2. On July 31, 2003, the Board approved the Administration's recommendation to revise the model contract to reflect current policies and procedures.

3. In order to remain consistent with the most current information available, it has become necessary to revise the contract to provide clarity, guidance, and updates that are vital for contractual compliance. Therefore, accountability and autonomous changes to the model contract are being requested at this time.

Administration's Analysis

4. Numerous meetings were held with the school leaders from Diversified Community Schools to gather information from district and state personnel. Representatives from the Office of the Superintendent, in consultation with the Office of Board Governance, and the Office of the City Attorney met to develop contract modifications as indicated in the attached model contract draft, including the following changes as briefly stated below:

a. Section I.E. clarifies the date of submission of the Academic Achievement Report.

b. Section I.E provides language to clarify expectations regarding performance criteria.

c. Section I.E.8 omits the MPS writing performance assessment criteria because it is now an optional assessment.

d. Section I.F. correction made to appendix reference.

e. In Section I.F., the change clarifies that an educational plan is required, but does not have to be in the MPS format and adds language to comply with the No Child Left Behind requirements.

f. Section I.G. updates the Livable Wage requirements.

g. Section I.H. updates the contract to reflect the policies regarding safe and healthful facilities.

h. Section I.J aligns the admission requirements with Federal guidelines and MPS administrative policies.

i. Section I.K. includes revisions to the requirements of instructional and noninstructional expenditures that are consistent with Appendix A, Charter School Petition and Appendix D, Charter School's Operating Budget.

j. Section I.K. aligns audit requirements to dates associated with Academic Achievement Report.

k. Section I.R. language regarding Mc Kinney-Vento Homeless Act.

l. Section I.W. provides revised language regarding the administrative fee.

m. Section I.X. updates Mc Kinney-Vento Homeless Act language.

n. I.Z. adds language about the staff development requirements pertaining to LEA rights and responsibilities.

o. Section II.B.2 clarifies costs covered in the per pupil allocation.

p. Section III.C.5 and III.C.6 adds correct numbering of items.

q. Section III.C provides language to clarify expectations regarding performance criteria.

r. Section VIII adds INSITE document to appendices.

s. Board President name updated.

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. The Instrumentality Charter School Model Contract revisions are being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools; MPS Administrative Policy 9.12, Charter Schools; and MPS Administrative Procedure 9.12, Charter Schools.

Fiscal Impact Statement

7. This item does not incur any expenses.

Implementation and Assessment Plan

8. This Instrumentality Model Contract will become effective upon Board approval. Once approved, the Instrumentality Charter School Contracts will be amended during the 2006-07 school year to reflect the Model Contract changes approved by the Board. The amended contracts will be implemented beginning with the 2006-07 school year.

Committee's Recommendation

The Administration recommends that the Board:

1. approve the proposed revisions to the MPS instrumentality charter school model contract, as provided below;

2. authorize the Administration to implement the MPS instrumentality charter school model contract revisions, as attached to the minutes of your Committee's meeting, and to negotiate and implement amendments to the current instrumentality charter school contracts to reflect these modifications during the 2006-07 school year; and

3. direct the Administration to seek the City Attorney's legal advice about removing the name of the specific Board president, but not the title, from the model contract.

**Modifications for the Instrumentality Charter School Contract Found in the Administration's Analysis Section of the Board Item**

| Administration's Analysis Number | Modifications Made |
|---|---|
| **4a.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**E. The method by which pupil progress in attaining the educational goals under section 118.01 will be measured.**<br>Charter School shall develop and submit an annual pupil academic achievement report to the Division of Diversified Community Schools ~~by October 31 of each year~~ within 30 days of the receipt of the data. Such academic achievement report shall, at a minimum, include all related school assessment data, in the format provided by MPS, for each of the following applicable performance criteria Criteria 1, 2, and 3 shall be required only for early-childhood-only schools. |
| **4b** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**E. The method by which pupil progress in attaining the educational goals under section 118.01 will be measured.** |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | 4. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE—CRT) in reading that is the same as, or higher than, the percentage of pupils scoring proficient and or advanced in corresponding grades in all MPS schools; and<br>5. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE—CRT) in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient and or advanced in corresponding grades in all MPS schools; and<br>6. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE—CRT) in English/language arts that is the same as, or higher than, the percentage of pupils scoring proficient and or advanced in corresponding grades in all MPS schools; and<br>7. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam —Criterion Referenced Test (WKCE—CRT) in writing that is the same as, or higher than, the percentage of pupils scoring, proficient and or advanced in corresponding grades in all MPS schools; and<br>~~8. Achieve a percentage of pupils in Charter School scoring proficient and advanced on the MPS writing performance assessments that is the same as, or higher than, the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools; and~~<br>~~9~~ 8. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam —Criterion Referenced Test (WKCE—CRT) in science that is the same as, or higher than, the percentage of pupils scoring, proficient and or advanced in corresponding grades in all MPS schools; and<br>~~10~~ 9. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam —Criterion Referenced Test (WKCE—CRT) in social studies that is the same as, or higher than, the percentage of pupils scoring proficient and or advanced in corresponding grades in all MPS schools; and<br>~~11~~ 10. Demonstrate achievement growth using the MPS value-added data in reading and mathematics that is greater than, or equal to, the district-wide average pupil growth for pupils in corresponding grades in all MPS schools.<br>~~12~~ 11. Using a consistent formula for comparison, Charter School shall achieve a high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools. |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | Listed above are ~~12~~ 11 criteria. Some of the performance criteria listed above may not apply to Charter School because of the grade levels of the students served at Charter School. Charter School pupils shall be deemed by the Board to have made sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01, or the academic performance criteria established by the Board, if Charter School meets at least 75% of the performance criteria listed above that apply to Charter School.<br><br>In addition to the assessment measures listed above, Charter School shall also meet the following applicable criteria:<br><br>~~13~~ 12 Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools; and<br><br>~~14~~ 13. Achieve a mobility rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools; and<br><br>~~15~~ 14. Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from the corresponding grades in all MPS schools; and<br><br>~~16~~ 15. Meet or exceed the state's minimum Adequate Yearly Progress (AYP) requirements.<br><br>Failure to meet criteria 12, 13, 14, or 15~~, or 16~~ alone shall not be grounds for termination of this Contract, but Charter School shall comply with any inquiries made by MPS in an effort to determine the cause of Charter School's failure to meet these criteria. |
| **4c.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**E. The method by which pupil progress in attaining the educational goals under section 118.01 will be measured.**<br><br>~~8. Achieve a percentage of pupils in Charter School scoring proficient and advanced on the MPS writing performance assessments that is the same as, or higher than, the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools; and~~ |
| **4d.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br><br>**F. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.**<br><br>• GOVERNANCE STRUCTURE<br><br>Charter School shall abide by its by-laws which are attached hereto as Appendix ~~B~~ C and incorporated herein by reference. Charter School shall promptly provide the Division of Diversified Community Schools with a copy of any proposed amendment to Appendix ~~B~~ C. The Board reserves the right to veto any proposed amendment to Appendix ~~B~~ C. |
| **4e.** | **I. CHARTER SCHOOL RESPONSIBILITIES:** |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | **F. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.**<br>• TITLE I REQUIREMENTS<br>If Charter School is a School Identified for Improvement (SIFI) under "No Child Left Behind" (NCLB), Charter School shall implement and be financially responsible for any interventions/strategies required based upon the school's SIFI status. |
| **4f.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**G. Subject to Wis. Stat. §§ 118.40(7)(a), 118.19(1) and 121.02(1)(a)2, the qualifications that must be met by the individuals to be employed in the school.**<br>Charter School shall ~~adhere to MPS' administrative policy 3.09 (16), regarding Minimum Wage~~ comply with MPS Administrative Policy 3.09(7)(a), regarding Livable Wage. |
| **4g.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**H. The procedures that the school will follow to ensure the health and safety of the pupils.**<br>Charter School shall provide safe and healthful facilities. The facilities shall comply with Wis. Stat. 254.11-254.178 and any rule promulgated under those sections. |
| **4h** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**J. The requirements for admission to the school.**<br>~~Charter School shall abide by all MPS policies and guidelines for pupil admission and shall not impose admission requirements that are inconsistent with MPS policies and guidelines.~~ If Charter School imposes admissions requirements, those requirements shall be set forth with in Appendix A and shall not be in conflict with Federal and MPS policies and guidelines. If Charter School does not have seats for all the students who apply during the application period(s), a random selection process (lottery) for enrollment shall be used.<br>In addition, unless Charter School has received a written exemption from the MPS Division of Diversified Community Schools, Charter School shall maintain pupil database information on an MPS approved format and as required by MPS, including, but not limited to the update of official transcripts, promotion, graduation, credit detail, diploma, and pupil attendance data. If Charter School receives a written exemption, all transcripts must be accompanied by a translation. Charter School shall place in each pupil's cumulative folder copies of the final report card and official transcripts. Charter School shall fully comply with the law regarding the confidentiality of pupil records as provided for in 20 U.S.C. §1232g, Family Education Rights and Privacy Act (FERPA) and its implementing regulations and ~~sec. 118.125, stats.~~ Wis. Stats. § 118.125. Charter School shall also be subject to all MPS school records retention guidelines and shall comply with retention schedules set forth in Administrative Policy 8.42 on Student Records. |

| Administration's Analysis Number | Modifications Made |
|---|---|
| 4i. | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**K. The manner in which annual audits of the financial and programmatic operations of the school will be performed.**<br>• FINANCIAL MANAGEMENT AND AUDIT REQUIREMENTS<br>~~Charter School shall submit balanced budgets which reflect a minimum of 61% of funds provided under this Contract on instructional and instructional support costs and a maximum of 39% of program funds on noninstructional and noninstructional support costs.~~ Instructional and instructional support costs shall be determined in accordance with the MPS Charter School Budget Format used by MPS, attached hereto and incorporated herein by reference as Appendix E.<br>Annually, Charter School shall submit a balanced budget for the funds provided under this contract. The budget shall be prepared in accordance with the prescribed format attached as Appendix E and shall classify costs as instructional, instructional support, and noninstructional support costs.<br>~~MPS will not be responsible to Charter School for payment for any cost determined by MPS to be unallowable or to be a noninstructional or a noninstructional support cost in excess of the allowed percentage of 39% for such costs.~~ Allowable costs will be defined in accordance with federal guidelines set forth in Office Management and Budget (OMB) Circular A-87 (5/17/95) as further amended on 8-29-97.<br>Expend and account for funds in a manner consistent with the provisions of this Contract, Appendix A and Appendix D. Charter School may carry over Board funds from one school year to the next, in accordance with MPS' carry-over policies. |
| 4j. | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**K. The manner in which annual audits of the financial and programmatic operations of the school will be performed.**<br>• PERFORMANCE AUDIT REQUIREMENTS<br>Method 1 |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | Charter School shall annually contract to have a performance/compliance audit of this Contract conducted by the Office of Board Governance — Audit Services. The audit shall be conducted in accordance with government auditing standards issued by the Comptroller General of the United States. The performance/compliance audit shall be conducted in accordance with government auditing standards, and the MPS Minimum Audit Requirements. Additionally, the performance report shall provide a clear indication of whether Charter School met the academic performance criteria established by the Board. The audit shall report on Charter School's compliance with the performance, insurance and risk management, administrative and fiscal provisions of this Contract, including those provisions that relate to pupil eligibility, every school year ending in an odd number. The results of the audit shall be submitted to MPS ~~no later than the first day of December after the end of each school year~~ within 60 days after receipt of the academic achievement report data unless a written extension of time is granted by the Division of Diversified Community Schools. The Board reserves the right to terminate this Contract based on the results of the audit.<br><br>or<br><br>Method 2<br><br>~~Not later than the first day of December following the end of each school year~~ Within 60 days after receipt of the academic achievement report data under this Contract, unless a written extension of time is granted by the Division of Diversified Community Schools, Charter School shall submit a report prepared by an independent certified public accountant, which report shall attest to the: a) accuracy, validity and reasonableness of academic achievement and programmatic results reported by Charter School to the Division of Diversified Community Schools; and b) Charter School's compliance with the financial, administrative, and performance provisions of this Contract. The attestation opinion shall be issued using the approved MPS format. The performance/compliance audit shall be conducted in accordance with the attestation standards established by the American Institute of Certified Public Accountants and the MPS Minimum Audit Requirements. Additionally, the performance report shall provide a clear indication of whether Charter School met the academic performance criteria established by the Board. This performance information will be used in assessing any renewal options for a charter contract. The Board reserves the right to terminate this Contract upon receipt and review of the attestation report. |
| **4k** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**R. Non discrimination.** |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | Charter School shall not discriminate in admissions or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, homeless or migrant status. ~~Charter School shall ensure that all requirements of the Mc Kinney-Vento Homeless Assistance Act of 1987, Title VII, Subtitle B, and amended, 42 U.S.C., 11431 11435, as they are made applicable to MPS, are met.~~ Charter School shall ensure that all requirements of the McKinney-Vento Homeless Assistance Improvements Act of 2001, 42 U.S.C. §11431 *et seq.*, as they are made applicable to MPS, are met.<br><br>Charter School shall comply with all local, state and federal laws, codes, rules, and regulations applicable to public Charter Schools including, but not limited to the following:<br><br>1. 42 U.S.C. §2000d *et seq.*, Title VI of the Civil Rights Act of 1964 (prohibiting discrimination on the basis of race, national origin, and color); and<br><br>2. 20 U.S.C. §1681 *et seq.*, Title IX of the Education Amendments of 1972 (prohibiting discrimination on the basis of sex); and<br><br>3. 42 U.S.C. §6101 *et seq.*, the Age Discrimination Act of 1975 (prohibiting discrimination on the basis of age); and<br><br>4. 29 U.S.C. §794 *et seq.*, Sec. 504 of the Rehabilitation Act of 1973 (prohibiting discrimination on the basis of handicap) and 42 U.S.C. §12101, *et seq.*, the Americans with Disabilities Act; and<br><br>5. 20 U.S.C. §1232g, Family Education Rights and Privacy Act (FERPA) (regarding protection of pupil records), and Wis. Stat. §118.125; and<br><br>6. 20 U.S.C. §3171 *et seq.*, The Drug-Free School and Communities Act of 1986; and<br><br>~~7. All federal and state constitutional guarantees protecting the rights and liberties of individuals, including the right to freedom of religion, expression and association, the right to be free from unreasonable searches and seizures, and the right to equal protection and due process.~~<br><br>~~8~~ 7. 20 U.S.C. §1400 *et seq.*, Individuals with Disabilities Education Act (IDEA); and<br><br>~~9~~ 8. 29 U.S.C. §626 *et seq.*, Age Discrimination in Employment Act, Older Worker Benefits Protection Act of 1990; and<br><br>~~10~~ 9. 29 U.S.C. §201 et seq., Fair Labor Standards Act; and<br><br>~~11~~ 10. 29 U.S.C. §2601 et seq., Family and Medical Leave Act; and<br><br>~~12~~ 11. 15 U.S.C. §2641 et seq., Asbestos Hazard Emergency Response Act (AHERA); and<br><br>~~13~~ 12. 20 U.S.C. §6301 et seq., No Child Left Behind Act (NCLB); and |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | 13. 42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Improvements Act of 2001; and<br>14. All federal and state constitutional guarantees protecting the rights and liberties of individuals, including the right to freedom of religion, expression and association, the right to be free from unreasonable searches and seizures, and the right to equal protection and due process. |
| **4l.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**W. Annual administrative fee.**<br>Charter School shall ~~annually~~ be charged an annual administrative fee ~~to reimburse the Board for actual direct and indirect costs of administering this Contract during each period of July 1st to June 30th during the Term of this Contract, which actual costs shall include, but not be limited to, the execution of the Board's oversight responsibilities~~. The annual administrative fee shall be determined by the Board, but shall not exceed three percent of the amount paid to Charter School each year for the corresponding period under paragraph II.B.1. The administrative fee shall be deducted from the payments received by Charter School under paragraph II.B.1.<br>Within 30 days after final execution of this Contract, and in no event later than April 15th of each subsequent year during the term of this Contract, the Board shall provide Charter School with the ~~Board's best estimate of its~~ proposed administrative fee for ~~total costs for administering this Contract during~~ the upcoming period of July 1st to June 30th.<br>~~In addition, not later than September 1 of each year during the term of this Contract, the Board shall provide Charter School with a statement showing the total costs for administering this Contract, as provided in paragraph I.W.1., during the immediately preceding period of July 1st to June 30th. Within 90 days after Charter School receives such statement, the Board shall pay to Charter School, or Charter School to the Board, as the case may be, the difference between (i) the amount of the Board's actual total costs during the period of July 1st to June 30th summarized in such statement and (ii) the amount paid by the Charter School with respect to such period. Any reconciling payments made by Charter School shall however, remain subject to the 3% cap on aggregate administrative fees.~~ |
| **4m.** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**X. Transportation and nutrition services.**<br>~~Charter School shall ensure that all requirements of the Mc Kinney-Vento Homeless Assistance Act of 1987, Title VII, Subtitle B, as amended, 42 U.S.C. 11431 – 11435, as they are made applicable to MPS are met.~~ Charter School shall ensure that all requirements of the Mc Kinney-Vento Homeless Assistance Improvements Act of 2001, 42 U.S.C. 11431 et seq., as they are made applicable to MPS, are met. |
| **4n** | **I. CHARTER SCHOOL RESPONSIBILITIES:**<br>**Z. Local Education Agency responsibilities.** |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | Charter School staff shall participate in staff development opportunities provided by MPS pertaining to IDEA, ADA, Section 504, NCLB and AHERA. |
| **4o.** | **II. MPS RESPONSIBILITIES**<br>**B. Payment**<br>2. Adjustments to per pupil allocation<br>The per-pupil allocation is intended to cover all costs and expenses related to the operation of the Charter School Program. Therefore, the per pupil revenue amount shall be reduced by costs associated with the administrative fees charged by MPS under paragraph I.W. and ~~by~~ any additional costs ~~for services provided at the discretion of MPS, by MPS or by an MPS subcontractor, to Charter School at a rate to be determined by the Board~~ agreed to in the budget. |
| **4p.** | **III. TERM AND MODIFICATION OR TERMINATION OF CONTRACT**<br>**C. Termination.**<br>**BY BOARD:**<br>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<br>5. Board determines that Charter School has violated sec. 118.40, Stats., or<br>6. Board determines that Charter School does not agree to modifications and/or amendments required by the Board to this Contract. |
| **4q.** | 4. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE—CRT) in reading that is the same as, or higher than, the percentage of pupils scoring proficient and or advanced in corresponding grades in all MPS schools; and<br>5. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE—CRT) in mathematics that is the same as, or higher than, the percentage of pupils scoring, proficient and or advanced in corresponding grades in all MPS schools; and<br>6. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam — Criterion Referenced Test (WKCE—CRT) in English/language arts that is the same as, or higher than, the percentage of pupils scoring proficient and or advanced in corresponding grades in all MPS schools; and |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | 7. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam —Criterion Referenced Test (WKCE—CRT) in writing that is the same as, or higher than, the percentage of pupils scoring, proficient and or advanced in corresponding grades in all MPS schools; and<br>~~8. Achieve a percentage of pupils in Charter School scoring proficient and advanced on the MPS writing performance assessments that is the same as, or higher than, the percentage of pupils scoring proficient and advanced in corresponding grades in all MPS schools; and~~<br>~~9~~ 8. Achieve a percentage of pupils in Charter School scoring, proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam —Criterion Referenced Test (WKCE—CRT) in science that is the same as, or higher than, the percentage of pupils scoring, proficient and or advanced in corresponding grades in all MPS schools; and<br>~~10~~ 9. Achieve a percentage of pupils in Charter School scoring proficient ~~and~~ or advanced on the Wisconsin Knowledge and Concepts Exam —Criterion Referenced Test (WKCE—CRT) in social studies that is the same as, or higher than, the percentage of pupils scoring proficient and or advanced in corresponding grades in all MPS schools; and<br>~~11~~ 10. Demonstrate achievement growth using the MPS value-added data in reading and mathematics that is greater than, or equal to the district-wide average pupil growth for pupils in corresponding grades in all MPS schools.<br>~~12~~ 11. Using a consistent formula for comparison, Charter School shall achieve a high school graduation rate that is the same as, or higher than, the high school graduation rate in all MPS high schools.<br>Listed above are ~~12~~ 11 criteria. Some of the performance criteria listed above may not apply to Charter School because of the grade levels of the students served at Charter School. Charter School pupils shall be deemed by the Board to have made sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, if Charter School meets at least 75% of the performance criteria listed above that apply to Charter School.<br>In addition to the assessment measures listed above, Charter School shall also meet the following applicable criteria:<br>~~13~~ 12. Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools; and<br>~~14~~ 13. Achieve a mobility rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools; and |

| Administration's Analysis Number | Modifications Made |
|---|---|
| | ~~15~~ 14. Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from the corresponding grades in all MPS schools; and<br>~~16~~ 15. Meet or exceed the state's minimum Adequate Yearly Progress (AYP) requirements.<br>Failure to meet criteria 12, 13, 14, or 15~~, or 16~~ alone shall not be grounds for termination of this Contract, but Charter School shall comply with any inquiries made by MPS in an effort to determine the cause of Charter School's failure to meet these criteria. |
| **4q.** | **VII. APPENDICES**<br>Appendix F: INSITE: Finance Analysis Model for Education |
| **4r.** | ~~KENNETH L. JOHNSON~~<br>JOSEPH E. DANNECKER |

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

* * * * *

(Item 10) Informational Report on the 2006 Summer School and Preliminary Plans for the 2007 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 2006 Summer School program. Information for this report comes from a review of attendance reports, student grades, and curriculum based measurement results.

2. Eighty-Three (83) schools provided educational and recreational activities for approximately 12,280 students over the course of six (6) 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 schools enrollment numbers.

3. The staffing for Summer School 2006 included:

a. Teachers .....1,053
b. Educational Assistants.....406
c. IEP Team Members.....77
d. Principals/Administrators.....73
e. Secretaries .....67
f. Safety Assistants.....70

4. Of the teachers hired for the 2006 Summer School, approximately 115 were Special Education Extended School Year (ESY) staff, plus another 25 were supportive services staff such as speech pathologists. To accommodate the need for speech services the staff was increased from 12 to 25 Speech and Language Therapists. Four (4) sites were opened to serve students with needs related to Speech and Language. The sites opened were Bethune, Carleton, Fifty-Third Street and Garland.

5. The 2006 High School Summer School program was held from July 6, 2006 to August 2, 2006. An average of 4194 students were served over the 4 week session. At the high school level fifteen (15) schools offered a local program for their students in English and math. Citywide programs were held only for the subjects of science, and social studies. Bilingual and English as a Second Language (ESL) instruction was also provided. Greater student safety, achievement and attendance occur when students continue instruction in their winter sites with teachers familiar with their performance. As a result of coursework completed in summer school, 157 students graduated from high school. Under the Division of Diversified Community Schools, fifty-nine (59) students from the adjudicated youth program were served at three (3) sites: St. Charles, Lad Lake Ultra, and Project Excel.

6. The grade eight (8) Summer Literacy program was a six-week program from June 26 to August 4, 2006. The Olympics was used as a theme to enhance student achievement and curriculum. Of the 268 students enrolled, 81% or 217 successfully completed the program. Two students were identified as having already passed the 8th grade. Twenty two (22) students were dropped from the program due to poor attendance and/or behavior issues. Twenty-nine (29) students were not promoted due to lack of academic achievement.

7. Students in the Grade 8 Summer Literacy program were able to participate in learning activities beyond the traditional academic classroom. Students participated in the Ropes and Challenges curriculum, and in team building activities in both low and high elements at the MPS Ropes course in Potter's Forest. The grade eight students were engaged in a service-learning project, Reading Buddies, in which the 8th-graders were paired up with the early childhood students (4-5-year-olds), participating in the Summer Recreation Enrichment Camp Program. The 8th grade students read books, ate lunch and conducted Kinder Olympics with their Reading Buddy. The students of the Grade 8 Summer Literacy program also had the opportunity to participate in an AODA/Wellness workshop after school.

8. 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 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. Throughout the summer the TABS staff consistently informed students and their families of the strict attendance policy.

9. Approximately 820 students with special education needs were served in summer school sites in Extended School Year (ESY) programs as required by their individual educational plans (IEPs). ESY sites were located at Gaenslen, Longfellow, Milwaukee School of Languages, and Hamilton HS. In addition to the ESY sites, every summer school site provided services to special needs students. Over 2255 special education students participated in the "regular" summer program. Additional information on the ESY program is included in the ESY 2006 Annual Report.

10. The summer IEP teams are Board funded. The IEP teams consisted of a Diagnostic Teacher, Social Worker, Speech Pathologist, and Psychologist. Additional staff used during the summer IEP process included: Two (2) Occupational Therapists, two (2) Physical Therapists, two (2) Bi-lingual Teachers, and other staff needed such as Hearing or Vision Teachers.

SUMMER IEP TEAM DATA

| | |
|---|---|
| Special Education IEP's completed summer '06 | 179 |
| Sp. Ed. Referrals received during summer '06 for fall testing | 185 |
| IEP Cases Closed | 15 |
| Total | 379 |

Referrals initiated, submitted by parents, caregivers, community agencies during the summer totaled 200. Fifteen (15) of these cases were closed. The remaining 185 special educational referrals were returned to the schools IEP Team for processing.

11. The Dell TechKnow Program was piloted in nineteen (19) schools-18 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 a refurbished Dell home computer and learn technology skills that promote self-esteem, academic success, and prepare them for opportunities in today's technology-driven world.

12. Two High School sites, South Division and Marshall offered a Keyboarding class. The twenty-nine (29) students enrolled in this course 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. Other High School, Middle, K8 and Elementary School sites incorporated keyboarding into the curriculum.

13. Summer school sites also incorporated the following Study Skill strategies: note taking, graphic organizers, outlining, summarizing, organizational and time management skills.

14. Two High School sites, Marshall and South Division offered 9th grade Mathematics Readiness for the WKCE. This new course was designed for students who had not met the proficiency standards in Mathematics. Students were required to complete a project that involved understanding algebraic modeling, graphing, and interpreting linear and exponential functions. Twenty-nine (29) students participated in the course.

15. The Elementary, K8, and Middle School summer session was held from June 26 to August 4, 2006. The program offered instruction Monday through Thursday mornings from 9:00 a.m.-12:00 noon with afternoon recreation activities and Friday fieldtrips.

16. Fifty-nine (59) elementary and K8 grade summer school programs served an average of 7,045 students over the six-week session. Students received three (3) hours of reading and math instruction daily.

17. Eleven (11) middle-grade summer school programs served an average of ,284 students during the six-week program with three (3) hours of reading and math instruction daily.

Summer School 2006 Enrollment Data

| | 6/28 | 7/5 | 7/12 | 7/19 | 7/26 | 8/2 |
|---|---|---|---|---|---|---|
| Elem K8 | 8,129 | 7,305 | 7,183 | 6,955 | 6,591 | 6,104 |
| MS | 1,217 | 1,419 | 1,454 | 1,311 | 1,139 | 1,165 |
| HS | 3,762 | 3,824 | 4,448 | 4,466 | 3,611 | 3,628 |
| Totals | 13,108 | 12,548 | 13,085 | 12,732 | 1,1341 | 10,897 |

18. Elementary, K8 and middle-grade summer school students were assessed at 68 sites with the support of the Problem Solving staff. The DIBELS oral reading measure and a curriculum-based math measurement (CBM) were used as pre-test and a post-test benchmark indicator of growth across the intervention period of six weeks of summer school.

19. Data Analysis

a. K5:Pre-reading Skills — Letter Naming & Nonsense Word Fluency: The following graphs display the data from Summer School 2006 in both reading and math of students who were in attendance for both pre- and post-assessments. The 673 students enrolled in kindergarten were administered the pre- and post-test reading assessments of Letter Naming (LN) and Nonsense Word Fluency (NWF) and are shown in the graphs labeled Figure 1 and Figure 2. The black line running through the graphs designates the proficiency levels for the end of the year. All students were assessed at the grade level just completed in the spring. The kindergarten task of LN assesses the students' ability to provide the letter names. Students proficient at this task are considered to be at low risk for later reading difficulties. The second kindergarten assessment of NWF assesses the students' ability to provide letter sounds or to read the words. Overall, students enrolled at the kindergarten level entered at the proficient level and showed growth over the six weeks in both Letter Naming and Nonsense Word Fluency.

**Figure 1: Letter Naming**

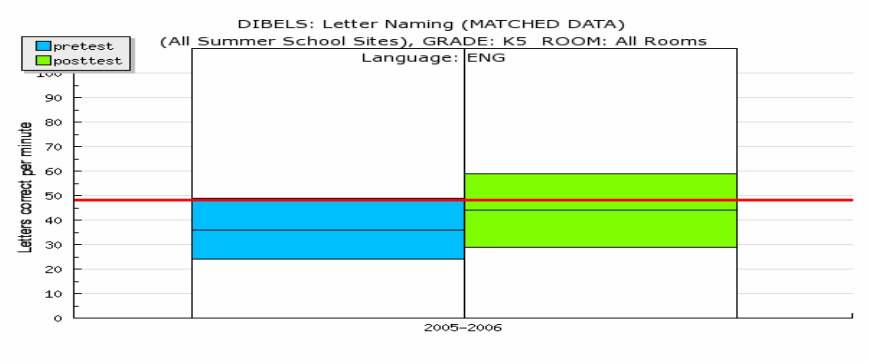
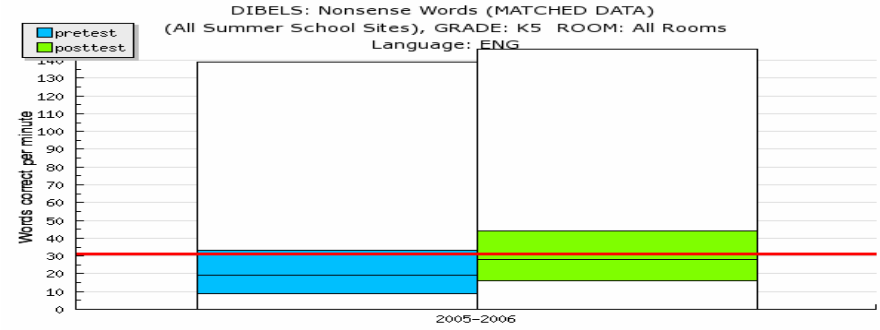



**Figure 2: Nonsense Word Fluency**




b. Grades 1st-8th.: The data from the Oral Reading Fluency measures from 1st through 8th grades is displayed in Figure 3. The data represents the average number of words read correctly in one minute with grade-level probes for all of the students at each grade. The black line above grades 1st through 6th represents the expected proficiency level for that particular grade level. There are currently no proficiency levels for 7th and 8th grade; however, those scores are higher than the 6th-grade results. Overall, even though students did not reach proficiency levels, all grade levels showed improvements as displayed on the graph below.

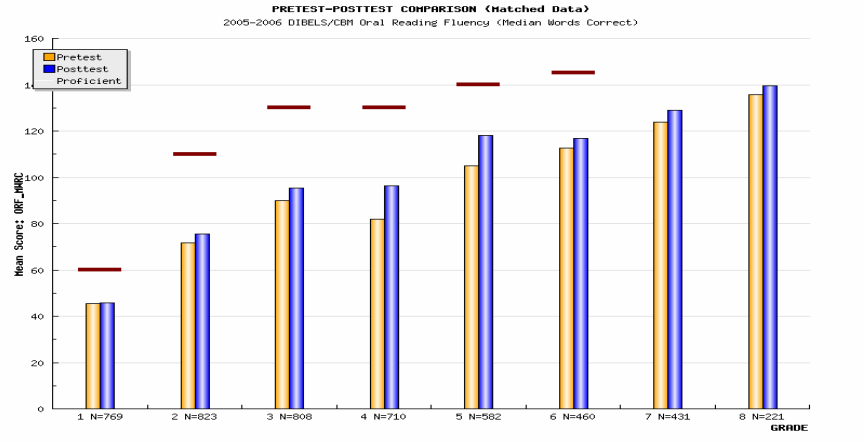



**Figure 3: Oral Reading Fluency**

| Table 1: Summer School 2006 Reading DIBELS/CBM Oral Reading Fluency Pre-Test & Post-Test Data | | | | |
|---|---|---|---|---|
| **Grade** | **N** | **June** | **July** | **Mean Gain** |
| 1 | 769 | 45.33 | 45.63 | 0.92 |
| 2 | 823 | 71.77 | 75.67 | 3.90 |
| 3 | 808 | 89.90 | 95.49 | 5.70 |
| 4 | 710 | 81.98 | 96.47 | 14.49 |
| 5 | 582 | 105.05 | 117.97 | 12.92 |
| 6 | 460 | 112.62 | 116.74 | 4.13 |
| 7 | 431 | 123.95 | 128.80 | 4.85 |
| 8 | 221 | 135.78 | 139.60 | 3.81 |
| Total | 4,804 | | | |

c. Math Calculation Fluency — Kindergarten through eighth grade: Figure 4 below shows the results of all grade levels assessed using mixed computation probes at each grade level. Students were requested to complete as many problems as possible within two minutes. Currently there are no grade-level proficiency levels for math within the district; however, these measures showed growth at most grade levels with a slight decline with the sixth-grade probes.

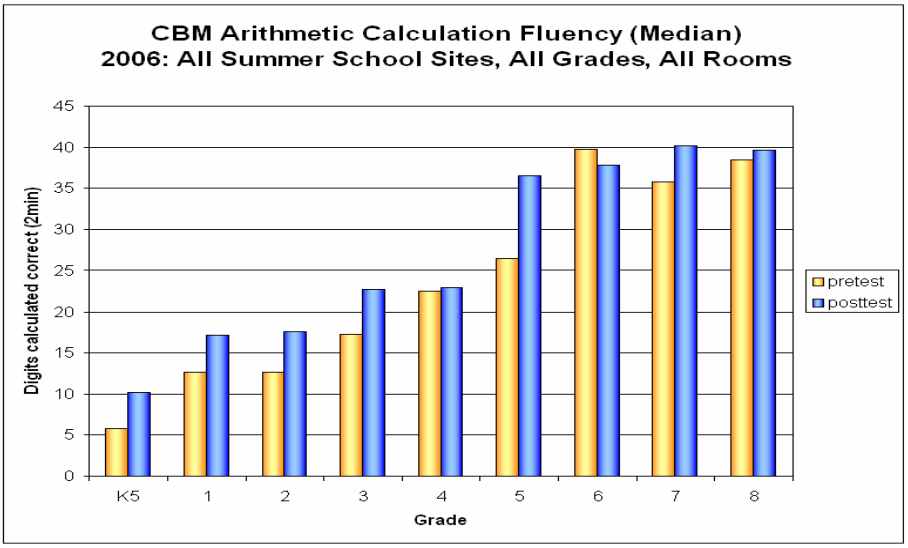



**Figure 4: CBM Arithmetic Calculation Fluency**

| Table 2: Summer School 2006 Math/CBM Math Computation Fluency Pre-Test & Post-Test Data | | | | |
|---|---|---|---|---|
| **Grade** | **N** | **June** | **July** | **Mean Gain** |
| K5 | 673 | 5.84 | 10.20 | 4.53 |
| 1 | 782 | 12.70 | 17.20 | 4.50 |
| 2 | 762 | 12.69 | 17.66 | 4.97 |
| 3 | 701 | 17.31 | 22.72 | 5.41 |
| 4 | 646 | 22.56 | 23.02 | 0.46 |
| 5 | 474 | 26.58 | 36.56 | 9.98 |
| 6 | 386 | 39.71 | 37.83 | -1..88 |

| Table 2: Summer School 2006<br>Math/CBM Math Computation Fluency<br>Pre-Test & Post-Test Data | | | | |
|---|---|---|---|---|
| **Grade** | **N** | **June** | **July** | **Mean Gain** |
| 7 | 339 | 35.73 | 40.16 | 4.43 |
| 8 | 156 | 38.49 | 39.58 | 1.08 |
| Total | 4,919 | | | |

20. Summary: The current data suggests that most students demonstrated growth or maintained their skills in reading and math fluency at every grade level. The assessment of K5 students occurred for the first time during Summer School 2006 with the use of pre-reading measures to provide a snapshot of their readiness skills in reading. Early identification paired with interventions are key components to reading success. Overall, these students entered at grade level proficiency levels as indicated by the black line in the graphs and made gains throughout the six weeks. Oral Reading Fluency measures of grades 1st through 8th were entered and remained below expected proficiency levels, however, slight gains were measured at all grade levels. CBM math calculation fluency for students of all summer school sites showed growth at all grade levels except 6th grade which had a slight decline. The data represented on the graphs were of students who were available for both assessments. The online data entry system allowed for feedback to teachers to assist with the identification of at risk students. The online system has been redesigned to provide the requested longitudinal data of the past three years of summer school. All data is available to review online. Summer school data collection tracks student growth. Teachers and students would benefit from utilizing an evaluation process to utilize this data to drive instruction and provide interventions.

21. As every year with summer school data collection, the concern remains with the amount of students who are enrolled and assessed at the beginning of the summer school session, but are not available at the end of summer school for post-data collection. This issue was addressed at the training and with on-site support when teachers were encouraged to complete the data collection early if a student was not going to complete the full session of summer school. Student enrollment has increased over the past four years for summer school which required additional materials and staff to assist with math scoring and data entry for both reading and math. It may be time to review the summer school assessment process to obtain evaluative information to assist with instruction with consideration of the time and resources needed for data collection as enrollment continues to increase. The use of reliable and efficient assessment tools is critical for student improvement.

22. The summer meals program provides free meals for all children up to the age of eighteen (18). Breakfast, lunch and dinner meals increased from 2005 by 118,651 meals, an increase of 35.96 %. The Harley Davidson Foundation provided funding support to increase the number of weeks the meals were served from 6 to 8 weeks, and to provide a third meal (dinner) being offered at selected sites. Approximately eighty (80) sites provided meals. An additional twelve (12) sites were requested by the Hunger Task Force to continue meals through the Summer Food Program until 8/25/06 including: Bruce, Burdick, Elm, Fairview, Fifty-Third Street, Garden Homes, Hampton, Hopkins, Humboldt Park, Kluge, McNair, and Sherman.

SUMMER MEAL PROGRAM DATA

| | 2004 | 2005 | 2006 |
|---|---|---|---|
| Breakfast | 55,560 | 116,532 | 200,610 |
| Lunch | 214,829 | 193,095 | 194,714 |
| Dinner | 0 | 20,294 | 53,248 |
| TOTAL | 270,389 | 329,921 | 448,572 |

23. During the mid-way point of summer school a meeting was held with the summer school planning committee to review the planning process and the summer school program. The planning

committee consists of staff from Teaching and Learning, Department of Recreation, School Nutritional Services, School Safety, Labor Relations, Classified Staffing, Human Resources, and Curriculum Specialists, Special Education and Transportation. Key issues addressed at the meeting included: creating a summer school manual for principals, planning for in-service activities for staff, payroll forms and documentation, and coaching for the summer school principals.

24. As a follow-up to the mid-summer evaluation meeting held with the Summer School Planning Committee, a survey was developed for the summer staff to complete. Staff included, teachers, safety, school nutritional services, secretaries, and Central Office Departments who provided support and guidance to the summer project. Five hundred ninety-five (595) surveys were returned to the summer school office.

25. Results of the surveys indicated a strong need to revamp the summer school program to better align with the District's Learning Targets and the District's Instructional Improvement Plan and the Characteristics of a High Performing Urban Classroom.

26. Survey results indicated that the staff favored the staggered start of the summer programs, and the ability to provide local programs. Schools were adequately staffed, and the staff was very accommodating and helpful. The three (3) hour day and the four (4) day a week program was highly favored for the Elementary, K8 and Middle School programs.

27. Suggestions for improvement that were noted included: a summer school curriculum in math and language arts that aligned with the District's Learning Targets and focused on the District Instructional Improvement Plan. Respondents also suggested that hiring be conducted at an earlier date. Many staff members take positions outside of MPS due to the late hiring practices. Summer School attendance is sporadic and it was suggested that the program develop requirements for attendance and participation. Summer School needs to be enrichment or remediation not both. If both programs exist there needs to be two programs, daycare vs. remediation. Concern was voiced about the retention of the 8T Literacy Students. Development of a retention plan for the 8T Literacy students was suggested.

28. Summer School 2007 Plans are underway. Plans will be modified based on available Board and Title I funds, Board approval and negotiation 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 | $2.0 Million |
| Special Education ESY and IEP TEAM | $2.0 Million |
| Grade 8 Literacy (Board and Title 1 funds) | $400,000 |
| 8th Transition, 5th Transition, 3rd Grade Reading | $5.0 Million |
| Transportation Regular/ESY | $800,000 |

29. The proposed dates for the high school summer school program are July 9-August 3. Fourteen (14) to Fifteen (15) sites would serve approximately 3,500-4,000 students for an estimated cost of $2.0 million in Board funds.

30. The special education extended school year (ESY) program would operate from July 9 to August 3 at four (4) to five (5) locations. Approximately 1,000 students would be served. The summer IEP teams are also funded from the summer school budget for an estimated cost of $2.0 million in Board funds.

31. The Grade 8 Literacy 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 I funds.

32. Plans are being developed for alternative summer programs based on the District's Urgent Facts. These summer programs would better align with the District's Learning Targets, Characteristics of a High Performing Urban Classroom and the District's Instructional Improvement Plan (IIP).

33. Priorities for the 2007 Summer School include :

a. An 8th-9th Freshman Orientation/Academy would be offered August 6-August 24 following the High School Credit Recovery Program. The focus of the program would be

supporting a successful transition for students entering the 9th grade. Suggested topics: Instruction in preparing to study, learning styles, strategies to reading textbooks, strategies for reading novels, good listening, solving math word problems, using reference sources, essay tests, test anxiety, building vocabulary, writing a research paper, study skills, orientation to the building, team building activities, course selection based on benchmark data, and connecting with upperclassmen who will serve as role models/mentors.

b. A 5th-6th Transition/Orientation Program at middle schools only would focus on math and language arts through the use of thematic units. Students would be exposed to class schedules, cafeteria and gym procedures and building orientation. Study skill strategies will be incorporated into the program.

c. An additional program to support the District's Instructional Improvement Plan (IIP) would be the 3rd-Grade Reading Program. This program would address the needs of the students performing below grade level. Students not proficient or at grade level would be strongly encouraged to attend the summer school reading program.

d. The Traditional Non-Promotional Elementary, K8 and Middle School programs have been funded in previous years with Title I funds. The funds from these traditional programs would be re-directed/applied to the proposed plans consisting of the 8th-9th Freshman Orientation/Academy, the 5th-6th Transition/Orientation Program, 3rd-Grade Reading Program and the Country Data Project/WKCE prep course for current 9th-grade students.

e. Full and half-day Summer Enrichment Programs such as the: Community Learning Centers (CLC's), 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 a.m.-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 Horton 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; 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

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 a Contract for Classroom Instruction

The Administration is requesting authorization to enter into a contract with Milwaukee Area Technical College (MATC) to provide classroom instruction in the field of cosmetology.

MATC, the only vendor capable of providing MPS with a licensed instructor to teach a cosmetology class, has been providing a cosmetology instructor at Custer High School for the past six years.

The term of the contract is one year, with the option to extend for two additional one-year periods. The cost not to exceed for the first year is $54,000. The cost over the maximum three-year life of the contract is not to exceed $168,000. The budget code to be charged is GEN00BDHCT-ECTS (Custer High School — Contracted Services)

MATC

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | NTE $168,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Enter into a Contract for Technology Services

The Administration is requesting authorization to enter into a contract with BEA Systems, Inc., to provide technical support to upgrade software on the District's Portal. BEA Systems, the developer of the Portal software, will provide technical services to upgrade it to release level 6.2.

BEA Systems had a contract with MPS previously to provide technical services supporting the Portal. Funds for that contract have been exhausted. A sole-source waiver has been granted for the current engagement, as BEA is the developer of the Portal software, and the type of assistance that the district requires can be provided only by this vendor. BEA is certifying that the software was installed and configured correctly and is assisting with an upgrade to the next level.

The contract period is January 1, 2007, through June 30, 2007. The cost not to exceed is $64,670. The budget code to be charged is TSV00TECTC-ECTS (Technical Services — Contracted Services)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | NTE $64,670 | NA | NA | NA | 0 | 0 | 0 | NA | NA |

Authorization to Enter into a Contract for Technology Services

The Administration is requesting authorization to enter into a contract with Greenlight Technologies, LLC, to provide Oracle database services. The District must upgrade the use of the Oracle database to release 10G. This is a mandatory upgrade to be eligible for continued support from the developer.

Greenlight Technologies had a contract with MPS previously to assist in maintaining the Oracle databases. Funds for that contract have been exhausted. A sole-source waiver has been granted for the current engagement, as this is a continuation of the same type of work (upgrading Oracle to a new release level). It would cost more to bring in a new vendor that does not have knowledge of the previous work.

The contract period is January 1, 2007, through June 30, 2007. The cost not to exceed is $70,000. The budget code to be charged is TSV00TECTC-ECTS (Technical Services — Contracted Services)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | NTE $70,000 | NA | NA | NA | 0 | 0 | 0 | NA | NA |

Authorization to Purchase Boilers

The Administration is requesting authorization to purchase three Fulton PHW 2000 boilers from Heat and Power Products to be installed at Doerfler School.

The cost of the boilers is $19,500 each, for a total cost not to exceed of $58,500. Heat and Power Products was the low bidder. The budget code to be charged is FAR00MM2DF-ECNC (Major Maintenance — Construction Contracts)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | NTE $58,500 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Purchase Boilers

The Administration is requesting authorization to purchase two Cleaver Brooks CBE-80 boilers from Heat and Power Products to be installed at LaFollette School.

The cost of the boilers is $41,000 each, for a total cost not to exceed of $82,000. Heat and Power Products was the low bidder. The budget code to be charged is FAR00MM2LF-ECNC (Major Maintenance — Construction Contracts)

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NO | NTE $82,000 | NA | NA | NA | NA | NA | NA | NA | NA |

**Purchasing Request Summary — December 2006**

Total contract dollars to be awarded.....$443,170
Total dollars eligible for HUB participation.....$443,170
Total HUB dollars .....$0
% of MBE participation.....0
% of WBE participation .....0
Total HUB Participation.....0

Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of September 30, 2006, 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 | Unrealized Revenue | Percent Realized |
|---|---|---|---|---|---|---|---|
| School Operations | $ 905,316,071 | $ 23,263,509 | $ 928,579,580 | $ 86,793,152 | $ 87,113,623 | $ 841,465,957 | 9% |
| Categorically Aided[2] | 194,535,801 | 15,134,993 | 209,670,794 | 6,440,643 | 6,440,643 | 203,230,151 | 3% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 47,619 | 841,106 | 28,926,184 | 3% |
| Construction | 20,610,539 | 39,570,180 | 60,180,719 | 0 | 26,000 | 60,154,719 | 0% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 326,163 | 401,593 | 12,609,823 | 3% |
| Total All Funds | $ 1,162,821,850 | $ 78,387,949 | $ 1,241,209,799 | $ 93,607,577 | $ 94,822,965 | $ 1,146,386,834 | 8% |

Below is a summary of expenditures as of September 30, 2006, 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 | $ 905,316,071 | $ 23,263,509 | $ 928,579,580 | 55,765,805 | 234,976,168 | 693,603,412 | 25% |
| Categorically Aided | 194,535,801 | 15,134,993 | 209,670,794 | 14,053,269 | 35,583,737 | 174,087,057 | 17% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 1,707,892 | 2,532,567 | 27,234,723 | 9% |
| Construction | 20,610,539 | 39,570,180 | 60,180,719 | 3,715,426 | 58,928,416 | 1,252,303 | 98% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 489,317 | 2,909,511 | 10,101,905 | 22% |
| Total All Funds | $ 1,162,821,850 | $ 78,387,949 | $ 1,241,209,799 | $ 75,731,709 | $ 334,930,399 | $ 906,279,400 | 27% |

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

[2] The current month's revenue recognizes only FY07 grants through August. The YTD revenues includes FY06 and FY07 revenues through August, less FY06 accrual reversal.

Respectfully submitted,
Michelle J. Nate
Chief Finance and Operations Officer

Monthly Report on Expenditures — September 2006

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 September 30, 2006.

School Operations Fund

Expenditures and encumbrances through September totaled $234,976,168, or 25% of the revised budget.

District Contingent Fund

The balance at September 30, 2006, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2006 ..... $ 1,000,000

Approved Transfers:

None..... - 0

Balance — September 30, 2006..... $ 1,000,000

Construction Fund

Expenditures and encumbrances through September totaled $58,928,416, or 98% of the revised budget.

Extension Fund

Expenditures and encumbrances through September totaled $2,909,511, or 22% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of September 30, 2006

| | Revenues | | Expenditures | |
|---|---|---|---|---|
| | Percent Realized | | Percent Expended | |
| | Current Year | 3-Yr. Average | Current Year | 3-Yr. Average |
| School Operations | 9% | 9% | 25% | 28% |
| Categorically Aided | 3% | 2% | 17% | 17% |
| School Nutrition | 3% | 0% | 9% | 11% |
| Construction | 0% | 0% | 98% | 91% |
| Extension | 3% | 3% | 22% | 32% |

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of October 31, 2006, 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 | Unrealized Revenue | Percent Realized |
|---|---|---|---|---|---|---|---|
| School Operations | $ 905,316,071 | $ 36,537,837 | $ 941,853,908 | $ 367,378 | $ 87,481;001 | $ 854,372,907 | 9% |
| Categorically Aided | 194,535,801 | 5,715,693 | 200,251,494 | 10,862,082 | 17,302,674 | 182,948,820 | 9% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 896,545 | 1,737,651 | 28,029,639 | 6% |
| Construction | 20,610,539 | 39,570,180 | 60,180,719 | 9,000 | 35,000 | 60,145,719 | 0% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 54,192 | 455,785 | 12,555,631 | 4% |
| Total All Funds | $ 1,162,821,850 | $ 82,242,977 | $ 1,245,064,827 | $ 12,189,197 | $ 107,012,112 | $ 1,138,052,715 | 9% |

Below is a summary of expenditures as of October 31, 2006, 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 | $ 905,316,071 | $ 36,537,837 | $ 941,853,908 | 71,122,007 | 298,811,405 | 643,042,503 | 32% |
| Categorically Aided | 194,535,801 | 5,715,693 | 200,251,494 | 14,588,167 | 50,517,393 | 149,734,101 | 25% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 3,153,147 | 5,707,888 | 24,059,402 | 19% |
| Construction | 20,610,539 | 39,570,180 | 60,180,719 | 3,660,573 | 58,110,383 | 2,070,336 | 97% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 558,684 | 3,458,619 | 9,552,797 | 27% |
| Total All Funds | $ 1,162,821,850 | $ 82,242,977 | $ 1,245,064,827 | $ 93,082,578 | $ 416,605,688 | $ 828,459,139 | 33% |

[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 — October 2006

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

School Operations Fund

Expenditures and encumbrances through October totaled $298,811,405, or 32% of the revised budget.

District Contingent Fund

The balance at October 31, 2006, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2006 ..... $ 1,000,000

Approved Transfers:

None..... - 0

Balance — October 31, 2006 ..... $ 1,000,000

Construction Fund

Expenditures and encumbrances through October totaled $58,110,383, or 97% of the revised budget.

Extension Fund

Expenditures and encumbrances through October totaled $3,458,619, or 27% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT YEAR VERSUS THREE-YEAR AVERAGE
As of October 31, 2006

| | Revenues | | Expenditures | |
|---|---|---|---|---|
| | Percent Realized | | Percent Expended | |
| | Current Year | 3-Yr. Average | Current Year | 3-Yr. Average |
| School Operations | 9% | 9% | 32% | 33% |
| Categorically Aided | 9% | 10% | 25% | 26% |
| School Nutrition | 6% | 2% | 19% | 24% |
| Construction | 0% | 0% | 97% | 92% |
| Extension | 4% | 6% | 27% | 36% |

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 School Bus Accidents

Below is a report on school bus accidents for the month of November 2006. This is an informational report, and no action is required.

| **Date** | **Time** | **School** | **Injuries** | **Reportable** | **Contractor** |
|---|---|---|---|---|---|
| 11/1/06 | 3:33 | Milw German | No | No | Lakeside |
| 11/1/06 | 4:34 | MEC | No | No | Laidlaw-W |
| 11/2/06 | 8:20 | Lincoln Center | No | No | Lakeside |
| 11/3/06 | 3:07 | Thoreau | No | No | Lakeside |
| 11/6/06 | 7:15 | Hopkins | No | No | Dairyland |
| 11/6/06 | 8:14 | Bell M.S. | No | No | Lakeside |
| 11/6/06 | 3:38 | Victory | No | No | Bee Bus |
| 11/6/06 | 3:56 | Fratney | No | Yes | Dairyland |
| 11/6/06 | 4:05 | Grand Ave | No | No | Spec Care |
| 11/7/06 | 8:05 | Foster & Williams | No | No | Spec Care |
| 11/7/06 | 3:06 | Carver | No | No | Dairyland |
| 11/10/06 | 3:20 | Lloyd | No | Yes | Lakeside |
| 11/10/06 | 4:05 | Blakewood | No | Yes | Atlas |
| 11/10/06 | 4:51 | Starms Sites | No | No | Laidlaw |
| 11/14/06 | 8:00 | MHSA | No | No | Lamers |
| 11/14/06 | 2:44 | Keefe Ave | No | Yes | Dairyland |
| 11/14/06 | 4:30 | Roosevelt M.S. | No | No | Laidlaw |
| 11/17/06 | 3:09 | Gaenslen | No | No | Laidlaw |
| 11/20/06 | 3:50 | Burroughs M.S. | No | No | Lamers-N |
| 11/22/06 | 7:18 | Forest Parm M.S. | No | No | Dairyland |
| 11/27/06 | 2:40 | Victory | No | Yes | Bee Bus |
| 11/28/06 | 6:16 | Eisenhower-Nb | No | No | Laidlaw |
| 11/28/06 | 7:00 | Bruce | No | No | Joy Farm |
| 11/29/06 | 2:30 | Hartford | No | Yes | Bee Bus |
| 11/29/06 | 2:56 | Westside Acad | No | No | Bee Bus |
| 11/30/06 | 3:56 | South Division | No | No | Lakeside |

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| ALBA School | Elizabeth A. Brinn Foundation | $6,000 | Bus transportation for after-school program |

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Bradley Tech | Virenda B. Dhuru | $420 | Electronic items to use in class |
| Craig Montessori | Michelle L. Merrell | $150 | School Program: Owls Designed for Darkness |
| Craig Montessori | Ethel Hood | $232 | Gardening for 2005-06 and 2006-07 school years |
| Curtin | Mary Jo Ward | $100 | Student Supplies/School Incentives |
| Curtin | John Lemanski | $275 | Student Supplies/School Incentives |
| Curtin | Jan MacDonald | $450 | Student Supplies/School Incentives |
| Dover | Larry and Rosann Mathias | $100 | Classroom use |
| Dover | MINACS Milwaukee Charity Team | $500 | School supplies |
| Dover | Larry Mathias | $100 | School supplies |
| Fernwood Montessori | Discover Financial Services | $1,000 | From Coloring Book Sweepstakes/School's discretion |
| MacDowell Montessori | James & Teresa Brownfield | $500 | Donation to Adolescent Program |
| Malcolm X | House of Harley Davidson, Inc. | $50 | Newspaper use — Malcolm X Express |
| Meir | Wisconsin Energy | $150 | Students' trip to Denmark |
| Meir | Anonymous | $358.80 | Children's atlases |
| Meir | Anonymous | $719.40 | Spanish/English dictionaries |
| Milwaukee German Immersion | Mr. & Mrs. Marvin Fishman | $50 | Memorial donation/School's discretion |
| Milwaukee German Immersion | John B. Wyman | $250 | School's discretion |
| Milwaukee Spanish Immersion | Bob Batey | $250 | School's discretion |
| Milwaukee H.S. of the Arts | Evans Photo/Tim Evans | $500 | Photo equipment for classroom use |
| Milwaukee. H.S. of the Arts | Hirthe Family | $120 | HP Laserjet Toner Cartridge — C8061X for use with computer printer |
| Milwaukee. H.S. of the Arts | Jerome Harders | $450 | Photography equipment for photography class |
| Riley | Lincoln State Bank | $250 | K4 field trip and other expenses |
| Riverside H.S. | UAW Local 469 | $375 | HBCU Tour sponsor |
| Riverside H.S. | Phoenix Investors, LLC | $1,020 | Transportation to football game |
| Whittier | Parking Lines Corporation | $100 | Character Education Program |

Committee's Recommendation

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

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Resignations; Reappointment of Probationary Personnel; and an Affirmative Action Report

Approval of Classified Personnel Transactions

| | Name and Assignment | Position and Salary | Date |
|---|---|---|---|
| | | APPOINTMENTS | |
| 2 | Janine Lee<br>Marshall | Boiler Attendant Trainee<br>$29,358.16/yr. | 11-20-06 |
| 4 | Erica Luna-Vargas<br>Pulaski | School Secretary I<br>$20,683.56/yr. | 11-29-06 |
| 5 | Gayle Neal<br>Special Services | School Nurse Associate<br>$23,462.46/yr. | 12-11-06 |
| 5 | David Sumner<br>School Nutrition | Food Service Manager Trainee<br>$16,349.60/yr. | 11-27-06 |
| 5 | Elizabeth Totsky<br>School Nutrition | Food Service Manager Trainee<br>$16,349.60/yr. | 11-27-06 |
| 4 | Francis Wyne<br>Alliance | School Secretary I<br>$20,683.56/yr. | 11-01-06 |
| | | PROMOTIONS | |
| 4 | Carlos Barillas<br>Student Services | Information Specialist<br>$35,266.99/yr. | 01-03-07 |
| 2 | Joseph Byrd<br>LaFollette | School Engineer II<br>$47,122.66/yr. | 11-20-06 |
| 2 | Oscar Johnson<br>Clarke | School Engineer II<br>$40,624.74/yr. | 11-20-06 |
| 2 | Joel Hunter<br>Roosevelt | Boiler Attendant Trainee<br>$29,358.16/yr. | 11-20-06 |
| 2 | Laronda Kimble<br>Bay View | Boiler Attendant Trainee<br>$29,358.16/yr. | 11-20-06 |
| 2 | Danny Pratt<br>Edison | Boiler Attendant Trainee<br>$29,358.16/yr. | 11-20-06 |
| 2 | Evelyn Ray Cowan<br>Technology | Senior Technology Support Analyst<br>$53,532.72/yr. | 12-04-06 |
| 2 | Fredrick Russell<br>Bell | Boiler Attendant Trainee<br>$29,358.16/yr. | 11-20-06 |
| 2 | Samuel Taylor<br>Hamilton | Boiler Attendant Trainee<br>$29,358.16/yr. | 11-20-06 |
| | | RETURN FROM LEAVES | |
| | Sandra Harrison | School Secretary I<br>Milw. School of Entrepreneurship<br>$13,920.00/yr. | 11-20-06 |
| | | CHANGES IN STATUS | |
| | Pamela Clincy #<br>Riley | Handicapped Children's Assistant<br>$15,352.46/yr. | 11-16-06 |
| | Mary Hill #<br>Riley | Handicapped Children's Assistant<br>$14,831.78/yr. | 11-13-06 |

| | | | |
|---|---|---|---|
| Cynthia Riley # Gaenslen | Handicapped Children's Assistant $15,352.46/yr. | | 10-31-06 |

# From substitute to regular

Approval of Certificated Appointments —Teachers

| Eth Code | Teachers | Division | Salary | Yrs. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 2,r,a | Alisha A. Birtha<br>Cross-categorical | C | $44,498.00 | 5 | 11/01/2006 |
| 5,r | Jamie L. Brady<br>Science/Chemistry | BB | $39,941.00 | 4 | 11/28/2006 |
| 2,r | Loucricia M. Carson<br>EC:EEN | B | $33,671.00 | 1 | 11/27/2006 |
| 5,r | Charlene Drum<br>MRP/EBD | B | $33,671.00 | 1 | 11/1/2006 |
| 5,r | Ronald Golon<br>Cross-categorical | B | $33,671.00 | 1 | 11/22/2006 |
| 2,r | Stephanie M. Hall<br>MRP/EBD | B | $33,671.00 | 1 | 12/04/2006 |
| 2,r | Thaddeaus Hilliard<br>Pre-K-3 | B | $36,492.00 | 1 | 12/04/2006 |
| 5,r,a | Anne E. Karabon<br>Grade 2 | B | $33,671.00 | 1 | 120/4/2006 |
| 2,r,a | Tasha N. Little<br>Music/Theater | BB | $38,189.00 | 1 | 11/06/2006 |
| 5,r | Sarah Petto<br>Art | B | $44,124.00 | 8 | 11/13/2006 |
| 5,r | Kristin J. Rebholz<br>Upper Elementary/Bilingual Education | B | $33,671.00 | 1 | 11/27/2006 |
| 5,r | Cathy Rondinelli<br>MRP/EBD | D | $63,674.00 | 15 | 11/21/2006 |
| 2,r | Tamesia S. Sosa<br>Spanish | B | $33,671.00 | 1 | 11/27/2006 |

Approval of Certificated Appointments — School Nurse

| | | | | | |
|---|---|---|---|---|---|
| 2,r | Roby J. Hicks<br>School Nurse | 2E | $44,862.40 | 1 | 11/16/2006 |
| 2,r | Jacqueline Johnson<br>School Nurse | 2E | $44,862.40 | 1 | 11/16/2006 |

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 26, 2007: | | |
| Joann Montcrieffe | Green Bay | November 20, 2006 |

Maternity Leave, to June 15, 2007:

| | | |
|---|---|---|
| Cherita Craft | Garden Homes | November 27, 2006 |
| Aimie Rognsvoog | Story | November 29, 2006 |

Personal Leave, to June 15, 2007:

| | | |
|---|---|---|
| Carol Ndeto | Congress | January 3, 2007 |

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

| Name | Position | Effective Date |
|---|---|---|
| Bonita Biba | Teacher | 11/10/06 |
| Brian Hyps | Teacher | 08/31/06 |
| Sue Larry | Teacher | 01/02/07 |
| Josephine Mosley | Principal | 12/22/06 |
| Ben Oberdorf | Teacher | 10/04/06 |
| Chris Spiers | Teacher | 11/03/06 |
| Linda Rahn | Teacher | 01/31/07 |
| Duane Steffenhagen | Teacher | 09/29/06 |
| Mary Ventresco | Teacher | 12/27/06 |
| Joella Zocher | Teacher | 12/30/06 |

Classified Retirements

| Name | Position | Effective Date |
|---|---|---|
| Diane Burgos | School Secretary I | 11-17-06 |
| Ada Noble | Paraprofessional Ed. Asst. | 11-23-06 |
| Errol Young | Bldg. Service Helper II | 11-03-06 |
| Kathleen Zapfel | Food Service Assistant | 11-03-06 |

Reappointment of Probationary Personnel

**TEACHERS AND TEACHER LIBRARIANS**
**(Completing One Semester)**

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.
Burns, Robert E.
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
Flores, Guadalupe N.
Fontell Diarrassouba, Rita
Foster, Katherine E.
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
Goralski, Brook
Gosseck, Julie D.
Grabner, Jason
Gravley, Vanessa
Green, Christopher
Guthery, Kelly A.
Hageman, Sarah B.
Hale, Karen J.
Hall, Robert L.
Hanson, Reid A.
Hantke, Amalia M.
Harkness, Danielle D.
Harris, Robin
Harris, Sarah
Harrison, Ivy
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.
Hinton, Yolanda M.
Hood, Jason E.
Hooper, Julia C.
Horn, Lindsey M.
Hufschmidt, Jennifer
Hummel Dosmann, Katie
Hunt, Kimberly B.
Kellman, Sally A.
Ish, John
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
Kasha, Barbie
Kasten, Mary
Kaul, Alicia K.
Kauth, Andrew P.
Kazel, Melanie R.
Kitts Lewinski, Tanya L.
Kleibor, Andrea
Knopp, Jordan
Koch, Amy L.
Koconis, Andrew
Koenig, Anita A.
Kolesari, Daniel
Kopecky, Katie J.
Krebsbach, Tara L.
Kremer, Raymond
Kubowicz, Kathryn
Kukowski, Ann
La Fleur, Ann
Lafler, Jessica
Lara, Naomi
Larson, John
Lawton, Emily
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
Michel, Jamie M.
Mitchell, Laurance A.
Monet, Nicole R.
Moore, Marla
Morgan, Dianthe
Morgese, Joseph M.
Mulveney, Margaret E.
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, 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.
Riegert, Nicholas J.
Riegler, Meredith
Robles, Bernardo
Rogers, Jesse T.
Roix, Rachel L.
Romenesko, Jessica
Rosenfelt, Amanda C.
Roth, Amy M.
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 A.
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.
Vine, Lindsay A.
Waldoch, Rachel S.
Welch, Marsie
Wember, Catherine
Whyte, Kristin L.
Williams, Tiffany M.
Willis, Kristina
Wooten, Kristina L.
Wright, Erik J.
Wroblewski, Sara
Xiong, Linda
Zavodski, Natalie K.
Zaza, Elizabeth F.
Zepeda-Cueuas, Alejandro
Zheng, Tao

**TEACHERS AND TEACHER LIBRARIANS**
**(Completing Two Semesters)**

Aliaga Rossel, Raul F.
Anders, Mary
Anderson, LaSonia
Bailey, Charissa U.
Bailey, Erin
Bartel, Allison L.
Benishek, Jeremy M.
Borges, Sarah
Brown Ruddock, Danielle
Brown Westfahl, Andrea
Brown, Ralpheal
Brzezinski, Lea
Carrell, Matthew
Dahm, Michael E.
Delgado, Holly
Drehfal, Jill
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.
Larsen, Lisa
Lemley, Sarah E.
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 A
Rutz, Dana A.
Schoonover, Corey
Schumacher, Jennele
Sielen, Heather L.
Sikorsky, Tatiana
Soza, Ximena
Stahlnecker Sanders, Gina
Studer, Lisa A.
Swan, Erin
Swenson, Julie A.
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 Three 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.
Blommel, Kathryn
Bolin, Sarah A.
Boone, Tamika K.
Bott, Katherine D.
Boudreau, Elizabeth J.
Bowen, Jennifer
Bragg Huggins, Janice R.
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 G.
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 M.
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..
Jankowski, Jennifer
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
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
Morgan, Robin M.
Moyle, Darlene R.
Mueller, Nicole M.
Mundt, Anne
Murillo, Jorge A.
Mutchie, Amanda
Naughton, Laura P.
Novara, Amy L.
Nowak Gimenez, Rebecca
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.
Patenaude, Nicholas E.
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 L.
Reyes, Carmen A.
Robazek-Tikalsky, Sara
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.
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.
Witz, Kelly A.
Wolter, Analisa L.
Wood, Leden G.
Xiong, Pa L.
Yahola, Dona M.
Zeise, Joseph M.
Zunac, Erica
Zurheide, Melanie

**TEACHERS AND TEACHER LIBRARIANS**
**(Completing Four Semesters)**

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

**TEACHERS AND TEACHER LIBRARIANS**
**(Completing Five Semesters)**

Abraham, Stacy M.
Alms, Darryl J.
Altenberger, Michelle K.
Anzivino, Ralph C.
Aranzamendi, Herman
Arnold, Anne E.
Ashby, Susan
Babbitts, Brian
Bahr, Jeannette L.
Baka Beck, Jessica M.
Baker, Carrie
Balistreri, Colleen E.
Baran, Courtney 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 L.
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 M.
Cerar, Sarah I.
Chontal, Erin M.
Colas, Angela N.
Coleman, Anthony
Crymes, Diona G.
Dalle-valle, Laura
Dallmann, Paul J.
Davis, Deborah A.
Davis, Ebony R.
De Latorre, Gisela
Dewalt, Sheila R.
Dimick, Elizabeth M.

Dion Simon, Deborah
Dixon, Isabel M.
Doro, Paul
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, Tiffany D.
Hatfield, Michael S.
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.
Kania, Michael
Kendall Madrigal, Andrea
Kizior, Bryan W.
Koberstein, Nicole J.
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 S.
Miennert, Tanya M.
Miller, Afrika K.
Molkentine, Kate E.
Moore, Paul W.
Morgan, Sally G.
Munoz Gomez, Flor Noemi
Nichols, Hattie M.
Nommensen, Bradley L.
Oliver Stone, Cynthia L.
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.
Richard, Patrick A.
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 L.
Schell, Valerie A.
Schiebout, Sara E.
Schwartz, Christopher C.
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 W.
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.
Wildt, Sara S.
Will, Susan M.
Williams, Bret C.
Williams, Michael E.
Wirth, Thomas B.
Wisner, Jessica L.
Xiong, Bao V.
Zawikowski, Emily

**TEACHERS AND TEACHER LIBRARIANS**
**(Completing Six Semesters)**

Bell, Preston C.
Berg, Eric R.
Boettcher, Brooke
Boglitsch, Amy A.
Chipley, Danielle M.
Climack, Rebecca A.
Colon, Maria T.
Connolly, Nichole K.
Debelak, Brian R.
Dickinson Seifert, Margaret
Durrant, Tiffanie M.
Foster, Dena M.

Fritz, Mark A.
Gauger, Carrie J.
Gray, Jerry D.
Grice, Anna M.
Hanson, Cassandra M.
Harding, Thomas E.
Hilson, Patrice M.
Kirby Osborne, Susan M.
Koney, Patrick M.
Kummerow, Alexander F.
Macarthur, Elaine T.
Mclaurin, Melissa L.
Montoto, Elia P.
Morgan, Jennifer N.
Olson, Karen M.
Rach, David C.
Ralston, Jennifer L.
Razaa, Aziza S.
Ryan, Robin L.
Shaw Meitz, Darcus E.
Snyder-Chase, Kelly J.
Steffes, Holly T.
Turner, Lisa
Vanlanen, Linda M.
Zajichek, Paul T.

**PRINCIPALS**
**(Completing One Semester)**

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

**PRINCIPALS**
**(Completing Two Semesters)**

Janet B. Miller
Debra A. Ortiz

**PRINCIPALS**
**(Completing Three 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 Four Semesters)**

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

**PRINCIPALS**
**(Completing Five Semesters)**

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

**PRINCIPALS**
**(Completing Six Semesters)**

Winifred A. Tidmore

**ASSISTANT PRINCIPALS**
**(Completing One Semester)**

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

**ASSISTANT PRINCIPALS**
**(Completing Two Semesters)**

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

**ASSISTANT PRINCIPALS**
**(Completing Three Semesters)**

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

**ASSISTANT PRINCIPALS**
**(Completing Five Semesters)**

Sherlyn Brown

**ASSISTANT PRINCIPALS**
**(Completing Six Semesters)**

| | | |
|---|---|---|
| Gilberto Brown | Indyria R. Graham | Jennifer L. Smith |
| Francyne T. Dykes | Ronald M. Ranieri | |

**SUPPORT STAFF**
**(Completing One Semester)**

| | | |
|---|---|---|
| Barbara A. Barnes | Kymm Mutch | Patience J. Wade |

**SUPPORT STAFF**
**(Completing Two Semesters)**

Willie E. Mitchell

**SUPPORT STAFF**
**(Completing Five Semesters)**

Olivia Buenrostro Soto
Mary C. Martin
Nicole P. Sponholtz

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for November 2006 is attached to the minutes of your Committee's minutes.

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:

| | | | |
|---|---|---|---|
| 4(r) | Marybell Nieves Harris | Principal<br>Allen-Field School | Schedule III, Range 14Z<br>$78,763.50 |
| 5(r) | Carl Czajka | Maintenance and Repair Supervisor<br>Facilities and Maintenance Services | Schedule III, Range 8A<br>$78,592.80 |

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

Codes:

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

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

* * * * *

(Item 4) Action on the Continuation of the Agreement between the Milwaukee Board of School Directors and the Milwaukee Teacher Education Center (MTEC)

Background

1. MPS has established, in partnership with other organizations, a number of alternate-route teacher-certification programs. The goals of these programs are to change the way in which teachers are prepared, to recruit and retain hundreds of new teachers, and to assist those already teaching in mastering new competencies and to earn additional certifications in concert with the District's educational reforms. One of the alternate-route teacher-certification programs is the Milwaukee Teacher Education Center (MTEC) program.

2. During the 1996-97 school year, MPS and MTEC began working collaboratively through a partnership agreement to implement a new form of teacher-preparation program, which had been designed in partnership with MTEC, the University of Wisconsin-Milwaukee, the Milwaukee Teachers' Education Association (MTEA), the Administrators and Supervisors Council (ASC), Metropolitan Milwaukee Alliance of Black School Educators, and the business community. Primarily, it is an alternate-route teacher-certification program for college graduates who want to teach, but who do not possess education certification. In addition, at the District's request, the program also provides specific or additional certification for present MPS permit teachers, licensed substitute teachers, and certified teachers teaching outside their current certifications.

3. The purposes of the MTEC program are to:

- increase and retain the number and diversity of highly qualified, committed teachers who are successful in MPS settings, and
- provide effective inservice programs for current MPS teachers for their professional growth and development, including additional certification, and to support the implementation of the District's learning-reform efforts.

Administration's Analysis

4. Presently, MTEC has over 700 graduates and current interns in 150 MPS schools teaching over 17,000 children daily. Strengths and successes of the program include:

a. MTEC graduates are licensed by the Wisconsin Department of Public Instruction (DPI), and their certifications include elementary, middle-, and high-school; regular, bilingual, and special education. The DPI has granted certification authority to MTEC in the following areas:

- regular education: early childhood (grades PK-3), early childhood through middle childhood (grades PK-6), and middle childhood through early adolescence (grades 1-8)
- math, science, business education, foreign language, bilingual, and trade and technology: early adolescence through adolescence (grades 6-12)
- cross-categorical special education: early childhood (grades PK-3 and PK-6), middle childhood through early adolescence (grades 1-8), and early adolescence through adolescence (grades 6-12)

Bilingual Education endorsement is available for many of these areas

b. MTEC's bilingual program has greatly reduced the number of permit bilingual teachers in the district, while the special education component of the program has been of great assistance to the District by providing additional trained and licensed special education teachers to help reduce the number of teachers in the district with special education provisional licenses.

c. MTEC recruits and certifies diverse teachers. Approximately 40% of all MTEC graduates are teachers of color. MTEC teachers range in age from 22 through 60 years of age and come from a variety of backgrounds, such as business, law enforcement, finance, healthcare, social services, transportation, community-based organizations, military, legal, and education; therefore, they bring a wealth of "work-world" experiences to the students whom they teach.

5. At the beginning of each school year, the MPS Department of Human Resources defines and informs MTEC of its staffing needs. The 2006-07 class will initially consist of 52 new interns in the bilingual program and the special education program and 20 interns continuing in the special education program. In addition, the class will also include 40 MPS-contracted teachers seeking certification in trade and tech, special education, math, Montessori, science, business, bilingual education, etc.

6. The Administration is recommending the renewal of the agreement for a one-year period for the 2006-07 school year. Copies of the agreement are attached.

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 recommendation complies with MPS rules and policies.

Fiscal Impact Statement

9. This item authorizes expenditures included in the FY07 adopted budget in the School Operations Fund and in grants.

a. The School Operations Fund will fund:

- 25% of the executive director's MPS base salary and 75% of the benefits at $80,177 in accounts OGA-0-0-MTE-DW-ESAD-0135 and DWC-0-0-MTE-DW-EEBN and benefits of four mentors estimated at $158,468 in account DWC-0-0-MTE-DW-EEBN, under the management of the Department of Human Resources; and
- the salaries and benefits of the interns, which costs are funded as teacher positions in various school budgets and programs.

b. The IDEA Flowthrough grant will fund:

- 25% of the executive director's MPS base salary and 25% of the benefits at $45,613, in accounts OGA-0-0-IF7-DW-ESAD-0135 and DWC-0-0-IF7-DW-EEBN;
- funding to reduce the teacher/mentor ratio for special education intern teachers from 12:1 to 10:1, at $60,000 (dollars shall be pro-rated if maximum enrollment is not reached), in account SDV-0-S-IF7-DW-ECTS, under the management of Pupil Services.

10. MTEC will fund:

- 50% of the executive director's MPS base salary, at $56,662, in account OGA-0-0-VR7-DW-ESAD-0135, under the management of the Department of Human Resources; and
- salaries of four mentor positions, estimated at $259,783, in account SDV-0-0-VR7-DW-ESTC-9210

Implementation and Assessment Plan

11. The agreement with MTEC will be executed and implemented upon approval by the Board.

Committee's Recommendation

Your Committee recommends that the Board approve the agreement, as presented in the attachment to the minutes of your Committee's meeting, including the addendum between the Milwaukee Board of School Directors and MTEC, for the 2006-07 school year.

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

* * * * *

(Item 5) Action on an Intergovernmental Service Agreement with Milwaukee County Behavioral Health Division's WrapAround Milwaukee for Three Dedicated Mobile Urgent Treatment Teams to Serve MPS Schools

Background

1. The Youth Risk Behavior Survey is given annually to middle- and high-school students of Wisconsin. Data, available on the DPI website, indicates that 4.6% of students report not feeling safe at school. In the same survey, 22% of males and 33% of females reported feeling sad or hopeless. The survey further reports that 17.8% had seriously considered suicides during the past twelve months.

2. The Center for Disease Control, National Center for Health, Statistics Report (2006) has additional information that reports that 16% of US children ages 4 to17 years had parents who talked with healthcare providers about concerns regarding their children's behavioral and emotional health and well being. According to the CDC, approximately only one-third of the children with mental health needs receive treatment for their problems.

Administration's Analysis

3. In Milwaukee, the Center for Urban Population Health conducted a survey to determine prevalence rates of children with special healthcare needs. One question directed to parents was, "Does your child have any kind of social, emotional, developmental or behavioral problem for which she or he needs or receives treatment or counseling?" On the survey, 23.5% of Milwaukee respondents indicated a need for services.

4. As a result of ongoing discussions relative to school safety and issues of behavioral needs and supports for students with and without disabilities, the District has initiated a number of early intervention strategies and supports to empower school staff and students to deal appropriately and effectively with acting-out behaviors in the classroom.

a. Professional development and prevention-planning activities are available in training activities such as Classroom Organization and Management Program (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).

b. 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-PACT (anger coping or anger management).

c. Focused intervention activities include functional behavior assessment; referral to the Collaborative Support Team (CST), Problem-Solving team or IEP Team; individual or small group counseling; special education and related services; and school supportive services (psychological and social work services).

5. The District has initiated the development of an MPS Social Emotional Learning Fundamentals (SELF) Program. The SELF requires an analysis of each individual school's needs in the area of social emotional education and the resources that are available within the school. This information is included in an action plan to address prevention and intervention in the area of social and emotional skills as needed. Each school was required to participate in the process of data analysis to determine its social and emotional wellness needs. As a result of the data analysis, each school has incorporated into is Educational Plan a plan for the development of positive-behavior supports and social-emotional supports that each child needs. The project has attracted national attention and support for validation and standardization testing.

6. A well-functioning school is one that focuses much of its resources (time and budget) to universal 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 the 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 represent about 5% of the student population. The Mobile Urgent Treatment Team (MUTT) intervention is an important component of a school's resource system to intervene with the students who are at greatest risk and in crisis.

7. MUTT has provided important resource to the Milwaukee Community since 1994. MUTT has exists as part of Wraparound Milwaukee, which includes families; care coordinators; multiple systems, including school districts and other healthcare systems, and the county-wide provider network. Wraparound Milwaukee is a public/private HMO which is highly successful in helping complex-need families and high-risk youth remain intact and living in the community. The MUTT team works seven days a week to meet families in their natural environments. The goal is to address acute emotional behavioral and psychiatric needs of youth in their community (home, school etc.). MUTT works to assist families to find a way to survive without institutional reliance, with an advocacy toward least restrictive degrees of support and intervention. Parental consent is required, and service is provided to students less than 18 years of age.

8. MUTT generally operates in teams of two or more individuals who have extensive training and experience in mental health assessment counseling, and intervenes most often with youth who have exhibited some inclination toward harming themselves or others. Upon arrival at the scene, the MUTT team assesses the level of risk, based on existing information and completes interviews with those involved. The team assists families to resolve issues and provides short-term case management to families who are unfamiliar with, or unable to navigate, the system. Follow-up care is provided to ensure that the family is properly connected to community resources. MPS has experience with the MUTT team and has used their services in the past. The MUTT team currently responds to requests on a county-wide basis.

9. The Milwaukee County Behavior Health Division's WrapAround Milwaukee Program and its Mobile Urgent Treatment Team have committed to enter into an intergovernmental agreement to provide three dedicated MUTT teams to the service of the Milwaukee Public Schools and families in the MPS community. These dedicated teams will provide more direct services to MPS with greater efficiency. The supports and services are designed to address youth with immediate emotional, mental health, and behavioral needs that threaten their well-being and that of others and their ability to remain in the classroom. The objective of the MUTT team will be 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.

10. Specific services provided under the agreement are as follows:

a. Telephone Emergency Servcies — 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 will respond to the designated MPS referral staff and come immediately to the school to:

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

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

(3) help 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 on-going treatment services for children; and

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

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

d. Crisis Stabilization — The MUTT project will also provide, for up to 25 hours per week (5 students x 5 hours), a 1:1 crisis stabilizer to be 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 would be determined by the MUTT team staff, the child's parent/guardian, and school administration.

e. Consent — School officials will 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 will provide 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 will be maintained at the MUTT office in the Behavioral Health Division. They will be maintained apart from any school records. Confidentiality will be maintained in accordance with the Health Insurance Portability and Accountability Act (HIPAA).

g. Outcome Measures — MPS will establish, with the MUTT team, outcome indicators to measure effectiveness of the program and maintain statistics as required. The indicators will include family and staff satisfaction, family and school access to outside referral resources, and stabilization of students to allow them to remain in classrooms and school buildings. The program will be reviewed annually.

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 creates a "strong and true partnership" with the community support network. In addition, it supports the goals of the Milwaukee Public Schools to improve:

a. Student achievement

b. Student success in further education and employment

c. Family satisfaction, as measured by their choices in the education marketplace.

Statute, Administrative Policy, or Board Rules Statement

12. This item is in alignment with MPS administrative polices and procedures. A sole-source waiver has been granted for Milwaukee County Wraparound based on the fact that the Mobile Urgent Treatment Team (MUTT) currently provides services to MPS and that, due to the County services involved, there are 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 Intergovernmental Agreement between MPS and Wraparound Milwaukee in the amount of $426,458 is available within the Crisis Response Initiative, budget, account code OGA-0-0-CRR-DW-EOTH. The remainder of the cost ($180,000) will be supported by Wraparound Milwaukee. This Intergovernmental Agreement runs from January 2007 through January 2008. The costs will be split between FY07 and FY08.

Implementation and Assessment Plan

14. 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 Intergovernmental Agreement with Milwaukee County Behavioral Health Division-Wraparound Milwaukee, as attached to the minutes of your Committee's meeting, in the amount of $426,458 for three dedicated Mobile Urgent Treatment Teams (MUTT) to serve MPS schools from January 2007 through January 2008.

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

* * * * *

(Item 6) Action on a Contract for Real Estate Services

Background

1. The District currently has 19 properties that have been declared as surplus. These include closed schools, storage facilities, playfields, and vacant land.

2. A declaration of surplus indicates that the District does not have any foreseeable plans for the property and allows the Administration to pursue alternative uses, including leasing, sale, or other development opportunities. Any recommendations for alternative use would require approval by the Board.

3. The Administration has received numerous inquiries about the availability of district real estate for sale or lease. The Administration has compiled a list of 78 individuals and organizations that have expressed an interest in leasing or purchasing surplus district property.

4. Due to the number of properties already identified as surplus the amount of interest in leasing or purchasing those properties, the desire to work in tandem with key stakeholders to best depose of or develop each property, and the potential for reallocation of programs to allow each property to be used to its fullest potential, the Administration has determined that it would be in the best interest of the District to obtain professional expertise to assist with the management and disposal of surplus property.

Administration's analysis

5. On August 2, 2006, the Administration issued an RFP for real estate and property management services. Under the requirements of the RFP, the firm selected will provide a variety of services, including analyzing current usage of MPS property against best usage; determining market rates for leases and sales, marketing of properties, and advising the District on the highest and best usage of surplus properties.

6. Commissions associated with the sale or lease of property are on a contingent basis. The vendor will not get paid until the individual sale or lease transaction is complete, and then payment will be from the proceeds of the sale or lease. This payment amount varies based on the type of transaction, but is capped at 6%.

7. After reviewing all proposals, interviewing the candidate, and negotiating the terms of the contract, the Administration is recommending that the District enter into a contract with The Boerke Company for a period of five years. This requires a waiver of Board Policy 3.09, Purchasing and Bidding Requirements, which limits contracts to a maximum of three years. This is being requested due to the comprehensive nature of the work required, the long-term view that is required to transition properties to their highest and best use, and the duration over which district properties may be declared as surplus.

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. Administrative Policy 5.01, Facilities, identifies the process for declaring properties as surplus and the leasing or disposal of property.

10. Administrative Policy 3.09, Purchasing and Bidding Requirements, limits the duration of a contract to three years unless the Board grants a waiver to this requirement.

Fiscal impact statement

11. Approval of the recommendation would authorize expenditures in accordance with the fee structure identified in the contract attached to the minutes of your Committee's meeting. The exact amount that will be spent under this contract is not known at this time, and therefore, this item is being submitted to the Board in the event that expenditures would exceed $50,000. All consulting costs paid under this contract will be in accordance with the fee structure contained in the attached proposed contract and will be reported quarterly under the quarterly report of contracts under $50,000. All fees and commissions associated with the sale or lease of properties will be identified in the individual item that is presented to the Board for approval. All cost associated with consulting will be charged to the school relocation account in the construction fund. The net proceeds from any sale or lease will be used for NSI debt reduction or for capital projects.

Implementation and assessment plan

12. Upon approval by the Board, the Administration will execute the contract with The Boerke Company, as attached to the minutes of your Committee's meeting.

Committee's Recommendation

Your Committee recommends that the Board:

1. authorize the Administration to enter into the with The Boerke Company, as attached to the minutes of your Committee's meeting, for real estate and property management services, and

2. grant a waiver to Administrative Policy 3.09, Purchasing and Bidding Requirements, and approve this contract for a period of five years.

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

* * * * * *

(Item 7) Action on a Request for Authorization to Retire a Portion of the Bonds from the Neighborhood Schools Initiative

Background

1. On August 24, 2000, the Board approved the Neighborhood Schools Plan (NSP). The Plan called for capital expenditures to be funded by borrowing authority approved in the Neighborhood Schools Initiative (NSI) legislation.

2. On November 21, 2001, the Board authorized the issuance of up to $100,000,000 in bonds to finance school facilities, plus an additional amount of bonds for a capitalized interest fund the costs of

credit assurance and to pay issuance costs. Bonds totaling $112,040,000 to fund the NSI were subsequently issued by the Redevelopment Authority of the City of Milwaukee (RACM) on the district's behalf in February 2002 and November 2003.

Administration's Analysis

3. The Neighborhood Schools Initiative remodeled various schools and added approximately 5,690 seats between 2001 and 2006, at a cost of approximately $101.5 million, pending final accounting. Of this amount, approximately $95.5 million was provided from bond proceeds, and approximately $6 million was funded from district resources. Total bond proceeds available for use on the projects totaled approximately $98.5 million, plus interest earnings of approximately $2.1 million. Since the district did not use all of the bond proceeds available for projects, there are approximately $5.1 million of unused bond proceeds remaining, pending the final accounting.

4. There are several options open to the district for the use of the funds, including:

a. retiring bonds;

b. using the money for more NSI-type projects;

c. using the money for debt service.

5. The Administration recommends that the Board authorize use of the remaining NSI bond proceeds to retire NSI bonds. The retirement of the bonds will save the district in excess of $250,000 per year in reduced debt service between Fiscal Year 2008 and Fiscal Year 2023, depending on the amount of bonds actually retired. The Administration requests the Board's adoption of the proposed resolution and the Board's authorization to use the remaining NSI program fund bond proceeds to retire up to $5.1 million of Neighborhood Schools Initiative bonds. Authorization of the resolution directs the Board President and the Superintendent to execute the necessary documents and take other steps as necessary to accomplish the bond retirement.

Strategic Plan Compatibility Statement

6. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the district. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of District resources.

Statute, Administrative Policy, or Board Rules Statement

7. The Neighborhood Schools Initiative was enacted by the State Legislature through 1999 Wisconsin Act 9. On August 24, 2000, the Board approved the Neighborhood School Plan. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

8. This item authorizes expenditures. Upon the Board's approval, the district would expend up to $5.1 million, plus costs, to retire Neighborhood Schools Initiative bonds. The source of funding for the expenditures for bond retirement would be account FAR00NSINL-EOTH (Neighborhood Schools Initiative Bond-funded Project Fund). Costs associated with the transaction would be funded from FAR00NSSNL-EOTH (Neighborhood Schools Initiative MPS-funded Project Fund).

Implementation and Assessment Plan

9. Upon the Board's approval, the district would expend up to $5.1 million, plus costs, to retire a portion of the Neighborhood Schools Initiative bonds.

Committee's Recommendations

Your Committee that the Board adopt the following resolution and direct the Administration to retire up to $5.1 million of Neighborhood Schools Initiative bonds.

Resolution Relating to the Unused Proceeds of the Redevelopment Authority of the City of Milwaukee (Wisconsin) Revenue Bonds, Series 2003A
(Milwaukee Public Schools — Neighborhood Schools Initiative Project)

WHEREAS, pursuant to Section 66.1333 of the Wisconsin Statutes, as amended, the Redevelopment Authority of the City of Milwaukee (the "Authority") issued its Revenue Bonds, Series 2003A (Milwaukee Public Schools — Neighborhood Schools Initiative) (the "Series 2003A Bonds"), to finance the development or redevelopment of sites and facilities to be used for public school facilities (the "Project"); and

WHEREAS, pursuant to the Loan Agreement, dated as of February 1, 2002, by and between the Authority and the Milwaukee Board of School Directors (the "Borrower") (as amended and supplemented, the "Loan Agreement") and a First Supplemental Loan Agreement, dated as of November 1, 2003, by and between the Authority and the Borrower (the "First Supplemental Loan Agreement"), the Authority loaned the proceeds of the Series 2003A Bonds (the "Series 2003A Bond Proceeds") to the Borrower; and

WHEREAS, a portion of the Series 2003A Bond Proceeds were deposited into the Series 2003A Program Account of the Program Fund established under the Indenture of Trust, dated as of February 1, 2002, by and between the Authority and The Bank of New York Trust Company, N.A. (formerly known as BNY Trust Company of Missouri) (the "Trustee"), as trustee (as amended and supplemented, the "Indenture") and a Second Supplemental Indenture of Trust, dated as of November 1, 2003, by and between the Authority and the Trustee ("Second Supplemental Indenture") and used to pay costs of the Project; and

WHEREAS, management advises this Board that the Project is complete and the Borrower now desires to (i) evidence such completion by filing a Borrower's Certificate (as such term is defined in the Indenture) with the Trustee pursuant to section 3.6 of the First Supplemental Loan Agreement, (ii) direct the Trustee to close the Series 2003A Program Account and transfer the proceeds remaining therein (the "Unused Proceeds") to the Redemption Fund established under the Indenture, and (iii) redeem a portion of the Series 2003A Bonds in accordance with section 2.4 of the Second Supplemental Indenture;

NOW, THEREFORE, THIS BOARD RESOLVES AS FOLLOWS:

RESOLVED FIRST, the President of the Board and the Superintendent of the Borrower be, and hereby are, authorized for and in the name of the Board to execute and deliver a certification to such effect to the Trustee pursuant to Section 3.6 of the First Supplemental Loan Agreement in the form approved by the President and the Superintendent, their execution and delivery thereof to constitute conclusive evidence of their approval of the form thereof.

RESOLVED SECOND, that the closing of the Series 2003A Program Account and the transfer of the Unused Proceeds to the Redemption Fund in accordance with section 2.4 of the First Supplemental Loan Agreement is hereby authorized and approved and the President of the Board and the Superintendent of the Borrower be, and hereby are, authorized for and in the name of the Board to execute and deliver such documents or instruments as they deem necessary or appropriate to effectuate such transactions, their execution and delivery thereof to constitute conclusive evidence of their determination of the necessity or appropriateness thereof.

RESOLVED THIRD, that the redemption of the Series 2003A Bonds with the Unused Proceeds in an amount up to $5,100,000 is hereby authorized and approved and that the President of the Board and the Superintendent of the Borrower be, and hereby are, authorized for and in the

name of the Board to execute and deliver such documents or instruments as they deem necessary or appropriate to effectuate such redemption, their execution and delivery thereof to constitute conclusive evidence of their determination of the necessity or appropriateness thereof.

RESOLVED FOURTH, the President of the Board and the Superintendent of the Borrower be, and hereby are, authorized to take all such further action and to execute, deliver, file and record, as appropriate, all such further instruments and documents in the name and on behalf of the Borrower as in their judgment is necessary to carry out the intent and to accomplish the purposes of this resolution.

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

* * * * *

(Item 8) Action on a Request for Authority to Advance Refund Certain Bonds from the Neighborhood Schools Initiative

Background

1. On August 24, 2000, the Board approved the Neighborhood Schools Plan (NSP). The Plan called for capital expenditures to be funded by borrowing authority approved in the Neighborhood Schools Initiative (NSI) legislation.

2. On November 21, 2001, the Board authorized the issuance of up to $100,000,000 in bonds to finance school facilities, plus an additional amount of bonds for a capitalized interest fund the costs of credit assurance and to pay issuance costs. Bonds totaling $112,040,000 to fund the NSI were subsequently issued by the Redevelopment Authority of the City of Milwaukee (RACM) on the District's behalf in February 2002 and November 2003.

3. On January 26, 2006, the Board authorized the formation of a financing team to prepare for an advance refunding of NSI debt, should financial market conditions allow the District to lower the cost of the NSI debt.

4. On March 30, 2006, the Board approved language modifications to the NSI, enabling legislation to allow debt refunding.

5. Between January 2006 and September 2006, interest rates rose and the market conditions necessary to justify an advance refunding did not occur; however, since then interest rates have stabilized and market conditions have become favorable for an advance refunding of certain of the NSI bonds.

Administration's Analysis

6. Current financial market conditions provide the District an opportunity to reduce its debt-service costs for certain of the NSI bonds. The process to achieve this is called an advance refunding. Advance refundings are considered important tools for government bond issuers because they can be used to achieve interest cost-savings. The refunding will have the District issue new bonds at lower interest rates to obtain the cash necessary to refund certain existing bonds that have higher interest rates.

7. Advance refundings are limited in number by federal tax law to one occurrence per bond and, therefore, must be carefully planned. In evaluating whether to do an advance refunding, the issuer must consider issuance costs, existing interest rates on bonds vs. interest rates on the refunding bonds, and other factors. One test to assess the appropriateness of an advance refunding is specifying achievement of a minimum net present value savings. A common threshold is that the savings as a percentage of the refunding bonds should be in a range between 3% and 5% after issuance expenses are paid.

8. The financing team authorized by the Board — consisting of members of Robt. W. Baird as lead underwriter, Public Financial Management as financial advisor, the law firms of Foley and Lardner LLP, Gonzalez Saggio and Harlan LLP, Reinhart Boerner Van Dueren SC, the City Attorney's Office and City Comptroller's Office, plus MPS staff — have assembled a financing plan that will provide debt-service savings to MPS in amounts consistent within the ranges established by the Government Finance Officers Association (GFOA), assuming financial markets on the date of sale are consistent with conditions at this time.

9. Given current financial market conditions, the financing plan assumes issuance of up to $60 million in refunding bonds, with resultant present value savings within the recommended GFOA range of 3%-5% and annual dollar savings in excess of $100,000, which amount will vary in direct relation to interest rates on the day of sale. The financing plan uses refunding bonds with a series of maturities extending from FY2008 through FY2024; the last bond would be retired in August 2023, which is the same as the existing debt, so there is no extension of time required to retire the NSI debt.

10. Based on the benefits to MPS from the financing plan, the MPS Board is requested to grant authority to the financing team to proceed with the sale of bonds to refund a portion of the NSI debt. If approval is granted, it is anticipated that a sale would occur during January 2007.

Strategic Plan Compatibility Statement

11. The implementation of the Neighborhood Schools Plan is one of the strategic initiatives of the District. The recommendation is consistent with the practice of fiscal responsibility and informed decision making concerning the allocation of District resources.

Statute, Administrative Policy, or Board Rules Statement

12. The Neighborhood Schools Initiative was enacted by the State Legislature through 1999 Wisconsin Act 9. On August 24, 2000, the Board approved the Neighborhood School Plan. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

13. This item authorizes expenditures. Upon the Board's approval, up to $60 million of bonds will be issued with lower interest rates to replace NSI bonds that have higher interest rates. The result will be lower NSI debt service — the specific amount will be determined by the level of interest rates at the time of sale. The Administration anticipates the advance refunding will generate of present value savings of 3% to 5% of the refunded amount. The issuance of the bonds will cause cost of issuance expenses, which are factored into the present value-savings computation, and will be funded from bond proceeds.

Implementation and Assessment Plan

14. Upon the Board's approval, up to $60 million of bonds will be issued with lower interest rates to refund the existing NSI bonds that have higher interest rates, thereby reducing the District's annual debt service for the NSI bonds.

Committee's Recommendations

Your Committee recommends that the Board approve the following resolution and authorize the Administration and the financing team to issue up to $60 million of bonds with lower interest rates to refund the existing NSI bonds that have higher interest rates.

Resolution Relative to the Issuance of Redevelopment Authority of the City of Milwaukee
Refunding Revenue Bonds
(Milwaukee Public Schools, Neighborhood Schools Initiative Project)

WHEREAS, Section 66.1333 (5r) (a) of the Wisconsin Statutes determines that the development of new public schools in the City of Milwaukee (the "City") will alleviate substandard conditions and promote the sound growth and economic development of the City and enhance the education of youths in neighborhood settings; and

WHEREAS, under Section 66.1333 (5r) (b) of the Wisconsin Statutes, the Redevelopment Authority of the City of Milwaukee ("RACM") previously issued its $33,300,000 Revenue Bonds, Series 2002A (Milwaukee Public Schools-Neighborhood Schools Initiative) (the "2002A Bonds") and $78,740,000 Revenue Bonds, Series 2003A (Milwaukee Public Schools-Neighborhood Schools Initiative) (the "2003A Bonds" and together with the 2002A Bonds, the "Prior Bonds") on behalf of the Milwaukee Board of School Directors (the "Board") to finance the development or redevelopment of sites and facilities to be used for school facilities (the "Facilities Development") by the Board; and

WHEREAS, Section 66.1333 (5r) authorizes RACM to issue refunding revenue bonds (the "Bonds") for the purpose of refunding the Prior Bonds which refunding is proposed in an aggregate principal amount of not to exceed $60,000,000; and

WHEREAS, drafts of the following bond documents (the "Bond Documents") have been proposed for use in connection with the bond financing:

(a) a Bond Purchase Agreement, to be dated on or prior to the date of issuance of the Bonds (the "Bond Purchase Agreement"), by and among the Board, RACM, and Robert W. Baird & Co. Incorporated, as underwriter (the "Underwriter");

(b) a Second Supplemental Loan Agreement, to be dated as of February 1, 2007 by and between RACM and the Board;

(c) a Third Supplemental Indenture of Trust, to be dated as of February 1, 2007 (the "Third Supplemental Indenture"), between RACM, as grantor and The Bank of New York Trust Company, N.A, as trustee (the "Trustee");

(d) a Promissory Note, to be dated the date of issuance of the Bonds (the "Promissory Note"), of the Board in the principal amount of not to exceed $60,000,000 payable to the order of RACM;

(e) a Refunding Escrow Agreement (the "Escrow Agreement"), among RACM, the Board and the Trustee, pursuant to which funds (including proceeds of the Bonds) will be deposited in trust for the payment of the redemption price of the 2003A Bonds and the 2002A Bonds, if any, to be refunded; and

(f) a Continuing Disclosure Agreement, to be dated as of a date mutually agreed upon by the parties thereto (the "Disclosure Agreement"), between the Board and the Trustee.

WHEREAS, the Bond Documents provide for a financing, the basic structure of which is to be this:

(a) RACM will issue revenue refunding bonds, in the aggregate principal amount of not to exceed $60,000,000, upon the terms provided in the Indenture;

(b) RACM will sell the Bonds pursuant to the terms of a Bond Purchase Agreement to the Underwriter;

(c) RACM will lend the proceeds from the Bond sale to the Board pursuant to the Second Supplemental Loan Agreement, said borrowing to be evidenced by the Promissory Note;

(d) The Board will be required to repay the Promissory Note in installments of principal and interest, which are sufficient to pay when due the principal of and interest on the Bonds, from proceeds of aid the Board receives under Section 121.85(6) of the Wisconsin Statutes, as amended (the "Intradistrict Aid");

(e) RACM will pledge and assign the Promissory Note and the Second Supplemental Loan Agreement to the Trustee as security for the Bonds;

(f) The Board will grant to RACM a lien on, and security interest in, the Board's right, title and interest in and to such Intradistrict Aid, the interest thereon and all proceeds thereof, as collateral security for the prompt and complete payment when payable from time to time by the Board of all amounts payable under the Second Supplemental Loan Agreement; and

(g) The obligations of the Board under the Second Supplemental Loan Agreement and the Promissory Note will be limited obligations of the Board payable solely from Intradistrict Aid and will not be debt of the Board; and

WHEREAS, in order to facilitate the Board's collateral pledge of Intradistrict Aid, the Department of Public Instruction ("DPI") will transmit all or a portion of Intradistrict Aid to the Trustee; and

WHEREAS, it is recommended to this Board by the staff of the Board that the revenue refunding bond financing be authorized and approved in an aggregate amount of not to exceed $60,000,000; and

NOW, THEREFORE, THIS BOARD RESOLVES AS FOLLOWS:

RESOLVED FIRST, that the terms, conditions and provisions of the Bonds and the Bond Documents (including, without limitation, those provisions which impose financial or operational restrictions on the Board) and the borrowing represented thereby be, and they hereby are, in all respects authorized and approved, said borrowing to be in a principal aggregate amount of not to exceed $60,000,000 with a final maturity of Bonds not to exceed twenty (20) years.

RESOLVED SECOND, that the President of the Board acting alone, or with the Superintendent of the Milwaukee Public Schools ("Superintendent") be, and they hereby are, authorized for and in the name of the Board to execute and deliver the Bond Purchase Agreement in the form presented herewith or with such changes therein as shall be approved by the aforesaid authorized officers, their execution and delivery thereof to constitute conclusive evidence of their approval of any such changes.

RESOLVED THIRD, that the appropriate officers of the Board be, and they hereby are, authorized for and in the name of the Board to perform the obligations of the Board under the Bond Purchase Agreement and to take such actions as they shall deem necessary or appropriate to close the financing provided for in the Bond Purchase Agreement.

RESOLVE FOURTH, that the President of the Board acting alone, or with the Superintendent be, and they hereby are, authorized for and in the name of the Board to execute and deliver the Second Supplemental Loan Agreement, the Promissory Note, the Escrow Agreement and the Disclosure Agreement in the respective forms thereof presented herewith or with such changes therein as shall be approved by the aforesaid authorized officers, their execution and delivery thereof to constitute conclusive evidence of their approval of any such changes.

RESOLVED FIFTH, that the appropriate officers of the Board be, and they hereby are, authorized to take all such further action and to execute, deliver, file and record as appropriate all such further instruments, uniform commercial code financing statements and other documents, including but not limited to forms of credit enhancement, in the name and on behalf of the Board as in their judgment shall be necessary or convenient to carry out the intent and to accomplish the purposes of these resolutions and to perform all obligations of the Board under the Bond Documents.

RESOLVED SIXTH, that the appropriate officers of the Board be, and they hereby are, authorized to enter into an agreement whereby DPI will transmit all or a portion of the Intradistrict Aid directly to the Trustee.

RESOLVED SEVENTH, that this Board requests the issuance of the Bonds by RACM in accordance with the terms of this Resolution.

RESOLVED EIGHTH, that appropriate officers of the Board be, and they hereby are, authorized to participate in the preparation and the distribution of a preliminary official statement or other preliminary offering circular (the "Preliminary Offering Memorandum") and a final official statement or other final offering circular (the "Final Offering Memorandum") to be used in connection with the sale of the Bonds, and that the President of the Board acting alone, or with the Superintendent, are authorized to execute copies of the Final Offering Memorandum and deliver copies of the Final Offering Memorandum to the Underwriter.

RESOLVED NINTH, that the Bond Documents presented to this Board and proposed for use in connection with the Bond financing are acknowledged to be in draft form, and the Board hereby authorizes the President of the Board and the Superintendent, acting together, to approve any and all substantive changes to the Bond Documents (including but not limited to provisions for the optional or mandatory redemption of Bonds prior to maturity not inconsistent with the provisions of this Resolution), their execution and delivery thereof to constitute conclusive evidence of their approval of any such changes.

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

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(Item 9) Action on a Request for Authorization to Enter into Lease and Escrow Agreements for Borrowing the Amount of $1,078,100 Under the Qualified Zone Academy Bond (QZAB) Program)

Background

1. This item requests the Board's approval of a resolution authorizing the lease-purchase of equipment and acquisition of improvements at certain Milwaukee Public Schools and approving the execution of related documents for the sale of $1,078,100 of Qualified Zone Academy Bonds.

2. The Qualified Zone Academy Bond (QZAB) program is sponsored by the Internal Revenue Service (IRS) and provides interest-free capital for the purpose of promoting special academic programs in partnership with the business community. Each year since 1998, the U.S. Department of Revenue has provided an allotment of QZAB funding authority to all 50 states. The states, in turn, have been directed to allocate QZAB funding authority to qualifying school districts.

3. The IRS has placed some restrictions on the QZAB program: To qualify for funding, a school must have a minimum of 35% of its students qualify for free and reduced-price lunch. The school must have a partner in an educational program designed to enhance graduation and employment rates and to better prepare students for the rigors of college and the workforce. In addition, the school must have substantial business support, defined by the IRS as qualified contributions of at least 10% of the requested capital.

4. The State of Wisconsin awarded $1,078,100 million of QZAB authority to MPS in 2004 and 2005 for projects associated with the District's high school redesign initiative.

5. On August 31, 2006, the Board approved the retention of Foley and Lardner as the District's bond counsel, and the HUB firm of Siebert, Brandford, Shank to serve as the placement agent for $1,078,100 of QZAB authority to be used for projects to make improvements to the Marshall and Washington High School buildings to accommodate multi-plexed schools.

Administration's Analysis

6. This item requests the Board's approval of the resolution granting authorization to sell $1,078,100 of Qualified Zone Academy Bonds and to execute legal documents as appropriate.

7. A private placement memorandum has now been prepared to provide information to prospective investors.

8. The legal documents, which are attached to the minutes of your Committee's meeting, identify the following qualifying projects and project amounts which were previously approved by the Board:

- Marshall Education Complex ($714,000) — QZAB funding will support the conversion of this facility from a building serving a single high school of 1,000 students to a "multi-plex" under the District's High School Redesign Initiative.
- Washington High School Complex ($324,000)- — QZAB funding will support the conversion of this facility from a building serving a single high school of 1,000 students to a "multi-plex" under the District's High School Redesign Initiative.

9. For purposes of securing this borrowing, the following entities have entered into academic and fiscal partnerships with MPS schools:

a. The QZAB match for both projects is provided through grants to the tenant schools from the Bill & Melinda Gates Foundation to Marshall Montessori International Baccalaureate High School, Milwaukee Academy of Aviation, Science and Technology (MAAST) and W.E.B. Du Bois High School, the Washington High School of Expeditionary Learning, Washington High School of Information Technology, and Washington High School of Law, Education and Public Service.

b. Education match has been provided by the not-for-profit Technical Assistance and Leadership Center (TALC) which has provided training to administrators, faculty, and staff of all of the above-named schools on the topics of managing and teaching in the small schools model.

Strategic Plan Compatibility Statement

10. The recommendation is consistent with the practice of fiscal responsibility and informed decision-making concerning the allocation of district resources.

Statute, Administrative Policy, or Board Rules Statement

11. The recommendation is consistent with Board Administrative Policy 3.0, Fiscal Management.

Fiscal Impact Statement

12. The Board's approval of this item will authorize the Administration to borrow $1,078,100 for the purposes stated in this item. Costs associated with issuance, which will be included in the cost of the bond, were previously approved by the Board.

13. MPS will repay this amount over a period not to exceed 16 years. MPS will not pay interest expense on the borrowed funds; rather, the IRS "pays" the interest expense to the financial institution in the form of tax credits.

14. The District will make an annual payment to an escrow agent, who, in turn, will invest each payment over the loan period. At the end of this period, it is anticipated that the payments and accrued interest will be equal to $1,078,100 and will be paid to the QZAB holder.

15. Expenditure Accounts:

FAR-00-QZA-DW-ECNCHSD4 (Construction Fund, QZAB High School Redesign 2004) ..... $677,000

FAR-00-QZA-DW-ECNCHSD5 (Construction Fund, QZAB High School Redesign 2005) ..... $401,100

16. Revenue Accounts:

FAR-00-NPD-NL-EQZB (Construction Fund Borrowing, QZAB) ..... $1,078,100)

Implementation and Assessment Plan

17. Following the Board's approval, the Administration will award the issuance of $1,078,100 of QZAB authority and enter into all necessary agreements to execute this borrowing.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution and authorize the Administration to enter into agreements necessary for the placement of $1,078,100 QZAB.

**MILWAUKEE BOARD OF SCHOOL DIRECTORS**
**RESOLUTION AUTHORIZING THE LEASE-PURCHASE OF EQUIPMENT AND ACQUISITION OF IMPROVEMENTS AT CERTAIN MILWAUKEE PUBLIC SCHOOLS AND APPROVING THE EXECUTION OF RELATED DOCUMENTS**

**WHEREAS,** the Milwaukee Board of School Directors (this "Board") is authorized to establish, maintain and improve public schools and to purchase the proper machinery, tools and equipment for such schools; and

**WHEREAS,** this Board desires to lease equipment and cause improvements to be made at certain Milwaukee Public Schools as further described on the list of projects attached hereto as **Exhibit A** ("Projects");

**WHEREAS,** this Board has been presented with documentation for the acquisition and financing of certain equipment (the "Leased Equipment") and improvements for the Projects ("Improvements") as follows:

(a) QZAB Agreement to be entered into between this Board and a financial institution determined as provided herein (the "Investor") pursuant to which this Board will lease and purchase the Leased Equipment, if any, from the Investor and cause the Improvements to be made;

(b) Escrow Agreement (the "Escrow Agreement") among this Board, the Investor and U.S. Bank National Association, as escrow agent (the "Escrow Agent"), pursuant to which: (i) disbursements will be made for the Projects by the Investor, and (ii) this Board will (subject to appropriation by this Board) make annual payments to be held in escrow and applied to the payment to the Investor under the QZAB Agreement;

(c) Placement Agreement (the "Placement Agreement") between this Board and Siebert Brandford Shank & Co., LLC, (the "Placement Agent") pursuant to which the Placement Agent solicits proposals to act as the Investor; and

(d) Placement Memorandum, describing the QZAB Agreement, the Projects and the source of payments under the QZAB Agreement and the Escrow Agreement, to be used by the Placement Agent in soliciting proposals to act as Investor.

**WHEREAS,** pursuant to a resolution adopted by this Board on August 31,2006, the Placement Agent has solicited proposals to act as Investor for such financing; and

**WHEREAS,** this Board has determined that the proposal described in **Exhibit B** attached hereto (the "Winning Proposal") is the best such proposal and that the Investor identified in such proposal is acceptable; and

**WHEREAS,** under the Internal Revenue Code, the QZAB Agreement may, upon satisfaction of certain conditions, qualify as a "qualified zone academy bond," thereby entitling the Investor to certain tax credits and reducing the financing costs of this Board; and

**WHEREAS,** this Board has determined that it is in the best interests of Milwaukee Public Schools (the "District") that the Projects be financed under the QZAB Agreement and that the QZAB Agreement qualifies as a qualified zone academy bond.

1. The financing and acquisition of the Leased Equipment, if any, and the Improvements as provided in the QZAB Agreement, the Escrow Agreement and the Winning Proposal is hereby approved. The staff of the District is authorized to negotiate final terms of such agreements with the financial institutions that provided the Winning Proposal. Notwithstanding the above, the payment shall not exceed $1,078,] 00.00

2. The QZAB Agreement, the Escrow Agreement, and the Placement Agreement are hereby approved in substantially the forms submitted to this Board, with such modifications as the officials executing such contracts may approve. The President of this Board and the Superintendent are hereby authorized and directed to execute and deliver such documents, which execution and delivery shall be conclusive evidence of their approval of any such modification.

3. The Placement Memorandum is hereby approved in substantially the form submitted to this Board, with such modifications as the President of this Board may approve. The President of this Board is authorized and directed to execute copies of the Placement Memorandum and deliver copies of the Placement Memorandum to the Placement Agent, which execution and delivery shall be conclusive evidence of the approval of any such modification.

4. The Escrow Agent is authorized to enter into an investment agreement pursuant to which the annual payments made by this Board shall be invested with the Investor or with such other financial institution as the President of this Board may approve.

5. This Board's obligation under the QZAB Agreement is hereby designated as a "qualified zone academy bond" for purposes of Section 1397£ of the Internal Revenue Code of 1986, as amended.

6. The President of this Board, the Superintendent and the appropriate officials of the District in accordance with their assigned responsibilities are hereby each authorized to execute, deliver, publish, file and record such other documents, instruments, notices and records (including certifications evidencing the qualification of QZAB Agreement as a qualified zone academy bond under the Internal Revenue Code and certifications accepting the equipment acquired and installed under the QZAB Agreement and the Escrow Agreement), and to take such other actions, as shall be necessary or desirable to accomplish the purposes of this Resolution and to comply with and perform the obligations of this Board under the QZAB Agreement, the Placement Agreement and the Escrow Agreement.

   In the event that said officers shall be unable by reason of death, disability, absence or vacancy of office to perform in timely fashion any of the duties specified herein, such duties shall be performed by the officer or official succeeding to such duties in accordance with law and the rules of this Board and the District.

7. The contributions identified on the list of Projects attached hereto as **Exhibit A** and that have been received and pledged for the Projects (which this Board hereby specifies as property and services for which qualified contributions can be given) are hereby determined to be of a type and quality acceptable to this Board and the District.

EXHIBIT A

Projects

1. Marshall Montessori International Baccalaureate High School, Milwaukee Academy of Aviation, Science and Technology (MAAST), W.E.B. Du Bois High School at the Marshall Education Complex (Marshall Complex). At the Marshall Complex, the improvements will consist of renovations and remodeling to support the conversion of this facility from a building serving a single high school of 1,000 students to a "multiplex" under the district's High School Redesign initiative. Arnong the building modifications are the creation of new science and computer laboratory rooms, multimedia resource center, new signage, creation of separate offices for each school, and provision for separate entrances. Also included is a major upgrade to the main and sub electrical systems of the building to support the higher use of technology and the creation of space for display of an airplane for the aviation program. The following details the projected costs of the Marshall Complex improvement:

| | |
|---|---|
| Equipment | $0 |
| Renovation | _____ |
| Total: | _____ |

2. Washington High School of Expeditionary Learning, Washington High School of Information Technology and Washington High School of Law, Education and Public Service (Washington Complex). At Washington Complex, the Improvements will consist of renovations and remodeling at the Washington building to facilitate the operation of individual schools within the complex. Among the building modifications are the remodeling of an existing science "wing" used by the previous large high school to provide separate offices for each school, and provision for separate entrances. An upgrade of the existing public address system will facilitate communication within each school and throughout the building. The following details the projected costs of the Washington Complex improvement:

| | |
|---|---|
| Equipment | $0 |
| Renovation | _____ |
| Total: | _____ |

The above described Project components may be substituted by MPS subject to the provision of an approving opinion of Bond Counsel confirming that such substitution would not adversely affect the QZAB Agreement's qualification as a "qualified zone academy bond" under Section 1397E of the Code

EXHIBIT B

Summary of Proposal

| | |
|---|---|
| Name of Financial Institution: | Bank of America, N.A. |
| Principal Payment Date: | December _____, 20_____ |
| Principal Payment Amount: | $1,078,100.00 |

| | | |
|---|---|---|
| Annual Impoundment Payments: | 2007 | $ _____ |
| | 2008 | _____ |
| | 2009 | _____ |
| | 2010 | _____ |
| | 2011 | _____ |
| | 2012 | _____ |
| | 2013 | _____ |
| Lease Interest Rate (if any): | None | |
| Interest Rate to be paid under Investment Agreement (if any): | _____% | |

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

* * * * *

(Item 10) Action on a Request to Approve a Contract with the Wisconsin Center for Education Research (WCER) to Support the Creation of an Integrated Resource Information System (IRIS)

Background

One of the core focuses of Milwaukee Public Schools is to direct available resources to improve student achievement. By using the district's value-added data systems, an integrated resource information system (IRIS) will provide MPS the ability to more closely determine how, and to what extent, students benefit when funds are directed to various educational programs and strategies. With this insight, the district will be able to develop educational plans that more effectively assist students, teachers, and staff to reach high achievement standards.

Administration's Analysis

1. The proposed contract to create an Integrated Resource Information System (IRIS) would build on the relationship with the Wisconsin Center for Education Research (WCER) and specifically the Value Added Research Center within WCER.

2. Using the value-added infrastructure within the district, this contract would begin an effort to create a data system that supports data-driven strategies for improving student achievement. IRIS will provide the kind of micro-detail currently not available in any standard state or district data system. It will allow MPS decision-makers to budget resources linked to outcomes and cost-effectiveness and to evaluate resource-use initiatives through a link to student learning gains. It will allow MPS to determine in a systematic way "what works" in the district or state education system in terms of the resources expended at student, classroom, and school levels.

3. The first phase of IRIS development will focus on Professional Development.

Strategic Plan Compatibility Statement

4. 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.

Statute, Administrative Policy, or Board Rules Statement

5. The development of an integrated resource information system directly supports Administrative Policy 3.06, Fiscal Accounting and Reporting, Section (1), Responsibility, which states, "The superintendent shall be responsible for properly accounting for all funds of the Milwaukee Public Schools."

Fiscal Impact Statement

6. This item authorizes expenditures in the amount of $100,000 (Account code: SD10S1F7FNECTS).

Implementation and Assessment Plan

7. IRIS will be developed in close partnership with MPS and WCER staff members. This joint effort will allow MPS staff to be directly involved in the development of the information system to help ensure that it directly meets the needs of the district.

Committee's Recommendation

Your Committee recommends that the Board approve the contract with the Wisconsin Center for Education Research (WCER), as attached to the minutes of your Committee's meeting, to support the creation of an Integrated Research Information System (IRIS).

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

* * * * *

(Item 11) Action on a Request to Accept Bicycles from the Milwaukee Police Department

Background

At its meeting on Dec. 20, 2005, the Board adopted Resolution 0506R-013 by Director Spence endorsing the Safe Routes to School program and authorizing the Administration to pursue further funding for implementation.

Administration' s Analysis

1. The Milwaukee Police Department recovers about 500 lost, stolen, and abandoned bicycles per year.

2. With the closing of the City's Hawley Road storage site due to the Menomonee River flood plain project, storage space for the bicycles has become increasingly problematic for the Milwaukee Police Department.

3. The Police Department has offered to donate its current inventory of bicycles and all future recovered bicycles to Milwaukee Public Schools for distribution to students.

4. Some MPD-recovered bicycles have been given to the Boys & Girls Club of Greater Milwaukee. MPS will continue to make a like number of bikes available to that organization.

5. The Administration is reviewing potential storage sites for the bicycles.

6. The FY 2007 MPS budget includes $30,000 for continuation of the district's Safe Routes to School program. Under that program, the District has contracted with the Bicycle Federation of Wisconsin (BFW) to provide classroom and "on-the-road" bicycle and pedestrian rights and responsibilities to elementary school students. The Bicycle Federation of Wisconsin (BFW) is a statewide, nonprofit, bicycle advocacy organization with more than 2,500 members.

7. The Department of Recreation and Community Service will contribute $3,500 in Carol M. White Physical Education Program grant funding, contingent on requirements of that grant being met.

8. The Administration is negotiating a new contract with the BFW for a revised program that would include the repair and distribution of the bicycles donated by the Milwaukee Police Department. Specific terms of the contract still are being negotiated, but the broad outlines of revised program would be as follows:

a. A winter bicycle mechanics program would be established at two or three high schools. The programs would operate as part of the district's Community Learning Centers. The BFW would provide the instructor, and CLC staff would assist with supervision. The bike repair classes would meet for about five hours per week for six weeks.

b. The extent of repairs which the bicycles need varies greatly, according to BFW staff. Bikes that are beyond repair would be scrapped by the District, with any funds realized through that disposition used to support the program.

c. During the summer months, BFW staff would use Safe Routes to School curriculum to teach traffic cycling skills to a total of about 80 to 120 students at four to six MPS CLCs. The classes would include chaperoned neighborhood rides for students. Participating schools would be required to install bicycle racks for student use and to store the bicycles for the two-week duration of the program. The bicycle racks are available free through the City of Milwaukee.

d. Participating students would receive free helmets. Free use of a "lock library" will be available for participants' use during the instructional program.

e. Students who successfully complete the programs will be eligible for free bicycles. The program's goal is to provide a bicycle to each participant who does not own one, but that will depend on the condition of the bikes when the district receives them, the number which the high-school students would be able to repair, and the number that could be repaired by other means. Students' parents or guardians would be required to sign waivers accepting the bicycles "as is" and releasing the district from liability for their use. Students also will be given the opportunity to purchase bicycle locks at discounted prices.

9. The Administration believes the program outlined above would provide some students with hands-on mechanical experience that could apply to future mechanical or technical education. The bicycle program also will increase students' knowledge of traffic and safety laws and provide an opportunity for exercise and healthful recreational activity.

Strategic Plan Compatibility Statement

10. This program 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.

Fiscal Impact Statement

11. Approval of this item does not authorize expenditures. The Administration is requesting authority at this time only to accept the bicycles. Funding is available in the FY07 budget to pay for the first year of the "Wheelie Cool Bike Program." Further costs will be incurred in future years if the district wishes to continue the program. The Administration, in partnership with the Bicycle Federation of Wisconsin, is actively pursuing grant and funding opportunities to continue a bicycle education and distribution program.

Committee's Recommendation

Your Committee recommends that the Board authorize the acceptance of donated bicycles from the Milwaukee Police Department.

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

* * * * *

(Item 12) Informational Report on Library Media Specialists' Effect on Student Achievement

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

Administration's Report

1. At the its regular November 2006 meeting, the Milwaukee Board of School Directors discussed the district's Library Media Specialist (LMS) assignments. The Board directed the Administration to provide a repor,t by the December 2006 regular Board meeting, on the correlation between Library Media Specialist staffing and student achievement at MPS.

2. The district's embedded researcher collaborated with the Administration to examine the effect which school Library Media Specialists had on MPS schools' 2005 reading and mathematics value-added scores and WKCE-CRT attainment scores (i.e., percent proficient/advanced).

3. The study examined the relationships between schools with full-time Library Media Specialists (1 FTE LMS certified), half-time Library Media Specialists, or less than half-time Library Media Specialists. A majority of schools in this study had no Library Media Specialists, non-certified library staff, or less than a half-time certified Library Media Specialist. Approximately one-fourth of schools had certified Library Media Specialists at either half- or full-time staffing levels.

4. Demographically, schools with different library staffing levels did not differ greatly; however, schools that had less than half-time Library Media Specialists tended to have lower value-added scores and lower attainment scores in both reading and mathematics.

5. Correlations between the presence of a full-time Library Media Specialist and a school's value-added or attainment scores were practically zero at the elementary level in both reading and math. At the middle- and high-school levels, this relationship was relatively small or moderate, but positive.

6. Regression analyses indicated that there is a significant relationship between schools with half-time or greater Library Media Specialist staffing at the elementary grades for reading value-added scores. Further, significant relationships were discovered between the presence of a half-time Library Media Specialist or greater staffing and reading and mathematics attainment scores at the middle- and high-school levels.

7. It should be clearly understood, however, that these findings do not mean that Library Media Specialists caused higher value-added or attainment scores. Rather, the findings suggest that schools with half-time or greater Library Media Specialist staffing have higher attainment scores at the middle- and high-school levels — and higher value-added scores in reading at the elementary level. It could be that higher-performing schools:

   a. find value in funding LMS certified library staff;

   b. provide students with a richer variety of print materials than do others; or

   c. have particularly effective classroom teachers.

8. So, although the data in MPS reveal a positive relationship between certified LMSs and student achievement, no causal inferences can be made. Examining how individual students interact with Library Media Specialists and how this interaction affects students' scores could provide a clearer picture.

Director Morales moved to direct the administration to instruct the schools to include with their FY08 budget a statement of the fiscal and/or operational and/or instructional impact of a requirement to employ a 1.0 full-time equivalent library media specialist and to ask the schools how, in the absence of a full-time library media specialist, they are managing to utilize the Library Media Center and its resources given their budgets.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Hardin, Horton, Morales, Spence and President Dannecker—6.

Noes—None.

* * * * *

## COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Spence presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Action on Proposed Additions to the MPS Legislative Agenda

Background

The MPS Legislative Agenda continues to provide district officials with direction and guidance relevant to the state budget and legislative process. The focus of the agenda is to promote policies and funding decisions that benefit education generally, as well as those that specifically benefit the educational lives of Milwaukee's children. This item seeks to add 14 items to those that were previously approved by the Board to be included as part of the MPS Legislative Agenda

Administration's Analysis

1. The Agenda takes an aggressive, yet practical, approach that focuses on improving teacher quality, enhancing special and bi-lingual education, expanding before- and after-school programs, increasing access to early childhood education, and other initiatives that will benefit the district. The following proposed additions to the current Agenda continue to build on the direction provided by the Board of School Directors in past Agendas:

a. Special Education: MPS seeks an increase in the amount of state funding to meet the growing costs of special education.

b. Bilingual Education: MPS seeks an increase in the amount of state funding to meet the growing costs of bilingual education.

c. Teachers: MPS seeks to create more incentives, through additional state funding, to attract and retain new and current teachers.

d. Taxpayer Relief and Proper MPCP Funding: MPS supports more appropriate state funding for Milwaukee Parental Choice Program schools.

e. "Tax Freeze" and Taxpayer's Bill of Rights (TABOR): MPS opposes legislative action that diminishes local control over school funding and legislation that places arbitrary caps on the ability of school boards to properly fund programs and to run schools.

f. Community Learning Centers (CLCs): MPS seeks to establish a balanced and diversified funding base to sustain Milwaukee's Community Learning Centers.

g. FTE Funding for All-day K4 Programming: MPS seeks to allow school districts to count each child participating in all-day K4 programming as a full 1.0 FTE (full-time-equivalent) for funding.

h. SAGE: MPS seeks to increase SAGE funding and flexibility.

i. Preschool to Grade 5 (P-5) Program: MPS supports the Department of Public Instruction's (DPI) budget request to increase funding for P-5 schools by $367,700 in 2007-09 fiscal years.

j. Community and Governmental Partnerships: MPS seeks to establish and maintain partnerships with other advocacy groups and governmental agencies that address the needs of MPS students.

k. Neighborhood Schools Initiative: MPS seeks to continue support of the Neighborhood Schools Initiative.

l. Student Health Initiative: MPS seeks to address the physical and emotional wellness needs of students, increase the scope of the nutrition program, and increase healthcare coverage and access for students.

m. Increased Authority for Funding for School Safety: MPS supports legislation that will provide school districts the resources and ability to better maintain and improve school safety — specifically, Representative Spencer Black's school safety proposal, which provides that "a school district's revenue limit in any school year is increased by an amount equal to the amount spent by the school district in that school year for safety and security measures, but not more than an amount equal to $100 multiplied by the number of pupils enrolled."

n. Wisconsin Department of Public Instruction — Milwaukee Package: MPS supports the Milwaukee Package and other items beneficial to MPS included in the 2007-09 Education Agenda of Wisconsin Department of Public Instruction. The Milwaukee Package recommends:

(1) restoring arts to MPS

(2) Preschool-Grade 5 Program (P-5)

(3) extended-calendar pilot grants to MPS

(4) Engaging partners for student success/service learning; and

(5) restoring driver education aid for low-income pupils.

Strategic Plan Compatibility Statement

2. The Legislative Agenda supports the MPS Strategic Plan Goal, Goal. 1, to improve student achievement, Goal 2, to improve student success in further education and employment; and Goal 3, to improve family satisfaction.

Statute, Administrative Policy, or Board Rules Statement

3. This proposal is consistent with State of Wisconsin statutes and MPS policies.

Fiscal Impact Statement

4. This item does not authorize expenditures. There is no fiscal impact related to endorsing this agenda.

Implementation and Assessment Plan

5. The MPS Administration will pursue all items approved for inclusion in the Legislative Agenda upon approval by the Board of School Directors.

Committee's Recommendation

Your Committee recommends that the Board adopt the proposed items lettered a through n below and include them in the current MPS legislative agenda:

a. Special Education: MPS seeks an increase in the amount of state funding to meet the growing costs of special education.

b. Bilingual Education: MPS seeks an increase in the amount of state funding to meet the growing costs of bilingual education.

c. Teachers: MPS seeks to create more incentives, through additional state funding, to attract and retain new and current teachers.

d. Taxpayer Relief and Proper MPCP Funding: MPS supports more appropriate state funding for Milwaukee Parental Choice Program schools.

e. "Tax Freeze" and Taxpayer's Bill of Rights (TABOR): MPS opposes legislative action that diminishes local control over school funding and legislation that places arbitrary caps on the ability of school boards to properly fund programs and to run schools.

f. Community Learning Centers (CLCs): MPS seeks to establish a balanced and diversified funding base to sustain Milwaukee's Community Learning Centers.

g. FTE Funding for All-day K4 Programming: MPS seeks to allow school districts to count each child participating in all-day K4 programming as a full 1.0 FTE (full-time-equivalent) for funding.

h. SAGE: MPS seeks to increase SAGE funding and flexibility.

i. Preschool to Grade 5 (P-5) Program: MPS supports the Department of Public Instruction's (DPI) budget request to increase funding for P-5 schools by $367,700 in 2007-09 fiscal years.

j. Community and Governmental Partnerships: MPS seeks to establish and maintain partnerships with other advocacy groups and governmental agencies that address the needs of MPS students.

k. Neighborhood Schools Initiative: MPS seeks to continue support of the Neighborhood Schools Initiative.

l. Student Health Initiative: MPS seeks to address the physical and emotional wellness needs of students, increase the scope of the nutrition program, and increase healthcare coverage and access for students.

m. Increased Authority for Funding for School Safety: MPS supports legislation that will provide school districts the resources and ability to better maintain and improve school safety — specifically, Representative Spencer Black's school safety proposal, which provides that "a school district's revenue limit in any school year is increased by an amount equal to the amount spent by the school district in that school year for safety and security measures, but not more than an amount equal to $100 multiplied by the number of pupils enrolled."

n. Wisconsin Department of Public Instruction — Milwaukee Package: MPS supports the Milwaukee Package and other items beneficial to MPS included in the 2007-09 Education Agenda of Wisconsin Department of Public Instruction. The Milwaukee Package recommends:

(1) restoring arts to MPS

(2) Preschool-Grade 5 Program (P-5)

(3) extended-calendar pilot grants to MPS

(4) Engaging partners for student success/service learning; and

(5) restoring driver education aid for low-income pupils.

Director Morales moved to direct the Board president to send a letter to Governor Doyle by January 15th, 2007, asking that:

1) his proposed biennial budget include, at minimum, categorical aids allocations that permit districts to maintain bilingual and special education programs at their FY '07 levels, and at minimum, SAGE programs at the proposed $2,250 per pupil level; and

2) that the governor provide strong leadership in this legislative session to push for comprehensive school finance reform that ensures students can meet state standards and provides for local property tax relief; and

also to adopt the recommendation of the Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Hardin, Horton, Morales, Spence and President Dannecker—6.

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 the following dates and times:

November 27, 2006, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
November 28, 2006, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
November 29, 2006, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
November 30, 2006, at 11:30 a.m. and 2:00 p.m.
December 4, 2006, at 11:30 a.m. and 2:00 p.m.
December 5, 2006, at 2:00 p.m.
December 6, 2006, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
December 7, 2006, at 2:00 p.m.
December 8, 2006, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
December 11, 2006, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
December 12, 2006, at 11:30 a.m. and 2:00 p.m.

December 13, 2006, at 9:30 a.m., 11:30 a.m., and 2:00 p.m.
December 14, 2006, at 9:30 a.m. and 11:30 a.m., and 2:00 p.m.
December 15, 2006, at 11:30 a.m. and 2:00 p.m.
December 18, 2006, at 11:30 a.m. and 2:00 p.m.
December 19, 2006, at 2:00 p.m.
December 20, 2006, at 9:30 a.m. and 11:30 a.m.
December 21, 2006, at 9:30 a.m.

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

Ayes—Directors Blewett, Hardin, Horton, Morales, Spence, and President Dannecker — 6.

Noes—None.

* * * * *

## NEW BUSINESS

(Item 1) Report of the Board's Delegate to the Milwaukee Partnership Academy (MPA)

Submitted by: President Dannecker

Previous month's summary:

- The Dean of the School of Education at Drake University, Ms. Jan McMahill, visited Milwaukee during the second week of December to learn more about the Milwaukee Partnership Academy. She met with several MPA members representing the Executive Partners, Leadership Team, Implementation Team and Work Groups. She also attended the December 11 Implementation Team meeting. A larger group from Drake may visit in the Spring to meet with more people and visit schools.
- The MPA Executive Partners have finalized the MPA charter.
- The MPA Leadership Team is addressing some of the work and needs of the MPA and its initiatives, with a strong focus at this time on comprehensive literacy.
- The topic of the February Deans' meeting is literacy. Each Dean is to invite a literacy person from his or her staff to attend with them. Kathy Williams and Arleen Dansby from MPS will be sharing information with them on comprehensive literacy and seeking their input and involvement.
- A Search Committee for a new MPA Executive Director has been formed and has been working on a national search plan and an updated position description with input from the Executive Partners, the Leadership Team, and others.
- New and updated data for the MPA web site is being created.
- SMAART Schools have been renamed NEA Focus Schools.
- Planning is in progress for an NEA professional development opportunity for teachers and principals to take place on March 10 at Cardinal Stritch University. NEA Focus School site-visits continue. NEA Foundation mini-grant applications have been reviewed, and mini-grants are being awarded in the areas of professional development, best practices, induction and family involvement strategies.

- The issue of parental involvement and other issues related to parents have been coming up with greater frequency and urgency. Generation of some ideas has begun and will continue with further discussions.
- The Skunkworks Work Group is working on ways to include the student voice in the strategic planning process.
- Teacher & Principal Quality Work Group subcommittees are working on various activities, including a district rollout template and a student teacher protocol.
- The fourth Math TIR (Teacher-In-Residence) position was filled by a person bringing in high-school expertise. Two Math Teaching Specialists have also been hired.
- An expanded Math Teacher Leader meeting is taking place in December. Learning Teams were invited to send a special education teacher who works with mathematics and one other staff member along with their Math Teacher Leaders. Attendance at the first two sessions has been very good and the same is expected for the final session. Geometry and measurement are being focused on, and time is also being spent on descriptive feedback on CABS (Classroom Assessments Based on Standards) in mathematics. Feedback reports from the schools will be brought back to the January Math Teacher Leader meeting.
- A CD of CABS in mathematics was distributed this fall. All CABS are now on the MMP (Milwaukee Mathematics Partnership) web site.
- The math college readiness assessment for ninth-, tenth-, and eleventh-graders will be done as a pilot next spring. The goal is for this to be used as a counseling tool.
- A Reading 180 Intervention Model is being implemented in ten middle and high schools this school year. It is funded in part by a DPI grant, and some schools are paying for it themselves. Getting the interventions to the students is very challenging in the organizational structure and climate of the high schools. There is a K-12 component to the model. Another literacy model is being implemented by First Things First at two high schools that have block scheduling where all ninth-graders receive reading instruction in their first block class of the semester.
- Reading pacing guides have been developed, focused on the NEA Schools.
- District-level CABS are being developed for reading. Implementation will take place next school year.
- English Language Arts professional development has been targeted for schools that selected writing as one of their Educational Plan Smart Goals.
- English Language Arts resources are continually being uploaded to the portal. There are also online chats that support English Language Arts. With input from English Department Chairs, district-wide syllabi for high-school English courses have been placed on the portal.

The next meeting is to be held on March 16, 2007

* * * * *

(Item 2) Report of the Board's Delegate to the Head Start Program

Delegate: Director Johnson

Major Activities — December 2006

- *Weekly Staff meetings continued —*

  — December 4, 2006

  Guest Speaker: Alanda Bradley, City of Milwaukee Health Department

- ► Manager Reports —
  - ○ Health, Mental Health & Disabilities
    - □ Health & nutrition monitoring will take place December 5-14
    - □ Ongoing monitoring of health compliance
  - ○ Interim Educational Manager
    - □ Discussion of the restructuring of the Head Start Central Office
    - □ New office hours for Head Start to accommodate our parents
    - □ New work schedule for Head Start Secretaries
    - □ Discussion of classroom monitoring.
  - ○ Interim ERSEA/FPA Manager
    - □ Held meeting with MPS elementary school secretaries on Friday, December 8, 2006, to discuss Head Start enrollment during 3-Choice school selection
    - □ Implementation of a walk-in schedule to better serve our families registering for Head Start
    - □ Floating holiday schedule for FPAs (Family Partnership Associates)
    - □ Outcomes/update on the data entered for the PIR (Performance Information Report) for the federal government.

— <u>December 11, 2006</u>

- ► Manager Reports —
  - ○ Health, Mental Health & Disabilities
    - □ Follow-up on FPAs' meetings regarding health compliance
    - □ Discussion regarding steps which need to be taken over the next two weeks to ensure health compliance with physicals and dentals for the Head Start Program
    - □ Tracking sheets from FPAs are due every week on Friday. A weekly Health Status Report will be done every week as well
    - □ Discussion on the importance of immunizations
    - □ A few more dental days are scheduled for the month of December.
  - ○ Interim Educational Manager
    - □ Discussion of Office Floor Plan
      - ■ Clean-up day — Monday, December 18
      - ■ Moving Day — Tuesday, December 19
      - ■ Lobby materials will be delivered after the office moves.
  - ○ Interim ERSEA/FPA Manager
    - □ Housekeeping items for the FPAs
    - □ Discussion of office etiquette

- □ Discussion regarding the chain of command.

○ Director of Early Childhood Education

(Guest: Executive Director, MPS Department of Human Resources)

- □ Presentation and discussion of District's urgent facts
- □ Presentation and discussion of the Division of Early Childhood Education's mission statement
- □ Presentation and discussion of District Administrative Policy 6.07, Employee Rules of Conduct, and the MPS Head Start Code of Conduct for FPAs

- *Ongoing recruitment of eligible Head Start students.*
- *Activities of the Interim Head Start Educational Manager*
  - — Visitation to Head Start sites continues, with focus on staffing in the Head Start classrooms, time management with Head Start teachers, observing the interaction between teachers and students in the Head Start classroom
  - — Analysis of recommendations for possible new K4 Head Start sites for the 2007-2008 school year
  - — Coordination and facilitation of restructuring the Central Services Head Start Office.
- *Activities of the Health, Mental Health & Disabilities Manager*
  - — Dental Days at the Head Start sites continue
  - — Health compliance is the focus for the month of December
  - — Focus on identifying children with disabilities in the Head Start Program
  - — Ensuring there are current IEPs in the Head Start folders
  - — Working with the Head Start Nurse Coordinator, the LPNs, and the Psychologist.
- *Activities of the Interim ERSEA (Eligibility, Recruitment, Selection, Enrollment & Attendance) Manager*
  - — Conduct weekly ERSEA meetings with FPAs
  - — Emphasis placed on developing internal systems for ERSEA
  - — Met with elementary school Secretaries regarding preparation for the three-choice enrollment period.
- Parent meetings were held at all Head Start sites during the month of December.
- Staff Development — Head Start management team participated in the national Head Start Director's Institute held December 12t-15 in Washington, D.C.

The next Policy Council meeting is scheduled for Saturday January 13, 2007. The agenda:

I. Call To Order

II. Roll Call

III. Approval of the meeting minutes from Saturday, December 9, 2006

IV. Nomination and Selection of Community Representatives

V. Review of *Robert's Rules of Order*

VI. Old Business

A. Follow-up report from Health, Mental Health & Disabilities Manager

B. Follow-up report from Interim ERSEA Manager on Head Start enrollment during 3- Choice

C. Discussion regarding meeting time and dates for future Policy Council meetings

VII. New Business

A. Description of Policy Council officer roles — Chairman, Assistant Chairman and Secretary

B. Roles and responsibilities of the Policy Council

C. Fatherhood Initiative

D. Report from Head Start Recruitment Committee

* * * * *

# RESOLUTIONS

**Resolution 0607R-024**

**by Director Blewett**

WHEREAS, The Milwaukee High School of the Arts (MHSA) has experienced a cut of more than 23% in staffing in recent years; and

WHEREAS, Some classes at MHSA have experienced a 60% increase in enrollment; and

WHEREAS, Officials at MHSA have threatened to scale back or eliminate completely plans for student performances of various kinds; and

WHEREAS, MPS's decision in 2000 not to provide extra funding to specialty programs has deprived MHSA of its ability to meet its financial and artistic needs, resulting in a deficit of more than $900,000; and

WHEREAS, For several years, school leaders have tried unsuccessfully to find large donors to underwrite the costs of arts programs; and

WHEREAS, This year, some parents at MHSA, determined to fight for a program in which they so deeply believe, have started a campaign to raise $275,000 — which is only a small fraction of school's annual budget of about $8 million — by asking MHSA parents to donate $300 each to the school; and

WHEREAS, A group of parents in the school took it upon themselves to buy a full-page advertisement in the November 10, 2006, edition of the *Milwaukee Journal Sentinel* to bring MHSA's dire financial straits to the attention of the public; and

WHEREAS, Rather than trying to find ways in which to keep this valuable and popular program alive and to finance its current and future costs, MPS itself is acerbating the problem by insisting that the school use money out of its already inadequate operating budget to reduce its past debt; and

WHEREAS, Rather than fueling the downward spiraling enrollments in MPS by eliminating popular and important programs that would attract and retain students, MPS should follow the example of private enterprise and build its customer base by investing in and providing services that people need and want; now, therefore, be it

RESOLVED, That, for Fiscal Year 2008, the Board direct the Administration to develop a budget that will guarantee sufficient funding to MHSA to keep its program operating at this current year's level, if not better; and be it

FURTHER RESOLVED, That the Board direct the Administration to work with MHSA and its community to develop an innovative, realistic, and aggressive plan to secure contributions from large outside donors, such plan to be reported to the Board and to be implemented no later than the end of the 2008 fiscal year; and be it

FURTHER RESOLVED, That the Board direct the Administration to investigate alternative methods to reduce and eliminate the MHSA deficit that do not require MHSA to divert vital funds from its already strained operating budget.

Referred to the Committee on Strategic Planning and Budget.

**Resolution 0607R-025**

**by Director Dannecker**

WHEREAS, Members of the Milwaukee Board of School Directors, as well as MPS district administrative personnel, have variously and vigorously expressed a strong desire to support arts education throughout the community and particularly to identify means to strengthen and sustain specialized arts education at the Milwaukee High School of the Arts (MHSA); and

WHEREAS, Various members of the public have expressed concern about the future of MHSA and other arts programs; and

WHEREAS, The District must find means to strengthen and sustain arts education in all schools; and

WHEREAS, MHSA has operated in recent years with a growing deficit, and some individuals have expressed a strong belief that the operating deficit is rooted in the loss of specialty funds allocated to the school, that it is equitable and necessary to give MHSA additional funds to sustain MHSA's current method of operating, and that the District must meet the challenge of replicating this high-quality program; and

WHEREAS, Even if replacing lost specialty allocations would reduce or eliminate the school's deficit, providing supplemental funding in this manner would likely require depleting funds for other programs, would further exacerbate the financial challenges of replicating high-quality programs, and does not appear likely to provide sustainable funding for high-quality arts education; and

WHEREAS, While few, if any, have disagreed with the assertion that high-quality arts education is more expensive to provide than is education in other forms, no one has offered to the District a means of defining this additional cost; and

WHEREAS, When resources are limited, it is not reasonable to define necessary additional cost purely by what the beneficiary of the expenditure demands, as opposed to the learning outcome targeted; and

WHEREAS, Despite various efforts to engage in a coordinated problem-solving approach to meeting the arts funding challenge, a variety of groups appear to be seeking or creating their own solutions to the issue of arts funding, without apparent coordination or comprehensive planning, and without evident agreement on specific desired means or ends; and

WHEREAS, Parents and arts groups have for too long been pitted against each other and the District without generating a defined goal or legitimate basis for the Board or the Administration to adopt a long-term plan for sustaining and expanding access to quality arts education based upon best practices and the natural strengths of our community; and

WHEREAS, The Milwaukee regional community and Milwaukee Public Schools, as partners, are uniquely situated to provide avenues to the highest-quality arts education possible; and

WHEREAS, The lack of a clear set of goals for arts education on a district-wide and regional level, and lack of a plan for working toward those goals, together with demands that the District must simply take money from other programs in order for arts programming to survive at a specific school, allows for an atmosphere in which unsubstantiated assertions and rumors flourish and may undermine arts education funding by encouraging uncertainty in parents who may be considering enrollment; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors express its united support for identifying and articulating best practices in specialized arts education at all levels, including Milwaukee High School of the Arts, as well as for strengthened arts programming in every school affiliated with the District, and its commitment to creating equal access to quality arts education for every child in Milwaukee; and be it

FURTHER RESOLVED, That the Board directs the Administration to identify one or more persons to work with interested persons to develop a proposed model for sustainable high-quality arts education in Milwaukee, focusing on Milwaukee High School of the Arts and on building sustainable collaborative relationships intended to ensure that the quality of education at MHSA is better than ever and continuously improving, and further working outward through MPS and the community to reinvigorate and strengthen all arts education in the District, with considerations to include, but not be limited to:

1. the possibility that, given that the current MHSA building may be of inadequate quality and is sometimes generally described as requiring excessive maintenance, and given the excess capacity within district facilities, better space may exist in better locations that may be modified with relative cost-effectiveness to create state-of-the-art facilities for teaching and learning, including rehearsal and performance in various arts endeavors;

2. the collection and consideration of existing research and information that specifically defines needs that result in high-quality arts education as being relatively more expensive than other education, including information from any available, reasonably credible source, and the establishment of tasks for obtaining any additional needed information;

3. the collection and consideration of information from other districts as to how they sustain specialty arts funding, particularly in districts that sustain it at a rate higher than provided for other education models, or at rates higher than in other districts;

4. inviting individuals and organizations in the arts community to assist in developing a cost model that adequately funds high-quality arts education, and inviting the school community to assist again in this process of identifying and justifying particular expenditures;

5. an analysis of previously used funding models to determine whether a previous Central Service delivery model might be reconsidered and determined to be more appropriate and cost-effective; and

6. the development, as rapidly as possible, of a proposed plan, or sequence for working with any willing member of the Milwaukee community to develop a plan, to revitalize arts education, and to expand it, in Milwaukee; and be it

FURTHER RESOLVED, That the Board further directs the Administration to report to the Board as early and often as reasonably possible to apprise it of ongoing discussions and developments in developing a stronger sustainable model for arts education that makes the greatest possible effective use of arts resources and talents throughout the community.

Referred to the Committee on Innovation/School Reform.

**Resolution 0607R-026**

**By Director Blewett**

WHEREAS, After-school programming is a wise public investment; and

WHEREAS, Investment in after-school programming has wide public support as evidenced by a recent survey that showed that two-thirds of voters believe that federal and state tax dollars should be used to expand after-school programs to make them accessible for all children, with sixty-nine percent of the respondents supporting increased funding for such programs, even if it leads to a tax increase; and

WHEREAS, Between the hours of three and six p.m., children are most at risk of being involved in dangerous behaviors or of becoming victims of crime, and after-school programs keep kids out of trouble by providing safe and structured time during these critical afternoon hours; and

WHEREAS, In Wisconsin, after-school programs have contributed to the sharp drop in the number of young people having contact with the juvenile justice system; and

WHEREAS, At a time when more than one-third of Wisconsin's children are unsupervised in the hours between the end of the school day and the end of their parents' workdays, after-school programs benefit the entire family by giving parents the security of knowing their children are in a safe place involved in enriching activities, consequently helping them to balance work and family responsibilities; and

WHEREAS, Research — including a University of Wisconsin study of 64 after-school programs which found that teachers reported these programs promoted better behavior and improved academic performance of participants — shows that after-school programs contribute to students' academic achievement; now, therefore, be it

RESOLVED, That the Board direct its President to send a communication by letter and email to Wisconsin Governor Doyle by January 15, 2007, urging him to include in his 2007-09 Biennial State Budget the after-school funding proposal forwarded by State Superintendent Elizabeth Burmaster that provides $5 million annually to support before- and after-school learning opportunities, a deliberate investment that will help make it possible for existing programs to continue and expansion of after-school opportunities to meet the unserved need.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-027**

**By Director Morales**

WHEREAS, Although Board Governance Policy BG 2.11, Board Policies: Preliminary Development and Adoption, Section (5), mandates that, "Each fifth year, the Board and its designee will revisit all of its policies, rules, and procedures to determine their coherence and appropriateness to the present mission of the school district," no such comprehensive quinquennial review has been done since the Milwaukee Board of School Directors adopted the current MPS Rules and Policies Manual in 1995; and

WHEREAS, Over time, state and federal rules and regulations governing education may be adopted, revised, or repealed, rendering some MPS rules, policies, or procedures, or portions thereof, outdated, irrelevant, redundant, inconsistent, or possibly even illegal; and

WHEREAS, Evolution of the Board's vision, or of the Administration's approach to fulfilling that vision, may also engender organizational changes that may not always be reflected in current rules, policies, or procedures; and

WHEREAS, Besides those specified in the MPS Rules and Policies Manual, there may be other Board-mandated tasks, procedures, or duties currently performed by staff that current circumstances have rendered outdated, irrelevant, redundant, or inconsistent with the District's vision and mission; and

WHEREAS, Although MPS staff and departments have demonstrated diligence in keeping themselves informed of, and compliant with, such changes, both legal and organizational, it is imperative to any well functioning organization that the rules and policies by which that organization is governed be codified and maintained in a timely, up-to-date manner; and

WHEREAS, Staff time and resources being at a premium, every effort must be made to ensure that they are focused on activities that bring real benefit to the District and the students and families that it serves; now, therefore, be it

RESOLVED, That the Board direct the Board Clerk/Director, Office of Board Governance, and the Superintendent to initiate an ongoing review of the current MPS Rules and Policies Manual, with an eye toward identifying those rules, policies, and procedures that have become — either in whole or in part — outdated, irrelevant, redundant, inconsistent, or in conflict with current law; and be it

FURTHER RESOLVED, That the Board also direct the Board Clerk/Director, Office of Board Governance, and the Superintendent to include in their review any other Board-mandated tasks, practices, or procedures that staff perform that may be outdated, irrelevant, redundant, or inconsistent with the Board's vision and mission; and be it

FURTHER RESOLVED, That annually, at the beginning of each new Board year, the Office of Board Governance and the Superintendent present to the Board's Committee on Legislation, Rules and Policies, for consideration throughout the year as time and priorities permit, a list of any MPS rules, policies, procedures or practices which the Board Clerk and the Superintendent have determined to be outdated, irrelevant, redundant, inconsistent, or in conflict with current law, and therefore should be repealed, along with their rationale for repeal, including a brief explanation of:

1. the original intent of each rule, policy, etc., if known;

2. the actual effect or ramifications of each item in question; and

3. the effect or benefit of repealing or eliminating the item in question; and be it

FURTHER RESOLVED, That the Committee on Legislation, Rules and Policies shall, as time and priorities permit, make its best effort to address each of the items submitted as a result of this resolution and then forward its recommendations to the Board; and be it

FURTHER RESOLVED, That adoption of this resolution does not preclude the ability of either the Superintendent or the Board Clerk to bring forward recommendations for adoption, revision, or repeal of rules, policies, or procedures at any other time, as the need may arise.

Referred to the Committee on Legislation, Rules and Policies.

The Board adjourned at 8:46 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JANUARY 9, 2007

Special meeting of the Board of School Directors called to order by President Dannecker at 6:20 PM.

Present—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—7.

Absent and excused—Director Blewett—1.

Vacancy on Board—1.

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

January 5, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 6:00 p.m. on Tuesday, January 9, 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 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 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 Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

The Board retired to executive session at 6:24 PM.

The Board adjourned from executive session at 6:53 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JANUARY 16, 2007

Special meeting of the Board of School Directors called to order by President Dannecker at 6:46 PM.

Present—Directors Blewett (7:18 PM), Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

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

January 12, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 6:30 p.m. on Tuesday, January 16, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the following purposes:

1. to receive an update and possibly take action regarding the use by the Milwaukee Police Department of the building that formerly housed the Jackie Robinson Middle School for training its officers to respond to critical situations; and
2. to consider the appointment of representatives to the MATC Appointment Committee;
3. to confer with legal counsel who is rendering oral or written advice concerning strategy with respect to litigation in which it is or is likely to become involved.

In regard to Item 3 above, and pursuant to Wisconsin Statutes, Section 19.85(g), the Board may retire to executive session for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

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

By unanimous consent, the Board first took up Item 2.

The Board President submitted the names of the following four individuals, who all served last year, to the Board for reappointment to the MATC Appointment Committee: Ms. Devon Turner, Ms. Ada Rivera, Director Danny Goldberg and Mr. Dashel Young.

Director Johnson moved to approve the appointments.

The appointments were approved on the following vote:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

With respect to Item 1, Director Morales moved that the Board:

1. approve the agreement for temporary use between the Milwaukee Police Department and the Milwaukee Public Schools;

2. clarify for the public and the administration that future temporary use agreements for vacant school use facilities be brought to the Board for action; and

3. codify a process for this type of short-term use in vacant buildings.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Horton and Spence—4.

Noes—Director Hardin—1.

Temporarily absent—Director Morales—1.

Voting “present”—Director Johnson and President Dannecker—2.

With respect to Item 3, Director Johnson moved that the Board retire to executive session, pursuant to Wisconsin Statutes 19.85(g), to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted with respect to litigation in which the Board is or is likely to become involved.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—7.

Noes—None.

Temporarily absent—Director Morales—1.

The Board retired to executive session at 8:11 PM.

The Board adjourned from executive session at 8:25 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JANUARY 25, 2007

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:58 PM.

Present—Directors Goldberg (7:03 PM), Hardin, Horton, Johnson, Morales (7:05 PM), Spence, and President Dannecker—7.

Absent and excused—Director Blewett—1.

Vacancy on Board—1.

The Chair introduced and welcomed Destiny Hill, a student at Marshall High School, who presented a speech on the 1st 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:

Dr. Rogers E. Onick,
Principal, Morse Middle School

In November 2006, Dr. Rogers E. Onick was honored as Principal of the Year by the National Alliance of Black School Educators (NABSE). The Principal of the Year award is given to principals who demonstrate outstanding leadership skills that have led to a greater sense of student, teaching staff, and parental community support within a school. Dr. Onick received this prestigious award during a ceremony on November 11 at NABSE's annual conference in Orlando, Florida.

Dr. Onick started his career in Milwaukee Public Schools in 1968 and is currently serving in his 17th year as principal of Morse Middle School, a gifted-and-talented specialty school. Morse is the only gifted-and-talented specialty school in Wisconsin that educates an African-American student majority. Dr. Onick believes in challenging gifted and talented children in unique ways and has been exceptionally successful in this important endeavor.

On being named NABSE Principal of the Year, Dr. Onick shared the following:

> Being named the 2006 NABSE Principal of the Year is an humbling experience for which I am truly grateful. The honor reflects the hard work of my students, their teachers and the families that support our school. NABSE's recognition of my work represents the efforts of the entire Morse school community. I salute the students, teachers, staff and Morse families whose commitments to education made such an honor possible for me. I will continue to be an enthusiastic and energetic advocate for quality education for all of Milwaukee's children.

Dr. Onick is an important and integral member of the MPS community and has made many contributions during his career to support all students in the district. He sets high standards for his students, his staff, and himself, and puts systems in place to ensure realization of high standards on a daily basis. Dr. Onick's work in MPS is further enhanced and supported through his active involvement in the Metropolitan Milwaukee Alliance of Black School Educators (MMABSE), for which he serves as president. Under Dr. Onick's leadership, MMABSE has addressed many timely educational issues, conducted educational research and shared findings, and has implemented strategic research-based plans to reduce the achievement gaps in Milwaukee Public Schools.

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

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Other Awards and Recommendations

Students

Scholby Latson is a seventh-grade student at Samuel Morse Middle School who has younger siblings who attend Sixty-eighth Street School. An appeal was made by the Sixty-eighth Street School staff to help a K3 student whose family lost most of their belongings in a fire. Scholby took it upon herself to spread the word of this to her classmates at Samuel Morse. As a result, clothing and food were collected, which she and her father delivered to Sixty-eighth Street School. Scholby is to be commended for her kindness and consideration of others and for her ability to organize and complete an important service project.

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Hannah Kazik, a student at Rufus King International Baccalaureate High School, placed 7th in the Student Art Exhibit and Awards sponsored by the Wisconsin Association of School Boards and the Wisconsin Art Education Association. She received a $100 US Savings Bond provided by the Wausau Insurance Companies. Her artwork was displaced at the 86th State Education Convention on January 17 and 18, 2007, at the Midwest Airlines Center in Milwaukee

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The following students took top honors in the final competition of the Dr. Martin Luther King, Jr., Speech Contest, sponsored by We Energies:

Grade K-2 Division
- Second Place — Lisa Yang, Lloyd Street
- Third Place — Markia Silverman-Rodriguez, Elm Creative Arts

Grade 3-5 Division
- First Place — Donovan Nathaniel , River Trail
- Third Place — (Tie)
  - Benjamin Barmore, Hawley Environmental
  - Talonna Clark, Congress Year-Round
  - Shantee McKay, Westside Academy
  - Borgne Raasch, Elm Creative Arts
  - Xai Ger Yang, Garland

Grade 6-8 Division
First Place — Maya George, Golda Meir
Third Place — Rhema Cameron, Lincoln Center for the Arts

Grade 9-10 Division
First Place — Jessica Holden, Rufus King International Baccalaureate High School
Third Place — Lee Ho, Kilmer South High School

Grade 11-12 Division
First Place — Afia Allen, Malcolm X Academy
Second Place — Rodtrell Cameron, Custer High School

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Aneisha White, Carleton Elementary; Joseph Turczyn, Trowbridge Elementary; Jalaya Little, Wisconsin Avenue; and Andriyah Carter, Wisconsin Conservatory of Lifelong Learning took the top prizes in the Mark Tauscher Reading Challenge, which required students to read 500 minutes in the month of October in addition to classroom reading. Each student received three tickets to the Packers-Lions football game at Lambeau Field in Green Bay.

Staff

The 2006 National Distinguished Principals Program recently recognized former Honey Creek Elementary School Principal Santa M. Consiglio for her accomplishments and leadership in helping children develop a lifelong love of learning. This award is presented by the National Association of Elementary Schools Principals and the U.S. Department of Education.

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On October 18, 2006, Mr. Harold Smith, a school safety aide at Samuel Morse Middle School received a special commendation from the City of Milwaukee and Mayor Tom Barrett for his heroic dedication and quick action to save a colleague's life.

Morse Middle School has two defibrillator units and is currently fundraising for a third unit. Thirty-seven Morse staff members, including Mr. Smith, have been trained to use the defibrillators in case of an emergency.

On October 10, 2006, Mr. Smith's noticed that his colleague was having difficulty breathing. He immediately administered CPR and used the defibrillator unit. Mr. Smith is being credited with saving his colleague's life. Mr. Smith and the Morse community are to be honored for their commitment to supporting one another through the extensive CPR/defibrillator training that staff completed and the willingness to use what they learned through this training to save lives.

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## APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of November 14, 16, 28, and 30, and December 11 and 21, 2006, were approved as printed.

* * * * *

## COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Disallowance of 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. JoAnne L. Krabbe, attorney, on behalf of a minor and her parent, Phyllis Sherman, and on behalf of the minor and Phyllis Sherman, for injuries allegedly sustained by the minor at Lincoln Center of the Arts Middle School on December 2, 2006.

Claim for medical expenses is being made in the sum of $6,839.66. Claim for damages is being made in the sum of $250,000.

Wausau Insurance Companies, the third-party administrator who investigates general liability claims filed against the school district, has requested that this claims be disallowed.

Therefore, I recommend that the Board disallow the above-mentioned claim and place it on file. Under the provisions of Section 119.68 and Section 893.80 of the Wisconsin Statutes, this disallowance will permit the claimants a period of six months in which to bring suit, if they so desire.

Respectfully Submitted,

William G. Andrekopoulos
Superintendent of Schools

On the motion of Director Johnson, the claim was disallowed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Johnson, Morales, Spence and President Dannecker—6.

Noes—None.

Temporarily absent—Director Horton—1.

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## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Finance/Personnel Committee, Item 2, monthly personnel matters; and

Finance/Personnel Committee, Item 5, a resolution regarding policies and procedures to catalog and ensure appropriate use of all district assets.

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

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—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:

(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 begin July 1, 2006

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

| | 12/06 | 11/07 |
|---|---|---|
| Population Served | 16,925 | 17,140 |

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 90-day timeline or within an appropriate timeline extension that is agreed upon by the parent. 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.

| | 12/06 | 1/07 |
|---|---|---|
| Initial Evaluations (Completed since 7/06) | 1078 | 3165 |
| Percentage Identified Special Education | 66% | 64% |
| Active Initial Referrals | 1346 | 1187 |
| Re-evaluations (Completed since 7/05) | 903 | 1142 |
| Percentage Continued in Special Education | 79% | 81% |
| Active Re-evaluations | 798 | 751 |

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of January 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 new special education teachers

(2) SSIMS/Encore training for special services administrators

(3) Interim procedure training for special education teachers

(4) Voluntary drop in HELP Sessions for all staff

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

d. Final form specifications, to update the Encore system to reflect the latest state IDEA 2004 changes, were submitted to Spectrum.

3. State Performance Plan: Indicator #4 (Free Appropriate Public Education in the Least Restrictive Environment) Suspension and Expulsion Rates

a. The State Performance Plan is required by the IDEA-2004 and 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 twenty indicators that were specified in the IDEA-2004. Data from each school district in the State is being collected by DPI and reported as state baseline data in each of three categories. 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. In order to assist districts with improved outcomes, districts will participate in the State's identified Continuous Improvement Focused Monitoring (CIFM) Process. The DPI is identifying baseline data in each indicator area. The Stakeholder group is assisting the DPI to establish six year targets and bench-marks to assist the State to measure progress toward the six year identified outcomes. The indicators are as follows:

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

Indicator #1 .....Graduation Rates (Regular Diploma)

Indicator #2 .....Drop-out Rates

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

(2) Targeted Area: Disproportionality

Indicator #9 .....Disproportionality Representation of Racial and Ethnic Groups in Special Education as a Result of Inappropriate Identification.

Indicator #10 .....Disproportionality Representation of Racial and Ethnic Groups in Specific Disability Categories as a Result of Inappropriate Identification

(3) Targeted Area: Effective General Supervision: Child Find

Indicator #11 .....Data Regarding the Number of Children Who Were Evaluated Within 60 Days of the District's Receipt of a Signed Parent Consent

(4) 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

(5) Targeted Area: IDEA Part B: Effective General Supervision

Indicator #15 .....Review of General Supervision System i.e. Monitoring 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. The Department of Special Services is providing information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14 during the 06-07 school year. Information will include methods for data collection and review to lead to identified improvements. In addition the Department will present current practices and procedures as well as plans for improvement in each indicator area.

STATE PERFORMANCE PLAN

Indicator #4.....Rates of Suspension and Expulsion

a. 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 more than 10 days in a school years;

b. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of more than 10 days in a school year of children with disabilities by race and ethnicity.

Out-of-school suspensions (§120.131(1)(b), Wis. Stats.) are defined as absences from school imposed by the school administration for:

- noncompliance with school district policies or rules; or
- endangering the property, knowingly conveying any threat or for conveying false information concerning an attempt or alleged attempt being made or to be made to destroy school property by use of explosives; or

- conduct while at school or under the supervision of a school authority which endangers the property, health or safety of others; or
- conduct while not at school or while not under the supervision of a school authority which endangers the property, health, safety of others at school or 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.

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)."

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:

- repeated refusal or neglect to obey the school rules; or
- threatening to destroy school property by explosion; or
- engaging in conduct at school that endangers the property, health, or safety of others; or
- 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 shish 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.

Indicator Measurements

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).

MPS Disciplinary Policies and Procedures for All Students

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 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.

The Milwaukee Public Schools is 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. 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 in functioning successfully in their educational and social environments. The goal of MPS discipline procedures is to promote positive behavioral change for all students.

As a result of ongoing discussions relative to 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.

- 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, and
  - individual/ small group counseling.
- Professional development and prevention-planning 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).

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 the social and emotional wellness needs within that school using the SELF. The project has attracted national attention and support for validation and standardization testing.

As a result of the data analysis, each school has incorporated in its educational plan a plan for both a rigorous academic plan and 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 (Attachment #1 to them minutes of your Committee's meeting).

- A well-functioning school is one that focuses of 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 provide 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 the 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 represent 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, and 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.

Discipline and Students with Disabilities

All students must abide by the Code of Classroom Conduct; 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.

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 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/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 have 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 its resources to offer a continuum of services that includes services for students with behavior concerns, and 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 students 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 to facilitate positive behavioral changes in all students.

Implementing Suspensions and Disciplinary Removals

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 #2 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.

Current best practices point to the need for school districts to implement alternatives to suspensions, including social emotional health and wellness curriculums, in-school prevention and interventions, 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.

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 length of time that 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 are 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.

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 the revise the IEP. The following issues must be taken into account when determining if a placement change will occur:

- the length of the removal exceeds ten (consecutive) days of removal , or
- the length of removals exceeds more than ten cumulative days in a year, and the student's 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.

In-school suspensions can 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, receives 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.*

Bus suspensions count toward the 10-day suspension limit if the result is that the child does not attend school. Half-day or partial-day removals also count toward the 10-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.

The special education supervisor and school administrator work with the special education teacher to determine if the removal will constitute a change in placement.

Placement decisions are guided by the Placement Procedures/Changes of Building Assignment (revised September 1, 2006) which is found as Attachment #3 to the minutes of your Committee's meeting.

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 is removed; however, the school must ensure that, beginning on the 11th day of removal and during any subsequent days of removal, that the 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.

More Than Ten Days of Removal — Change in Placement

If the removal on the 11th 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 the conduct:

- was caused by, or had a direct and substantial relationship to, the child's disability, or
- was the direct result of the district's failure to implement the IEP.

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. If the behavior is not a manifestation of the student's disability, the district can proceed with the removal, provided the appropriate services are in place.

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.

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 about 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.

Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

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 a child with disabilities when that behavior interferes with the child's learning or that of others. 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, including positive behavioral interventions, 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.

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 purpose of the FBA and the BIP is to target behaviors, determine their causes, and develop a plan to modify those behaviors.

The IEP team conducts the functional behavior assessment using information gathered through records, observations, and interviews. Most behaviors are motivated by one of three reasons:

1. to get something
2. to avoid something
3. to communicate something.

The IEP team, through the FBA process, defines target behaviors and determines the function of the behavior for the students. Once the FBA has identified target behaviors, the IEP team develops the BIP. The BIP is developed in order to:

1. provide environmental adjustments that make the target behavior relevant
2. identify and teach replacement behaviors that serve the same function as the target behavior
3. reinforce the occurrence of desired behaviors
4. use predetermined consequences to extinguish target behavior.

Whenever possible, the student should be involved in the development of his/her IEP, especially in the development of the behavior components of the IEP.

Interim Alternative Education Setting (IAES)

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:

- *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;

- *controlled substance* means a drug or other substance identified in Title 21 of the United States Code;
- *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 health-care 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.
- *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.

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 enable the student to continue to progress in the general curriculum, even though the child is in another setting. The IAES placement must also 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. Finally, the IAES must include services and modifications designed to address behavior so that it will not recur.

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.

The following documents are provided as attachments to the minutes of your Committee's meeting:

Attachment #1 ..... Milwaukee Public Schools Educational Plan — Section 10 Information

Attachment #2 ..... Legal Requirements Relating to Disciplining Children with Disabilities (DPI Information Update # 06.2)

Attachment #3 ..... Placement Procedures/Changes of Building Assignment (revised September 1, 2005).

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## COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Goldberg 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 Communication 0607C-004 from the Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) Regarding Its "Blueprint for Action"

At its meeting on November 30 2006, the Board referred to the Committee on Innovation/School Reform the following communication from the Metropolitan Milwaukee Alliance of Black School Educators (MMABSE) requesting a hearing regarding its "Blueprint for Action" and closing the achievement gap, as outlined below:

The MMABSE BLUEPRINT FOR ACTION
Continuing the Focus on Closing the Achievement Gap

On March 24, 2005, the [MMABSE] Executive Board approved several initiatives designed to address the achievement gap between Black-and White students in the Milwaukee Public Schools (MPS) district In January 2006, MMABSE appeared before the MPS Board of School Directors' Innovative/School Reform Committee *[sic]*.The purpose was to discuss the *MMABSE Closing the Gap Summit* document and *Report to the Citizens of Milwaukee* publication:. During the presentation, the Alliance requested an opportunity to the Board committee with a final draft of a Blueprint for action that would include specific recommendations for the :MPS administration. On March 25, 2006, at the General Membership Meeting, members discussed the blueprint and provided additional recommendations to the original draft. At the April 2006 MMABSE Executive Board meeting, members finalized the document which appears below. It is this final version that will be presented to the MPS Board of School Directors' Innovative/School Reform Committee.

Educational Excellence: Maintaining High Standards and Outcomes

1. Create advanced middle level courses in English, science and mathematics in all MPS and membership 6 through 8 schools that have a direct link to the preparation and experience of all 4th and 5th grade students.

2. Expand higher level courses to K-5 students and create a link to all curriculums for transitional purposes from K-5 to K-8 or middle school 6-8 grades.

3. Create and place students in internships in science and mathematics to motivate high school students to pursue these subjects as careers; create summer programs with emphasis on calculus and geometry and make available for all students but with heavy recruitment for students of color; students selected would have been successful in 9th grade algebra.

4. Require-two years in the same foreign language, three-years of mathematics and science, and four years of English in all high schools.

5. Require pre-algebra in seventh grade, reinstate the algebra requirement for all ninth grade students, and mandate that algebra be completed by the end of ninth grade

6. Provide middle level students the opportunity to pursue careers in science through video conferencing in planetary science in schools that have the technology available

7. Ensure that a school's Educational Plan focus on the achievement gap in one or more areas

8. Ensure that the MPS *Characteristics of a High Performing Urban Classroom* document is used district wide and monitored at all grade levels

9. Develop curriculum guides in all schools for basic core subjects to insure students in all schools acquire the basic content

10. Review the MPS K-8 model's impact on learning and assessments

11. Review the curriculum used at all schools so students are better prepared for the next school level

Collaboration: A Commitment to Working as a Team

1. Meet with the business community to advocate for and secure employment positions for minority high school graduates and adults; provide the following opportunities:

   a) Drivers education for juniors and seniors

   b) Computer mastery in all schools

c) Job training and preparation for all juniors and seniors

d) Co-op job opportunities in all MPS high schools

e) Job shadowing opportunities for all high school students

2. Support the Milwaukee Teacher Education Council (MTEC) in recruiting and maintaining African American and other minority teachers

3. Review the district's comprehensive high school plan for large and small high schools including an examination of offerings and effectiveness

4. Set up Business Foundations to award teachers who close the achievement gap; create summer internships for the teachers

5. Set up Business Foundations that award summer internships to high school students for academic achievement and/or improvement in math and science

6. Clarify the Board's position on "choice"

Committee's Recommendation

Your Committee reports having given hearing to MMABSE and other interested parties and recommends that the Board direct the Administration to continue to dialog with MMABSE with respect to the "Blueprint for Action" and efforts to close the achievement gap for all MPS students.

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

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(Item 2) Action on Resolution 0607R-017 by Director Morales and Former Director Balistreri Regarding the Italian Immersion Program

Background

At its meeting on October 31, 2006, the Board referred Resolution 0607R-017 by Director Morales and former Director Balistreri 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 education 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

WHEREAS, The immersion philosophy is for pupils to communicate in a second language with the ability approximating that of a student who is native to that language; and

WHEREAS, Milwaukee Public Schools has embraced the immersion philosophy for language learners to create opportunities for multicultural learning in a multicultural district; and

WHEREAS, Language learning should be started early in order to provide the maximum number of contact hours in the second language and to take advantage of the natural ability of younger children to acquire a new language quickly; and

WHEREAS, Immersion programs involve students in the use of the second language for communicating in normal everyday situations and in subject-content learning; and

WHEREAS, The effectiveness of immersion programs is currently being demonstrated through the Milwaukee Spanish, German, and French Immersion schools; and

WHEREAS, In September 2006, an Italian Immersion Program was established for a four-year-old kindergarten class at Victory Elementary School; and

WHEREAS, There are currently 23 students enrolled in the K4 Italian Immersion class; now, therefore, be it

RESOLVED, That the Board direct the Administration to expand the current Italian Immersion Program, adding one grade level each year (e.g., K5 in 2007-08, Grade 1 in 2008-09), based on sufficient grade-level enrollment; and be it

FURTHER RESOLVED, That the Italian Immersion Program be recognized and afforded the same funding, transportation, and other supports as is any other MPS immersion program.

Administration's Analysis

1. The Administration concurred with the intent of the resolution to have a community-based group examine the feasibility of creating an Italian Immersion school. A group of local educators formed a steering committee to explore the feasibility of establishing an Italian Immersion school in Milwaukee and obtained the support of the Italian Community Center. On March 23, 2004, the Board of School Directors adopted the resolution and directed the Administration to work with the community to study and to report back.

2. Although representatives of the Italian Community Center, WisItalia, the Order of Sons of Italy/Mazzei Lodge, and the National Italian-American Foundation have demonstrated support for an Italian Immersion school through planning, publicity, and financial donations, no study has been conducted.

3. Based on the support provided, the Administration facilitated the establishment of the Italian Immersion Program, which currently resides at Victory School, 2222 W. Henry Street.

4. Currently Victory is a Neighborhood Specialty School, which means first preference is given to neighborhood students. When this has been achieved, enrollment is opened up citywide. For the 2006-07 school year, approximately 70% of students at Victory received transportation.

5. The Italian Immersion strand is being incubated as a program within Victory School. A program is an educational strand that resides within an established school. An established school is assigned a site number and a per-pupil allocation and has an administrative and budgetary structure. While the *2006-07 Directions* publication listed Italian Immersion seats available in four-year-old and five-year-old kindergarten, only the four-year-old kindergarten enrollment was sufficient to establish the class. The *2007-08 Directions* publication also lists Italian Immersion seats available in four-year-old and five-year-old kindergarten. As enrollment dictates, the current plan is to continue the Italian Immersion Program by adding a grade each year. If enrollment dictates, the Administration will consider school status and review other facility locations to ensure continued access to the Italian Immersion program and to minimize transportation costs.

6. The Administration has worked closely with the school community to coordinate the transfer of classroom furniture and materials to support the Italian Immersion Program at Victory from those buildings that have closed. The Administration will continue to facilitate this assistance when possible.

7. The Administration will continue to work with the school community to monitor interest in the program. As the program expands, the Administration will determine if a citywide location should be considered in order to ensure access to students throughout the city.

Strategic Plan Compatibility Statement

8. 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.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

10. This item does not authorize expenditures. Funding to continue the Italian Immersion Program will be through the per-pupil allocation assigned to Victory School.

Implementation and Assessment Plan

11. Upon approval by the Board, the Administration will work with the school community to add K5 for the 2007-08 school year.

Committee's Recommendation

Your Committee recommends that the Board:

1. adopt Resolution 0607R-017 by Director Morales and former Director Balistreri and expand the current Italian Immersion Program by adding one grade level (K5) for the 2007-08 school year;

2. make additional grade-level expansion beyond K5 be dependent upon enrollment in the program; and

3. authorize the Administration to continue to monitor the popularity of the program. If further expansion is warranted, the Administration will review other facility locations to ensure continued access to the Italian Immersion Program and to minimize transportation costs.

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

* * * * *

(Item 3) Action on Resolution 0607R-019 by Director Spence Regarding Establishment of Same-Sex Schools

Background

At its meeting on October 31, 2006, the Board referred Resolution 0607R-019 by Director Spence to the Committee on Innovation/School Reform:

WHEREAS, Milwaukee Public Schools prides itself on the ability to offer variety in educational programming; and

WHEREAS, Research shows that single-gender schools remove the distractions that are abundant in co-educational environments; and

WHEREAS, Some studies also suggest that low-income children in urban schools may learn better in single-sex settings; and

WHEREAS, When considering this topic in February 2006, the Administration reported that Title IX regulations did not allow single- sex schools at that time; and

WHEREAS, To determine the legal ramifications of the establishment of a single-sex public school, the Administration had requested an opinion from the City Attorney's Office; and

WHEREAS, In January 2003, the City Attorney's Office issued an opinion which points out that, in May 2002, the Department of Education (DOE) and the OCR (Office of Civil Rights), in response to the NCLB (No Child Left Behind) Act, issued guidelines on Title IX requirements that interpret Title IX as allowing a non-vocational elementary or secondary school to adopt single-sex admission policies so long as a comparable school is offered to the opposite sex; and

WHEREAS, New rules, recently announced at the federal level, are said to allow public school districts to create single-sex schools and classes, provided enrollment is voluntary and co-educational programs of "substantially equal" quality are available for members of the excluded sex; 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 develop a plan to establish two single-sex public schools (one for males and one for females) for implementation during FY08; and be it

FURTHER RESOLVED, That this plan be brought back to the Board for consideration no later than the February 2007 Board cycle.

Administration's Analysis

1. According to the National Association for Single Sex Public Education (www.singlesexschools.org/schools-schools.htm):

> In 1995, only three public schools in the United States offered single-sex educational opportunities. As of November 2006, at least 253 public schools in the United States are offering gender-separate educational opportunities. Most of those are *coed* schools which offer single-sex *classrooms*, retaining at least some coed activities (in some cases, only lunch and certain electives are coed). However, 51 of those 253 schools are *completely* single-sex in format.

2. There are currently two single-sex schools under the umbrella of the Milwaukee Public School — Spectrum High School and Lady Pitts School Age Parent Center, a program housed in Custer High School. The Milwaukee Public Schools has explored the idea of creating single-sex schools in the district for a number of years and received from the City Attorney's Office opinions dated August 13, 1992, December 13, 1995, and January 10, 2003, on this issue. An informational item was presented by the Administration to the Board of School Directors on Tuesday, December 20, 2005.

3. In December of 2006, the Administration met with the City Attorney's Office to discuss the current status of the law regarding single-sex public schools. The City Attorney's Office advised that state and federal statutory impediments to the creation of single-sex schools have largely been eliminated. The major potential legal impediment to creating single-sex schools is a constitutional one. Specifically, the City Attorney's Office advised that:

a. The state legislature, by 2005 Wisconsin Act 346, which became effective on April 29, 2006, amended and created several statutory provisions to allow for single-sex public schools. It is now permissible to create a single-sex school, charter or otherwise, so long as MPS *"…makes available to the opposite sex, under the same policies and criteria of admission, schools that are comparable to each such school"* [emphasis added].

b. The United States Department of Education's Office for Civil Rights issued final regulations at 34 CFR Part 106 interpreting Title IX. The regulations, which became effective on November 24, 2006, clarify and modify Title IX regulatory requirements

pertaining to the provision of single-sex elementary and secondary schools. The amendments expand flexibility to provide single-sex education and explain how single-sex education may be provided consistent with the requirements of Title IX. Specifically, with respect to the establishment of a single-sex school, the regulations provide that, if MPS creates a single-sex school, MPS must provide *"students of the excluded sex a substantially equal single-sex or coeducational school"* [emphasis added].

c. Whether a constitutional challenge to the creation of single-sex schools would be successful is uncertain. The United States Supreme Court has never rendered an opinion on the legality of single-sex public elementary or secondary schools; however, the Supreme Court has issued two opinions regarding the legality of public single-sex postsecondary undergraduate schools. In both *Mississippi University for Women v. Hogan*, 458 U.S. 718 (1982), and *United States v. Virginia*, 518 U.S. 515 (1996), the Supreme Court struck down on equal protection grounds admissions policies that discriminated on the basis of sex. The Department of Education's discussion in its regulations interpreting Title IX summarizes the United States Supreme Court's position as follows:

> In analyzing whether sex-separate admissions policies in public postsecondary undergraduate institutions were consistent with the standards of the Equal Protection Clause, the Supreme Court has indicated that to justify a sex-based classification the public entity must demonstrate that it is based on an *important governmental objective* and that exclusion of students of the other sex is *substantially related to achievement of that objective.* The Supreme Court has ruled that the "justification must be genuine, not hypothesized or invented *post hoc* in response to litigation" and that *"it must not rely on overbroad generalizations about the different talents, capacities, or preferences of males and females"* [emphasis added].

d. In a footnote, the Court in *United States v. Virginia* suggested that providing diverse educational opportunities may be an important governmental objective sufficient to withstand a constitutional challenge. The Court stated "[w]e do not question the Commonwealth's prerogative evenhandedly to support diverse educational opportunities" (518 U.S. at 534, n.7). Responding to the Virginia Military Institute's defense that its male-only admissions policy was established and maintained to further a state policy of diversity, the Court recognized the proposition that was uncontested in the litigation that "single-sex education affords pedagogical benefits to at least some students" (518 U.S. at 535). The Court also stated "it is not disputed that diversity among public educational institutions can serve the public good" (518 U.S. at 535. See also, 518 U.S. at 564 [Chief Justice Rehnquist, concurring]).

e. The Educational Opportunities Act, (EEOA) 20 U.S.C. §1701, et. seq., prohibits student assignment to a school, other than a neighborhood school, on the basis of race, color sex, or national origin if the assignment increases the degree of segregation of students on the basis of race, color, sex, or national origin. Therefore, if the district were to create single-sex schools, assignment to those schools must be voluntary.

4. In announcing the new Title IX regulations in a press release dated October 24, 2006, U.S. Secretary of Education, Margaret Spellings, stated:

> Research shows that some students may learn better in single-sex education environments. The Department of Education is committed to giving communities more choices in how they go about offering varied learning environments to their students. These final regulations permit communities to establish single sex schools and classes as another means of meeting the needs of students. They also establish that enrollment in a

single sex class should be a completely voluntary option for students and their families and they uphold the prohibitions against discrimination of Title IX. Every child should receive a high quality education in America and every school and district deserves the tools to provide it.

5. MPS has historically provided diverse educational opportunities to its students, including specialty and magnet schools such as French, Spanish, German and Italian immersion schools, charter schools that are instrumentalities and noninstrumentalities of the district that offer distinct educational programs, Waldorf education, Montessori education, and schools for children at risk of not graduating from high school, and a myriad of other unique programming options. The purpose of providing diverse educational opportunities is to engage parents in the education of their children and students in their own education, with the goal of improving student outcomes. MPS strongly believes that parents should be given the opportunity to choose single-sex schools for their children if they believe that these schools will help their children.

6. There are private secondary schools in the City of Milwaukee that serve only one sex. Admissions to Divine Savior Holy Angels High School and St. Joan Antida High School are limited to females. Admissions to Marquette University High School are limited to males. The Administration believes that single-sex education should not be available only to those who can afford private schools, but that parents who send their children to public schools should also have the choice to send their children to single-sex schools.

7. The Milwaukee Board of Directors has encouraged schools to design and implement site-specific programs that better meet the needs of students. In an effort to achieve customer satisfaction, increase parental involvement, provide yet another learning environment, and encourage schools to be unique and academically successful, the Administration supports the creation of two single-sex schools for the 2007-2008 school year.

Strategic Plan Compatibility Statement

8. The recommendations support MPS Strategic Plan, Goal 1, to improve student achievement; Goal 2, to improve student success in further education and employment; and Goal 3, to improve family satisfaction, as measured by their choices in the education market place.

Statute, Administrative Policy, or Board Rules Statement

9. State Statutes

The Wisconsin legislature recently eliminated the restriction against admitting pupils to charter schools on the basis of sex, created a statute that explicitly allows for single- sex elementary and secondary schools, and removed the barrier in the anti-discrimination law to allowing schools to deny admission to public schools on the basis of sex. Specifically:

a. 2005 Wis. Act 346, which became effective April 29, 2006, amended the Wisconsin Charter School Law by eliminating the barrier that previously existed in Wis. Stat. §118.40(4)(b)(2) and which prohibited discrimination in admissions to charter schools on the basis of sex, and by creating Wis. Stat. § 118.40(4)(c), which provides:

*Single-sex schools and courses.* A school board may enter into a contract for, and an entity under sub. (2r) may establish or enter into a contract for, the establishment of a charter school that enrolls only one sex or that provides one or more courses that enroll only one sex **if the school board or entity under sub. (2r) makes available to the opposite sex, under the same policies and criteria of admission, schools or courses that are comparable to each such school or course** [emphasis added].

b. Wis. Stat. § 120.13 is the state statute that specifically enumerates the powers granted by the state legislature to Wisconsin school boards. 2005 Wis. Act 346 created Wis. Stat. §120.13(38), which explicitly empowers Wisconsin school boards to operate single-sex schools and provides that a board may:

[o]perate one or more schools that enroll only one sex or provide one or more courses that enroll only one sex if the school board makes available to the opposite sex, under the same policies and criteria of admission, schools or courses that are comparable to each such school or course [emphasis added].

c. 2005 Wis. Act 346 amended the pupil discrimination law to carve out an exception against discrimination based on sex that recognizes the legislative permission granted in Wis. Stat. §120.13(38). Wis. Stat. § 118.13 was amended to provide:

Except as provided in s. 120.13(38), no person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental emotional or learning disability [emphasis added].

d. 2005 Wis. Act 346 amended Wis. Stat. §119.22 to authorize discrimination on the basis of sex in physical education and physical training in single-sex schools. Wis. Stat. §119.22 was amended to provide:

Sex discrimination in physical education or physical training prohibited. Except as provided in s. 120.13(38), courses in physical education or physical training may not discriminate on the basis of sex in the provision of necessary facilities, equipment, instruction or financial support, or the opportunity to participate in any physical education or training activity as provided in 20 U.S.C. 1 *et seq*.

10. Federal Statutes and Regulations

a. Title IX. The Title IX Amendments of 1972, 20 U.S.C. §§1681 *et seq.,* prohibit educational programs receiving federal funds from discriminating on the basis of sex. On its face, Title IX does not apply to public elementary and secondary schools unless they are vocational schools. 20 U.S.C. §1681 provides in pertinent part:

> Sex
>
> (a) No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, except that:
>
> In regard to admissions to educational institutions, this section shall apply only to institutions of vocational education, professional education, and graduate higher education, and to public institutions of undergraduate higher education.

b. Code of Federal Regulations. While Title IX, on its face, does not apply to elementary and secondary public schools unless they are vocational schools, the new regulations make clear that, in order to comply with Title IX, a district that creates a single–sex elementary or secondary school must provide a substantially equal single-sex school or *coeducational* school to students of the opposite sex. This departs from the Department's previous interpretation that the "substantially equal" school needed to be a single-sex school to comply with Title IX. 34 CFR § 106.34 provides that with respect to single-sex schools (as opposed to classrooms or extracurricular activities):

> (c) *Schools*. (1) *General Standard*. Except as provided in paragraph (c)(2) of this section, a recipient that operates a public nonvocational elementary

or secondary school that excludes from admission any students, on the basis of sex, must provide students of the excluded sex a substantially equal single-sex school or coeducational school.

(2) *Exception*. A nonvocational public charter school that is a single-school local educational agency under State law may be operated as a single-sex charter school without regard to the requirements in paragraph (c)(1) of this section.

(3) *Substantially equal factors*. Factors the Department will consider, either individually or in the aggregate as appropriate, in determining whether schools are substantially equal include, but are not limited to, the following: The policies and criteria of admission, the educational benefits provided, including the quality, range, and content of curriculum and other services and the quality and availability of books, instructional materials, and technology, the quality and range of extracurricular offerings, the qualifications of faculty and staff, geographic accessibility, the quality, accessibility, and availability of facilities and resources, and intangible features, such as reputation of faculty.

(4) *Definition*. For purposes of paragraph (c)(1) through (3) of this section, the term "school" includes a "school within a school," which means an administratively separate school located within another school.

c. EEOA. The Equal Educational Opportunities Act, 20 U.S.C §1705 ,Assignment on neighborhood basis not a denial of equal educational opportunity, provides:

> Subject to the other provisions of this subchapter, the assignment by an educational agency of a student to the school nearest his place of residence which provides the appropriate grade level and type of education for such student is not a denial of equal educational opportunity or of equal protection of the laws unless such assignment is for the purpose of segregating students on the basis of race, color, sex, or national origin, or the school to which such student is assigned was located on its site for the purpose of segregating students on such basis.

d. NCLB. The No Child Left Behind Act (NCLB) 20 U.S.C. §6301 *et. seq.*, was signed into law in January 2002. The NCLB at 20 U.S.C. §7215(a)(23) encourages innovative educational programs, including "programs to provide same-gender schools and classrooms (consistent with applicable law)."

11. MPS Policies

Administrative Policy 8.01 regarding student nondiscrimination will need to be amended to allow schools that limit admissions based on sex. Administrative Policy 8.01 currently provides, in pertinent part:

> (b) It is the policy of the Milwaukee Public Schools that no person may be denied admission to any public school in this district or be denied participation in, or the benefits of, or be discriminated against in, any curricular, extracurricular, student service, recreational, or other program or activity because of that person's **sex**, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap, as required by section 118.13, Wis. Stats., and Chapter PI9, Wisconsin Administrative Code [emphasis added].

Fiscal Impact Statement

12. This item does not authorize expenditures. The cost of staff time associated with adoption of the resolution will be absorbed in existing allocations.

Implementation and Assessment Plan

13. The Administration has begun work with the Office of the City Attorney to draft a Request for Proposals that would begin the process for the establishment and implementation of two single-sex public schools (one for males and one for females) during FY08.

Committee's Recommendation

Your Committee recommends that Board of School Directors adopt Resolution 0607R-019 by Director Spence and ask the Administration to develop a workgroup to look at the feasibility of two single-sex schools (one for males and one for females) and report back to the Board as soon as practicable.

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

* * * *

(Item 4) Action on Resolution 0607R-023 by Director Hardin Regarding the Continuation of an Afro-Centric Program

Background

At its meeting on November 30, 2006, the Board referred Resolution 0607R-023 by Director Hardin to the Committee on Innovation/School Reform:

WHEREAS, In February 1991, the Milwaukee Board of School Directors voted to establish Robert Fulton Middle School as the designated African-American immersion middle school, to be open to both male and female students; and

WHEREAS, In February 1993, the Milwaukee Board of School Directors approved that Robert Fulton Middle School be renamed Malcolm X Academy; and

WHEREAS, In October 2002, the Milwaukee Board of School Directors approved the charter school contract with Malcolm X Academy as an instrumentality charter school; and

WHEREAS, In May 2003, the Milwaukee Board of School Directors amended the contract with Malcolm X Academy to increase the grade level per year until the grade configuration included grades 6 through 12 during the 2006-2007 school year; and

WHEREAS, The African-American immersion program provided the synergy for the Afro-Centric Program, which served as the instructional pedagogy and the connection with the Malcolm X community; and

WHEREAS, The Afro-Centric Program has provided for the entire MPS school community a high appreciation of the contributions of Africans and African-Americans to the arts, industry, science, education, and other areas that benefit our society and showcase diversity; and

WHEREAS, There exists within the Malcolm X community a strong desire that, although Malcolm X may be closed, the Afro-Centric Program be continued at a site within the community; now, therefore, be it

RESOLVED, That the Administration develop a plan that will result in a continuation of the Afro-Centric Program within the community, and that this plan be developed with input from various entities as a way to enhance the Afro-Centric Program in its implementation and for positive impact on student achievement; and be it

FURTHER RESOLVED, That the Afro-Centric Program be placed in the North Division Multiplex; and be it

FURTHER RESOLVED, That this plan be presented to the Board for its consideration not later than the January 2007 Board cycle.

Administration's Analysis

1. Malcolm X Academy, formerly Robert Fulton Middle School, is located at 2760 North First Street, Milwaukee, Wisconsin — two blocks east of Dr. Martin Luther King Drive and west of Center Street. The building was completed in 1960 and opened as Robert Fulton Jr. High School, serving a population of approximately 1,000 students in grades 7, 8 & 9 in January of 1961. The school was later converted from a junior high school to a middle school serving grades 7-8 some time in the 1970s.

2. In 1970, the school was designated a technology specialty. Later, the specialty became math and science. In 1977, although the court-ordered desegregation was in effect, Robert Fulton Junior High was designated as one of the Milwaukee Public Schools to remain segregated.

3. In February 1991, the Milwaukee Board of School Directors voted to establish Robert Fulton Middle School as the designated African-American Immersion Middle School. The African-American Male Task Force, established by the Board, provided statistical evidence to confirm the fact that schools operating within the traditional structure were not meeting the educational needs of African-American males. The task force made recommendations for revisions in the educational program of Fulton Middle School, which were to be used to promote self-esteem, self-awareness, cultural awareness, and academic success of the African-American males. As a result of court cases around the nation concerning single-sex schools, the Board decided that Fulton Middle School would be open to both males and females.

4. In the early 1990s, the staff expressed a commitment to the African-American Immersion Program. In keeping with the program's emphasis, the school decided to adopt the name of an African-American. As a part of the name-change process, students were asked to select a name of an African-American. Students shared biographical information concerning each nominee during auditorium programs. The three nominees selected included Rosa Parks, Spike Lee, and Malcolm X.

5. On January 15, 1993, the election was held to select the name to be presented for the Board's approval. Staff, students, parents, and community representatives were involved in the voting process. Malcolm X won by a landslide. The name was then submitted to the Board, at which time the selection of the name was questioned. The community supported the decision of parents, students, and staff to change the name of the school to Malcolm X. The Milwaukee Board of School Directors gave its approval, and the name was officially changed to Malcolm X Academy on February 24, 1993. In efforts to continue its commitment to the immersion of students, staff, parents, and community in the heritage and understanding of the African-American culture, Malcolm X Academy became an instrumentality charter school in 2001, serving grades 6-8.

6. In 2002, a public awareness of the district's high-school drop-out rate of African-American students, particularly African-American males, sparked the concern of the Malcolm X staff. With this awareness, the staff and community determined a need to continue educating students beyond the middle grades. As a result, in 2003 Malcolm X Academy became a high school serving grades 6-9 and subsequently serving grades 8-12 by 2006, to meet the needs of the students in the African-American community and to increase the graduation rate of African-American students.

7. Presently, Malcolm X Academy serves grades 8-12. The present senior class consists of approximately 55 students, with a population of more than 60% males.

8. With the closing of Malcolm X Academy, this resolution seeks the continuation of an Afro-Centric program at the middle- and high-school levels.

9. The Administration will continue to take community input on the instructional delivery model, which may include a single-sex classroom component.

10. The Administration is also working with the Department of Public Instruction on a charter school planning grant to support the development of the Afro-Centric program. Upon the Board's approval of the charter proposal, the Administration will access those funds.

Strategic Plan Compatibility Statement

11. The recommendations support MPS Strategic Plan, Goal 1, Student achievement; Goal 2, Improve student success in further education and employment; and Goal 3, Improve family satisfaction, as measured by their choices in the education market place.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

13. This item does not authorize expenditures. The cost of staff time associated with adoption of the resolution will be absorbed in existing allocations. Preliminary FY08 budgetary planning will include allocating up to 400 seats.

Implementation and Assessment Plan

14. The Administration has begun work on a proposal for an Afro-Centric Program to be implemented in FY08.

Committee's Recommendations

Your Committee recommends that Board of School Directors adopt Resolution 0607R-023 by Director Charlene Hardin with the following amendments:

1. That all references to "Afro-Centric" be changed to "African-American Immersion";

2. That the Administration be directed to bring back a charter school proposal for an African-American Immersion program to the Board of School Directors for approval during the February 2007 Board cycle; and

3. That the Administration designate an individual to engage the three North Division Multiplex school programs and the community in continuous planning for success of the North Division Multiplex. The Superintendent's designee needs to be assigned to broker services for a minimum of three years, providing paced monitoring and establishing benchmarks for a continuum of services for the Multiplex.

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

* * * *

(Item 5) Action on a Contract Amendment to Change the Location of Academia De Lenguaje Y Bellas Artes (ALBA) Charter School

Background

1. The Milwaukee Board of School Directors held a public hearing on November 25, 2003, to consider the charter school petition for Academia de Lenguaje y Bellas Artes (ALBA). On November 25,

2003, the Board approved the concept of the ALBA school's petition, to open as an instrumentality charter elementary school, to begin with the 2004-2005 school year. On April 22, 2004, the Board approved a five-year instrumentality charter school contract with ALBA to serve 225 full-time-equivalent (FTE) pupils in grades K4 through five. The term of the contract commenced with the 2004-2005 school year and will end on the last regularly scheduled school day of the 2008-2009 school year.

2. ALBA is a bilingual elementary school that targets traditionally underserved students whose first language is Spanish. The ALBA educational program provides its students with cross-cultural identity through instruction in the native language of Spanish and teaches English language proficiency with a fine arts focus. The ALBA school's learning environment fosters Hispanic cultural identity and appreciation through strong parental support and community involvement. The school shares space at South Division High School, located at 1515 West Lapham Boulevard.

Administration's Analysis

3. The South Division location was expected to be a temporary site for ALBA. As a result, the modifications to accommodate ALBA at South Division have been the minimal needed to support the program. The Division of Facilities and Maintenance Services has been involved in facilities planning activities with ALBA.

4. The ALBA School has requested that a more suitable facility be identified at this time. In an effort to increase its level of student support, ALBA is requesting to relocate from South Division High School to shared space at Walker International Middle School, located at 1712 South 32nd Street, for the following reasons:

a. ALBA will be located on the entire second floor. Students will experience a safer educational environment.

b. Indoor and outdoor space at Walker is more appropriate for elementary school students. Students will share the cafeteria and gym facilities. As elementary school children have recess and outdoor physical activities, there is a playground at Walker and a tot-lot playground available at Burnham Field, located in close proximity to the school.

c. ALBA parents are very involved in school activities. Being housed in a middle school provides the opportunity for a partnership between the school communities and for parents to potentially send their children to Walker for their middle-school educational experience.

5. The Division of Facilities and Maintenance Services has an estimate of $395,000 for building modifications and moving expenses, which includes the construction cost of a new set of boys' and girls' restrooms on the second floor. The FY07 Program Relocation Account and Construction Fund Budget Account Code FAR00MRPA3-ECNCMIS7 will be used to cover the cost of this project.

6. In consultation with the Office of the City Attorney, the ALBA contract would be amended as provided in the attachment to this item.

Strategic Plan Compatibility Statement

7. This program 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

8. 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.

9. When appropriate, the Administration will negotiate a Memorandum of Understanding regarding proposed modifications to the contract related to the staffing, wages, hours, and working conditions of MTEA-represented employees.

Fiscal impact statement

10. This item authorizes expenditures. Future costs will include modifications to support the relocation of ALBA to Walker. The Division of Facilities and Maintenance Services has an estimate of $395,000 for building modifications and moving expenses, which includes the construction cost of a new set of boys' and girls' restrooms on the second floor. The FY07 Program Relocation Account and Construction Fund Budget Account Code FAR00MRPA3-ECNCMIS7 will be used to cover the cost of this project.

Implementation and Assessment Plan

11. Upon the Board's approval, this amendment will be in effect to begin building modifications. The school should relocate to Walker beginning with the 2007-2008 school year.

Committee's Recommendation

Your Committee recommends that the Board adopt the attached amendment to the instrumentality charter contract with ALBA charter school beginning with the 2007-2008 school year.

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

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## COMMITTEE ON FINANCE/PERSONNEL

Director Horton 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, Report of School Bus Accidents; and Acceptance of Donations

Award of Contracts

Below are recommendations for contract awards for January 2007. Adequate funding is available in the accounts as noted below.

Exterior Window & Door Replacement

Grant School

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

Low Bidder, Base Bid of $423,770.00, plus $12,431.00 for Mandatory Alternate Bid #1, to provide tinted 1" thick glazing identified as Type 3, as indicated in Specification Section 08800; and $28,843.00 for Mandatory Alternate Bid #2, to provide the modifications to the existing plaster ceiling systems and provide new windows as detailed on Drawings; and $4,029.00 for Mandatory Alternate Bid #3, to provide the modifications to the existing acoustical ceiling systems and provide new windows as detailed on Drawings, for a total of .....$469,073.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| Yes | 0% HUB | 29.4% D/E/WBE | 39 | 1 | 7 | Corporation | 1 |

Funds are budgeted for the Grant School exterior window and door replacement project from FY06 Deferred Maintenance Construction Fund, contracted services for windows, account code FAR00980US ECNCWND6 (W.O. #2-674598). Project, which is to begin on January 8, 2007, is scheduled for completion on September 28, 2007.

Locker Replacement

Burroughs Middle School

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

Low Bidder, Base Bid of.....$367,700.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| Yes | 10% HUB | 10% WBE | 39 | 1 | 7 | Corporation | 0 |

Funds are budgeted for the Burroughs Middle School locker replacement project from FY07 Major Maintenance Construction Fund, contracted services for lockers, account code FAR00MM2BG ECNCLKR7 (W.O. #2-702581). Project, which is to begin on February 5, 2007, is scheduled for completion on August 17, 2007.

Masonry Restoration

Thirty-Fifth Street School

Prime Contractor
Wisconsin Restoration, Inc.
427 East Waterford Avenue
Milwaukee, WI 53207

Low Bidder, Base Bid of.....$133,000.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 15% HUB | 15% MBE | | 0 | 1 | Corporation | 1 |

Funds are budgeted for the Thirty-Fifth Street School masonry restoration project from FY07 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MM235 ECNCMSN7 (W.O. #2-706122). Project, which is to begin on June 19, 2007, is scheduled for completion on August 17, 2007.

Construction Contracts

Total construction contract dollars awarded.....$969,773.00
Total dollars HUB participation .....$194,770.00

% of HUB participation.....21.07
% Minority employees within company.....2.24
% Women employees within company .....15.53

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 515 Authorization to Enter into a Contract for Performance Improvement 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 provide technical assistance to five Community Learning Centers (CLCs): Keefe Avenue K-8 School, Lee K-8 School, Malcolm X Academy, North Multiplex High School, and Wheatley Elementary School.

UWM-CUCD was selected as the vendor using the Request for Proposal (RFP) process. Request for Proposal 515 was issued for the purpose of soliciting proposals. The MPS Division of Recreation and Community Services evaluated the responses and has recommended that a contract be awarded to UWM-CUCD.

An in-depth analysis of the above five CLC sites has already been conducted. This analysis included reviewing current performance data for the CLC, conducting site visits during CLC hours to assess program operations, and interviewing key stakeholders of each site. Following this initial assessment, a series of recommendations and strategies was provided.

The Administration is requesting authorization to enter into a contract with UWM-CUCD for Phase 2 of this project. In Phase 2, UWM-CUCD will be responsible for facilitating the coaching and staff development needed to help each CLC site implement the strategies identified in Phase 1 and to monitor site data to determine their effectiveness.

The contract for Phase 2, which will be effective from January 31, 2007, through June 30, 2007, will not exceed $60,000. The budget code to be charged is: GEN0ILC7RC-ECTS (Community Learning Centers — Contracted Services).

| HUB-Certified Prime? | Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| No | NTE $60,000 | 4 | 3 | 2 | 15% | 17% | $10,200 | Ed | Prof Service |

Authorization to Enter into Contracts for Both Board-Funded and E-Rate-Funded Technology Services

The Administration requests authorization to enter into contracts for Board-funded and E-rate-funded technology services. The E-Rate program is a federal program to provide funding to schools and libraries to develop, implement, and maintain 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-lunch rate.

The Schools and Libraries Division (SLD) has a mandatory process that 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, along with the recommended contract amounts:

| RFP | Vendor | Description | Amount | E-Rate Share | MPS Share |
|---|---|---|---|---|---|
| 547 | WiscNet | Internet | $ 96,361.64 | $ 80,943.77 | $ 15,417.87 |
| 548 | Mitel | PBX Maintenance | 280,223.59 | 124,938.32 | 155,285.27 |
| 549 | Berbee | SmartNet | 77,697.72 | 37,054.36 | 40,643.36 |
| TOTAL | | | $ 454,282.95 | | |

The Administration will include "out" language in the contracts with these vendors, indicating the contracts are valid only upon E-Rate approval of the applications and upon the Board's approval of the District allocations that will be proposed in the FY08 budget.

The contracts to be awarded total $454,282.95, of which $242,936.45 is expected to be reimbursed through the E-Rate Program. The remaining $211,346.50 will be Board-funded and allocated to non-E-Rate-eligible schools, contingent upon approval by the Board. The FY08 proposed budget code will include appropriate funds in: EQM00TECTC-EMTC (Technical Services — Maintenance Contracts).

| HUB-Certified Prime? | Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| No | See above | NA | NA | NA | 0% | 0% | 0 | NA | NA |

Authorization to Enter into a Contract for Implementation of a Document-Management System

The Administration requests authorization to enter into a contract with Stratagem, Inc., for the development and implementation of Phase II of a Filenet document-management system. This system will manage all hard copies of student records in a secure environment.

The amount of the contract is not to exceed $38,000. Stratagem previously was granted a contract for $47,970 to implement Phase I of the document-management system. The current contract is being brought to the Board because both contracts together exceed $50,000.

The contract period is from January 26, 2007, to June 30, 2007. The amount of the contract is not to exceed $38,000.00. The budget code to be charged is TSV00TECTC-ECTS (Technical Services — Contract Services).

| HUB-Certified Prime? | Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| No | NTE $38,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Enter into a Contract to Conduct an Evaluation of the District's Current Reform Initiatives

In April of 2005, a Request for Proposals (RFP) was let by the District to develop a list of qualified evaluators/researchers. The responses to the RFP were evaluated by an MPS team. One of the qualified vendors is the Wisconsin Center for Educational Research (WCER), a research group that has considerable expertise in the area of complex, quantitative analyses as well as qualitative research.

The Administration proposes to extend an existing contract with WCER to conduct an evaluation of the District's current reform initiatives focusing on instructional improvements in the area of reading. Given the complexities of reform initiatives within MPS, evaluating which reforms have the greatest impact on student achievement is a difficult task; however, the Administration is interested in determining which programs offer the greatest promise of results and in learning how to improve implementation of existing reforms. The initial contract with the WCER was in FY06 for $100,000,

The contract term would run through from June 30, 2007, and the cost is not to exceed $100,000. The budget code to be charged is SDV0STV7RH-ECTS (Title I School Improvement — Contracted Services)

| HUB-Certified Prime? | Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| No | NTE $100,000 | NA | NA | NA | NA | NA | NA | NA | NA |

RFP 501 Authorization to Enter into a Contract for K-12 Literacy Facilitators

The Administration is requesting authorization to enter into a contract with the Milwaukee Teacher Education Center (MTEC) to provide eight instructional coaches to serve the role of Literacy Facilitators in 30 MPS K-12 schools. MTEC was chosen as a qualified vendor through Request for Proposal 501.

The coaches (retired educators who are reading specialists) would coach teachers and staff around aligning learning targets, CABS (Classroom Assessments Based on Standards), and the characteristics of high-performing urban classrooms. Services would be provided during the second semester of the 2006-07 school year for up to 24 hours per week per school.

The contract period would run through June 30, 2007, and the cost is not to exceed is $232,000. The budget code is to be charged is SDV0ST27CI-ECNS (Title 2 — Staff Development).

| HUB-Certified Prime? | Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| No | NTE $232,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization to Enter into a Sole-Source Contract for After-School Programming at Bethune Academy

The Administration is requesting authorization to enter into a contract with the Boys and Girls Clubs of Greater Milwaukee to provide after-school programs at Bethune Academy. The availability of an after-school program at Bethune Academy was an important component identified by the school community and the Neighborhood Schools plan.

The Bethune Academy after-school program represents a collaboration among the school, Harley-Davidson Company, the Boys and Girls Clubs of Greater Milwaukee, and the Milwaukee Public Schools. The Harley-Davidson Company agreed to contribute $50,000 to the Bethune Academy after-school program if the same amount of money was matched by the Milwaukee Public Schools.

The Boys and Girls Clubs of Greater Milwaukee was chosen by Bethune Academy and the Harley-Davidson Company to operate the after-school program because of its long history of providing high-quality after-school care. The RFP process was not used due to the pre-existing collaborative agreement between the District and the Harley-Davidson Company.

The contract would be in effect from January 1, 2007, through August 31, 2007. While the total cost of the after-school program is projected to be $100,000, the total amount of the MPS contract is not to exceed $50,000. Harley-Davidson has agreed to pay the Boys and Girls Clubs of Greater Milwaukee directly.

The budget code to be charged is FAR00NSS37ECTS (Neighborhood Schools Initiative — Contracted Services).

| HUB-Certified Prime? | Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| No | NTE $50,000 | NA | NA | NA | NA | NA | NA | NA | NA |

Purchasing Request Summary — January 2007

Total contract dollars to be awarded.....$934,282.95
Total dollars eligible for HUB participation.....$934,282.95
Total HUB dollars .....$0
% of MBE participation.....0
% of WBE participation .....0
% Total HUB Participation .....0

Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a revised summary of revenues as of September 30, 2006, 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 | $ 905,316,071 | $ 23,263,509 | $ 928,579,580 | $ 86,793,152 | $ 87,113,623 | $ 841,465,957 | 9% |
| Categorically Aided | ~~194,535,801~~ 180,118,973 | 15,134,993 | ~~209,670,794~~ 195,253,966 | 6,440,643 | 6,440,643 | ~~203,230,151~~ 188,813,323 | 3% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 47,619 | 841,106 | 28,926,184 | 3% |
| Construction | 20,610,539 | 39,570,180 | 60,180,719 | 0 | 26,000 | 60,154,719 | 0% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 326,163 | 401,593 | 12,609,823 | 3% |
| Total All Funds | ~~1,162,821,850~~ $ 1,148,405,022 | $ 78,387,949 | ~~1,241,209,799~~ $ 1,226,792,971 | $ 93,607,577 | $ 94,822,965 | ~~1,146,386,834~~ $ 1,131,970,006 | 8% |

Below is a revised summary of expenditures as of September 30, 2006, 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 | $ 905,316,071 | $ 23,263,509 | $ 928,579,580 | $ 55,765,805 | $ 234,976,168 | $ 693,603,412 | 25% |
| Categorically | ~~194,535,801~~ | | ~~209,670,794~~ | | | ~~174,087,057~~ | ~~17%~~ |
| Aided | 180,118,973 | 15,134,993 | 195,253,966 | 14,053,269 | 35,583,737 | 159,670,229 | 18% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 1,707,892 | 2,532,567 | 27,234,723 | 9% |
| Construction | 20,610,539 | 39,570,180 | 60,180,719 | 3,715,426 | 58,928,416 | 1,252,303 | 98% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 489,317 | 2,909,511 | 10,101,905 | 22% |
| Total All | ~~1,162,821,850~~ | | ~~1,241,209,799~~ | | | ~~906,279,400~~ | |
| Funds | $ 1,148,405,022 | $ 78,387,949 | $ 1,226,792,971 | $ 75,731,709 | $ 334,930,399 | $ 891,862,572 | 27% |

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

[2] The current month's revenue recognizes only FY07 grants through August. The YTD revenues includes FY06 and FY07 revenues through August, less FY06 accrual reversal.

Respectfully submitted,
Michelle Nate
Chief Finance and Operations Officer

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a revised summary of revenues as of October 31, 2006, 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 | Unrealized Revenue | Percent Realized |
|---|---|---|---|---|---|---|---|
| School Operations | $ 905,316,071 | $ 36,537,837 | $ 941,853,908 | $ 367,378 | $ 87,481,001 | $ 854,372,907 | 9% |
| Categorically | ~~194,535,801~~ | ~~5,715,693~~ | ~~200,251,494~~ | | | ~~182,948,820~~ | |
| Aided | 180,118,973 | 20,756,978 | 200,875,951 | 10,862,082 | 17,302,674 | 183,573,277 | 9% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 896,545 | 1,737,651 | 28,029,639 | 6% |
| Construction | 20,610,539 | 39,570,180 | 60,180,719 | 9,000 | 35,000 | 60,145,719 | 0% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 54,192 | 455,785 | 12,555,631 | 4% |
| Total All | $ ~~1,162,821,850~~ | ~~82,242,977~~ | ~~1,245,064,827~~ | | | ~~1,138,052,715~~ | |
| Funds | 1,148,405,022 | $ 97,284,262 | $ 1,245,689,284 | $ 12,189,197 | $ 107,012,112 | $ 1,138,677,172 | 9% |

Below is a revised summary of expenditures as of October 31, 2006, 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 | $ 905,316,071 | $ 36,537,837 | $ 941,853,908 | $ 71,122,007 | $ 298,811,405 | $ 643,042,503 | 32% |
| Categorically | ~~194,535,801~~ | ~~5,715,693~~ | ~~200,251,494~~ | | | ~~149,734,101~~ | |
| Aided | 180,118,973 | 20,756,978 | 200,875,951 | 14,588,167 | 50,517,393 | 150,358,558 | 25% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 3,153,147 | 5,707,888 | 24,059,402 | 19% |
| Construction | 20,610,539 | 39,570,180 | 60,180,719 | 3,660,573 | 58,110,383 | 2,070,336 | 97% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 558,684 | 3,458,619 | 9,552,797 | 27% |
| Total All | ~~1,162,821,850~~ | ~~82,242,977~~ | ~~1,245,064,827~~ | | | ~~828,459,139~~ | |
| Funds | $ 1,148,405,022 | $ 97,284,262 | $ 1,245,689,284 | $ 93,082,578 | $ 416,605,688 | $ 829,083,596 | 33% |

[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

TO THE MILWAUKEE BOARD OF SCHOOL DIRECTORS:

Below is a summary of revenues as of November 30, 2006, for the School Operations, Categorically Aided Programs, School Nutrition Service, Construction, and Extension Funds.

| | Amended Budget | Approved Transfers(l) | Revised Budget | Current Monthly Revenues | Year-to-Date Revenue | Unrealized Revenue | Percent Realized |
|---|---|---|---|---|---|---|---|
| School Operations | $ 906,416,807 | $ 36,537,837 | $ 942,954,644 | $ 5,927,797 | $ 93,408,798 | $ 849,545,846 | 10% |
| Categorically Aided | 180,118,973 | 22,406,469 | 202,525,442 | 9,643,315 | 26,945,989 | 175,579,453 | 13% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 3,046,203 | 4,783,855 | 24,983,435 | 16% |
| Construction | 20,767,624 | 39,570,180 | 60,337,804 | 3,000 | 38,000 | 60,299,804 | 0% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 67,071 | 522,856 | 12,488,560 | 4% |
| Total All Funds | $ 1,149,662,843 | $ 98,933,753 | $ 1,248,596,596 | $ 18,687,386 | $ 125,699,498 | $ 1,122,897,098 | 10% |

Below is a summary of expenditures as of November 30, 2006, 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 | $ 72,042,862 | $ 360,730,760 | $ 582,223,884 | 38% |
| Categorically Aided | 180,118,973 | 22,406,469 | 202,525,442 | 15,977,350 | 68,218,066 | 134,307,376 | 34% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 3,022,580 | 8,708,921 | 21,058,369 | 29% |
| Construction | 20,767,624 | 39,570,180 | 60,337,804 | 3,870,291 | 58,311,149 | 2,026,655 | 97% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 549,408 | 4,034,915 | 8,976,501 | 31% |
| Total All funds | $ 1,149,662,843 | $ 98,933,753 | $ 1,248,596,596 | $ 95,462,491 | $ 500,003,811 | $ 748,592,785 | 40% |

[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 d 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 November 30, 2006.

School Operations Fund

Expenditures and encumbrances through November totaled $360,730,760, or 38% of the revised budget.

District Contingent Fund

The balance at November 30, 2006, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

Balance — July 1, 2006 ..... $ 1,000,000

Approved Transfers:

None ..... - 0

Balance — November 30, 2006 ..... $ 1,000,000

Construction Fund

Expenditures and encumbrances through November totaled $58,311,149, or 97% of the revised budget.

Extension Fund

Expenditures and encumbrances through November totaled $4,034,915, or 31% 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 November 30, 2006

| | Revenues | | Expenditures | |
|---|---|---|---|---|
| | Percent Realized | | Percent Expended | |
| Fund | Current Year | 3-Year Avg. | Current Year | 3-Year Avg. |
| School Operations | 10% | 10% | 38% | 40% |
| Categorically Aided | 13% | 16% | 34% | 34% |
| School Nutrition | 16% | 11% | 29% | 32% |
| Construction | 0% | 6% | 97% | 90% |
| Extension | 4% | 8% | 31% | 43% |

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 Administrative Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the quarterly report of contracts between $25,000 and $50,000 for October, November, and December of 2006. This is an informational report, and no action is required.

| MONTH | SCH/DEPT | DESCRIPTION | CONTRACTOR/VENDOR | HUB% | AMT |
|---|---|---|---|---|---|
| Oct 06 | Fletcher School | Toilet Rooms Remodeling — Plumbing, Mechanical & Electrical | Zien Mechanical | 0% | $30,000 |
| | Fletcher School | Toilet Rooms Remodeling — General Construction | Rupel Construction, Inc. | 0% | $32,900 |
| | Public Affairs | 2007/8 *Directions* Booklet | Hi-Liter Graphics | 9% | $36,485 |
| Nov 06 | Gaenslen | Audio/Video Surveillance Systems | Globalcom Technologies | 10% | $26,100 |
| | Literacy | Reading/K, 1 & 2 | Wright Gp. Mc-Graw Hill | 0% | $42,350 |
| | Stuart School | Parking Lot Reconstruction | Black Diamond Group, Inc. | 10% | $42,500 |
| Dec 06 | F & M | 2 Fulton PHW Boilers | Heat & Power Products | 0% | $39,000 |
| | Recreation | *Winter 2007 Guide* | Hometown Publications | 0% | $43,680 |
| Total | | | | | $293,015 |

Report of School Bus Accidents

Below is the report on school bus accidents for the month of December 2006.

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 12/4/06 | 7:46 | 68th Street | No | No | Laidlaw-N |
| 12/4/06 | 7:56 | Richards/Cumber | No | No | Laidlaw |
| 12/4/06 | 8:20 | Bay View H.S. | No | Yes | Lamers |
| 12/4/06 | 8:36 | Fritsche M.S. | No | No | Dairyland |
| 12/4/06 | 3:20 | Acad of Accel Lrng | No | Yes | Lamers |
| 12/5/06 | 8:09 | WCLL | No | No | Spec Care |
| 12/5/06 | 2:45 | VA | No | No | Lakeside |
| 12/5/06 | 3:07 | Carver | No | No | Bee Bus |

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 12/6/06 | 3:10 | South Milw MS/HS | No | No | Laidlaw-W |
| 12/8/06 | 7:16 | Hartford | No | No | Bee Bus |
| 12/11/06 | 7:35 | Milw Spanish | No | No | Laidlaw |
| 12/11/06 | 8:05 | King H.S. | No | No | Laidlaw |
| 12/12/06 | 3:50 | Scott M.S. | No | No | Lakeside |
| 12/14/06 | 3:55 | Pulaski H.S. | No | No | Dairyland |
| 12/15/06 | 8:00 | Vincent H.S. | No | No | Joy Farm |
| 12/15/06 | 8:00 | Morse M.S. | No | No | Lamers |
| 12/18/06 | 7:35 | 81st St | No | No | Lakeside |
| 12/20/06 | 3:55 | Pulaski H.S. | No | Yes | Johnson |
| 12/21/06 | 7:20 | Tippecanoe | No | No | Bee Bus |

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Academy of Accelerated Learning | Redeemer Evangelical Free Church | $300 | For use for clothing and school supplies. |
| Academy of Accelerated Learning | Rhino Foods Store | $80 | Eggroll wrappers for Hmong new year celebration. |
| Allen-Field | Grace Obukowicz | $100 | Christmas toys for students |
| Allen-Field | MSOE Women's Connections Knitting and Crocheting Group | $2,000 | Scarves, hats, mittens for students. |
| Allen-Field | PPG Industries | $350 | Thanksgiving baskets |
| Alliance | Brett Butzman | $1,611 | General support |
| Audubon | James & Susan O'Connor | $400 | Assist Special Education students with field trip costs. |
| Bruce | Northside Church of God | $50 | Mittens and hats for the students. |
| Burdick | Discover Financial Services | $1,000 | School use |
| Congress | Dr. & Mrs. Korté | $372.58 | Winter coats for students |
| Curtin | Pick' N Save | $50.82 | Pick' N Save We Care Program |
| Emerson | John Lueck | $350 | School Field Trips |
| Fernwood | Roundy's | $170.38 | Greenhouse fund, set-up and maintenance. |
| Fernwood | General Mills Box Tops for Education | $256.85 | Greenhouse fund, set-up and maintenance. |
| Hamilton | Corsi Cabinets Inc. | $60,000 | Rover 18 for Wood Manufacturing & Engineering cluster. |
| I.D.E.A.L. | Mary Ann Padol | $1,000 | Books & supplies |
| King, Jr. | Nikki LLC, Doing Business As Vienna Mini Mart | $175 | Boys basketball uniforms |
| King, Jr. | Moda LLC, Doing Business As Kickz & Phitz | $300 | Boys basketball uniforms |
| King, Jr. | United Wholesale | $200 | Boys basketball uniforms |
| King, Jr. | 25th Street Groceries | $150 | Boys basketball uniforms |
| King, Jr. | PJ's Supermarket | $50 | Boys basketball uniforms |
| King, Jr. | Prime Financial Credit Union | $450 | 8th-Grade trip/Atlanta College Tour |
| King, Jr. | Bill and Camille Cosby | $8,000 | 8th-Grade trip/Atlanta College Tour |

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Lancaster | Target Take Charge of Education fundraising program | $80.87 | School's discretion |
| Lincoln Center of the Arts | Evelyn P. Terry | $80 | Yearbook expenses |
| Milwaukee German Immersion | Mr. & Mrs. Terry Schuh | $25 | Classroom supplies |
| Milwaukee German Immersion | Mrs. Ruth Roberts | $50 | Enrichment supplies |
| Milwaukee German Immersion | Mr. & Mrs. J. Henderson | $50 | Enrichment supplies |
| MHSA | A&A Manufacturing Co., Inc | $500 | Theatre Department Plays and Performances |
| MHSA | William & Karen Bruss | $100 | Creative Writing Department |
| MHSA | U.S. Government | $900 | 2 Laserjet Printers (HP 4050N & 4000) |
| MHSA | U. S. Government | $250 | 2 HP Toner Cartridges for use with printers. |
| MHSA | U.S. Government | $2,000 | 4 Dell Latitude Pentium Laptop Computers |
| MHSA | U.S. Government | $200 | 4 leather cases for laptop computers |
| Mitchell | Badger Mutual Insurance Company | $1,000 | Funds for "Reading is Fundamental" |
| Riley | Mr. & Mrs. Frederick Pinkowski | $100 | Student incentives |
| Riley | Yaskawa Electric America Inc. | $760 | Students needs |
| Riley | Ms. Martha W. Allen | $200 | Read to Me Program |
| Riley | Attorney William Burke | $200 | Read to Me Program |
| School-to-Work Transition Program for Students with Disabilities | BonTon (Boston Store) — Elder Beerman | $107.69 | Student Aid Fund |
| Whittier School | Martha & John Prince | $100 | Support for Character Education Program |
| Zablocki | David Ciepluch | $300 | Field trips, grade 1, environment or health |

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; Approval of Prevailing Wage Rates; and an Affirmative Action Report

Approval of Classified Personnel Transactions

| | Name and Assignment | Position and Salary | Date |
|---|---|---|---|
| | | Appointments | |
| 2 | Marvette Cox<br>Maryland | School Secretary I<br>$20,683.56/yr. | 01-03-07 |
| 5 | Laura Garcia<br>Pulaski | School Secretary I<br>$20,683.56/yr. | 01-03-07 |
| 4 | Santos Olmo<br>Head Start | School Nurse Associate<br>$21,727.44/yr. | 01-03-07 |
| 2 | Denise Reed<br>Brown | School Secretary I<br>$20,683.56/yr. | 01-08-07 |
| 5 | Grace Renteria-Willser<br>Bethune Academy | School Secretary I<br>$20,683.56/yr. | 01-03-07 |
| 2 | Joyce Stinson<br>Student Services | Information Specialist<br>$33,436.59/yr. | 01-03-07 |
| 4 | Emilia Tassara<br>Burbank/Hartford | School Bookkeeper<br>$30,764.80/yr. | 01-03-07 |
| 2 | Carol Ware<br>Fletcher | School Secretary I<br>$10,352.00/yr. | 12-11-06 |
| | | Promotions | |
| 2 | Richard Hammonds<br>Kosciuszko | Boiler Attendant Trainee<br>$29,358.16/yr. | 12-18-06 |
| 5 | Quinn Kopplin<br>MHSA | School Engineer III<br>$49,484.24/yr. | 12-18-06 |
| 5 | Ross Nowak<br>WCLL | School Engineer II<br>$43,873.70/yr. | 01-23-07 |
| | | Changes in Status | |
| | Jeffrey Brown><br>Building Operations | Boiler Attendant<br>$38,283.44/yr. | 01-08-07 |
| | Sylvia Goodvine#<br>Lincoln Avenue | Handicapped Children's Assistant<br>$15,352.46/yr. | 01-08-07 |
| | Lashonda Murray#<br>Morse | Handicapped Children's Assistant<br>$15,352.46/yr. | 01-03-07 |
| | Sue Pergande+<br>Hamilton | School Secretary I<br>$33,522.06/yr. | 12-18-06 |
| | Joyce Plautz+<br>Special Services | School Secretary I<br>$33,522.06/yr. | 12-27-06 |
| | Raymond Watson><br>Building Operations | Boiler Attendant<br>$38,474.80/yr. | 01-01-07 |

| | | |
|---|---|---|
| Dana Young-Cornelius# | Handicapped Children's Assistant | 12-11-06 |
| 68th Street | $15,352.46/yr. | |

> Demotion from School Engineer I
\# From substitute to regular
\+ From a 10-month to a 12-month position

Approval of Certificated Appointments — Teachers

| Code | Eth | Teachers | Division | Salary | Yrs. Exp. Credit | Start Date |
|---|---|---|---|---|---|---|
| 4,r,a | | Hilda M. Garcia<br>Bilingual Education | B | $33,671.00 | 1 | 01/03/2007 |
| 5,nr | | Staci Imes<br>Speech Pathology | B | $33,671.00 | 1 | 01/03/2007 |
| 4,r,a | | Rachael M. Malacara<br>Cross-categorical | B | $33,671.00 | 1 | 01/03/2007 |
| 2,nr,a | | William H. Martin<br>Mathematics | B | $33,671.00 | 1 | 12/18/2006 |

Approval of Certificated Appointments — Social Workers

| | | | | | |
|---|---|---|---|---|---|
| 5,r,a | Sarah N. Hayon<br>School Social Worker | 2A | $45,834.00 | 0 | 12/21/2006 |
| 5,r | Vicki Kachache<br>School Social Worker | 2A | $60,688.00 | 0 | 12/18/2006 |

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 26, 2007: | | |
| Nancy Kiefer | Lincoln Avenue | October 1, 2006 |
| Maternity Leave, to June 15, 2007: | | |
| Julie Blazkovec | Bay View | January 29, 2007 |
| Personal Leave, to June 15, 2007: | | |
| Zuwena Cotton | Lee | January 3, 2007 |
| Wanda Steavens | Day-to-Day | January 3, 2007 |
| Extension of Illness Leave, to June 15, 2007: | | |
| Debra Prophet | From Leave | November 3, 2006 |
| Extension of Personal Leave, to January 2008: | | |
| Teresa Sanchez | From Leave | January 29, 2007 |

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

| Name | Position | Effective Date |
|---|---|---|
| Carolyn Allen | Asst. Prin. | 01/16/07 |
| LaRhonda Bearden-Steward | Teacher | 02/05/07 |
| Joseph Brown | Coordinator | 01/30/07 |
| Kelly Connor | Teacher | 01/03/07 |
| Zuwena Cotton | Teacher | 01/29/07 |
| Sarah Danek | Teacher | 08/31/06 |
| Paul Doro | Teacher | 12/22/06 |
| Keith Finley | Asst. Prin. | 02/01/07 |
| Anthony Firle | Teacher | 01/03/07 |
| Kimberly Firle | Teacher | 12/01/06 |
| Kattie Gish | Teacher | 01/01/07 |
| Reid Hanson | Teacher | 01/19/07 |
| Monica Hurt | Teacher | 01/26/07 |
| Daniel Jorvig | Teacher | 12/31/06 |
| Michael Kania | Teacher | 11/30/06 |
| Lauren Kell | Teacher | 01/21/07 |
| Jamie Michel | Teacher | 01/03/07 |
| Avis Mosby II | Teacher | 10/09/06 |
| Trisha Mueller | Teacher | 08/31/06 |
| Carol Ndeto | Teacher | 02/05/07 |
| Hattie Nichols | Teacher | 01/02/07 |
| Veronica Phillips | Teacher | 01/12/07 |
| Carl Rank | Teacher | 12/22/06 |
| Barbara Rehagen | Teacher | 01/26/07 |
| Maria Restivo | Teacher | 12/31/06 |
| Joseph Setzer | Teacher | 11/03/06 |
| Dawn Simmons | Teacher | 01/26/07 |
| Laura Steininger | Teacher | 12/31/06 |
| Johanna Vega | Teacher | 09/01/06 |

Classified Retirements

| Name | Position | Effective Date |
|---|---|---|
| Evelyn Bensemann | Food Service Asst. | 12-23-06 |
| Sharon Blei | Food Service Asst. | 12-23-06 |
| Sally Colker | School Kitchen Mgr II | 12-30-06 |
| Marva Green | Paraprofessional Ed. Asst. | 12-23-06 |
| Concepcion Gutierrez | Paraprofessional Ed. Asst. | 12-23-06 |
| Mary Matovich | School Secretary I | 12-02-06 |
| Barbara Pellowski | School Secretary I | 12-23-06 |
| Delbert Reierson | Building Service Helper I | 12-30-06 |

Approval of Prevailing Wage Rates

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. 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).

Facilities and Maintenance Services Division has received a communication, dated January 12, 2007, from the Milwaukee Building and Construction Trades Council, advising that a wage increase of $0.70 per hour should have been implemented effective the first pay period in September 2005 for the Milwaukee Public School Plasterers of the Operative Plasterers' and Cement Masons' Union Local 599, from $26.44 to $27.14 per hour. The new wage rate should now be $27.14 per hour, which reflects an increase of $0.70 cents per hour.

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for December 2006 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, leaves of absence and the prevailing wage rate as presented above.

Director Johnson moved to approve the Committee's recommendation, with the Approval of Prevailing Wage Rates amended as follows:

Facilities and Maintenance Services Division has received a communication, dated January 12, 2007, from the Milwaukee Building and Construction Trades Council, advising that a wage increase of $0.70 per hour should have been implemented effective the first pay period in September ~~2005~~ 2006 for the Milwaukee Public School Plasterers of the Operative Plasterers' and Cement Masons' Union Local 599, from $26.44 to $27.14 per hour. The new wage rate should now be $27.14 per hour, which reflects an increase of $0.70 cents per hour.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

* * * * *

(Item 3) Action on Recommended Administrative Appointments and Promotions

Committee's Recommendation

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

| | | | |
|---|---|---|---|
| 2(r) | Zannetta Cistrunk | Principal<br>Proposed New Charter High School — First Things First Model | Schedule III, Range 15A<br>$100,519.15 |

| | | | |
|---|---|---|---|
| 2(r) | Matthew Boswell | Principal<br>Muir Middle School | Schedule III, Range 13Z<br>$77,144.01 |
| 2(r) | Shiron Posley | Principal<br>Dr. Martin Luther King, Jr., School | Schedule III, Range 13Z<br>$86,883.50 |
| 2(r) | Cynthia Dismuke | Assistant Principal<br>Carver Academy | Schedule III, Range 10Z<br>$76,601.41 |
| 4(r) | Rosa Torres | Assistant Principal<br>Forest Home Avenue School | Schedule III, Range 10Z<br>$77,515.71 |
| 2(r) | Regina Manns | Curriculum Generalist<br>Frances Starms Center | Schedule III, Range 6A<br>$57,920.76 |
| 5(r) | Therese Freiberg | Director<br>Division of Labor Relations | Schedule IIIE, Range 14A<br>$103,237.17 |
| 5(r) | Deborah Wegner | Manager of Financial Planning<br>Finance | Schedule III, Range 12A<br>$102,930.88 |
| 5(r) | Mary Ruzga | Supplemental Education Services Coordinator<br>Div. of Recreation and Community Services | Schedule III, Range 8A<br>$83,265.52 |
| 5(r) | Janice Kosanke | Supervising Dietitian<br>School Nutrition Services | Schedule III, Range 8C<br>$50,824.00 |
| 4(r) | Barbara Rodriguez Graf | Supervising Dietitian**<br>School Nutrition Services | Schedule III, Range 8C<br>$50,824.00 |
| 5(r) | Robert Gavronski | Recreation Supervisor — Community Centers<br>Div. of Recreation and Community Services | Schedule III, Range 7A<br>$69,102.00 |

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

** Grant-funded position — approval of this appointment authorizes establishment of the position.

Codes:

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

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

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(Item 4) Receipt of the Fiscal Year-End 2006 Audit Reports

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, 2006, year-end reports identified below. The reports are presented for Board consideration.

- Financial Statements
- Management Letter dated June 30, 2006, 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 previously 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, 2006

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 issued to the Board on December 29, 2006, 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 contained 22 recommendations. VK has reported that management's actions resolved 11 of the recommendations. Eleven recommendations which require additional management action and further audit evaluation are being carried forward to FY07. VK reported that additional MPS management action and/or VK audit evaluation is required to fully address the resolution of these 11 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 discussion.

Receipt of the Fiscal Year-End 2006 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 (CAFR) Report

14. The Department of Finance has completed and issued to the Board on December 29, 2006, 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, 2006;

2. The VK Management Letter for the Year Ended June 30, 2006, 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, 2006;

4. The Supplemental Early Retirement Plan for Teachers for the Year Ended June 30, 2006;

5. The Report on Federal and State Awards for the Year Ended June 30, 2006; and

6. The Comprehensive Annual Financial Report for the Year Ended June 30, 2006.

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

* * * * *

(Item 5) Action on Resolution 0607R-015 by Director Blewett Regarding Policies and Procedures to Catalog and Ensure Appropriate Use of All District Assets

Background

At its meeting on October 31, 2006, the Board referred Resolution 0607R-015 by Director Blewett to the Committee on Finance and Personnel:

WHEREAS, This school district, as do all public school districts in the state, annually receives a reimbursement from the state for materials purchased for school library media centers up to a certain dollar amount, which was $32 per student in the last fiscal year; and

WHEREAS, In June 2006, the Wisconsin Department of Public Instruction (DPI) filed a Report of Audit of Library Media Services in Milwaukee Public Schools (MPS), which found MPS out of compliance with PI 8.01 (2) (h); and

WHEREAS, Even though the Common School Fund is not part of PI 8.01(2)(h), DPI, as the agency responsible for the distribution and proper use of the fund, noted concern that MPS provided no documentation as to the proper use of those funds, the decision making regarding the funds, or the process implemented to acquire materials with those funds; and

WHEREAS, The Milwaukee Board of School Directors has a fiduciary responsibility to its constituents to ensure that funds, including the Common School Funds, are appropriately spent and assets are properly documented and maintained; and

WHEREAS, Due to the current financial climate within MPS and the decreasing enrollment, it has become necessary for MPS to close some schools and school programs, to combine school programs, and to move principals from one site to another; and

WHEREAS, Milwaukee Public Schools must have an accountable manner by which to safeguard assets and evaluate the value of expenditures; now, therefore, be it

RESOLVED, That the Board direct the Administration to present a comprehensive plan to this Board outlining policies and procedures to catalog and ensure appropriate use of all assets, including, but not limited to library materials, records and equipment purchased with Common School Funds; and be it

FURTHER RESOLVED, That the Administration's plan also address the issues of ensuring that all assets are appropriately safeguarded, utilized, or distributed in the case of a school closing, whenever there is a change in school administration, staff, or educational program; and be it

FURTHER RESOLVED, That this plan be presented for consideration not later than the January 2006 Board cycle.

Administration's Analysis

1. The Administration, which currently has systems in place to safeguard district assets, has conducted an extensive district-wide inventory process to identify items of value residing in schools and district offices.

2. The current Library Management System (LMS) is site-purchased and site-managed. The Division of Technology has the following responsibilities regarding the current LMS:

a. to ensure that schools purchase LMS hardware per the district standard;

b. to advise schools that all school-based technology hardware must be recorded on the fixed-asset system;

c. to provide repair support for the LMS hardware under the buy-back program;

d. to pick up all hardware, including LMS hardware, from closing schools; and

e. to refurbish used LMS hardware and make it available to other schools.

3. In order to maintain library media systems for schools that have merged or have been closed by the Board, the hardware and software to maintain the library media systems will remain as part of the library inventory. If it is determined that the library will be moved, the library management system and the library resources will move as one unit.

4. MPS has software systems that schools use to track financial and fixed assets. Schools use the CASH system to track cash coming into and going out of their checking accounts. The IFAS system has a fixed-asset module that allows schools to track fixed assets. The Finance Department requires schools to provide periodic reports on both financial and fixed assets to ensure schools are keeping accurate records.

5. When a school changes administrators, the Finance Department works with the new administrator to ensure that the school's records are up to date. When a school divides into several smaller schools, or when a school closes, the Office of Academic Excellence works with Administrative Accountability to ensure that assets are appropriately allocated to the new schools or to other MPS schools.

6. The Division of Facilities and Maintenance works closely with the Office of Academic Excellence to fairly redistribute furniture and equipment from those buildings that have closed. A set of specific guidelines has been developed to facilitate this process (attached).

7. Schools are given very specific guidelines relative to spending common school funds. Further, schools are encouraged to contact the library media specialists if they have questions regarding acceptable common school fund purchases. The district library media specialists report that schools have been very diligent in following the guidelines that have been set forth.

8. The Administration will continue to enhance efforts to inform the principals and library media specialists of common school fund spending guidelines. If it is determined that schools are not spending common school funds within the guidelines, the Administration will take appropriate action.

Strategic Plan Compatibility Statement

9. 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.

Statute, Administrative Policy, or Board Rules Statement

10. This item is consistent with administrative polices and procedures.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Implementation Plan

12. The Administration will continue to implement current practices in order to protect district assets.

Administration's Recommendation

The Administration recommended that, in lieu of adopting the resolution, the Board support the Administration's current efforts to protect district assets, as detailed in this item.

Committee's Recommendation

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

Director Hardin moved to refer the item back to Committee.

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

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

* * * * *

(Item 6) Action on a Request to Pre-Approve Vendors for Carpet Installation and Repair Services

Background

1. The Division of Facilities and Maintenance Services has always outsourced the installation of broadloom carpet due to the specialized nature of the work and the fact that the Division does not employ any classifications of prevailing-wage employees for this type of activity.

2. Traditionally, as requests were received, the Division of Facilities and Maintenance Services would bid each job separately, which resulted in delays in processing the work and created additional paperwork and overhead cost.

3. In an effort to establish a more efficient and cost-effective method for the provision of carpet installation and repair services directly to the schools and departments, a Request for Proposal (RFP) for carpet installation and repair services was developed, and cost proposals were received, in order to "pre-approve" firms for these services. This is intended to provide school-based personnel and departments with a straightforward method of obtaining routine carpet installation and repair services while ensuring that MPS standards and specifications are met.

Administration's Analysis

4. An RFP was issued in June 2005 for these services. In August 2005, the Board approved a list of vendors to be pre-certified for carpet installation services. Due to a number of requests from the vendors for price adjustments since their initial pre-certification, it was decided to re-bid these services.

5. A subsequent RFP was made available on August 11, 2006, with responses due on September 6, 2006. The RFP detailed the approved manufacturers, specifications for installation and removal, and the requirements for addressing asbestos-containing materials. Other services quoted as part of the RFP included modular carpet tile installation, carpet repair/removal, and vinyl base removal installation. It is anticipated that the majority of expenditures will be for the installation of new broadloom carpet.

6. A total of three (3) firms submitted proposals. Proposals were evaluated on the basis of cost, responsiveness to requirements, experience, references, and ability to meet the needs of MPS. The review and evaluation of each response was completed by personnel from the Division of Facilities and Maintenance Services, the Division of Diversity and Community Engagement, and the Division of Insurance and Risk Management.

7. The recommendation anticipates significant participation by historically underutilized businesses (HUBs) during the contract period. The HUB participation requirement is ten percent (10%), and two (2) of the three (3) firms being recommended are certified HUB firms. Information relative to actual participation by the HUB firms will be included in the annual report to the Board by the Division of Diversity and Community Engagement.

Strategic Plan Compatibility Statement

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. Board Governance Policy BG 4.07 requires formal bids or requests for proposals for the purchase of services in excess of $25,000. In addition, Administrative Policy 3.09 states that no contract can extend more than three years without the Board's approval.

Fiscal Impact Statement

10. The creation of this program has no direct fiscal impact. Funds to support these services are either budgeted as part of individual projects or made available by the individual school, department, or program. Services by the various firms are not used until appropriate funds are identified and encumbered.

11. During FY05, a total of $25,946 in carpet installation and repair services were purchased by schools, departments, or programs. During FY06, a total of $86,958 of carpet installation and repair services were purchased by schools, departments, or programs.

Implementation and Assessment Plan

12. Upon approval by the Board, the individual contractors, schools, and departments will be notified of the terms and conditions of the contract and the prices associated with each vendor. The provision of carpet installation and repair services will then be requested as individual projects dictate throughout the fiscal year. Participation by individual contractors would be reviewed annually based upon performance. New proposals will be solicited as required or after three years as required by district policy.

Committee's Recommendation

Your Committee recommends that the Board certify the following vendors to provide carpet installation and repair services district-wide for a period of one year, subject to two (2) one-year extensions based upon satisfactory performance:

- Matejka Enterprises, Inc.
- Milwaukee Carpet (HUB)
- Ron's Carpeting & Service, Inc. (HUB)

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

* * * * *

(Item 7) Action on an Intergovernmental Cooperation Agreement with the City of Milwaukee Regarding the Sharing of Pupil Information with the Milwaukee Police Department

Background

1. 2003 Wisconsin Act 292 was enacted by the State of Wisconsin on April 20, 2004 ,and published on May 4, 2004. This Act revised portions of Wisconsin § 118.125, Pupil Records, under Chapter 118, General School Operations, and Wisconsin state statute 938.396, Records, under Chapter 938, Juvenile Justice Code. 2005 Wisconsin Acts 344, 434, and 443 made further modifications to Wisconsin § 118.125. 2005 Wisconsin Acts 344 and 443 made further modifications to Wisconsin § 938.396. Wisconsin state statutes published by the Wisconsin State Legislature; Revisor of Statutes Bureau, are current to the last update of August 21, 2006.

2. 2003 Wisconsin Act 292 relates to the exchange of pupil/juvenile records between schools and law enforcement agencies. It outlines the various conditions and requirements for the exchange of this pupil/juvenile record information.

3. The publication of 2003 Wisconsin Act 292 prompted representatives of the Milwaukee Public Schools (MPS) and the Milwaukee Police Department (MPD) to meet and discuss the ramifications of the this Act. MPS and MPD agreed to the exchange of pupil/juvenile records within the scope of the applicable Wisconsin state laws, subject to the concurrence of the Milwaukee City Attorney and the approval of the Milwaukee Board of School Directors.

4. MPS and MPD subsequently called upon the Milwaukee City Attorney's Office to provide guidance and legal interpretation for the exchange of pupil/juvenile record information. The Milwaukee City Attorney has since drafted an intergovernmental cooperation agreement between MPS and MPD that

provides for the exchange of pupil/juvenile record information between these two agencies. This intergovernmental cooperation agreement allows the exchange of pupil/juvenile record information within the legal scope and boundaries set forth in Wisconsin state law.

Administration's Analysis

5. This intergovernmental cooperation agreement stipulates that an MPS school principal, or other designated pupil records custodian, shall upon request:

a. provide an MPD officer with a pupil's "directory data";

b. disclose pupil records or information about a pupil to an MPD officer in connection with an emergency, if such records or information are necessary to protect the health or safety of any individual;

c. provide an MPD officer with a copy of pupil's attendance record if the MPD officer certifies in writing that the pupil is under investigation for truancy or for allegedly committing a criminal or delinquent act, and that the MPD will not further disclose the pupil's attendance record, except as permitted by law;

d. disclose pupil records to the MPD for purposes of providing services to a pupil before adjudication.

6. This intergovernmental cooperation agreement stipulates that MPD shall, on its own initiative or at the request of a MPS principal or school-district-level administrator, provide to MPS any information in MPD records relating to the following:

a. the use, possession, or distribution of alcohol or a controlled substance or a controlled substance analog by a juvenile enrolled in MPS;

b. the illegal possession by a juvenile of dangerous weapon;

c. acts for which the juvenile enrolled in the school district was taken into custody based on a MPD officer's belief that the juvenile engaged in conduct that would be considered criminal if committed by an adult, as specified in section 938.34(4h)(a), if committed by a student who is 14 years or older;

d. an act for which a juvenile enrolled in the school district was adjudged delinquent.

7. This intergovernmental cooperation agreement further stipulates procedural requirements and confidentiality requirements according to law.

8. The purpose of this intergovernmental cooperation agreement, which allows for the exchange of pupil/juvenile record information, is to establish and maintain a working dialog between MPS and MPD so as to enhance the safety and well being of all MPS students and staff and the citizens of Milwaukee.

Strategic Plan Compatibility Statement

9. 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.

Statute, Administrative Policy, or Board Rules Statement

10. This item is consistent with Administrative Policy and Procedure 4.03, Security, Wisconsin Statutes § 118.125, 938.396, and the Family Educational Rights and Privacy Act (FERPA), and is entered into pursuant to Wisconsin Statutes § 66.0301.

Fiscal Impact Statement

11. The item does not authorize expenditures.

Implementation and Assessment Plan

12. Upon approval by the Board, the Administration will execute the intergovernmental cooperation agreement with the City of Milwaukee.

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, regarding the sharing of pupil information with the Milwaukee Police Department, with Section I.E. to be amended as follows:

> E. Whenever MBSD receives information from the MPD pursuant to section II.A. of this Agreement, the school district administrator who receives the information shall notify the pupil named in the information, and the parent or guardian of any minor pupil named in the information, of the information received. Notification may be written ~~or~~ and by telephone contact.

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

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(Item 8) Action on a Request to Approve Intergovernmental Cooperation Agreements between the Milwaukee Public Schools and the Milwaukee Police Department Regarding Implementation of the School Resource Officer (SRO) and Cluster Models

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 in the form of School Resource Officers.

2. On November 30, 2006, the Board approved a communication from the Superintendent regarding the collaborative development (with the Mayor and Chief of Police) of two school security pilot models to increase safety in our schools:

- School Resource Officers (SRO) Model involves the assignment of a squad (two officers) to specific a high school. The officers' activities would 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 one of our high-school clusters that consists 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 function will be to provide intervention and prevention activities at the cluster schools.

3. Per the Board's request at the November 30, 2006, meeting, the Superintendent informed the Board via a memo dated December 8, 2006, when the sites for the two models were identified. Bradley Tech High School was identified for the SRO Model, and the Custer Cluster was identified for the Cluster Resource Officers Model. The Custer Cluster includes Custer High School, Edison (grades 6-12), Thurston Woods, and Thirty-fifth Street School (two sites). Also per the Board's request, these sites were identified with input from a variety of sources, including the high-school principals.

4. An additional request by the Board to provide the community with an avenue to provide feedback regarding the pilots was fulfilled by the Administration. The following four community-based organizations agreed to act as conduits to receive community concerns regarding the School Resource Officer pilots:

- NAACP
- Milwaukee Urban League
- United Community Center
- Southside Organizing Committee

5. The Administration worked closely with the affected school communities to inform them of their participation and answer any questions. Meetings to provide the school communities with important information relative to these models and to allow an opportunity to provide feedback were scheduled in late December with positive results.

6. The November 30, 2006, communication that was approved by the Board indicated that, once the intergovernmental agreement was developed, the Administration would bring it forward for the Board's approval.

Administration's Analysis

7. Since approval of the November 30, 2006, communication, the Administration has continued collaborating with the Milwaukee Police Department to develop an intergovernmental cooperation agreement for each model in order to begin implementation of the models as soon as possible. The Office of the City Attorney drafted the agreement as attached to the minutes of your Committee's meeting.

8. At this time, the Administration is requesting approval of the intergovernmental cooperation agreements between Milwaukee Public Schools and Milwaukee Police Department. It is especially important that the implementation stage of these models take place as soon as possible in order to support safety in our schools.

9. The Administration believes that implementation of these models is an important component of the recommended activities from the School Safety Planning Advisory Committee.

Strategic Plan Compatibility Statement

10. 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.

Statute, Administrative Policy, or Board Rules Statement

11. This item is consistent with Administrative Policy 4.03, Security.

Fiscal Impact Statement

12. This item authorizes expenditures. The cost to implement these models through June 30, 2007, is not to exceed $250,000. The funds will be transferred from OGA-0-0-CRR-DW-EOTH (Other Expenses — Crisis Initiative) to OGA-0-0-CRR-DW-ELPC (Intergovernmental Agreement — Crisis Initiative).

Implementation and Assessment Plan

13. Upon approval by the Board, the Administration will work closely with the Milwaukee Police Department to begin the necessary steps to implement the models at the respective schools.

Committee's Recommendation

Your Committee recommends that the Board approve the Intergovernmental Cooperation Agreements, as attached to the minutes of your Committee's meeting, between Milwaukee Public Schools and Milwaukee Police Department to implement the School Resource Officer and Cluster models.

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

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(Item 9) Action on a Request for Authorization to Enter into a Contract with Maximus, Inc., for a Computer-Integrated Facility Management System (CIFMS)

Background

1. The District's current facilities-management software systems consist of several internally developed and externally purchased software applications. These systems are not fully integrated and run on outdated technology, some of which will not be economically viable to support in the future.

2. The District's facilities-management applications — including the work order system; environmental management system; space and drawing management systems; and the cyclic maintenance database — are not fully integrated, causing inefficiencies and processing delays. Currently, off-the-shelf facilities-management software is structured to fully integrate these stand-alone systems into a web-based application that functions as a single system for managing both routine and preventive maintenance and repair work orders; space management; project management; environmental management; and cyclic maintenance management.

Administration's Analysis

3. The Administration prepared and issued a Request for Proposals seeking qualified vendors who could supply a web-based computer-integrated facility-management system software application. Proposals were due August 11. One pre-bid conference was held to answer vendors' questions regarding the RFP. Five vendors responded to the RFP.

4. A 12-member MPS evaluation team evaluated the five responses. The team consisted of personnel from the Division of Facilities and Maintenance Services, the Department of Technology, and the Department of Finance. The evaluation criteria included:

- systems capability and compliance with requirements;
- experience, capability, and services of respondent;
- technology platform;
- pricing and price methodology;
- overall management judgment;
- one-hour demonstrations

5. Based upon these criteria, the evaluation team selected two finalists from the five vendors. These two vendors participated in an eight-hour demonstration attended by the 12-member MPS evaluation team along with a representative group of primary users from the Division of Facilities and Maintenance Services. The two vendors were then evaluated based upon their ability to meet the following criteria:

- successful completion of business functions;
- successful use of MPS data;
- acceptable flow of data;
- adequate reporting features;
- ease of use;
- overall judgment of the system

6. Maximus, Inc., received the highest score from the evaluation team. Based upon these results and the overall group judgment of the system, the MPS evaluation team agreed that Maximus, Inc., had the best solution to meet the needs of the District.

Strategic Plan Compatibility Statement

7. 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

8. The recommendation is consistent with Administrative Policy 3.09, Purchasing, Bidding and Leasing Requirements.

Fiscal Impact Statement

9. The first-year cost of the hardware, software, implementation, training, interface development, and data conversion is not expected to exceed $1.2 million. The cost for the second-year implementation is not expected to exceed $500,000. The annual software license and support agreement will be $90,000 per year.

a. The FY07 Construction Fund anticipated $382,085 for the first-year implementation of this project, and this amount is included under account FAR-0-0-MM2-DW-ECNC7. The remaining amount of $817,915 for the first-year implementation is funded from project savings in the Construction Fund.

b. The $500,000 cost for FY08, contingent upon approval of the Board, will be budgeted in the Construction Fund.

c. The $90,000 annual license fee will be appropriately budgeted beginning in FY08, contingent upon approval of the Board.

Implementation and Assessment Plan

10. Following the Board's approval, the Administration will negotiate with Maximus, Inc., for system implementation. The Administration's implementation target date for the maintenance management, cyclic maintenance, space management, and project management components of the system is January 2008. The Environmental module is expected to be implemented by July 2008.

11. Assessment of the new computerized integrated facilities-management system will be ongoing and will be performed by all system users. To ensure appropriate stakeholder input in implementing the system, an implementation team will be established that will include representatives from the Division of Facilities and Maintenance Services, the Department of Technology, and the Department of Finance.

Committee's Recommendation

Your Committee recommends that the Board authorize the Administration to negotiate and enter into a contract with Maximus, Inc., for the implementation of a computer-integrated facility-management system at a cost not to exceed $1.2 million in FY07, with the following terms:

1. the maintenance-management, cyclic maintenance, space-management, and project-management components of the system are to be implemented by January 2008; and

2. the environmental module is to be implemented by July 2008.

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

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## COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Spence presented the following report for the Committee on Legislation, Rules and Policies:

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Legislation, Rules and Policies presents the following report:

(Item 1) Action on a Recommendation to Revise Administrative Procedure 6.23(3), Filling Principal Vacancies

Background Information

1. Upon acceptance of an informational report on the performance evaluation process for school administrators at the August 28, 2003, Board meeting, the Board directed the Executive Director of the Division of Human Resources to create a new principal selection process.

2. In response to this request, on September 30, 2004, the Administration brought forward extensive revisions to Administrative Procedure 6.23(3), Filling Principal Vacancies. Prior to the Board's approval of these revisions at the September 30, 2004, meeting, Administrative Procedure 6.23(3) had not been revised since March 30, 1999.

3. The most recent set of revisions were brought forward in May 2005 to better support the ever-increasing demands of the school principalship by providing a more detailed and thorough selection process to ensure that MPS is placing the most qualified individuals in principal positions.

Administration's Analysis

4. At this time, the Administration is bringing forward for the Board's consideration revisions to Administrative Procedure 6.23(3), Filling Principal Vacancies. These revisions are based on feedback from the current school year from various stakeholders, and are designed to incorporate changes needed for the principal candidates who come through non-traditional training and/or certification programs as well as to clarify the difference between the two principal selection processes currently reflected in the procedure.

Statute, Administrative Policy, or Board Rules Statement

5. The recommendation supports the MPS Strategic Plan Goal #1, Student Achievement. Quality leadership at the school level leads to future academic achievement.

Implementation and Assessment

6. Upon approval by the Board, the revisions to Administrative Procedure 6.23(3), Filling Principal Vacancies will be made.

Fiscal Impact Statement

7. This item does not authorize expenditures. No funding is required.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Procedure 6.23 (3), Filling Principal Vacancies:

Administrative Procedure 6.23(3)
Filling Principal Vacancies

(a) Authority of the Superintendent

1. When a principal position is vacated or newly created, the Superintendent will determine if the position is to be filled by appointment or through the interview process. Once the Superintendent has determined to fill the principal vacancy through the interview process, it is the expectation that one of the recommended candidates from the interview process will be nominated by the Superintendent to fill the principal vacancy; however, the Superintendent will maintain the final authority for the recommendation. The Superintendent will have the authority to assign or nominate for appointment an individual to fill a principal vacancy, in lieu of advertising the vacancy, for the following reasons:

a. the best interests of the district;

b. organizational needs;

c. specialized requirements of the position;

2. Such appointments are subject to verification of possession of the appropriate licensure and at least one year of administrative experience.

~~2~~ 3. Every reasonable effort will be made to fill a principal vacancy within 120 days of the occurrence of the vacancy. This timeline may be extended at the discretion of the Superintendent. In the event the vacancy will be filled through the interview process, steps (b) through (g) below will be followed.

(b) ~~ADVERTISING PRINCIPAL VACANCIES~~ SELECTION THROUGH INTERVIEW PROCESS

*1. Advertising Principal Vacancies*

~~1~~ a. The Department of Human Resources will advertise all principal vacancies that will be filled through the interview process. A focus on diversity among qualified candidates will be a continuous goal in all advertising. Advertisements for principal vacancies will be placed on the MPS website, on the DPI website, and on national websites, and will be sent to national education periodicals, related national organizations, community newspapers, and selected colleges and universities as determined by the Department of Human Resources. In addition, job announcements will be emailed to all MPS sites and the office for the Administrators and Supervisors Council.

~~2~~ b. After the published deadline, no additional applications will be accepted; however, the Department of Human Resources will have the discretion to extend the posting period or to reopen the application process if it determines that such action is necessary to ensure an adequate, representative number of qualified applicants, consistent with the Board's policy on equal employment opportunity and affirmative action.

~~(c) SUBMISSION OF APPLICATIONS~~

*2. Submission of Applications*

Any individual interested in being considered for an advertised principal vacancy must complete and submit an official application form, along with any other information, as determined by the Administration, which will establish the individual’s eligibility as principal candidate for the specifically advertised vacancy. Applications submitted after the advertised application deadline will not be considered. At the conclusion of the selection process, applications of unsuccessful candidates will be archived. A separate application must be submitted for each vacancy.

~~(d) SCREENING OF APPLICATIONS~~

*3. Screening of Applications*

~~1~~ a. The Division of Certified Staffing in the Department of Human Resources will conduct an initial screening to determine if the applicants meet the following minimum qualifications. In order to be considered, applicants must provide evidence of their qualifications.

~~a.~~ (i) an earned master's degree;

~~b.~~ (ii) a Wisconsin principal's license at the time of appointment;

~~c.~~ (iii) ~~d~~five years' successful professional education experience (including a minimum of three years' teaching experience);

~~d.~~ (iv) at least two (2) years of successful school administrative/supervisory experience in a K-12 setting; or successful completion of a district-approved resident assistant principal program.

~~e.~~ (v) satisfactory performance evaluations for the past three years;

~~f.~~ (vi) three letters of recommendation (not more than one year old) for the position of principal, two of which must be from school administrators or district-level administrators. Each letter must be signed by its author;

~~g~~ (vii) successful completion of the Principal Perceiver or Principal Insight interview or more than five (5) years of successful experience as a principal.

~~2~~ b. The Department of Human Resources will also verify the professional training and official transcripts from issuing institutions and conduct reference checks of all eligible candidates for principal vacancies.

~~(e) SUPERINTENDENT'S REVIEW COMMITTEE~~

*4. Superintendent's Review Committee*

~~1.~~ a. The Superintendent's Review Committee will review the applications of all eligible candidates for those principal vacancies that will be filled through the interview process. This committee will be composed of the following members:

- ~~an Administrative Specialist~~ Director of Administrative Accountability or Designee
- Director of Leadership Support or Designee
- a Staffing Specialist from Certificated Staffing
- Director of Academic Excellence or Designee

~~2.~~ b. The Review Committee will determine through consensus which of the eligible applicants for a particular principal vacancy should be forwarded for consideration for interview by the School Interview Panel. When determining which applicants will go on to the next stage, the Review Committee will consider a variety of data, including, but not limited to, the individual's personnel file, documented disciplinary behaviors, content of letters of recommendation, documented public complaints, performance evaluation concerns, and the results of the Principal Perceiver or of the Principal Insight interview. All members of the Review Committee members must be present when determining which applicants will continue to the next step. The Review Committee will thereafter forward a list of candidates eligible for interview by the School Interview Panel.

~~(f) SCHOOL INTERVIEW PANEL~~

*5. School Interview Panel*

~~1.~~ a. When a principal vacancy that is to be filled through the interview process exists at a school, a School Interview Panel will be created for the purpose of interviewing eligible candidates chosen by the Superintendent's Review Committee. The school governance council's chair (excluding any administrative applicants), consistent with the Boards' commitment to having school constituencies elect their own representatives to the school interview panel, will act as the contact person for each constituent group listed below regarding its individual elections for representation on the School Interview Panel. The school governance council's chair will forward the names of the elected members of the School Interview Panel to the Department of Human Resources. The panels must be representative with regard to race and gender.

~~2.~~ b. The School Interview Panel must consist of the following members:

~~a.~~ (i) two regular education teachers, chosen by an election conducted by the MTEA building representatives;

~~b.~~ (ii) one certificated special education employee (special education teacher, psychologist, DT, OT/PT, social worker, etc.), as chosen by those employees;

~~c.~~ (iii) one administrator (principal coach, retired principal, assistant principal from school with a minimum of five (5) years of successful experience);

~~d.~~ (iv) one classified staff member (secretary, engineer, educational assistant, etc.), as chosen by the classified staff;

~~e.~~ (v) two parents from the school (not employed by the school), as chosen by the parent organization;

~~f.~~ (vi) one school governance council member (not an MPS employee), as chosen by the governance council

~~3.~~ c. If a school does not have a functioning school governance council as prescribed by administrative policy and procedure, then the panel members of groups 2a through 2e above shall select a member of the community to serve on the panel.

~~4.~~ d. Each interview panel shall receive training in proper interview techniques. The Employment Compliance Officer shall oversee such training. The Employment Compliance Officer shall ensure that the interview process is conducted in a fair and valid manner, consistent with generally accepted personnel practices. A staffing specialist from the Office of Certificated Staffing will assist the Interview Panel during the actual interviews.

~~5.~~ e. The School Interview Panel shall choose finalists to be interviewed from the list submitted to the Panel by the Superintendent's Review Committee. The Interview Panel will recommend three (3) of the finalists interviewed (in no rank order) to advance to the second round of interviews with the Superintendent or his/her designees. The Panel will also include a listing of each finalist's strengths and weaknesses as they relate to the particular needs of the school and its Educational Plan.

~~(g) FINAL SELECTION PROCESS~~

*6. Final Selection Process*

~~1.~~ a. Upon presentation of the three (3) finalists by the School Interview Panel, the Superintendent will either:

~~a.~~ (i) select one candidate from the list of finalists and recommend this candidate to the appropriate Board committee for appointment; or

~~b.~~ (ii) direct his designee(s) to conduct a second round of interviews with the three finalists recommended by the School Interview Panel. One finalist will be recommended to the Superintendent for appointment; or

~~c.~~ (iii) reject the finalist recommended by his designees and direct the Director of Human Resources to begin a new search. The Superintendent may also choose to fill the position by nomination for appointment in lieu of a new search.

~~2.~~ b. Newly appointed principals will have one (1) year in which to complete the assessment center process. Results from the assessment center will be used to help develop their professional development plans as part of their overall support/evaluation process.

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

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(Item 2) Action on a Recommendation to Revise Administrative Procedure 6.23(4), Filling Assistant Principal Vacancies

Background Information

1. On September 30, 2004, the Administration brought forward extensive revisions to Administrative Procedure 6.23(3), Filling Principal Vacancies, and the Board approved the revisions. Prior to September 30, 2004, Administrative Procedure 6.23(3) was last revised on March 30, 1999. Most recently, minor revisions were made to the procedure and approved by the Board in May 2005.

Administration's Analysis

2. The revisions brought forward in September 2004, May 2005, and June 2005 were designed to better support the ever-increasing demands of the school principalship by providing a more detailed and thorough selection process to ensure that MPS is placing the most qualified individuals in principal positions.

3. In order to achieve consistency with the recent revisions to Administrative Procedure 6.23(3), the Administration is bringing forward for the Board's consideration revisions to Administrative Procedure 6.23(4), Filling Assistant Principal Vacancies.

Statute, Administrative Policy, or Board Rules Statement

4. The recommendation supports the MPS Strategic Plan Goal #1, Student Achievement. Quality leadership at the school level leads to future academic achievement.

Implementation and Assessment

5. Upon approval by the Board, the revisions to Administrative Procedure 6.23(4), Filling Assistant Principal Vacancies will be made.

Fiscal Impact Statement

6. This item does not authorize expenditures. No funding is required.

Committee's Recommendation

Your Committee recommends that the Board approve the following changes to Administrative Procedure 6.23 (4), Filling Assistant Principal Vacancies:

Administrative Procedure 6.23(4)
Filling Assistant Principal Vacancies

(a) DECLARATION OF A VACANCY

1. When an assistant principal position is vacated or newly created, the Superintendent or designee will determine if the position is to be declared a vacancy. The Superintendent will have the authority to promote or reassign a current administrator, in lieu of posting the vacancy, for the following reasons:

a. the best interests of the district

b. organizational needs

c. specialized requirements of the position

2. The Superintendent may also consider the principal's request to post the position as a T/AP experience prior to its posting as a vacancy.

(b) ADVERTISING ASSISTANT PRINCIPAL VACANCIES

1. The Department of Human Resources will advertise all assistant principal vacancies that will be filled through the interview process. Advertisements for assistant principal vacancies will be placed on the MPS website/portal. In addition, job announcements will be e-mailed to all MPS sites and the Administrators and Supervisors Council.

2. The Department of Human Resources will have the discretion to extend the posting period or to reopen the application process if it is determined that such action is necessary to ensure an adequate, representative number of qualified applicants, consistent with the Board's policy on equal employment opportunity and affirmative action.

(c) SUBMISSION OF APPLICATIONS

Any individual interested in being considered for an advertised assistant principal vacancy must complete and submit an official application form furnished by the district, along with a current resume. Applications submitted after the posted application deadline will not be accepted.

(d) SCREENING OF APPLICATIONS

1. The initial screening of all applications will be conducted by the Department of Human Resources to determine if the applicants meet the minimum qualifications. All applicants must meet the minimum qualifications as defined below to be considered for the position:

a. an earned master's degree;

b. eligibility for a Wisconsin principal's license within two years;

c. three years' successful teaching experience) as a fully certified teacher (guidance counselor, social worker, etc.);

d. three letters of recommendation for the position of assistant principal, not more than one year old, two of which must be from school administrators or district-level administrators;

e. successful experience as an MPS T/AP, Central Services administrator/supervisor, or current assistant principal or acceptance into a district-approved resident assistant principal program.

2. During the initial screening process, the Department of Human Resources will:

a. review the available information on applicants and determine which applicants meet the minimum qualifications;

b. check references for satisfactory prior experience and length of service;

c. verify the professional training and official transcripts from issuing institutions;

d. notify qualified applicants to complete the Principal Insight interview.

(e) INTERVIEW PROCESS

1. When an assistant principal vacancy exists, a school committee will serve as the interview panel. The school governance council's chair (excluding any administrative applicants) will be responsible for contacting each constituent group to determine who will serve on the interview panel. All interview panels must be representative with regard to race and gender.

2. The school committee shall comprise a teacher, a classified staff representative (e.g., para-professionals, educational assistants, secretary, engineer), a parent, a school governance council member (non-MPS employee), elected by its representative group, and an administrator (a principal coach, assistant principal, curriculum generalist, etc.) selected by the Department of Human Resources. All committee members shall be elected using a democratic process with the exception of the administrator.

3. All committee members shall receive training in proper interview techniques. Such training shall be conducted by a representative of the Department of Human Resources.

(f) FINAL SELECTION PROCESS

1. After the interviews have been conducted, the interview panel will recommend three candidates to the principal for consideration.

2. The principal will conduct second interviews. The principal may recommend a candidate to the Superintendent for appointment or reject the finalists chosen by the interview panel and request that the position be reposted.

3. The Superintendent may recommend the candidate to the appropriate Board committee for appointment, reject the finalist recommended to the principal, or request that the position be reposted.

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

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(Item 3) Action on a request to Direct the Office of Intergovernmental Relations to Pursue a Change in State Law that would make any Criminal Activity Committed within a School Zone Subject to Penalty Enhancement under State Law

Background

1. On January 8, 2007, a fight involving a small group of students at Bradley Tech High School grew more dangerous when outsiders arrived at the school and joined in. They had been called to the school by a student with a cell phone. Similar incidents have occurred at other schools.

2. In response to the increasing violence at and around schools by outsiders after being called to the school via cell phones, the Administration announced new measures on student use of cell phones in schools, which includes an effort to expel students who use a communication device in a manner that endangers the physical safety or mental well-being of others.

3. In addition, on January 15, the Administration discussed with Milwaukee County District Attorney John Chisholm the Administration's proposal to increase the penalty for *any* crime occurring in a school zone (within 1,000 feet of a school). District Attorney Chisholm stated that the typical penalty for adults and others who commit violent and other criminal acts on school grounds is a disorderly conduct charge resulting in a municipal fine.

4. Current law provides for penalties up to a Class I felony for individuals who commit violent acts against school district officials and or employees. A Class I felony would subject the perpetrator to imprisonment of up to 3-years 6-months, a fine not to exceed $10,000, or both. The District Attorney stated that these offenses will now be reviewed by his office and subject to charges greater than a disorderly conduct charge and municipal citation.

5. The District Attorney stated that he would support a change in state law that would make *any* criminal act committed within a school zone subject to penalty enhancers. Currently, penalty enhancement is limited by statute to violent crime in a school zone and offenses involving intent to deliver or distribute a controlled substance in a school zone.

Administration's Analysis

6. State statute 961.49 provides that any person convicted of offenses involving intent to deliver or distribute a controlled substance in a school zone can have their sentenced increased by 5 years.

7. State statute 939.632 provides that any person convicted of a violent crime in a school zone can have his or her sentenced increased by 5 years if the violent crime is a felony conviction, and increased by 3 months if the violent crime is a misdemeanor conviction.

8. Broadening the state statutes to include *any* criminal acts would encompass lesser offenses, including but not limited to, offenses such as disorderly conduct and vandalism.

9. Broadening the state statutes to include *any* criminal acts would provide law enforcement with additional options to address this growing problem in our schools, and serve as an additional deterrent to this type of activity.

Statute, Administrative Policy, or Board Rules Statement

10. This recommendation supports Board Governance Policy 1.02 (School District Goals) goal (1) student achievement, Board Governance Policy 1.01 (Vision and Mission), Administrative Policy 4.03 (Security), and Administrative Policy 5.01 (Facilities).

Fiscal Impact Statement

11. There is no cost associated with this item.

Committee's Recommendation

Your Committee recommends that the Board direct the Office of Intergovernmental Relations to pursue a change in state law that would make *any* criminal activity committed within a school zone subject to penalty enhancement under state law.

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

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(Item 4) Action on a Recommendation to Approve Staff Acceptable Use Policy and Student Acceptable Use Policy

Background

1. This item seeks approval of an acceptable use policy for each of two groups of technology users: students and staff.

2. MPS is required by the E-Rate Program to have Board approved Acceptable Use Policies for staff and students regarding the use of technology. While the administration has always required staff and students to sign Acceptable Use Policies (AUP), these policies were not adopted by the Milwaukee Board of School Directors.

Administration's Analysis

3. The Telecommunications Relief Act of 1996 established the E-Rate program to fund the implementation of technology in schools based upon a poverty index associated with free and reduced lunch participation.

4. In order for schools to be eligible for E-Rate funding for technology, schools (districts) must have approved acceptable use policies regarding the proper use of technology.

5. Currently, the district receives over $10 million annually in E-Rate funding.

Strategic Plan Compatibility Statement

6. The Administration's recommendation supports the MPS Strategic Plan, Goal 1, student achievement, and Goal 2, student success in further education and employment.

Statute, Administrative Policy, or Board Rules Statement

7. This item recommends development and approval of two new policies that are included in this item:

- Administrative Policy 6.34, Staff Acceptable Use Policy (AUP)
- Administrative Policy 8.48, Student Acceptable Use Policy (AUP)

Implementation and Assessment

8. The proposed new policies will be implemented upon adoption by the Board.

Fiscal Impact Statement

9. This item does not authorize expenditures.

Committee's Recommendation

Your Committee recommends that the Board adopt and approve the implementation of the following policies so that the district is in compliance with the E-Rate guidelines:

Administrative Policy 6.34
STAFF ACCEPTABLE USE POLICY (AUP)

1. Milwaukee Public Schools Enterprise System (ES): The MPS Enterprise System is defined as any electronic device that is stand-alone or connected via LAN and/or WAN, and sends or receives voice, video, or data information through an MPS resource. The Internet is a global network made up of many smaller contributing networks to support the open exchange of information. Together the MPS ES and Internet represent powerful educational resources.

2. MPS staff members or staff members of MPS contracted schools that serve MPS students requesting an ES account understand and agree that use of the ES or Internet through the ES for the following is prohibited:

   a. Illegal Activities:

      lllegal activities shall be defined as actions in violation of local, state and/or federal laws including fraud or violation of copyright or other contracts governing institutional or third party copyright, license agreements or other contracts.

   b. Inappropriate Activities:

      - Inappropriate use of the ES shall be defined as any use which does not support the educational goals and mission of MPS.
      - Political, commercial or financial gain.
      - Intentional disruption of ES services including degrading of equipment or system performance or wasteful use of the finite system.
      - Sharing of network accounts or access codes with others is strictly forbidden.

   c. Consequences of violation may include but are not limited to:

      - Suspension or revocation of Internet or ES access.
      - Legal action and prosecution when appropriate.
      - Disciplinary action up to and including discharge.

3. Under the state statute section 947.0125, staff may be subject to criminal sanctions, if by means of signs, signals, writing, images, sounds or data, they threaten, intimidate, abuse or harass another person through electronic mail or other computerized communication systems.

4. E-mail accounts and file materials are not private in nature and remain subject to monitoring by the school district. The school and district network administrators, with due regard for the right of privacy of users and the confidentiality of their data, have the right to suspend or modify Internet access privileges and examine files, passwords, account information, printouts, tapes, and any other material that may aid in maintaining the integrity and efficient operation of the system. Designated staff may search the file system for potential violations and when there is evidence of a possible violation may view users' files, read mail, monitor keystrokes, and otherwise observe users' activities.

5. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.

6. Netiquette:

   - Be polite. Do not be abusive in any message to others.
   - Use appropriate language. Do not use profanity, obscene comments, sexually explicit material, expressions of bigotry, racism, or hate. Illegal activities are strictly forbidden.
   - Do not reveal personal addresses or telephone numbers of others.
   - Do not use the network in such a way that you would disrupt the use of the network by other users.

7. Security:

   - Under no circumstances should you give anyone your password.
   - Do not reveal your personal address or telephone number.

8. Vandalism:

   - Vandalism is defined as any malicious attempt to harm or destroy electronic information including data or equipment.
   - Uploading or creation of computer viruses is considered vandalism.

9. Rules and Code of Ethics:

   - Staff members should act honorably and in a manner consistent with ordinary ethical obligations.
   - Staff members will not use the computer resources for non-educational activities.
   - Staff members will not make unauthorized copies of software in violation of copyright laws.
   - Staff members represent their school and should do so in ways that are positive.

10. Signature Block

    I have read both sides of this document and understand my privileges and responsibilities.
    (Original Ink only)

Signature_____ Date_____

Full Name PRINTED (include your middle initial)

_____

Home Address_____

City_____ State ____ Zip _____

Last four digits of Social Security number _____

Home Telephone _____ - _____- _____

School Site or Department _____ Site Number (three digits) _____

Position or Title _____

Please sign and return to the Milwaukee Public Schools, Department of Technology, Room 154, 5225 West Vliet Street, Milwaukee, WI 53208 Phone 414-475-8315

11. Listserv Etiquette and Guidelines for MPS Communications

Listservs are the primary means of communication within the district. The email accounts created for each school/department are intended as an expedient delivery form of time sensitive or important information regarding business operations in Milwaukee Public Schools. The following guidelines and standards of use should be used when using the "all" email and listserv accounts (i.e. allsites, high, middle, elem., k8, engineers, foodmgrs) or when sending information to multiple sites in communicating with this electronic tool.

12. Listserv Guidelines: Using the "allsites" (or multiple sites, i.e. high, middle, elem, k8 ) option:

- Use a meaningful subject line. When people receive email the first information they look at is the subject line. The subject line is kept in future responses aiding readers in following a discussion. The subject announces the topic and helps the reader determine its priority. With the quantity of messages that are sent, making it easier for those responsible for redistributing information will be helped by this simple consideration.
- Keep message brief. Messages should be short and to the point. If some receiving the message may need further details, include contact information for individual email responses or voice contacts that are not sent through the listserv.
- Limit Attachments. While it is possible to send up to a 1MB file through the listserv many factors come into play. Sending attachments if not done efficiently can cause many problems for members of the listserv, the servers and the owner of the listserv. Platforms and applications must be considered as well as size of documents and the size of email mailboxes. If not carefully considered mailboxes will be filled allowing no new messages to be received, numerous bounced messages will show up in the listserv owner's mail, server space will become limited. A strategy highly recommended would be to include information in your message that would direct those in need of the file to either a web address for downloading or instructions on sending an individual request for sending information to one person rather than an entire list.
- Keep messages about business operations only. The "all" or multiple sites lists should only be used for critical information pertaining to MPS Operations. These lists should not be used for retirement announcements, invitations, jokes, or informal inquiries and conversation. Death notices may be sent only with the consent of the appropriate family member. Information that is sent is to be of importance and require response or action on the part of the school or department, i.e., "Due to weather conditions all early school bus routes will load 30 minutes

early today. Please see early release policy guidelines", "Change in Location-All teachers assigned to Scheduling Inservice please report to the Professional Development Center on Friday June 30. NOT Central Services Auditorium as announced prior to this communication." Keeping the purpose of the "all" listservs to important business information allows those responsible to respond and act upon information. If the lists are cluttered with information not important to the audience it will go unread and result in no communication or action. Messages requiring action by school administrators require the prior approval of Leadership Services.

- No confidential or personal information should be transmitted via a listserv. Do not send student or staff personal information through the listserv. Student and staff information should never be sent to users outside the MPS network. Keeping staff and student information confidential and secure is a high priority for the district.
- Reply Requested. Some communications will require a school or department to submit information back to the author of the message. Information requested should be sent to an email address of an individual or school account and not to a listserv. Listservs are titled as site number followed by staff (012staff), or allsites, high, middle, elem, k8, foodmgrs, engineers, etc. Individual accounts are site number only or an individual's email ID. (123@mail.milwaukee.k12.wi.us , smthkj@mail.milwaukee.k12.wi.us)
- Use of the MPS listserv or email accounts for distribution of bargaining unit information, solicitation by vendors, or institutions other than MPS without prior approval of Labor Relations and Administrative Accountability is not permitted. Communications are for MPS business only through these accounts.

13. Using Listserv to Communicate with Building Staff

Listservs have been created for each site number, communications within schools or departments can be streamlined, allowing for action and response, and become a vital tool in school operations if used efficiently and with agreed upon guidelines.

14. The listserv can serve as the primary communication tool within a workgroup. When information is received from the "allsites" or other lists a local staff is responsible for monitoring this email and forwarding the email to the appropriate personnel by sending the message to the workgroup list or "xxxstaff " list with any building specific instructions or information.

15. The staff listserv can also be used for the following: Daily announcements, any school based communications previously copied and placed as hard copy in mailboxes, discussion of school related business, each individual listserv may take on a personality and culture of its own that will drive the acceptable procedures. Each listserv should have a person who moderates it for appropriate MPS content. Each listserv needs to have a site or departmental "owner" to be responsible for maintaining listserv enrollment.

16. General Listserv Etiquette

When sending messages to a list, please keep the following suggestions in mind. They will help keep the list user-friendly for everyone.

- Please include a subject line in each posting (it's a good idea for ALL email).
- When responding to a listserv, keep your messages brief.
- Include a portion or a summary of the message you are responding to, but don't forward the entire message.
- At the end of your message, include your name and your electronic mail address (this is your electronic "signature".)

- Long signatures are discouraged. They may be humorous the first time, but get old quickly. Some tire of the time spent having to skim over them. 2-4 lines should be sufficient to include any necessary information.
- Be extremely careful when replying to the author of a list message. Your mail program settings may be set so the default will send your reply to the entire list if you simply use a reply command. See your building Technology Coordinator for assistance or call the Technology Support Center if you need assistance. Check your outgoing message before sending to insure the message is going to an individual or an entire list.
- Think before you post. Do I really want to say this to the world (list)? Reread what you wrote. Did I really say what I intended to? Once a message is sent, it can't be retrieved.
- Replies to requests for information. Some large lists have a policy of sending information privately to the requester. The requester then summarizes to the list. This can cut down on traffic, but it tends to reduce the "give and take" that some lists value.
- Please be considerate of others. Through inexperience, list members may inadvertently violate the above suggestions. A private message to the offender from an experienced friend or from the list owners is more appropriate than a public flame.
- Please participate! Your ideas are important. Just because you think everyone knows something doesn't mean they do. If you're not sure, send the posting to an experienced friend on the list (or the list owner) to see if the information may be valuable. Your posted response to the list should be more than "I agree" or "thank you for responding." Either add to the discussion or send these types of messages directly to an individual.
- Each list has its own character, just like any "real" grouping of people (such as a party, or a meeting). The list functions best when people respect the character of the list. It's also good to respect the differences among list members and have a certain tolerance for our individual eccentricities.
- Avoid posting messages without any useful contents. This includes messages containing only snide remarks to a previous poster, etc. This includes "I agree" or "Great Post" or "Me Too" messages to the entire list. This is a waste of resources. If you wish to send this kind of message, please send it to the individual you are complementing.
- Political or Commercial messages should not be posted to the list.
- Do not post copyrighted materials.
- Do not post any defamatory, abusive, profane, threatening, offensive, anticompetitive or illegal materials. MPS does not condone any such materials or resulting liability, including antitrust liability.

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Administrative Policy 8.48
STUDENT ACCEPTABLE USE POLICY (AUP)

1. In a number of classes we are introducing students to electronic mail and other global information resources, including the Internet. The Milwaukee Public Schools has developed a policy to enhance your child's education through the use of the Internet. This policy appears on the back of this contract

2. Your child will be able to communicate electronically with other computers on the information superhighway. The Internet allows your child the opportunity to immediately reach out to people and information anywhere in the world. The student becomes a member of a global village.

3. The vast majority of the information on the Internet has positive educational value. As with commercial TV programming, some of the discussions available to students might be considered in poor taste. The Milwaukee Public Schools will have special computer hardware in place that will restrict access to adult material and undesirable topics. However, it is not possible to completely block out all objectionable topics. As parents and teachers we must teach students to be responsible consumers of information. Students in classes will be encouraged to explore local and worldwide information sources in a responsible manner.

4. With this educational opportunity comes personal responsibility. Approved electronic activities must not contain profanity, obscene comments, sexually explicit material, expressions of bigotry, racism, or hate. Messages should not contain personal information that you would not want a stranger to have. This would include your name, address, telephone numbers, charge cards numbers, social security numbers or other personal information.

5. You and your child should read through the policy on the back of this sheet. Inappropriate use of the Internet will result in the loss of the privilege to use this educational tool.

6. Parents, remember that you are legally responsible for your child's actions. Please stress to your child the importance of following these policies.

7. Please indicate your acceptance of the terms of this policy by completing the lower portion of this document. These signatures indicate that you have read the document and that your child agrees to adhere to the policies regarding Internet usage.

8. Please feel free to contact your child's school if further clarification is needed.

9. As a user of the MPS Internet resource, I understand the policy listed above and on the back of this contract. I realize that non-adherence to this policy can result in the loss of this privilege.

   School_____ Date _____

   Student Last Name (please print) _____

   First Name_____ Init. _____ Student ID (7 digit) _____

   Student Signature _____ Telephone _____

   I agree to let my child use the MPS Internet resource. _____YES _____NO

   (check one)_____K-12 filtering/blocking _____Pre-approved Sites Only

   (see reverse side for detail)

   Parent Signature _____ Teacher Signature _____

10. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges and possible school discipline in accordance with the MPS Student Handbook.

11. Netiquette:

    - Be polite. Do not be abusive in any message to others.
    - Use appropriate language. Do not use profanity, obscene comments, sexually explicit material, expressions of bigotry, racism, or hate. Illegal activities are strictly forbidden.
    - Do not reveal personal addresses or telephone numbers of others.
    - Do not use the network in such a way that you would disrupt the use of the network by other users.

12. Security:

    - Under no circumstances should you give anyone your password.
    - Do not reveal your personal address or telephone number.
    - Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.
    - Students have the right to appeal any restriction or access privileges.

13. Vandalism:

    - Vandalism is defined as any malicious attempt to harm or destroy electronic information including data or equipment.
    - Uploading or creation of computer viruses is considered vandalism.

14. Rules and Code of Ethics:

    - The student should act honorably and in a manner consistent with ordinary ethical obligations.
    - The student will not use the computer resources for non-educational activities.
    - The student will not make unauthorized copies of software in violation of copyright laws.
    - The student should respect the rights and privacy of other authorized users.
    - The student represents his/her school and should do so in ways that are positive.

15. Student Account Types

| Access Level | Description |
|---|---|
| K-12 Account | Filtering and blocking of Internet sites. Currently thousands of known sites are available to MPS students. |
| Pre-approved Account | Selected sites determined by a parent advisory group, administrators and teachers. A limited number of pre-approved sites are available. |

16. The Milwaukee Public Schools is not responsible for the accuracy or the quality of information obtained through the Internet.

17. Under the state statute section 947.0125 students may be subject to criminal sanctions, if by means of signs, signals, writing, images, sounds or data, they threaten, intimidate, abuse or harass another person through electronic mail or other computerized communication systems.

18. E-mail accounts and file materials are not private in nature and remain subject to monitoring by the school district. The school and district network administrators, with due regard for the right of privacy of users and the confidentiality of their data, have the right to suspend or modify Internet access privileges and examine files, passwords, accounting information, printouts, tapes, and any other material that may aid in maintaining the integrity and efficient operation of the system. Designated staff may search the file system for potential violations and when there is evidence of a possible violation may view users' files, read mail, monitor keystrokes, and otherwise observe users' activities.

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

* * * * *

(Item 5) Action on Resolution 0607R-026 by Director Blewett to Encourage the Governor to include Funding for Before- and After-School Programs in his 2007-2009 Biennial Budget

At the request of Directors Blewett, Hardin, and Morales, the following resolution has been added to the Legislation, Rules and Policies agenda. This resolution had been noticed for action at a Special Board scheduled for Friday, January 19, 2007. Due to the need to cancel this meeting, however, the request was made to add this item to the agenda for LRP for consideration.

WHEREAS, After-school programming is a wise public investment; and

WHEREAS, Investment in after-school programming has wide public support as evidenced by a recent survey that showed that two-thirds of voters believe that federal and state tax dollars should be used to expand after-school programs to make them accessible for all children, with sixty-nine percent of the respondents supporting increased funding for such programs, even if it leads to a tax increase; and

WHEREAS, Between the hours of three and six p.m.,. children are most at risk of being involved in dangerous behaviors or of becoming victims of crime, and after-school programs keep kids out of trouble by providing safe and structured time during these critical afternoon hours; and

WHEREAS, In Wisconsin, after-school programs have contributed to the sharp drop in the number of young people having contact with the juvenile justice system; and

WHEREAS, At a time when more than one-third of Wisconsin's children are unsupervised in the hours between the end of the school day and the end of their parents' workdays, after-school programs benefit the entire family by giving parents the security of knowing their children are in a safe place involved in enriching activities, consequently helping them to balance work and family responsibilities; and

WHEREAS, Research — including a University of Wisconsin study of 64 after-school programs which found that teachers reported these programs promoted better behavior and improved academic performance of participants — shows that after-school programs contribute to students' academic achievement; now, therefore, be it

RESOLVED, That the Board direct its President to send a communication by letter and email to Wisconsin Governor Doyle by January 15, 2007, urging him to include in his 2007-09 Biennial State Budget the after-school funding proposal forwarded by State Superintendent Elizabeth Burmaster that provides $5 million annually to support before- and after-school learning opportunities, a deliberate investment that will help make it possible for existing programs to continue and expansion of after-school opportunities to meet the unserved need.

Committee's Recommendation

Your Committee recommends that the Board adopt the resolution, amended by the striking of the text "by January 15, 2007" in the resolving paragraph.

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

* * * * *

# REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 28 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 January 3, 4, 8, 9, 10, 11, 12, 17, 18, 19, 22, and 23, 2007.

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

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—7.

Noes—None.

* * * * *

# NEW BUSINESS

## REPORTS OF BOARD DELEGATES

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

Submitted by: Director Johnson

MAJOR ACTIVITIES — January 2007

☐ Meetings:

January 10, 2007..... Strategic Planning Meeting Head Start Management Team, Division Director, and former interim Coordinator

January 11, 2007..... Head Start Managers

January 16, 2007..... Meeting with Region V Training & Technical Assistance Consultant

January 17, 2007..... Head Start Staff ERSEA Meeting

January 19, 2007..... Health Advisory & Community Partnership Meeting

☐ Managers Activities

- Presentation at Mitchell School to governance committee, parents, and staff as a possible expansion Head Start site for the 2007-2008 school year.
- Site visits at Seher and Mitchell by all three managers to address enrollment policies for next school year, to ensure compliance of the newly recommended classrooms for next year, and to monitor food compliance with head cook.
- Attendance at a parent meeting at Dover school to address parent issues and concerns about half-day versus all-day K-3 programs.
- Visitation of Head Start sites continues with focus on staffing in the Head Start classrooms, time management with Head Start teachers, observing the interaction between teachers/students in the Head Start classroom, and classroom monitoring.

- ✓ Two current Head Start sites will expand, adding K-4 monolingual and bilingual programs.
- ✓ Finalizing the electrical work needed because of the restructuring of the Central Services Head Start Office.
- ✓ Planning next two teacher trainings: Writing and NRS Testing.

- Identified all 62 students receiving special educational services and 27 students within the referral process.
- Planned and facilitated the Health Advisory and Community Partnership Meeting
- Completing follow-up for health, safety, and nutrition monitoring
- Completing vision follow-up screening at school sites
- Preparing and working with school sites for the MPS School Nutrition audit
- Assisting with Dental Day at Marquette University
- Facilitated ERSEA Meetings
  - ✓ Emphasis placed on developing internal systems for ERSEA — (Eligibility, Recruitment, Selection, Enrollment & Attendance of Head Start students)
  - ✓ Ongoing recruitment of eligible Head Start students
  - ✓ 3-choice enrollment period for 2007-2008 Head Start Students January 8-26
  - ✓ Policy Council meeting: Roles and responsibilities, *Robert's Rules of Order*, key definitions of Policy Council, additional functions to perform & duties of officers

The next Policy Council meeting is tentatively scheduled for Saturday, February 10, 2007.

* * * * *

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

Submitted by: President Dannecker

Previous Month's Summary:

- A legislative package of initiatives is being formed for sharing with the Governor and state and federal legislators. A committee comprising representatives of each of the Executive Partner organizations is planning an event at which to share this information. In addition, a common set of initiatives from the partners on higher education is being formed. Efforts are being made to weigh in on the Higher Education Act and the Workforce Investment Act.

- On behalf of the workforce development boards, Emily Stover DeRocco, Assistant Secretary, Employment and Training Administration, U.S. Department of Labor, was in Milwaukee on November 30 and met with MPA and Milwaukee 7 members. The meetings were very encouraging. $1.9 million was awarded to MATC for job training in high-skill/high-wage job sectors. This funding will be used in coordination with the K-12 system to help move young people into jobs that require advanced skills.

- A Workforce Innovation in Regional Economic Development (WIRED) grant was awarded by the U.S. Department of Labor to the seven-county Milwaukee region. It is a three-year, $5 million grant with the purpose of narrowing the skills gap between workers and job opportunities. STEM education is a significant component of the grant. The Regional Workforce Alliance will coordinate the activities of this grant.

- Cora Marett, Senior Vice President of the UW System, has retired and in January will head up the division of NSF that is responsible for STEM education funding. She is an advocate for the MPA and PK-16 councils in general.

- The State Superintendent, Libby Burmaster, has put into her budget request funding for PK-16 councils, with suggested modeling after the MPA.

- A national search is underway for the MPA Executive Director position. A search committee is in place, headed by Alfonzo Thurman from UWM. The application deadline is February 19, 2007. The announcement and position description are available on the MPA Web site, www.milwaukeepartnershipacademy.org.

- Until a new Executive Director is hired, the MPA Leadership Team meets and keeps the Implementation Team and work groups on task and focused. Two meetings have been added to the Implementation Team's schedule in February and March to address the work at hand. Work groups are being examined, and there is discussion on how to integrate assessment and research into all work groups. Discussions continue on parental-involvement issues and how the MPA should be involved. Alignment is various areas is being discussed and must be addressed. Grant responsibilities are being reviewed and will be carried out, and the MPA Web site is being addressed for a major update.

- Discussions are taking place, recommendations are being formed, and decisions are being made around comprehensive literacy. The Comprehensive Literacy and Mathematics Framework Work Group will be divided into two work group — one on Comprehensive Literacy and the other on Comprehensive Mathematics. A number of joint meetings between these two work groups will continue each year. Tasks for the new Literacy Work Group to address are being compiled. Literacy experts must be brought together from within MPS and the institutions of higher education as well as national expertise to serve in an advisory capacity. A Literacy Steering Group will be formed.

- As part of January Mentoring Month, an event took place at Walker Middle School. Mrs. Doyle was involved in the activities, which included a governor's proclamation and press conference. Debbie Kramer represented Assurant Health Foundation as a partner with Walker/MPS.

- The Focus on Results group facilitated a strategic planning session on January 3 for all MPA members that could attend. A session was also conducted for the Implementation Team. The MPA is involved in planning a session for clergy on February 1 at 8:00 a.m. at the Private Industry Council. The Skunkworks Work Group has been involved in gaining student participation in the strategic planning process. A session for students was held on January 11. Students have been trained as facilitators and will conduct a session at Riverside High School at 5:30 p.m. on February 1.

- The Skunkworks Work Group is also planning to find out more about what is happening at Horlick High School in Racine. Students have been organizing themselves around various issues and their truancy rates have dropped tremendously.

- The research agenda is being updated. Appropriate portions of it will be modified and taken to the Deans of Higher Education to seek help with research.

- Work continues at the Milwaukee Mathematics Partnership (MMP). Its January 2007 newsletter is attached.

- UWM, MATC, and the Private Industry Council held a joint meeting on January 19 to discuss student transition to college mathematics.

- Linda Post at UWM, Principal Investigator of the Title II grant, was able to have several different DVDs with accompanying support modules created, with the technical assistance of Jeff Cartier and Daniel Heimes, covering various strategies for classroom teachers, including Guided Reading, Reading Assessment, Reading in the Content Areas, and Inside Writers' Workshop. Literacy specialists and literacy

coaches will also be able to use these materials for professional development. There will be a total of eight when completed in approximately 6-8 weeks. Support modules will include additional information on the strategies and related information as well as references for additional resources. Every MPS school and literacy specialist will receive one free copy. A distribution process is being discussed. MPS literacy personnel, literacy specialists, and literacy faculty from institutions of higher education were involved in input, development, and review. In addition, a support module is being created to go along with the Learning Teams' DVDs.

- DPI is distributing an Adolescent Learning Tool Kit to all SIFI schools. It is designed for practical application by teachers in the classroom, but also includes a section for school leaders. The focus is on reading and math.

- NEA Foundation representatives Sheila Simmons; Harriet Sanford, President and CEO; and Carol Edwards, Director of Programs, were in Milwaukee January 16-18, 2007, for a site visit regarding the grant to close the achievement gaps. They visited Browning Elementary School and met with members of the NEAF Steering Team, NEA Focus Schools Technical Assistance Team, Action Research Fellows, MPS, MTEA, WEAC, MMABSE, TNE (Teachers for a New Era), the YMCA One-On-One Mentoring Program, and the Private Industry Council ACT Prep Program. An activity report on the grant is attached.

- A series of school visits to NEA Focus Schools have been scheduled to visit classrooms, hold forums with teachers, meet with principals, and assure support. Positive comments have been received from schools concerning the increased level of support and the focus given around reducing the achievement gaps. This continues to be a top priority of the district.

- Through the help of the NEA Foundation grant, an ACT Prep Program was offered at the Private Industry Council (PIC) last year. Approximately 1,800 students from MPS took the ACT exam. Over 500 of these students completed the ACT Prep Program at the PIC. On average, their scores improved as a result. It is expected that over 500 students will be served in the program this year. In addition, assistance is offered in completing college and financial aid applications. These efforts increase the number of students who pursue a college education.

- Principals and teachers continue to have a better understanding of what quality teaching and learning look like and to use the strategies and supports, due much to the work of the MPA.

- The work that the MPA and MPS are doing to reduce the achievement gaps and prepare students for the next transition after high school aligns with what the research shows has been effective in large school districts. Research shows there must be a systemic approach from the district office around what teaching and learning look like, there must be professional development at the school level, and there must be aligned curriculum and formative assessments that drive achievement. Community partnership and parental involvement are also identified as being important.

The next meeting to be held on March 16, 2007.

* * * * *

# RESOLUTIONS

**Resolution 0607R-028**

**by Director Morales**

WHEREAS, In 2000, the then Milwaukee Board of School Directors' president and the then Milwaukee Public Schools' superintendent signed an agreement permitting a consortium of non-MPS organizations and personnel to construct and govern a new, quasi-public high school that would replace Milwaukee Trade and Technical High School; and

WHEREAS, The agreement was signed in order to fulfill a condition of a grant from Jane Bradley Pettit that would provide $20 million for the construction of the new technology high school, to be known as the Lynde and Harry Bradley Technology and Trade High School ("Bradley Tech"); and

WHEREAS, The private, unelected school board (known as "the Commission") that resulted from this agreement has reserved certain critical powers for itself while failing to exert effective control over the school; and

WHEREAS, The Commission has failed to meet the needs of the staff, students, parents, neighborhood, and taxpayers in such crucial matters as building design, staff hiring and supervision, fundraising, diversity in student recruitment, academic programming, discipline, and student safety; and

WHEREAS, the Milwaukee Public Schools community has continued to hold the elected, public school board, the Milwaukee Board of School Directors, responsible for the governance of Bradley Tech and for the education and safety of the students who attend the school; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors direct the Superintendent and Board President to withdraw from the Bradley Tech governance agreement, and bring the governance of the school into alignment with that of the rest of the Milwaukee Public Schools by the end of the 2006-2007 school year.

Referred to the Committee on Strategic Planning & Budget.

**Resolution 0607R-029**

**by Directors Goldberg and Spence**

WHEREAS, On March 28, 2000, the Board took action to adopt the following District Mission:

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, and
- Parents choose the Milwaukee Public Schools to educate their children; and

WHEREAS, Beginning in July 2003, the District began implementing the Milwaukee High School Redesign initiative, a five-year plan (2003-2008) to create the redesign, transformation, and revitalization of all MPS high schools, with the expectation that all high schools, not only those participating in the development of small schools, would be challenged to improve academic achievement for all students; and

WHEREAS, In the June 2006 Council of Great City Schools' report *Raising Achievement in the Milwaukee Public Schools,* one of the findings suggested that "The central office, for all intents and purposes, has delegated responsibility for improving student achievement to the individual schools…"; and

WHEREAS, The Council of Great City Schools' report further stated, "… the district need not standardize everything. It might want to leave higher-achieving schools alone, concentrating instead on those in need of the most improvement"; and

WHEREAS, At a November 8, 2006, meeting of the Board's Committee on Strategic Planning & Budget, regarding contracting to promote innovation and autonomy, Mr. Joe Graba spoke of the change in public education from a system of universal access to a system of universal achievement for students; and

WHEREAS, Mr. Graba, stating that the failure to achieve the goal of universal student achievement may be a design problem, referred to the Innovator's Dilemma and suggested that there should be a re-organization to develop a platform for innovation within the District; and

WHEREAS, The District is currently working with the Greater Milwaukee Education Committee, the "Focus on Results" group, and the Milwaukee community at large to seek input on what the Milwaukee community believes should be done to develop a strategic plan centered on aligning resources with raising student achievement; now, therefore, be it

RESOLVED, That the Administration develop a plan to reorganize Central Services staff serving those schools whose outcomes for students are defined by contract; and be it

FURTHER RESOLVED, That this reorganization be aligned to meet the needs of the students and to support innovative programs and practices designed to meet the needs of the defined student population; and be it

FURTHER RESOLVED, That this reorganization continue, build on, and expand upon the unique values, practices, and tenets introduced in the Milwaukee High School Redesign; and be it

FURTHER RESOLVED, That the reorganization plan provide a defined separation from traditional District practices and procedures to allow for the greatest flexibility for change and innovation, with the associated staff to report directly to the highest level; and be it

FURTHER RESOLVED, That the Administration's plan be clearly identified and included in the proposed FY08 budget.

Referred to the Committee on Strategic Planning & Budget.

The Board adjourned at 7:27 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# JANUARY 30, 2007

Special meeting of the Board of School Directors called to order by President Dannecker at 6:50 PM.

Present—Directors Blewett, Horton, Morales, Spence, and President Dannecker—5.

Absent and excused—Directors Goldberg, Hardin and Johnson—3.

Vacancy on Board—1.

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

January 26, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Milwaukee Board of School Directors will be held at 6:30 p.m. on Tuesday, January 30, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on and considering the following items of business:

1. Action on a Timeline and Process for the FY08 Budget
2. Report on Revenue Forecast for FY08 and Parameters To Be Used in Preparing the FY08 Proposed Budget
3. Action on a Charter School Petition from Marshall Montessori International Baccalaureate (IB) High School

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) Action on a Timeline and Process for the FY08 Budget

Background

1. A budget calendar is to be annually adopted by the Board per Board Governance Policy 2.05, Annual Board Planning Cycle.

Administration's Analysis

2. A budget calendar for FY08 has not yet been formally adopted. The proposed calendar, which sets the adoption date for the budget in late May, is outlined in the Recommendations section of this item.

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 FY08 budget.

Administration's Recommendation

The Administration recommends adoption of the FY08 Budget calendar as presented below:

| Dates | Action | Responsibility |
|---|---|---|
| January 30, 2007 | Committee on Strategic Planning and Budget meets on projected enrollment and revenues and on budget calendar. | Board |
| February 7, 2007 | School allocations, chargeback/buyback catalog, budget forms, and instructions are provided to principals. | Finance |
| February 8, 2007 | 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 |
| February 8-March 14, 2007 | Schools review educational plans and use them to inform in budget development. | Schools |
| February-March, 2007 | Committee on Strategic Planning and Budget reviews budget issues as identified by Board of School Directors and Administration. | Board, Administration |
| February-April, 2007 | Performance Budgeting by Outcome Measures is presented to the Committee on Strategic Planning and Budget. | Board, Administration |
| March 14, 2007 (by 4:30 PM) | NEA schools complete on-line preparation of their FY08 proposed budgets and submit budget-request documents. | NEA Schools |
| March 22-March 30, 2007 | Administrative Accountability reviews school budgets and resolves problem areas. | Administrative Accountability |
| March 21, 2007 (by 4:30 PM) | All other schools complete on-line preparation of their FY08 proposed budgets and submit budget-request documents. | Schools |
| March 22-March 30, 2007 | Finance reviews school budgets and resolves problem areas. Finance will notify departments if buybacks are adjusted per this review. | Finance |
| March 22-April 23, 2007 | Compilation of budget and analyses. | Finance |
| April 24-27, 2007 | Proposed budget documents released. | Finance |
| April –May, 2007 | Committee on Strategic Planning and Budget reviews and amends proposed budget. There will be work sessions and public hearings during this time. | Board |
| May 2007 | Proposed budget and public hearing notice published in newspapers. | Finance Board Governance |

| Dates | Action | Responsibility |
|---|---|---|
| May 2007 | Committee on Strategic Planning and Budget recommends budget to Board. | Board |
| May, 2007 | Statutory public hearing on Committee of Strategic Planning and Budget's recommended budget. | Board |
| May 31, 2007 | Budget adoption. | Board |
| August 2007 | Board transmits tax levy to Common Council. | Board Governance |
| October 2007 | Board finalizes FY08 Budget and transmits any changes in tax levy to Common Council. | Board |

Director Spence moved to adopt the calendar as recommended by the administration.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Horton, Morales, Spence and President Dannecker—5.

Noes—None.

* * * * *

(Item 2) Report on Revenue Forecast for FY08 and Parameters To Be Used in Preparing the FY08 Proposed Budget

Background

1. Each year, the Administration reports 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. The State of Wisconsin's budget process is at an early stage for the 2007-09 biennium. As state budget deliberations progress, the revenue-limit law or formula may change, the level of general and equalization aids for school districts may be altered, and special revenue sources for K-12 education might vary significantly from past levels.

3. The Superintendent's proposed FY08 budget, due in late April, will incorporate the best information available pertaining to the state budget and its impact on district finances. For now, current law and funding formulas are used, except for the Student Achievement Guarantee in Education (SAGE) program. Because of the Governor's support of a Department of Public Instruction (DPI) proposal, the District will assume a new SAGE funding level as noted below.

Administrative Analysis

The following outlines projections to date:

4. ENROLLMENT

   a. The projection of September enrollments is a joint effort by Student Services and Finance and Operations. Initial system-wide forecasts are prepared based on current enrollment grade progression and population 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 partnership schools, and in non-instrumentality charter schools.

b. The remaining portion of the projected enrollment is broken down into estimated numbers for each MPS elementary, K-8, middle, and high school. The Administration's 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.

c. Projections for September 2007 (FY08) are as follows:

| Schools | FY2007 Actual Fall Enrollment | Enrollment for FY2008 Budget | Projected Enrollment Change | Projected Percent Change |
|---|---|---|---|---|
| Elementary | 20,536 | 19,919 | -617 | -3.0% |
| K-8 | 30,853 | 30,036 | -817 | -2.6% |
| Middle | 9,651 | 8,747 | -904 | -9.4% |
| High | 23,863 | 22,885 | -978 | -4.1% |
| **SUBTOTAL** | **84,903** | **81,587** | **-3,316** | **-3.9%** |
| MPS Alternative Schools | 528 | 528 | 0 | 0.0% |
| Partnership Schools | 1,777 | 2,177 | 400 | 22.5% |
| K-8 Contracted Programs | 735 | 719 | -16 | -2.2% |
| Non-instrumentality Charters | 2,982 | 3,182 | 200 | 6.7% |
| **SUBTOTAL** | **6,022** | **6,606** | **584** | **9.7%** |
| Chapter 220 (in suburbs) | 2,865 | 2,664 | -201 | -7.0% |
| Open Enrollment (in suburbs) | 3,719 | 3,763 | 44 | 1.2% |
| **SUBTOTAL** | **6,584** | **6,427** | **-157** | **-2.4%** |
| **GRAND TOTAL** | **97,509** | **94,620** | **-2,889** | **-3.0%** |

d. The enrollment figures shown in the chart above are converted by the Finance Department 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 then averages the September and January numbers to calculate enrollment figures used in distribution of School Operations Fund revenues to traditional and instrumentality charter schools.

5. REVENUE LIMITS

Assuming current law, revenue limits include an estimated inflationary adjustment of $266 per pupil for FY08 for a net increase of $9.86 million, from $856.13 million in FY07 to $865.99 million in FY08. This means that property taxes and state general aids for the Construction and School Operations Funds may rise by no more than $9.86 million. A basic assumption in budget planning for the School Operations and Construction Fund will be that the maximum revenue limit authority will be used. A review of other revenue sources has also been made.

6. SCHOOL OPERATIONS FUND:

a. In the School Operations Fund, federal (non-grant) aid, other state aids (handicapped, bilingual, etc.), and miscellaneous sources are expected to remain stable with a drop in e-Rate revenues. In FY07, MPS received a one-time e-Rate payment of $1.06 million that will not be repeated in FY08. The FY08 School Operations Fund revenues are projected to be $940.47 million.

b. No use of restricted or unrestricted reserves is included in the FY08 estimates.

7. CONSTRUCTION FUND

The Construction Fund tax levy, which is part of the revenue limit, would increase by $1.9 million, from $14.6 million to $16.5 million. This assumes that the District taxes at its legal limit of $0.60 per $1,000 assessed valuation.

8. EXTENSION FUND

The Extension Fund is projected to remain at $12.6 million for FY08. This base includes the $1 million designated for the arts education that was included in the FY07 budget.

9. CATEGORICAL FUNDS

Preliminary indications are that overall categorical grant funding of $182.4 million remains at FY07 levels, except for a $2.9 million increase in SAGE funding and a $500,000 decrease in Title I.

- The SAGE increase from $29.9 million to $32.8 million is based on the DPI-recommended funding level and the Governor's support of $2,250 per low-income eligible pupil for students in SAGE.
- In 2006, the Census Bureau made an error when calculating the population estimates that are used by the Federal Department of Education for making the Title I allocations for the states. The original Title I allocations for thirty states, including Wisconsin, were decreased due to this error. This results in Milwaukee's Title I allocation for FY08 decreasing by approximately $500,000.

10. CENTRAL OPERATIONS

a. School Operations funding for central budgets is based on revenues from MPS schools, plus amounts identified:

- as unrelated to MPS schools, but related to outside obligations (such as special education services to non-MPS pupils); or
- as related to schools, but that must be managed at the district level to comply with policy or good administrative practice (such as litigation expenses).

b. For FY08, Central Services' budgets are being reduced by $540,000 from $78.16 million in FY07 to $77.62 million in FY08. In addition, departments are absorbing the costs of most negotiated raises and salary increments. The Central Services' allocations reflect an impact similar to the estimated impact on an average school budget. Reduced Central Services' allocations will help to offset the loss of purchasing power in schools due to rising costs in salaries, benefits, and transportation.

11. SCHOOL ALLOCATIONS

a. School-Level Weights

Schools have historically used a school-level weight to recognize the different types of various programs at school levels. In FY07, MPS began to use the same average salary for all schools. Since this practice will continue in FY08, the FY08 school-level weights will not need to change from the school-level weights used in FY07.

| School Level | FY08 Weight |
|---|---|
| High | 1.094 |
| Middle | 1.134 |
| K-8 | 1.051 |
| Elementary transitioning to K-8, add grade 7 | 1.034 |
| Elementary transitioning to K-8, add grade 6 | 1.017 |
| Elementary | 1.000 |

b. Average Salary

As was done in FY07, schools will continue to use common average salaries for all school levels. The teachers' average salary will increase from $50,400 in FY07 to $53,300 in FY08. The average salary increased due to the settled labor agreement for FY06 and FY07.

c. Consolidation Incentive

(1) The consolidation incentive will be offered again in the FY08 budget. This funding rewards school communities that merge their operations into one facility. The incentive is based on comparing selected non-classroom positions in the schools (prior to the merger) to a staffing standard for the positions. The amount will be fixed at the level of position costs in the year prior to merger, and continue for the first three years of the new school operation.

(2) In anticipation of the Board's approval, the Muir/Edison communities have requested that their schools be consolidated, and their allocations reflect the incentive allocation. If the merger is not ultimately approved, the traditional allocations for the two schools will be restored.

d. Administrative Oversight — Selected Schools

The Administration will continue to centralize the budget-preparation duties for two schools that have consistently demonstrated an inability to manage financial resources at the local level. An administrative team, including staff from Administrative Accountability, Finance, and Human Resources, will continue to work with the principal and Governance Councils to prepare the FY08 budget in a manner consistent with each school's resources, Educational Plan, and deficit-reduction plan. The District will continue to centrally manage (in collaboration with the principal) each school's financial resources throughout FY08.

12. CLOSED SCHOOL SAVINGS

When the Board of School Directors closes a school, the money saved through the closing is allocated to the remaining schools. In FY08, the allocation will increase from $3.8 million in FY07 to $5.7 million in FY08, due to the closing of three more schools.

13. ALLOCATION OF OPERATIONS FUND REVENUE

Using the revenue guidelines described above, planning for FY08 is underway. Base data have been established, and preliminary calculations have been made. The allocation process is outlined below.

ESTIMATED ALLOCATION OF SCHOOL OPERATIONS REVENUES
*(in million $)*

The following figures reflect current estimates. Figures in the proposed budget may be somewhat different because cost and revenue projections will be further refined.

| | |
|---|---|
| FY07 SCHOOL OPERATIONS FUND | $ 936.16 |
| Revenue Limit Inflationary Adjustment — all funds | 9.86 |
| Other Net Revenue Changes | (1.06) |
| Construction Fund increase | (1.90) |
| Change in Fund Balance Use | (2.59) |
| FY08 SCHOOL OPERATIONS FUND | $ 940.47 |
| *Less School Nutrition Revenue* | *(29.74)* |
| FY08 School Operations Net of School Nutrition | $ 910.73 |

| | |
|---|---|
| Non-school and Centrally-held School Funding: | |
| Contingent Fund | $ 1.00 |
| Intergovernmental Agreement with City | 3.90 |
| Repay City for Overpaid Taxes | 0.20 |
| Debt Service | 16.60 |
| Litigation Expenses/Judgments | 0.35 |
| Categorical Grant Indirect Aid Support | 5.16 |
| Suburban/Private Pupil Transportation | 10.35 |
| Special Education for Non-MPS Pupils | 3.34 |
| Driver Education | 0.25 |
| *Less Non-school and Centrally-held School Funding* | *(41.15)* |
| AVAILABLE FOR DISTRIBUTION TO SCHOOLS | $ 869.58 |

Strategic Plan Compatibility Statement

14. The recommendation supports the District's Strategic Plan, particularly initiatives to preserve the District's financial stability and to decentralize funding and decision-making authority to the schools.

Fiscal Impact Statement

15. The proposed allocation method distributes 95% of the School Operations Fund revenue, net of School Nutrition, to schools.

16. Revenue for Central Services (collected through the chargeback system) will be decreased by $540,000. In addition, Central Services will absorb settled contract increases.

17. Because more labor contracts have been settled for FY06 and FY07, the reserve for unsettled raises will decrease in FY08, from $28 million to $19 million. This represents a reduction of approximately $120 per pupil in chargeback costs. On the other hand, average salaries of most school personnel have increased.

Implementation and Assessment Plan

18. The FY08 school budgets will be prepared on the basis of the current state law on revenue limits, using the District's full revenue authority, except for SAGE.

* * * * *

(Item 3) Action on a Charter School Petition from Marshall Montessori International Baccalaureate (IB) High School

Background

On January 5, 2007, Marshall Montessori IB High School submitted a petition to become an MPS instrumentality charter school for the 2007-2008 school year, to serve a maximum of 290 students in grades 9-12. On January 24, 2007, members of the MPS Charter School Review Panel met to review the charter school petition. At that meeting, staff members, and members of the community demonstrated their passion, commitment, and support for the Marshall Montessori IB High School petition.

Analysis

1. The Marshall Montessori IB High School offers:

   a. International Baccalaureate and Montessori educational models to allow student choice at the center of education, while teachers, parents, and the community direct from the side;

b. a curriculum integrated into authentic projects that address community needs;

c. student engagement through experience and land-based processes which inform students through sciences and history about the positive relationship between the human-built world and the natural world (Montessori);

e. a teacher-cooperative leadership structure to allocate more funding for instruction and to focus on teaching and collaborative decision making;

f. centers for interests which provide students with a choice of emphasis within structured courses of study implicit in the following areas:

- Center for Science, Math, and Technology (Staging Area: Higher Education or Laboratories of Applied Science)
- Center for Performing Arts and Media (Staging Area: Art and Music Institute, Artist Collective Studios, Theater, etc.)
- Center for Civilization and Culture (Staging Area: Libraries, Museums, Historical Society, Historical Sites, and Government Sites)
- Center for Economics and Entrepreneurial Design (Staging Area: Places of Business),

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, 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

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY 2007 budget will allocate funds to MPS instrumentality charters in the same manner as it will other non-contracted MPS schools.

Recommendations

The MPS Charter School Review Panel recommends that the Board:

1. approve the concept of the Marshall Montessori IB High School petition at this time; and

2. authorize the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Marshall Montessori IB High School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-2008 school year.

The Board gave public hearing on the recommendations.

Director Blewett moved to approve the recommendations.

The motion prevailed, the vote being as follows:

Ayes—Director Blewett, Horton, Morales, Spence and President Dannecker—5.

Noes—None.

* * * * *

The Board adjourned at 8:06 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# FEBRUARY 1, 2007

Special meeting of the Board of School Directors called to order by President Dannecker at 5:46 PM.

Present—Directors Blewett, Hardin, Johnson, Morales, Spence, and President Dannecker—6.

Absent and excused—Directors Goldberg and Horton—2

Vacancy on Board—1.

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

January 26, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Milwaukee Board of School Directors will be held at 5:30 p.m. on Thursday, February 1, 2007, in the Auditorium of the Central Services Building, 5225 West Vliet Street, Milwaukee, Wisconsin, for the purpose of giving public hearing on and considering the following items of business:

1. Action on a Request to Approve Contracts for the MPS Partnership for the Arts

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) Action on a Request To Approve Contracts for the MPS Partnership for the Arts

Background

1. At its meeting on October 24, 2006, the Board approved the allocation of $1 million in public funds from the Extension Fund to support arts education activities for the 2006-07 school year and summer 2007. 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 secure new and additional resources to support arts-related programs. The Board further indicated that the matching resources from outside MPS may include in-kind contributions.

2. This program effort is being 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, e.g., before and after-school programs, Saturday and summer programs, and evening activities. Matching resources from outside MPS may be used to fund arts-related activities during the regular school day and may include in-kind services. Extension Fund resources must be accessible to community arts groups providing services to Milwaukee's children, youth, and adults accompanying children in arts-related activities.

4. The Administration has 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 Performance Arts Fund, Milwaukee Youth Arts Center, Milwaukee Artist Resource Network, and others. Information was also accessible online at: http://www.mpsfoundation.net/Arts.html

5. In addition, two informational meetings were held to inform MPS schools and arts-community partners about this opportunity to apply for Extension Fund dollars. One of the sessions was held for MPS schools on December 11, 2006, at Roosevelt Middle School for the Arts, and the second session was held on December 13, 2006, at Elm Creative Arts School for arts-community partners.

Administration's Analysis

6. Two application deadlines were established: January 8, 2007, and March 15, 2007. A total of 37 proposals were received by the first due date, totaling $1,458,585 in funding.

7. 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 being proposed, the past experience of community partners in providing arts programming to school-age children and youth, how the project supports the attainment of MPS Learning Targets, program evaluation, reasonableness of the project budget, and assurance that matching resources are new resources from outside the MPS budget.

8. Of the 37 proposals received, 30 are being recommended for approval, for a total of $848,833. The balance of $151,167 will be available for the second application period, due March 15, 2007.

9. A list of the recommended projects is included as an attachment to this item. It is estimated that services will be provided to students in about 95 schools, and that nearly 18,000 students will be affected. In addition, some projects will reach students citywide. Some of the recommended projects involve Milwaukee students attending non-public schools.

10. Projects will be implemented beginning in the second semester of 2006-07 and during summer 2007 as follows:

- 11 will be held during the spring semester 2007;
- 3 will be held during the summer 2007; and
- 15 will be implemented both during the spring semester and summer 2007.

11. The recommended projects will support a wide variety of arts education experiences for Milwaukee's children, including: instrumental music, visual art, children's theater, dance, ceramics, multicultural arts, ballet, children's choir, poetry, stained glass, pre-college art classes, summer arts camps, and more.

12. 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 that are in need of additional resources to enhance current programming.

13. The commitment of matching resources from outside the MPS budget includes donations from private foundations or individuals, as well as in-kind services or goods from partner organizations. Examples of in-kind resources are the value of staff time, materials and supplies, transportation, use of partner facility, and funding received by partner organizations from foundations or individuals to support implementation of the project. Applicants were required to submit documentation of the matching resources offered.

14. Project amounts range from $2,500 to $150,000. Six of the projects recommended are over $50,000 and so require the Board's approval. The Administration is requesting the Board's approval to enter into contracts for these six projects with partner organizations to provide arts education services:

- Milwaukee Youth Arts Center, $150,000 — Approximately 500 students citywide will participate in arts programs, including the Milwaukee Youth Symphony Orchestra (MYSO), String Orchestra Central, Steel Drum Program, introductory MYSO Progressions program, Latino Arts strings program, Festival City Symphony, First Stage Children's Theater, Milwaukee Youth Arts Center Arts Camp, Danceworks, Milwaukee Children's Choir, African American Children's Theatre, and the City Ballet Theatre. Program services will be conducted during the spring semester and summer of 2007.
- Boys & Girls Clubs of Greater Milwaukee, $129,188 — Approximately 2,300 students will be provided arts education experiences at 22 sites, including 15 Community Learning Centers, during the spring semester and summer of 2007. Programming will be conducted by art specialists at CLC sites, along with the involvement of professional artists from organizations such as the Milwaukee Public Theatre, Milwaukee Art Museum, Project Non-Violence, Urban Anthropology, Inc., and others. Another component of the project includes a week-long summer arts camp for 125 children.
- Arts @ Large, Inc., $78,550 — This arts equity project will provide services in a model designed to build an arts-rich environment in MPS schools without art specialists or who have only a 0.1 FTE art specialist. Approximately 2,000 students in four MPS schools will receive arts education experiences through a variety of community arts partners, integrating performing, visual, and literary arts across the academic curriculum.
- Wisconsin Conservatory of Music, $70,000 — Approximately 630 students citywide will be provided arts education experiences through four summer music programs: Saturday music centers, MPS middle-school band camp; individual instruction scholarships, and summer music outreach programming. The program will be led by faculty from the Wisconsin Conservatory of Music.
- Milwaukee Institute of Art & Design, $60,000 — Approximately 173 students from 13 schools 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.
- Danceworks, Inc., $60,000 — Approximately 1,000 students from 9 schools will participate in dance and arts programs, which include creative workshops on non-school days and summer creative arts camps. In addition, students citywide will participate in the Mad Hot Ballroom dance program.

Strategic Plan Compatibility Statement

15. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement, and is consistent with the practice of fiscal responsibility concerning the allocation of Extension Fund resources to provide quality arts education services.

Statute, Administrative Policy, or Board Rules Statement

16. 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

17. In October 2006, the Board authorized expenditures up to $1 million out of the Extension Fund to support arts education programs implemented outside the regular school day during 2006-07 and the summer of 2007.

a. Funds of $1 million will be transferred from the Art-Community Arts — Other Expenses budget line to the Art-Community Arts — Contract Services budget line:

From: Budget Code: CSV-0-0-ART-XX-EOTH — OTHER EXPENSES

To: Budget Code: CSV-0-0-ART-XX-ECTS — CONTRACT SERVICES

b. This item authorizes the Administration to enter into contracts over $50,000 with community arts partners for arts education services.

Implementation and Assessment Plan

18. Contracts will run from February 2007 to August 2007. In accordance with contract requirements, community arts partners and/or schools will be required to submit program data, including number of participants, number of schools served, attendance data, information on how the project supports attainment of the MPS Learning Targets, and results of intended project outcomes as outlined in the proposal.

19. Contracts will be monitored through the Department of Recreation and Community Services and the Division of Teaching and Learning.

Administration's Recommendation

The Administration recommends that the Milwaukee Board of School Directors authorize the following contracts for arts education services, totaling $547,738:

- Milwaukee Youth Arts Center, $150,000 — Approximately 500 students citywide will participate in arts programs, including the Milwaukee Youth Symphony Orchestra (MYSO), String Orchestra Central, Steel Drum Program, introductory MYSO Progressions program, Latino Arts strings program, Festival City Symphony, First Stage Children's Theater, Milwaukee Youth Arts Center Arts Camp, Danceworks, Milwaukee Children's Choir, African American Children's Theatre, and the City Ballet Theatre. Program services will be conducted during the spring semester and summer of 2007.
- Boys & Girls Clubs of Greater Milwaukee, $129,188 — Approximately 2,300 students will be provided arts education experiences at 22 sites, including 15 Community Learning Centers, during the spring semester and summer of 2007. Programming will be conducted by art specialists at CLC sites, along with the involvement of professional artists from organizations such as the Milwaukee Public Theatre, Milwaukee Art Museum, Project Non-Violence, Urban Anthropology, Inc., and others. Another component of the project includes a week-long summer arts camp for 125 children.

- Arts @ Large, Inc., $78,550 — This arts equity project will provide services in a model designed to build an arts-rich environment in MPS schools without art specialists or who have only a 0.1 FTE art specialist. Approximately 2,000 students in four MPS schools will receive arts education experiences through a variety of community arts partners, integrating performing, visual, and literary arts across the academic curriculum.
- Wisconsin Conservatory of Music, $70,000 — Approximately 630 students citywide will be provided arts education experiences through four summer music programs: Saturday music centers, MPS middle-school band camp; individual instruction scholarships, and summer music outreach programming. The program will be led by faculty from the Wisconsin Conservatory of Music.
- Milwaukee Institute of Art & Design, $60,000 — Approximately 173 students from 13 schools 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.
- Danceworks, Inc., $60,000 — Approximately 1,000 students from 9 schools will participate in dance and arts programs, which include creative workshops on non-school days and summer creative arts camps. In addition, students citywide will participate in the Mad Hot Ballroom dance program.

Contracts will run from February 2007 to August 2007. In accordance with contract requirements, community arts partners and/or schools will be required to submit program data, including number of participants, number of schools served, attendance data, information on how the project supports attainment of the MPS Learning Targets, and results of intended project outcomes as outlined in the proposal.

The Board gave public hearing on the recommendation.

Director Morales moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Hardin, Johnson, Morales, Spence and President Dannecker—6.

Noes—None.

* * * * *

The Board adjourned at 7:14 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# FEBRUARY 22, 2006

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:58 PM.

Present—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

Student Representatives present—Fabiola Roque, Rodtrell Cameron and Ursula Mylnarek.

President Dannecker requested a moment of silence in memory of Davizonni Kimbrough, a second-grade student at O.W. Holmes School, who was tragically killed in an automobile accident on February 9, 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 posthumously present the "Excellence in Education Award" to:

Lila L. Kelly,
Special Education Advocate

Ms. Lila Kelly was an important and highly respected member of the MPS community. Because of her tireless efforts on behalf of students with disabilities, she continues to impact the lives of countless students and their families in positive, meaningful and lasting ways.

Ms. Kelly began fighting for the rights of special education students when her daughter, Grace, was a student in MPS. Grace, who had Down's syndrome, died when she was 13 years old. Ms. Kelly's deep love for her daughter lived on as she continued her fight for students with disabilities at the local, state, and national levels.

As a Milwaukee parent, Ms. Kelly demanded better special education services for students. At the state level, she helped write legislation that was ultimately passed in 1973 and assured a "free and appropriate public education" for children with disabilities. This legislation later served as a model for the federal special education law.

In 1971, Ms. Kelly was a founding member of the Milwaukee Public Schools Task Force on Exceptional Education and Supportive Services. The Task Force was formed by a group of parents pursuing access to public education for children with disabilities. The Milwaukee Board of School Directors adopted a resolution in honor of the Task Force on January 29, 1997. It stated, "The task force has been the driving force behind more than 75% of the special education reform in the district." The Task Force was highly successful at the local and state levels advocating for students with exceptional needs.

In addition to her extensive work on behalf of Milwaukee's children, Ms. Kelly was instrumental in starting the Sherman Park Community Association and was a board member for Community Coordinated Child Care. Within Milwaukee Public Schools, she was a key member of the *Committee of 100* as the district moved to desegregate the schools. Also, she was on the executive board of the Wisconsin School of Professional Psychology.

Some of the many individuals from the MPS community who knew Ms. Kelly and had the opportunity to work with her had the following to share:

> *Ms. Kelly was, and will continue to be, an inspiration to all of us who care deeply about ensuring that all children have full access to the educational opportunities that will allow them to reach their full potentials as citizens of this country and this world. She showed us all the importance of, and the worth in, fighting for what one knows to be right.*
>
> — Joseph Dannecker
> President, Milwaukee Board of School Directors

> *The right of access to a good education for all children was of utmost important to Lila. She knew that it is the obligation of every free, healthy society to guarantee a good, solid education to all its children. She devoted herself to the ideal that education is the tool that enables children to develop their best abilities, whatever those individual abilities may be. It is an investment in the future that we all must make, an investment not only for our children, but for ourselves as well.*
>
> — Peter Blewett,
> Milwaukee Board of School Directors, District 6

> *Lila Kelly set an example for all of us to follow through her advocacy on behalf of children.*
>
> — William Andrekopoulos
> Superintendent of Schools

> *Lila saw a disability, not so much as a limitation, but as a challenge to be addressed and overcome by hard work and support from family, teachers, caregivers, friends and the community. Lila held us to the highest level of accountability, to our children and their families, by reminding us of that the challenge over and over again. She believed that all children with, and without, disabilities have the right to full access to all the joys and promises of life. Her contributions to the disability community are immeasurable.*
>
> — Patricia Yahle
> Director, Department Special Services

> *Lila Kelly was a force of nature. She's one of the few people I've ever met in my life who didn't compromise. There were things she believed in, and she never backed off.*
>
> — Dennis Oulahan
> President, MTEA

*Lila was articulate, creative and tenacious. But most of all, passionate — especially about children. Although Lila concentrated her energy on advocating for children special needs, because she believed that these children had no voice, she also believed that we needed to care for all of the children of the city. She was unique in her belief that what was best for her child should not just be for her child, but for all children.*

— Carolyn Jackson
Friend & Colleague

*Every time you use a sidewalk with an incline for wheelchairs, you can thank Lila for that. It had her imprint on it.*

— Evie Sloan-Spice
Friend & Colleague

The Milwaukee Board of School Directors and the entire school community recognize and honor Lila L. Kelly, for outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

* * * * *

MPS Winners of Dr. Martin Luther King, Jr., Speech Contest

The following MPS students placed at this year's Dr. Martin Luther King, Jr. Speech Contest:

Grade K-2 Division
Second Place — Lisa Yang, Lloyd Street
Third Place — Markia Silverman-Rodriguez, Elm Creative Arts

Grade 3-5 Division
First Place — Donovan Nathaniel, River Trail
Third Place — (Tie)
Benjamin Barmore, Hawley Environmental
Talonna Clark, Congress Year-Round
Shantee McKay, Westside Academy
Borgne Raasch, Elm Creative Arts
Xai Ger Yang, Garland

Grade 6-8 Division
First Place — Maya George, Golda Meir
Third Place — Rhema Cameron, Lincoln Center for the Arts

Grade 9-10 Division
First Place — Jessica Holden, Rufus King International Baccalaureate High School
Third Place — Lee Ho, Kilmer South High School

Grade 11-12 Division
First Place — Afia Allen, Malcolm X Academy
Second Place — Rodtrell Cameron, Custer High School

The final competition, which was held on December 9, was sponsored by We Energies. The first-place winners in each category presented their speeches at the community celebration on Sunday, January 14, 2007, at the Marcus Center for the Performing Arts. At this evening's Board meeting, the first-place winners from Milwaukee Public Schools will share their winning speeches.

Special Recognition — National Board for Professional Teaching Standards (NBPTS) Certification

More MPS teachers are attempting, and receiving, National Board for Professional Teaching Standards (NBPTS) certification. The number of Milwaukee teachers certified was recently increased from 15 to 25 (from 0 to 6 at the high school level), with an additional 30 candidates currently in the process.

MPS is working collaboratively with the NBPTS, the MTEA and WEAC to increase the number of urban teachers seeking certification. The NBPTS is providing funds to help recruit candidates, offset the $2500 application fee, and provide mentoring support to candidates during the process.

To become certified, candidates examine every aspect of their teaching practice. Throughout the process, teachers document their knowledge of the subject 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 a portfolio that includes videotapes, student work samples and written documentation describing, analyzing, and reflecting on their practice. In addition to the portfolio, teachers must also demonstrate content knowledge by taking 6 standardized assessments in the area they are licensed in. 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:

Cheryl Brenner, Riverside
Andrew Docktor, King
Daniel Gatewood, King
Jaime Haar, 95th Street
Elveeca Jackson, Literacy Specialist
David Long, King
Rebecca Mazurek De Dominguez, Allen Field
Kay Seymer-Mudek, Milwaukee Sign Language
Daniel Voboril, Pulaski
Kathleen Westrich, Madison

Other Awards and Recommendations

Students

William B. Milhans, a student at Rufus King International Baccalaureate High School, has been selected at a candidate for the United States Presidential Scholars Program. Scholars are chosen on the basis of their accomplishments in many areas — academic and artistic success, leadership, and involvement in school and the community.

Staff

M. Lourdes Castillo Uribe, Principal of Vieau Elementary School, has been selected as the 2007 Wisconsin Elementary School Principal of the Year and the Wisconsin representative to the VALIC/NAESP National Distinguished Principal program. This is the 21st year that the Association of Wisconsin School Administrators has had the pleasure of selecting an outstanding Wisconsin principal to take part in the prestigious national recognition program which is co-sponsored by the National Association of Elementary School Principals, the U.S. Department of Education, and the Variable Annuity Life Insurance Corporation (VALIC).

* * * * *

## APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January 9, 16, and 25, 2007, were approved as printed.

* * * * *

## COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Informational Presentation by the Department of Transportation Regarding the I-94, North/South Corridor Reconstruction Project

Brian Swenson and Helen Dixon of the Department of Transportation will make a presentation to provide detail on the I-94, North/South Corridor Reconstruction Project. This presentation will be for informational purposes only, and no action is required.

In regard to the item above, and in accordance with Board Rule 1.09(2), which states, "The giving of public hearing at any other regular monthly Board meeting shall require a recorded affirmative vote of two-thirds of all members of the Board," the Board may wish to vote to receive comments from the public following the presentation.

* * * * *

## COMMUNICATIONS FROM THE BOARD CLERK

(Item A) Notice of the MPS Head Start Program's Being in Full Compliance with All Applicable Program Performance Standards, Laws, Regulations, and Policy Requirements

To the Milwaukee Board of School Directors:

The President of the Milwaukee Board of School Directors has received the following communication, dated January 23, 2007, from Channell Wilkins, Director of the Department of Health and Human Services' Office of Head Start, regarding the status of Milwaukee Public Schools' Head Start Program:

> In Fiscal Year 2006 the Office of Head Start (OHS) undertook many efforts to bring transparency as well as consistency to Head Start monitoring reviews. The OHS also designed a process to acknowledge grantees' accomplishments in achieving compliance.
>
> We are pleased to recognize that your program has corrected all findings of noncompliance identified during its Fiscal Year 2006 monitoring review and wish to acknowledge this accomplishment with the enclosed Certificate. This Certificate acknowledges that, based on information gathered during our review, your program corrected all findings and was in full compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

Please accept our acknowledgement of your organization's on-going efforts to ensure quality outcomes for the children and families in your Head Start Program. We look forward to continuing to work with you to serve and support these families. Thank you.

Sincerely,

Channell Wilkins
Director
Office of Head Start

The letter was accompanied by a Certificate of Compliance issued by the OHS, which will be presented to Ms. Ann Terrell, Director of Early Childhood Education, and her staff in recognition of their outstanding efforts and hard work when this item is presented.

This item is being forwarded to the Board for its information, and no action is required.

Sincerely,

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

* * * * *

By unanimous consent, the Board next took up the first item of New Business:

## NEW BUSINESS

### ACTION ITEM

(Item 1) Consideration of a Request from the District Attorney's Office To Provide a Victim Impact Statement and To Request Restitution Related to a Criminal Complaint

Pursuant to Wisconsin Statutes, Section 1985(1)(g), the Board may retire to executive session to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is, or may become, involved. The Board may reconvene in open session to take action on matters considered in executive session.

Director Spence moved that the Board retire to executive session, pursuant to Wisconsin Statutes, Section 1985(1)(g), to confer with its legal counsel who is rendering legal advice concerning litigation in which the Board is, or may become, involved.

The motion was set aside temporarily to consider a portion of the Reports of Standing Committees.

## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 2, a charter school proposal from Carmen High School of Science and Technology;

Innovation/School Reform Committee, Item 4, a charter school concept for the Milwaukee African American Immersion High School;

Innovation/School Reform Committee, Item 6, a report on Milwaukee High School Redesign Initiative, February 2007;

Innovation/School Reform Committee, Item 7, a report on the MPS Comprehensive School Counseling Program;

Finance/Personnel Committee, Item 4 authorization of a quit claim deed to dedicate the west side of North Tenth Street as public right-of-way;

Finance/Personnel Committee, Item 6, approval of potential contracts for special education unallotted seats for private school placement of students with Special Education Needs;

Finance/Personnel Committee, Item 7, a resolution regarding district assets;

Strategic Planning and Budget Committee, Item 1, a request for mutual termination of the Walker International Middle School Instrumentality Charter School Contract;

Strategic Planning and Budget Committee, Item 2 a request for the merger of A.G. Bell Accelerated Academy and Walker International Middle Schools and a request to waive Administrative Policy 5.01(8)(b); and

Strategic Planning and Budget Committee, Item 3, a request for the merger of Edison Preparatory Middle School, Edison Career Academy of Public Safety High School, and John Muir Middle School and a request to waive Administrative Policy 5.01(8)(b).

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

Director Johnson moved the approve the balance of the items which require a two-thirds vote: Innovation/School Reform Committee, Items 2 and 4 and Strategic Planning and Budget Committee, Items 1 ands 3.

Director Goldberg recused himself from voting and left the room.

The reports were approved, the vote being as follows:

Ayes—Directors Hardin, Horton, Johnson, Morales, Spence and President Dannecker—6.

Noes—None.

Voting “present”—Director Blewett—1.

Recused—Director Goldberg—1.

Director Goldberg returned to the meeting.

The Board returned to Item 1 of New Business.

The question being on Director Spence's motion to retire to executive session, it was adopted, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

The Board retired to executive session at 8:50 PM.

The Board reconvened in open session at 9:10 PM.

Director Blewett moved that the Office of Board Governance work with the City Attorney's Office to file a restitution statement on behalf of the Board.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

The Board returned to consideration of the items of the Standing Committees which had been set aside for separate consideration.

## 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.)

| | Population Served | |
|---|---|---|
| IEP Services | 1/07 | 2/07 |
| Total LEA (Local Education Agency) | 17,140 | 17,252 |

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.

| | 1/07 | 2/07 |
|---|---|---|
| Initial Evaluations (Completed since 7/06) | 3,165 | 3,672 |
| Percentage Identified Special Education | 64 | 63 |
| Active Initial Referrals | 1,187 | 1,152 |
| Re-evaluations (Completed since 7/05) | 1,142 | 1853 |
| Percentage Continued in Special Education | 81 | 81 |
| Active Re-evaluations | 751 | 913 |

2. Data-Management Services — Special Services Information Management System (SSIMS) Project Status Report as of February 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 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 on IDEA Interim Procedures were conducted at the request of principals or supervisors, contingent on trainer availability.

e. Conducted ongoing conference calls with Spectrum to verify and clarify IDEA 2004 Mini-Project specifications.

3. State Performance Plan Performance Indicators: Indicator #11, Effective General Supervision — Child Find, Eligibility Found in a Timely Manner

a. The State Performance Plan 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 (DPI) will measure and report the performance of children with disabilities using the 20 indicators that were specified in the IDEA-2004. Data from each school district in the State are being collected by DPI and reported as state baseline data in each of three categories. The indicators are as follows:

(1) *Targeted Areas: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)*

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

Indicator #2 ..... Drop-out rates

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

(2) *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

(3) *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

(4) *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

(5) *Targeted Area: IDEA Part B: Effective General Supervision*

Indicator #15 ..... Review of general supervision system, e.g., monitoring 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 DPI will collect data in the various categories on a regular basis (yearly) and develop a public reporting system. In order to gain assistance in improving outcomes, districts will participate in the State's identified Continuous Improvement Focused Monitoring (CIFM) Process. The DPI is identifying baseline data in each indicator area. The Stakeholder group is assisting the DPI in establishing six-year targets and benchmarks to assist the State in measuring progress toward the identified six-year outcomes.

c. The Department of Special Services is providing information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14 during the 06-07 school year. Information will include methods for data collection and review to lead to identified improvements. In addition, the Department will present plans for addressing each indicator and implementing improvement or best practices in the area of that indicator.

**INDICATOR # 11 — DETERMINATION OF ELIGIBILITY IN A TIMELY MANNER**

Definition: Percent of children with parental consent to evaluate, who are evaluated and eligibility determined within 60 days.

Since 1973, Wisconsin State law had required that evaluation for initial eligibility be completed and a placement notice be sent to the parent/guardian within 90 calendar days of receipt of the referral for evaluation by the local educational agency (LEA). In February 2006, the State of Wisconsin revised its laws regarding the provision of special education (Attachment #1 to the minutes of your Committee's meeting). The new law, which is consistent with the reauthorized Individual's with Disabilities Education Act (IDEA 2004), has changed the previous 90-day requirement, now mandating a timeline in which the evaluation and eligibility be determined within 60 calendar days of 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 days [calendar] of notifying the parent that no assessments will be given).

Although the performance indicator refers only to the federal requirement of the 60-day evaluation timeline, the state has also implemented two additional timelines:

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

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

Measurement

The measurement of Indicator 11 will be completed as follows:

(a) Number of students for whom parental consent for evaluation was received

(b) Number of students found not to be eligible whose evaluations and eligibility determinations were completed within 60 days

(c) Number of students found to be eligible whose evaluations and eligibility determinations were completed within 60 days

The District must account for students in (a), but not in (b) or (c), and indicate the range of days beyond the timeline when eligibility is determined and any reasons for the delays.

Percent = (b) +(c), divided by (a), times 100

Data calculations will be provided to the State through the Special Services Management Information System (SSIMS).

District Support for Indicator # 11 — Timeline Compliance

The District has provided significant professional development to special education classroom teachers, diagnostic teachers, supervisors, building coordinators, and school administrators regarding the revised requirements of timelines and assessments.

The web-based Encore database and online IEP features of SSIMS provide tools to track the complex timeline requirements of federal and state special education law. Data are available regarding individual students and the status of evaluations on line. School Administrators, classroom teachers, and special education and supportive services supervisors can access reports that assist in easy identification of activities by timeline.

Oversight for timeline compliance is the ultimate responsibility of the principal/educational leader and building-based administrator. Support is provided by the special education supervisor and the Special Education Leadership Liaison (SELL). Data are reviewed, and compliance oversight is included in the monthly reporting requirements to Central Services. Compliance with timelines is a part of the analysis completed for budget development and the need to purchase staff to meet the needs. In addition, it is part of the consideration of goals setting within the school educational plan, and it is part of the considerations given to the principal evaluations and the evaluations of special education supervisory and administrative staff.

District procedures require that consideration of the possibility of compensatory education be made by IEP teams for evaluations that exceed the timelines without proper agreement of the parents.

Continuous Improvement Focused Monitoring System (CIFM)

The Special Education Oversight Action Plan (SOAP) requires that the District align special education staff to increase accountability and support; to develop and support a system to assist parents who have concerns or need information to navigate the MPS system; and to develop and support a continuous improvement focused monitoring system (CIFM) that leads to improved service delivery, provides information regarding needed professional development, and contributes to staff accountability for high-level outcomes for students with disabilities.

The overall goals of the CIFM are:

- to provide a data-driven decision-making base for educational planning for special services;
- to provide teachers with professional development and to increase skill at 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.

The CIFM process has included three major monitoring oversight strategies.

1. training support and monitoring of individual teachers and IEPs. Documents are reviewed for accuracy and legal compliance, with training and ongoing support provided to individual teachers and service providers as needed;
2. review of systems within schools that are required under IDEA-2004 and not readily observable by IEP review. Items for review include discipline procedures, attendance monitoring, and service delivery oversight. Review activities are designed to identify areas of concern and to develop immediate plans to support and improve all areas of special education service provision. The District collects monitoring tools (reports) on a monthly and quarterly basis to ensure that attention is directed areas of challenge within each school. (See Attachment #2 and Attachment #3 to the minutes of your Committee's meeting); and

3. implementation of a one-time annual school-based assessment of identified compliance items.

DPI originally identified a total of 61 compliance items to be addressed by MPS as part of the CIFM process. As a result of the last reauthorization of IDEA, an additional 15 items have been added to list of compliance items to be addressed. (See Attachment #4 to the minutes of your Committee's meeting for a complete listing of the items of compliance that are included in the required monitoring measurement). The items are categorized under six main compliance topic areas:

Parental participation and involvement

1. IEP team composition
2. IEP team document/process items
3. Non-attendance
4. Discipline
5. Placement
6. Transition planning
7. Parentally placed private-school service provisions

March Assessment

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. 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 Educational Plan (SEP). 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. The one-time measurement activities will occur during the period of February 26 to March 30, 2007.

Each school will receive the results of the 2006-07 continuous improvement focused monitoring assessment in May 2007 with the expectation that data will be included on the preparation of the 2007-08 School Educational Plan.

Each school is required (annually) to include goals within the SEP that address all of the individual compliance items that were measured below 95% and therefore considered to be in need of intensive monitoring. 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. The CIFM is based on compliance to the 60 separate items. A school may therefore achieve compliance on some items and be found not in compliance in others. The school education plan *must* contain training and oversight strategies for *each* item that is found to be not in compliance (95% or higher). The target for the CIFM is to achieve (and maintain) 95% or higher in each of the identified areas.

In addition to the 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 SEP, the Plan must also include specific goal targets for student with disabilities. The Plan must also include a commitment on the part of the school to resource and professional development to increase overall outcomes for student with disabilities in the targeted areas.

Each school is required to submit a Special Education Compliance Plan Assurances Document as part of the School Educational Plan Document. The principal/educational leader, special services administrator (SSA), special education leadership liaison (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:

- 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.

Some schools which demonstrate a sufficient number of individual items that fall below the 95% required compliance, reflecting an accountability system within the school that is not functioning properly, may be designated as an Intensive Intervention School, based on the following criteria:

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 2004-05, 2005-06, and 2006-07 (when available) 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 Director of Special Services Director, based upon information gathered from the school's SELL and administrative accountability leadership specialist.

Update on Use of the 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. 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 the monthly meeting of the Milwaukee Board of School Directors' Committee on Special Education. Instead of a scenario of a hypothetical problem, this month a report on utilization and operation of the PDRS system is presented.

2. On June 27, 2002, the Board of School Directors authorized the Parent Dispute Resolution System (PDRS) (Resolution 0203R-019). PDRS has been fully functional since September 1, 2004. During the previous year, PDRS was implemented on a limited basis. Consistent with the original resolution, PDRS 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. An example of information distributed in the annual *Parent/Student Handbook on Rights, Responsibilities and Discipline* is found in Attachment #5 to the minutes of your Committee's meeting.

3. Ongoing staff development has been provided to principals and special education administrators. A web-based application has been developed for logging and documenting responses 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 record that they have not done so. 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.

4. Future administrative goals relate to improved response time, increased use of DPI-supported dispute-resolution mechanisms, increased use of PDRS by schools, and promotion of the appeal procedure to the Special Education Ombudsperson. Improvements in the technology used to communicate complaints

to school principals has steadily improved response times to PDRS complaints filed with the Parent Information Center. Increased support to school principals by special education administrators has steadily helped principals resolve concerns of parents of students with special education needs.

5. Nearly all PDRS complaints have been filed with the Parent Information Center. The next goal is to help the schools feel comfortable using the PDRS system to log and document their responses to parental complaints. Early dispute resolution mechanisms, such as facilitated IEP or mediation, are available options which will be supported. Both of these early dispute resolution mechanisms might be useful to either the parent or the District, should the parent be dissatisfied with the outcome of the PDRS complaint. Finally, increased support to schools is needed to help them understand the PDRS appeal procedure for parents who are not satisfied with the outcome of the complaint.

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## COMMITTEE ON INNOVATION/SCHOOL REFORM

Director Goldberg 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 Proposed Amendment to the Charter School Contract with Academia De Lenguaje Y Bellas Artes (ALBA) to Include the MPS Head Start Program

Background

1. ALBA (Academia De Lenguaje Y Bellas Artes) is a bilingual elementary school that targets traditionally underserved students whose first language is Spanish. The focus of the ALBA educational program is to provide its students a cross-cultural identity through instruction in the native language of Spanish and acquisition of English language proficiency, with an arts focus that draws on traditional art forms.

2. On April 22, 2004, the Board approved a five-year instrumentality charter school contract with ALBA to serve 225 full-time-equivalent (FTE) pupils in grades K4 through five. The term of the contract commenced with the 2004-2005 school year and will end on the last regularly scheduled school day of the 2008-2009 school year.

3. On May 26, 2005, the Milwaukee Board of School Directors took action on the MPS Head Start programs and approved the federal and state Head Start budgets and the selection of classroom sites as presented in the Board item. The action identified ALBA charter school as a site to serve three-year-old and four-year-old children in the Head Start program.

4. On October 20, 2005, the Board approved an amendment to execute the provisions of a revised instrumentality charter school contract. The revised contract was amended on October 31, 2006, authorizing the school to limit admission within public school guidelines for grades 2 to 5 to pupils who have previous Spanish language experience.

5. On January 25, 2007, the Board voted to approve an amendment to the ALBA contract to provide that ALBA relocate its facilities, beginning with the 2007-08 school year, from shared space at South Division High School, 1515 West Lapham Boulevard, to shared space at Walker International Middle School, 1712 South 32nd Street.

6. ALBA is well within the limits of its FTE count, even with the Head Start Program. The 2006 Official September State Aid Enrollment Count for ALBA school was160 students, including 53 students in 3-year-old and 4-year-old Head Start, and the 2007 January State Aid Enrollment Count was 152 students, including 48 students in three-year-old and four-year-old Head Start.

Administration's Analysis

7. The Administration is recommending that the ALBA charter school contract be amended to allow a Head Start program to reflect actual programming being provided at the school. On May 26, 2005, the Board approved a Head Start program at ALBA. Sections II.A. and II.B. of the current ALBA charter school contract provide that students in K4 through grade 5 will be served. The Administration would like to amend Sections II.A. and II.B. to allow students from Head Start through grade 5 to be served.

Strategic Plan Compatibility Statement

8. This program 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

9. 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.

10. The recommendation is consistent with the U.S. Department of Health and Human Services' Head Start Performance Standards, Milwaukee Public Schools' policies, and state and federal statutes.

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 MTEA-represented employees.

fiscal impact statement

12. This item does not authorize expenditures. The Head Start Program provides for 1.5 teachers and 1.13 educational assistants for the a.m. and p.m. three-year-old Head Start classes and the full-day four-year-old Head Start class.

Implementation and Assessment Plan

13. Upon the Board's approval, this amendment will be in effect.

Committee's Recommendation

Your Committee recommends that the Board approve the amendment, as attached to the minutes of your Committee's meeting, to include "Head Start" and change the ALBA instrumentality charter school contract's grades served from K4 through five to Head Start through grade five.

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

* * * * *

(Item 2) Action on a Charter School Proposal from Carmen High School of Science and Technology

Background

On January 5, 2007, Carmen High School of Science and Technology submitted a proposal to become an MPS non-instrumentality charter school for the 2007-2008 school year, serving a maximum of 250

students in grades 9-12. On February 1, 2007, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members, Parents, students and members of the community demonstrated their passion, commitment, and support for the Carmen High School of Science and Technology's proposal.

Analysis

1. The Carmen High School of Science and Technology proposes:

   a. two proven educational models that integrate academic content learning with personal development and life skills; Alverno College's internationally recognized abilities-based educational model, which articulates "8 Abilities"; and the Cristo Rey high-school student employment model;

   b. student participation in community service and working or interning one full day per week at local corporations or nonprofits;

   c. an Individual Learning Plan (IEP) defining objectives and strategies for achieving the school-wide goal of attending and completing a four-year college education at a competitive institution;

   d. personalized advisory programs, a three-week mid-year intercession, an after-school program, and a summer school program; and

   e. a curriculum that targets learning objectives in four areas:

      - skills for success in the workplace
      - the 8 abilities applied in work contexts
      - Sean Covey's 7 Habits of Highly Effective Teens
      - basic principles of business, economics, leadership, and management.

2. The MPS Charter School Review Panel recommends that the concept of the proposal be approved at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports the MPS Strategic Plan, 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

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 FY2007 budget will allocate funds to MPS non-instrumentality charters in the same manner as it does other non-contracted MPS schools.

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the concept of the Carmen High School of Science and Technology's proposal at this time;

2. waive Administrative Policy 9.12, Charter Schools, Section (5)(b), which states that any petitions or proposals filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar year, to allow Carmen High School of Science and Technology to open in the 2007-2008 school year; and

3. 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 Carmen High School of Science and Technology in anticipation of the establishment of an MPS non-instrumentality charter school for the 2007-2008 school year.

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

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(Item 3) Action on a Request To Approve the Instrumentality Charter School Contract with, and Location for, the Milwaukee Academy of Chinese Language and To Petition the Department of Public Instruction To Transfer the Wisconsin Avenue SAGE Program Contract to the Milwaukee Academy of Chinese Language

Background

1. On June 26, 2006, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for the Milwaukee Academy of Chinese Language. On June 29, 2006, the Board approved the concept of the Milwaukee Academy of Chinese Language's petition to open as an MPS instrumentality charter school, beginning with the 2007-08 school year.

2. The vision of the Milwaukee Academy of Chinese Language is to provide students with academic excellence while offering the 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 setting high academic standards for all students in K4 through the fifth grade.

3. The Milwaukee Academy of Chinese Language's petition submitted in May 2006 indicated the school's commitment to provide a strong academic and language foundation and to sustain student achievement at all levels. The school proposes to offer the SAGE (Student Achievement Guarantee in Education) Program for students in K5 through the third grade.

4. The SAGE Program began in the 1996-97 school year and was subsequently expanded in the 1998-99 and 2000-01 school years due to the successes demonstrated by schools that began in 1996. Wisconsin State Statute 118.43 authorizes this program, which is administered by the Department of Public Instruction (DPI). The purpose of this program is to improve academic achievement through the implementation of four school-improvement strategies:

- class sizes of no more than 15:1 student-to-teacher ratio in five-year-old kindergarten through grade three,
- increased collaboration between schools and their communities,
- implementation of a rigorous curriculum focusing on academic achievement, and
- improving professional development and staff-evaluation practices.

5. SAGE schools have renewable 5-year contracts with the state and receive state aid equal to $2,000 for each low-income child in the grades served by the program. During 2005-06, 495 schools within Wisconsin participated in SAGE (up from 30 when the program began). Just over 93,000 K-3 pupils were served. State funding, which was $4.5 million in 1996-97, was $97,614,000.00 for 2005-06, and projected to $98,588,000.00 for 2006-07.

6. For the 2006-07 school year, 84 elementary schools are participating in the SAGE Program, including the Wisconsin Avenue School, which is closing at the end of the 2006-07 school year. The Wisconsin Avenue SAGE contract, which was renewed for a five-year term that began in the 2003-2004 school year, will expire at the close of the 2007-08 school year.

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

- The SAGE contract transfer from Garfield School, which closed in June 2005, to Seher School; and
- The Frederick Douglass and Phillip school closings in 2006. These SAGE contracts — which were transferred to two non-instrumentality schools, V.E. Carter School of Excellence and Wings Academy, for the 2006-07 school year — will expire at the close of the 2010-11 school year.

Administration's Analysis

8. Upon approval of the instrumentality charter school contract, the Milwaukee Academy of Chinese Language will open in the fall of 2007. The 2007-08 projected SAGE enrollment for the Milwaukee Academy of Chinese Language will be four classrooms (five-year-old kindergarten through third grade) of 30 students each, with 2 teachers providing instruction in each classroom. The projected percentage of low-income (free- and reduced-lunch-eligible students) is 93%.

9. At the time of the concept's approval, there were no contingencies specified. During the planning phase, however, the Milwaukee Academy of Chinese Language expressed the desire to be located in close proximity to business partners and the downtown area to administer its rigorous academic program, rich with cultural research and discovery for all students. On Thursday, January 18, 2007, in a written communication to the Division of Diversified Community Schools, the Milwaukee Academy of Chinese Language team accepted shared space at the Grand Avenue Middle School, located at 2430 West Wisconsin Avenue (see the attachment to the minutes of your Committee's meeting).

10. The Milwaukee Academy of Chinese Language accepts the model instrumentality charter school contract, with the following modifications in terms:

a. James Sayavong, or his successor, will be the school leader of the charter school.

b. The Milwaukee Academy of Chinese Language will be located and share space at the Grand Avenue Middle School, 2430 West Wisconsin Avenue, Milwaukee, WI 53233.

c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 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 210 FTE students for the 2007-08 school year, 413 FTE students for the 2008-09 school year, 428 FTE students for the 2009-10 school year, 433 FTE students for the 2010-2011 school year, and 458 students for the 2011-12 school year in grades K4 through five under this contract.

11. To implement the SAGE Program, the school has requested that the Board petition the Department of Public Instruction to approve the transfer of the current SAGE contract, which expires at the close of the 2007-08 school year, from Wisconsin Avenue Elementary School, which will close in June of 2007, to the instrumentality charter school Milwaukee Academy of Chinese Language (2430 West Wisconsin Avenue). SAGE implementation will begin the 2007-08 school year and remain in effect for the duration of the SAGE contract, contingent upon the continuation of the charter school contract with Milwaukee Public Schools.

Strategic Plan Compatibility Statement

12. The recommendation 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

13. This item is being presented to the Board pursuant to Wisconsin State Statute 118.40, Charter Schools; Wisconsin State Statute 118.43, Achievement Guarantee Contracts; State Aid; and Administrative Policy and Procedure 9.12, Charter Schools.

14. 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.

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

Fiscal Impact Statement

16. 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 FY08 Board-adopted budget.

17. In addition to the Board-approved budget allocation, the Milwaukee Academy of Chinese Language is a recipient of a Wisconsin Department of Public Instruction's Charter School Subgrant Program.

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

Implementation and Assessment Plan

19. The charter contract will become effective upon the Board's approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school grant funds.

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

Committee's Recommendation

Your Committee recommends that the Board:

1. approve the five-year charter school contract, as attached to the minutes of your Committee's meeting, with the Milwaukee Academy of Chinese Language as an MPS instrumentality charter school, beginning with the 2007-08 school year, with the following modifications in terms:

    a. James Sayavong, or his successor, will be the school leader of the charter school;

    b. the Milwaukee Academy of Chinese Language will be located and share space at the Grand Avenue Middle School, 2430 West Wisconsin Avenue, Milwaukee, WI, 53233;

    c. the contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 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 210 FTE students for the 2007-08 school year, 413 FTE students for the 2008-09 school year, 428 FTE students for the 2009-10 school year, 433 FTE students for the 2010-2011 school year, and 458 students for the 2011-12 school year in grades K4 through five under this contract; and

2. petition the Department of Public Instruction to approve the transfer of the SAGE contract from Wisconsin Avenue School, which will close in June 2007, to the instrumentality charter school Milwaukee Academy of Chinese Language for implementation beginning in the 2007-08 school year and to be in effect for the duration of the SAGE contract, contingent upon the continuation of the charter school contract with Milwaukee Public Schools.

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

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(Item 4) Action on the Charter School Concept for the Milwaukee African American Immersion High School

Background

1. At its meeting on January 25, 2007, the Milwaukee Board of School Directors unanimously voted to support Resolution 0607R-023 by Director Hardin regarding the continuation of an African American Immersion program in Milwaukee Public Schools.

2. In February 1991, the Milwaukee Board of School Directors voted to establish Robert Fulton Middle School (currently Malcolm X Academy) as an African American Immersion Middle School. The educational program included components to promote self-esteem, self-awareness, cultural awareness, and academic success of African Americans.

3. On February 24, 1993, the Milwaukee Board of School Directors approved the school community's desire to change the name of Robert Fulton Middle School to Malcolm X Middle School.

4. In efforts to continue its commitment to the immersion of students, staff, parents, and the community in the heritage and understanding of the African American culture, Malcolm X Academy became an instrumentality charter school in 2001, serving grades six through eight.

5. In order to meet the needs of the students in the African American community and to increase the graduation rate of African American students, Malcolm X Academy became a high school serving grades six through nine in 2003 and subsequently serving grades eight through twelve by 2006.

6. With the closing of Malcolm X Academy, it is especially important that the African American Immersion program remain an option for students in Milwaukee Public Schools.

Administration's Analysis

7. The Administration collaborated with a core planning team, the Afro-Centric planning team from the Malcolm X school community, to develop the charter proposal, as attached to the minutes of your Committee's meeting, for Milwaukee African American Immersion High School. The core planning team included representation from the following departments or offices: Teaching and Learning, Academic Excellence, Diversified Community Schools, Finance, High School Redesign, Parent and Student Services, and Grant Development.

8. At this time, the Administration is submitting the proposal developed collaboratively with the core planning team for the Milwaukee African American Immersion High School to become an MPS instrumentality charter school for the 2007-08 school year, to serve a maximum of 400 students in grades 9-12.

9. The Administration is bringing forth the concept of the African American Immersion High School as an instrumentality charter school. The principal of the African American Immersion High School will be recommended for appointment by the Superintendent. Teachers for the African American Immersion High School will be interviewed for the school.

10. The proposal includes detailed information on how the school will provide a unique educational setting for students and parents interested in a high-school experience centered in an exploration of the history, culture, traditions, and influences of Africa and how these support deeper exploration of the African American experience.

11. The African American Immersion High School seeks to prepare students for entry into an increasingly diverse American work force and society where diversity is a valuable resource. Also, the school curriculum is designed to engage students in service and leadership in their immediate communities as part of their preparation for the future.

12. The philosophy of the school communicates that all students can achieve when they experience:

a. a centered school community whose inspiration and practice is derived from the history, culture, and traditions of African Americans;

b. high expectations and rigorous academic work with improved instructional support;

c. engagement that comes from personal investments in learning opportunities in which all students and teachers are learners;

d. closer, meaningful relationships among students, staff, families, and the community to nurture and promote success; and

e. a physically, emotionally, and intellectually safe learning environment.

13. The mission of the Milwaukee African American Immersion High School is to prepare each student with a future of promise founded in deep understanding of the history, culture, and traditions of Africa and their influence on the African American experience. Each student will engage in a rigorous four-year course of study infused with content and investigations related to the culture and traditions of Africa as well as the historical, cultural, political, economic, literary, and social contributions of African Americans. Through this effort, each student will be prepared for college, high-quality work opportunities, and community leadership. The courses offered to students will include Advanced Placement courses and four years of mathematics, English/language arts, science, and humanities/social studies.

14. The vision of the school is that the program will be based on research and that the rigorous academic experience will center student and teacher work in a developmental framework in which students move from induction into the school community through the exploration of Africa to the exploration of the African American experience, to its influence today, to its influence on students' future, and to students' role and responsibility in using this influence to lead and serve in the community. The objective is to become a community of prepared and centered learners in active service to the community.

15. Charter status will allow the school community to:

a. offer a unique and at times nontraditional curriculum through which district learning targets and state standards will be addressed in courses with content focus related to the school's concept;

b. provide opportunities for students to develop and enhance learning through community service and community leadership projects, with this learning to be mapped to the District's learning targets in ways that will allow students to meet graduation requirements while engaged in their immediate communities;

c. allow for flexible use of time and teaching staff to deliver unique content and to provide support for student success — the school will use a block schedule; and

d. embed the commitment to and expectation of an African American Immersion school as a mission-driven focus in a contract with the Milwaukee Board of School Directors to ensure implementation of the concept.

Strategic Plan Compatibility Statement

16. 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

17. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools; however, if the Board wishes to approve the charter school concept for the Milwaukee African American Immersion High School for implementation in the 2007-08 school year, the Board must waive the following:

a. Administrative Policy 9.12, Charter Schools:

- Section (5)(b), which states that any petitions or proposals filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar year;
- Section (5)(c), which states that all petitions and proposals are to be filed in the Office of Board Governance;
- Section (8)(a), which states, "The Office of Board Governance shall transmit all MPS charter school proposals and petitions to the Board, the Superintendent, and to all members of the MPS Charter School Review Panel";
- Section (8)(b), which states, "An MPS Charter School Review Panel shall be established to review, evaluate and make recommendations to the Board with regard to MPS charter school petitions and proposals."

b. Administrative Procedure 9.12, Charter School Petitions and Proposals:

- Section (3)(a)2, which states, "All MPS charter school proposals and petitions shall be filed with the Office of Board Governance. The Office of Board Governance shall be responsible for transmitting all proposals and petitions to Board, to the Superintendent, and to all members of the MPS Charter School Review Panel"; and
- Section (3)(a)3, which states, in part, "All MPS charter school petitions and proposals shall be examined by the [MPS Charter School Review] Panel for evaluation and recommendations."

Fiscal Impact Statement

18. This item does not authorize expenditures. The funds for this charter school contract will be budgeted and considered for approval in the proposed FY08 budget.

19. Upon the Board's approval, the FY08 budget will allocate funds for up to 400 seats to MPS instrumentality charters in the same manner as it will to other non-contracted MPS schools.

20. Since adoption of the resolution, the Administration has been working with the Department of Public Instruction on a charter school planning grant to support the development of the African American Immersion program in the Milwaukee Public Schools. Upon the Board's approval of the charter proposal, the Administration will access those funds.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Administrative Policy 9.12, Charter Schools, Sections (5)(b), (5)(c), (8)(a), and (8)(b), as explained above;

2. waive Administrative Procedure 9.12, Charter School Petitions and Proposals, Sections (3)(a)2 and (3)(a)3, as explained above;

3. approve the concept of the Milwaukee African American Immersion High School's proposal at this time; and

4. authorize the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to negotiate with school representatives and to draft a contract with the charter school to open in the 2007-08 school year.

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

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(Item 5) Action on a Request for Mutual Termination of the Malcolm X Academy Instrumentality Charter School Contract

Background

1. On August 29, 2002, the Board approved the Malcolm X Academy charter school contract, establishing Malcolm X Academy as an instrumentality charter school. The term of the contract commenced with the 2002-03 school year and ends on the last regularly scheduled school day of the 2006-07 school year. Malcolm X Academy's educational program includes the comprehensive incorporation of academic subject areas, at-risk programming, the principles of Kwanzaa, and the Afro-centric perspective. At the request of the school community, the Board amended the Malcolm X Charter School Contract on May 29, 2003, to include high-school students. The contract is for an enrollment of 600 students in grades 6-12. The 2006 Official September State Aid Enrollment Count was 475 students. The 2007 January State Aid Enrollment Count was 429 students, including 75 students (17.24%) with special needs. Malcolm X Academy is located at 2760 North First Street.

2. At the request of the Administration, the Board approved a second amendment to the charter contract on May 26, 2005, which authorized the Superintendent and the School Identified for Improvement Technical Assistance Team (SIFI) to work in collaboration with Malcolm X, as required by the No Child Left Behind Legislation, to provide binding oversight for the educational program at the school. The 2005-06 SIFI status of Malcolm X Academy was Level 5 Reading, Low Attainment, and Low-value-added, and Level 4 Math, Low Attainment, and Low-value-added.

3. On November 30, 2006, the Board took action to close the Malcolm X Charter School facility at the end of the 2006-07 school year and to allow the charter school contract to proceed though the regular charter review process in accordance with Administrative Policy and Administrative Procedure 9.12. The November 30, 2006, Board item stated, "The recommendation to close the [school building] is not necessarily a recommendation to eliminate school programs . . . . The Malcolm X Academy charter school contract will expire at the close of this school year if no other action is taken."

Administration's Analysis

4. On January 3, 2007, the Principal of Malcolm X Academy, Mr. Lonnie Anderson, submitted a letter from the Malcolm X staff and community to the Superintendent requesting mutual termination as provided under sec. III.C.1. of the Charter School Contract with the Milwaukee Board of School Directors for the upcoming 2007-08 school year. Section III.C. of the Charter School Contract between the Milwaukee Board of School Directors and Malcolm X Academy 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, the termination of this Contract shall not become effective until at the minimum, the end of the semester in which notice of termination is given, unless, in the discretion of the Board, termination should become effective sooner.

Strategic Plan Compatibility Statement

5. The recommendation supports the MPS Strategic Plan Goal 1, student achievement, and Goal 2, student success in further education and employment.

Statute, Administrative Policy, or Board Rules Statement

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

Fiscal Impact Statement

7. This item does not authorize expenditures.

Implementation and Assessment Plan

8. The Malcolm X Academy instrumentality charter school contract will expire on the last regularly scheduled school day of the 2006-07 school year.

9. The MPS Division of Student Services and Parent Information Center will work with parents, students, and the school leader to reassign Malcolm X Academy students. In addition, the November 30, 2006, Board item indicated that the Superintendent has assigned professional staff to a special team to support the transition to new school assignments, with the goal of providing as much comfort and stability as possible to families and staff affected by the closing of the building. The team will facilitate high-quality customer service in the re-enrollment process.

10. District employees will complete their 2006-07 work at the school and be reassigned consistent with the provisions found in bargaining union contracts.

Committee's Recommendation

Your Committee recommends that the Board agree to the mutual termination of the Malcolm X Academy instrumentality charter school contract, to be effective June 30, 2007.

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

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(Item 6) Informational Report on Milwaukee High School Redesign Initiative February 2007

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

Administration's Report

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 of grant funds provided to the Milwaukee community from the Bill & Melinda Gates Foundation, aims to open 40 new, small high schools within MPS over a five-year period.

2. In April 2004, the Administration presented a report to the Board detailing the strategies in use within the high-school redesign initiative and the processes that had been developed to date to support the ongoing effort. This report presented the "Process Guidelines" and the school development process titled "Twenty Months to a New High School."

3. In November 2005, The Administration presented a report to the Board that provided preliminary school performance information. This report also included more detailed information about ongoing development of processes that support high-school redesign.

4. The February 2007 report builds upon previous updates, with a specific focus on school performance data. Data are presented based on a set of framing questions. Following the presentation of data, observations of the data are offered. The framing questions and the focus of the four parts of the report are:

| | |
|---|---|
| Part I | How do the new small high schools perform as compared with all other high schools in the district? |
| Part II | How does the performance in the new, small high schools in multiplex configurations compare with the comprehensive high schools they replaced? |
| Part III | What is the performance of the high school redesign schools as a measure of school improvement? This section includes the early information available about the implementation of the First Things First framework in two large, comprehensive high schools organized into small learning communities. |
| Part IV | What are we learning? |

Director Johnson moved to accept the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item 7) Informational Report on the MPS Comprehensive School Counseling Program

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

Administration's Report

1. Overview

   a. The ultimate goal of a high-quality school counseling program is student learning. The MPS program's design, delivery system, and content, which focus on enhancing the ability of all individuals to use the educational opportunities available to them, include the elements of school guidance curriculum, individual planning, responsive services, and system support. The three domains which school counseling programs embrace — academic development, personal/social growth, and career development — cannot be addressed without learning taking place. A comprehensive school counseling program focuses on what all students, from pre-Kindergarten through grade 12, should know, understand, and be able to do within these domains in order to develop into contributing members of our society. The guidance curriculum, individual planning, responsive services, and system support are the vehicles through which this is accomplished.

   b. School counseling programs are an integral part of students' daily educational environments, and the program is designed to produce positive changes in student behavior and student learning. Outcomes include increased academic achievement, improved attendance, social-behavioral skill development, individual planning, and family/community involvement (see Standards for School Counseling Programs below). In this regard, school counseling programs are an integral part of the entire educational experience.

   c. The purpose of the school counseling program is to provide and support the delivery of specific skills and information in a proactive, preventive manner to ensure that all students have the opportunity to achieve school success. It also serves to provide intervention and referral services for those students who are experiencing difficulties in their lives which interfere with their academic achievement. The school counselor serves as the program leader and collaborates with other Pupil Services personnel and school staff in the delivery of services.

2. The ASCA National Model: A Framework for School Counseling Programs

   a. In 2003, the American School Counselor Association (ASCA) published a model for school counseling programs. The model represents a composite of three models which have been researched and successfully implemented. It includes four components and three levels. The four components and levels are:

(1) Foundation (level one),

(2) Delivery and Management Systems (level two), and

(3) Accountability (level three).

b. Within these components and levels are the elements and domains described above. Information learned through the accountability process helps with continuous improvement of the school counseling program. The knowledge, skills, and dispositions which school counselors bring to their role include advocacy, leadership, collaboration, and systemic change.

3. Foundation

The Foundation portion of the school counseling model includes the set of beliefs and philosophy which guides the program; the mission, or program purpose; and the three student outcome domains of academic, personal/social, and career development. Collectively, these create the "what" of the school counseling program. According to the ASCA National Model: A Framework for School Counseling Programs (2003; American School Counseling Association), the assumptions which form the foundation upon which school counseling programs rest include that a school counseling program:

- reaches every student;
- is comprehensive in scope;
- is preventative in design;
- is developmental in nature;
- is an integral part of the total educational program for student success;
- selects measurable student competencies based on local needs in the areas of academics, careers, and personal/social domains;
- has a delivery system that includes school guidance curriculum, individual planning, responsive services and system support;
- is implemented by a credentialed school counselor;
- is conducted in collaboration with all stakeholders;
- uses data to drive program decisions;
- monitors student progress;
- measures both process and outcome results and analyzes critical data elements;
- shares successes with stakeholders.

4. Delivery System

The school counseling program's delivery system includes the activities, interactions, and areas in which counselors work to deliver the program. Within the delivery system, there are four components: school guidance curriculum, individual student planning, responsive services, and system support.

a. The *guidance curriculum* provides a vehicle for delivering information and connecting with every student in a systematic way.

b. *Individual student planning* involves working with students and their parents or guardians in order to plan, monitor, and understand academic growth and development.

c. *Responsive services* address student's direct, immediate concerns and include counseling, consultation, and referral.

d. Finally, the *system support* component enables the school counseling program to be effective through a variety of support activities, including professional development, consultation, collaboration, teaming, program management, and operations.

5. Management System

The management of a school counseling program is an organized effort: concrete, clearly delineated, and reflective of the school site's needs. It involves analysis of relevant data, development of action plans to meet objectives, and provision of organizational activities. It answers the questions of when and why certain activities will take place, who will implement them, and on what authority the school counseling program is delivered. Clear expectations and purposeful interaction with all stakeholders result in a school counseling program that is integrated into the total educational program and promote student growth and development.

6. Accountability System

a. Within the context of the accountability system, the question, "How are students different as a result of the school counseling program?" is answered. School counselors are being asked to demonstrate the effectiveness of their programs in measurable terms. This necessitates the collection and use of data that support and link the school counseling program to student academic success.

b. Data collection provides the school counseling program with the information needed to evaluate the program as it relates to students' progress. This information ensures that the program was carried out as planned, that every student was served, program effectiveness is analyzed, and improvements are made, including systemic school system changes.

c. Essentially, the accountability system measures the school counseling program's progress toward and impact on such things as academic achievement, graduation rates, post-secondary options, school climate, attendance, etc.

7. School Counselor Performance Standards

a. All too often, school counselors are evaluated using an instrument designed for teachers or resource professionals. School counselor performance standards, however, align with the ASCA National Model and contain basic standards of practice expected from counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation, and professionalism. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system.

b. Although used for performance evaluation, the standards are also an important tool in the school counselor's own self-evaluation and advocacy, and will help focus personal and professional development plans. It is suggested that school counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet their districts' governing board and bargaining unit policies. It is recommended that administrators evaluate school counselors every year. An evaluation should include individual comments as well as a rating system for how well the school counselor is meeting required performance standards.

c. School Counselor Performance Standards (as Established by ASCA)

- Standard 1: Program organization
- Standard 2: School guidance curriculum delivered to all students
- Standard 3: Individual student planning
- Standard 4: Responsive services

- Standard 5: Systems support
- Standard 6: School counselor and administrator agreement
- Standard 7: Advisory council
- Standard 8: Use of data
- Standard 9: Student monitoring
- Standard 10: Use of time and calendar
- Standard 11: Results evaluation
- Standard 12: Program audit
- Standard 13: Infusing themes

8. MPS School Counseling Learning Targets

   a. The purpose of the K-12 School Counseling Targets is to promote an understanding and awareness of the developmental School Counseling Standards which have been set by the State of Wisconsin. The MPS School Counseling Learning Targets are aligned to the state standards and serve as a guide for district schools. The comprehensive school counseling program model provides a framework in which a licensed school counselor works with other support staff and teachers to implement programs and activities that have an impact on academic achievement and career decision making.

   b. MPS Counseling Targets are intended to assist students first and foremost in acquiring the vested interest and meaning to school. Secondly, they assist parents with an understandable set of targets in which to check regularly against their children's understanding of their academic performance, their social emotional development, and their understanding of career exploration and preparation.

9. Highlights of Model Implementation

   - Spring 2006 CSCP Level I Training sessions (Boys & Girls Club)
   - Fall 2006 MPS School Counseling Learning Targets published and mailed to MPS families.
   - Summer of 2006 2 weeks (4 days each) Level I Training/MATC Mequon Campus
   - Fall 2006 U.S. Department of Education Elementary Counseling Grant Award. Implemented the Comprehensive School Counseling model in three Elementary Schools: Sherman, Hopkins and O.W. Holmes.
   - MATC Partnership Expanded — MPS written into the 2007 Tech Prep Grant to further articulation and career pathways development with MPS students.
   - Collaboration with IRRE/First Thing First Initiatives at Bradley Tech and Pulaski high schools.
   - Spring 2007 DPI CSCP Level II training (3 days)
   - Partnership with Marquette and UW-Milwaukee on Counselor preparation and internship programs.
   - Summer 2007 2 weeks —Level I training at MATC

10. This provides an overview of several aspects of the Comprehensive School Counseling Model, along with the professional development for licensed school counselors within the District. Included above are some highlights of recent accomplishment, model implementation, and plans for continued professional

development. The vision for the MPS Office of School Counseling is to see a fully implemented comprehensive school counseling program in every MPS school and systemic and seamless delivery (K-12) of services to all students that will improve student achievement, and to assist students in connecting meaning to their learning and in understanding career exploration and its relationship to post-secondary preparation and options.

Director Johnson moved to accept the report.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Johnson, Morales, Spence and President Dannecker—6.

Noes—None.

Temporarily absent—Directors Hardin and Horton—2.

* * * * *

(Item 8) Action on Resolution 0607R-021 by Directors Goldberg and Spence to Ensure that the District Receives and Implements Charter School Petitions and Proposals Which Meet the District's Needs

Background

At its meeting on November 30, 2006, 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.

Administration's Analysis

1. The Milwaukee Board of School Directors has encouraged schools to design and implement site-specific programs that better meet the needs of students. Providing parents/guardians with opportunities to decide which public schools best meets the needs of their children is key to the efforts of the Milwaukee Public Schools (MPS) to increase customer satisfaction and parental involvement, to provide different learning environments, and to encourage schools to be unique and academically successful.

2. 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 MPS. The first MPS charter school contract was signed in 1996. The number of MPS charter schools for the 2006-2007 school year includes 27 instrumentality charter schools (all district employees) and 13 non-instrumentality charter schools (no district employees), totaling 40 MPS charters.

3. On June 27, 2006, the Committee on Strategic Planning and Budget held a work session to discuss the philosophy and general structures in place relative to MPS charter schools (instrumentality and non-instrumentality). The discussion also included, but was not limited to, the impact of No Child Left Behind (NCLB) legislation on chartering, the charter school evaluation process, the charter contract renewal and termination process, and the approval process for new charters.

4. Based upon numerous questions raised by Board members at the work session and follow-up conversations with the Administration, the Administration will work with the Division of Assessment and Accountability to develop a needs assessment to determine high-need areas that will be given priority in the petition/proposal process. This process will be identified and publicized to the community for implementation during the 2007-08 school year.

5. In order to implement this process during the 2007-08 school year, revision of Administrative Policy and Procedure 9.12, Charter Schools, is necessary. Administrative Policy 9.12, Charter Schools, Section (5)(b) states, "Petitions and proposals may be submitted any time during the year; however, petitions and proposals that are filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar (January-December) year." To generate a larger pool of petitions and proposals that directly address the District's identified needs, the Administration plans to identify and publicize the target student populations who are underserved by the current 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 underserved populations within the District and replicate currently successful schools by adding language to Administrative Policy and Procedure 9.12, Charter Schools.

Strategic Plan Compatibility Statement

6. The recommendations support MPS Strategic Plan, Goal 1, to improve Student achievement; Goal 2, to improve student success in further education and employment; and Goal 3, to improve family satisfaction, as measured by their choices in the education market place.

Statute, Administrative Policy, or Board Rules Statement

7. 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.

8. This item is also consistent with Administrative Policy 2.16,District Accountability System, whose primary purpose is "to provide information to improve the capacity of schools to continually increase the academic performance of all students," and which requires the participation of all schools serving MPS students, "including partnerships and charters . . . ."

Fiscal Impact Statement

9. This item does not authorize expenditures. The cost of staff time associated with completing the requested board item will be absorbed in existing allocations**.** The plan that the Administration will bring back to the Board will include any potential costs associated with implementation.

Implementation and Assessment Plan

10. The Administration has begun work on a proposal for a district needs assessment to be implemented in FY08, involving the Department of Parent and Student Services, Division of Diversified Community Schools, Department of Special Services, and Division of Assessment and Accountability. Data will be obtained by: analyzing updated assessment data in June 2007 relative to student outcomes, surveying principals, and analyzing the District's strategic plan while considering the assessment data. Implementation is planned for January 2008 charter submissions. The objective is to align any changes to the District's strategic plan and to revise the Administration's policy and procedures.

11. Once the needs assessment has been completed, revisions to Administrative Procedure 9.12(3)(b)3.and Administrative Policy 9.12(3)(c) should include the following:

- Administrative Policy 9.12: Charter Schools

  (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 underserved populations with the District and replicate currently successful schools.

- Administrative Procedure 9.12, Charter School Petitions and Proposals:

  (b) Program Standards and Requirements

  1. MPS charter school proposals and petitions shall detail the proposed educational program, curriculum, and teaching methods employed to attain the goals under sec. 118.01 of the Wisconsin Statutes.

  2. MPS charter school educational programs must address the district's and state's goals and standards, as well as meet compliance with the Milwaukee Public Schools' Strategic Plan. The Board reserves the right to give priority to applications that directly address identified areas of need of underserved populations with the District and replicate currently successful schools.

Committee's Recommendation

Your Committee recommends that the Board adopt resolution 0607R-021 and:

1. direct the Division of Diversified Schools to work with the Division of Assessment and Accountability, the Department of Parent & Student Services, and the Department of Special Services to develop a needs assessment in order to draft a plan to identify and publicize target student populations who are underserved by the current educational options within MPS; and

2. direct 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; and

3. direct the Administration to revise the administrative policy as recommended to include provisions to align the petition/proposal review process and contract review processes to the new submission requirements.

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

* * * * *

(Item 9) Transmittal of the Annual District Report Card

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

Administration's Report

1. In accordance with the MPS Administrative Policy 2.16, District Accountability System, the Administration presents the Board and the community with its annual Report Card for the 2005-06 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 target, and professional qualifications of teachers must be reported.

3. The 2005-06 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. 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 fifth year of value-added analyses of student achievement information to complement the attainment results required under ESEA. These measures level the playing field between 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 will rely on the 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 2005-06 Report Card to inform instructional planning and program evaluation and to define future research and policy needs.

* * * * *

## COMMITTEE ON FINANCE/PERSONNEL

Director Horton 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 of School Bus Accidents; and Acceptance of Donations

Award of Contracts

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

Exterior Door Replacement

*Trowbridge Street School*

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

Low Bidder, Base Bid of.....$110,300.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| Yes | 0% HUB | 15.3% WBE | 39 | 1 | 7 | Corporation | 0 |

Funds are budgeted for the Trowbridge Street School's exterior-door-replacement project from FY02 Major Maintenance Construction Fund, contracted services for doors, account code FAR00MM2TR ECNC and Deferred Maintenance Construction Fund, account code FAR00980TR ECNC (W.O. #2-511906). Project, which is scheduled to begin on February 23, 2007, is scheduled for completion on June 15, 2007.

Masonry Restoration

*Cass Street School*

Prime Contractor
R. D. Woods Company, Inc.
6420 S. Howell Avenue
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$248,500.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| Yes | 20% HUB | 50.1% EBE | 16 | 1 | 2 | Corporation | 1 |

Funds are budgeted for the Cass Street School's masonry-restoration project from FY07 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MM2CS ECNCMSN7 (W.O. #2-705158). Project, which is scheduled to begin on June 19, 2007, is scheduled for completion on August 17, 2007.

*Garden Homes School*

Prime Contractor
R. D. Woods Company, Inc.
6420 S. Howell Avenue
Oak Creek, WI 53154

Low Bidder, Base Bid of.....$188,250.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| Yes | 20% HUB | 79.7% EBE | 16 | 1 | 2 | Corporation | 1 |

Funds are budgeted for the Garden Homes School's masonry-restoration project from FY07 Major Maintenance Construction Fund, contracted services for masonry, account code FAR00MM2GH ECNCMSN7 (W.O. #2-702556). Project, which is scheduled to begin on April 16, 2007, is scheduled for completion on June 15, 2007.

Elevator Modifications

*Sholes Education Complex*

Prime Contractor
Saeflite Elevator Company, Inc.
9450 N. 107th Street, Suite A
Milwaukee, WI 53224

Low Bidder, Base Bid of.....$69,965.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 0% HUB | N/A | 4 | 0 | 1 | Corporation | 0 |

Funds are budgeted for the Sholes Education Complex's elevator-modifications project from FY07 Major Maintenance Construction Fund, contracted services for elevators, account code FAR00MM2SH ECNCELV7 (W.O. #2-706115). Project, which is scheduled to begin on February 23, 2007, is scheduled for completion on August 24, 2007.

*Washington High School Complex*

Prime Contractor
Saeflite Elevator Company, Inc.
9450 N. 107th Street, Suite A
Milwaukee, WI 53224

Low Bidder, Base Bid of.....$103,141.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 0% HUB | N/A | 4 | 0 | 1 | Corporation | 0 |

Funds are budgeted for the Washington High School Complex's elevator-modifications project from FY06 Major Maintenance Construction Fund, contracted services for elevators, account code FAR00MM2WA ECNCELV6 (W.O. #2-676213). Project, which is scheduled to begin on March 2, 2007, is scheduled for completion on August 24, 2007.

Pool Bulkhead Repairs

*South Division High School*

Prime Contractor
Aquatic Development Group/Hydro Tech Systems, Ltd.*
P.O. Box 648 13 Green Mountain Drive
Cohoes, NY 12047

*Sole-source Vendor

Low Bidder, Base Bid of.....$73,575.00

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | # of Subcontractors |
| No | 0% HUB | N/A | | | | Corporation | 0 |

Funds are budgeted for the South Division High School's pool-bulkhead-repairs project from FY07 Major Maintenance Construction Fund, contracted services for plumbing, account code FAR00MM2SD ECNCPLB7 (W.O. #2-708026). Project, which is scheduled to begin on August 13, 2007, is scheduled for completion on August 30, 2007.

Construction Contracts

| | | |
|---|---|---|
| Total construction contract dollars awarded | $ | 793,731.00 |
| Total dollars HUB participation | $ | 291,375.00 |
| % of HUB participation | | 36.71 |
| % Minority employees within company | | 3.83 |
| % Women employees within company | | 14.83 |

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 a Contract for eSIS Support Services

The Administration requests authorization to enter into a contract with JGM Consulting to provide the installation and modifications of the Student Assistant and Electronic Grade Book modules of eSIS.

JGM Consulting was previously granted a contract for $27,000 for Phase I of this upgrade. The amount of the immediate contract is not to exceed $40,000. This contract is being brought to the Board because both contracts together exceed $50,000. JGM Consulting also has an active contract with the Recreation Division to support the A Plus system.

JGM Consulting was granted a sole-source waiver based on its previous Phase I work. The amount of this contract is not to exceed $40,000, and the contract period is March 1, 2007, to June 30, 2007. The budget code to be charged is TSV00APDTC-ECTS (Application Development — Contract Services).

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| Yes WBE | NTE $40,000 | NA | NA | NA | 0% | 100% wbe | NTE $40,000 | Prof. Service | Tech. Consult |

Authorization To Enter into a Contract for Program Evaluation Services

The Administration requests authorization to enter into a contract with the UWM College of Nursing for the purpose of evaluating the Milwaukee Student Health Initiative (MSHI). The goals of MSHI are to:

- promote enhanced academic performance by improving students' health, behavior, and ability to attend to learning in those Milwaukee Public Schools with comprehensive school nursing services;
- implement comprehensive school nurse service in targeted schools to create a culture of health in the school community. The nursing staff will identify and eliminate health barriers to learning, implement public health concepts of disease control, identify students at risk, coordinate referrals, and provide direct nursing services for selected health conditions; and

- develop and implement a systematic training and development program for school nurses to ensure that they have the appropriate clinical, interpersonal, and leadership skills needed.

To ensure MSHI is meeting the outlined goals, both process and outcome evaluations are necessary. The outcome evaluation will identify whether the comprehensive school health program has improved the learning environments and reduced the barriers to learning among students in the selected schools.

The UWM College of Nursing was granted a sole-source waiver for these services because it is the only local entity that has both the research capacity and nursing expertise to perform the necessary services.

The contract is not to exceed $132,999. The budget code to be charged is SYS0SHT7DE-ECNS (Title I — Consulting Services).

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| N0 | NTE $132,999 | NA | NA | NA | NA | NA | NA | NA | NA |

Authorization To Enter into a Contract for Support of the MPS Data Warehouse

The Administration requests authorization to enter into a contract with Versifit Technologies to provide support services for the District's data warehouse. 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.

For the immediate contract, Versifit Technologies was granted a sole-source award because it would be returning to modify a previously begun project, i.e., the installation of the data warehouse. Versifit's technical skills and experience with the MPS data warehouse would allow the Administration to leverage the firm's expertise to support the continuing development needs of the data warehouse.

The contract would not exceed $100,000. The budget codes to be charged are SDV0STV7RH-ECTS (Title I School Improvement — Contract Services), $50,000, and SYS00ASMRH-EOTH (Assessment/Accountability — Other Expenses), $50,000.

| HUB-Certified Prime? | Prime Price Quote | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Total | Minority | Women | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| No | NTE $100,000 | NA | NA | NA | 10% | TBD | TBD | TBD | TBE |

**Purchasing Request Summary — February 2007**

| | |
|---|---|
| Total contract dollars to be awarded | $ 272,999 |
| Total dollars eligible for HUB participation | $ 272,999 |
| Total HUB dollars | $ 40,000 |
| % of MBE participation | 0 |
| % of WBE participation | 15% |
| Total HUB Participation | 15% |

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 December 31, 2006, 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 | $ 151,438,190 | $ 244,846,988 | $ 698,107,656 | 26% |
| Categorically Aided | 180,118,973 | 25,083,964 | 205,202,937 | 24,824,108 | 51,770,098 | 153,432,839 | 25% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 3,797,780 | 8,581,635 | 21,185,656 | 29% |
| Construction | 20,767,624 | 39,570,180 | 60,337,804 | 668 | 38,668 | 60,299,136 | 0% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 406,919 | 929,775 | 12,081,641 | 7% |
| Total All Funds | $ 1,149,662,843 | $ 101,611,248 | $ 1,251,274,091 | $ 180,467,665 | $ 306,167,164 | $ 945,106,927 | 24% |

Below is a summary of expenditures as of December 31, 2006, 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 | $ 86,745,380 | $ 437,790,981 | $ 505,163,663 | 46% |
| Categorically Aided | 180,118,973 | 25,083,964 | 205,202,937 | 18,725,912 | 85,671,661 | 119,531,276 | 42% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 4,562,585 | 13,263,611 | 16,503,679 | 45% |
| Construction | 20,767,624 | 39,570,180 | 60,337,804 | 1,759,426 | 59,113,767 | 1,224,037 | 98% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 3,346,745 | 7,351,969 | 5,659,447 | 57% |
| Total All Funds | $ 1,149,662,843 | $ 101,611,248 | $ 1,251,274,091 | $ 115,140,048 | $ 603,191,989 | $ 648,082,102 | 48% |

[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 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 December 31, 2006.

School Operations Fund

Expenditures and encumbrances through December totaled $437,790,981, or 46% of the revised budget.

District Contingent Fund

The balance at December 31, 2006, was $1,000,000. Fund transfers and the date(s) they were approved are as follows:

| | |
|---|---|
| Balance — July 1, 2006 | $ 1,000,000 |
| Approved Transfers: | |
| None | - 0 |
| Balance — December 31, 2006 | $ 1,000,000 |

Construction Fund

Expenditures and encumbrances through December totaled $59,113,767, or 98% of the revised budget.

Extension Fund

Expenditures and encumbrances through December totaled $7,351,969, or 57% of the revised budget.

REVENUES AND EXPENDITURES
CURRENT-YEAR VERSUS THREE-YEAR AVERAGE
As of December 31, 2006

| | Percent Realized | | Percent Expended | |
|---|---|---|---|---|
| Fund | Current Year | 3-Yr Avg. | Current Year | 3-Yr Avg. |
| School Operations | 26% | 25% | 46% | 48% |
| Categorically Aided | 25% | 22% | 42% | 45% |
| School Nutrition | 29% | 21% | 45% | 44% |
| Construction | 0% | 7% | 98% | 91% |
| Extension | 7% | 9% | 57% | 55% |

Report of School Bus Accidents

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

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 1/5/07 | 2:50 | Greenfield | No | No | Laidlaw |
| 1/10/07 | 2:50 | Elm/Gold Meir | No | Yes | Dairyland |
| 1/11/07 | 7:00 | Honey Creek | No | Yes | Lamers |
| 1/12/07 | 2:56 | Burdick | No | Yes | Dairyland |
| 1/15/07 | 7:17 | Pilgrim Park | Yes | Yes | Laidlaw |
| 1/16/07 | 2:59 | Community H.S. | No | No | Bee Bus |
| 1/17/07 | 8:00 | Morse M.S. | No | No | Joy Farm |
| 1/17/07 | 3:00 | Macdowell | No | No | Lamers |
| 1/19/07 | 3:59 | Lincoln Center | Yes | Yes | Lakeside |
| 1/22/07 | 7:50 | Pulaski H.S. | No | No | Johnson |
| 1/23/07 | 8:04 | Morse M.S. | No | No | Dairyland |
| 1/24/07 | 7:20 | Clement Ave | No | No | Laidlaw |
| 1/24/07 | 7:34 | Milw Sign Lang | No | No | Joy Farm |
| 1/24/07 | 3:32 | Brown Street | No | No | Bee Bus |
| 1/29/07 | 4:12 | Custer H.S. | No | Yes | Lamers-N |
| 1/30/07 | 2:40 | Hampton | No | No | Dairyland |
| 1/30/07 | 4:10 | Fritsche M.S. | No | No | Laidlaw |
| 1/31/07 | A.M. | Milw Schl Lang | No | No | Dairyland |
| 1/31/07 | 8:04 | Burroughs M.S. | No | No | Lakeside |
| 1/31/07 | 8:20 | Hayes | No | No | Atlas |

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Audubon | Mr. & Mrs. Fullington | $100 | Special Education field trips & expenses |
| Audubon | Boxtops for Education | $556.22 | Special Olympics |
| Audubon | Anonymous | $20 | Special Education field trips & expenses |
| Cooper | Bigalk Chevrolet | $3,000 | Scholarship fund for Washington DC field trip |
| Fernwood | Access Computer Products, Inc. | $75.10 | Greenhouse |
| Fernwood | Access Computer Products, Inc. | $37.50 | Greenhouse |
| Milwaukee German Immersion | Target | $700 | Field trip grant |
| Milwaukee German Immersion | Color Portraits | $350 | Handheld computer |
| Humboldt Park | Boulevard Theater | $100 | Humboldt Park School Drama Club |
| MLK, Jr. | Gurnoor Petroleum Co. | $501 | Basketball team |
| MLK, Jr. | Sherman Capitol Gas Co., D/B/A Capitol Mart | $501 | Basketball uniforms |
| MLK, Jr. | Kool Petroleums Inc., D/B/A 35th Citgo | $501 | Basketball team |
| Lowell | Roundy's Supermarket | $63.82 | We Care |
| Lowell | General Mills | $143.55 | Box Tops for Education |
| MacDowell | Dorothy Inbusch Foundation, Inc. | $5,000 | After-school activities/play |
| Manitoba | Brian Gettelman | $50 | General |
| Maple Tree | Roundy's | $63.44 | General |
| Meir | Anonymous | $2,700 | Class trips |
| Parkview | Corporate Express | $9,000 | Supplies for classroom, student and office use |
| Vieau | Club Hispanico de Milwaukee | $2,000 | Parent activities & educational materials |
| Washington H.S. of Expeditionary Learning | United Water | $100 | Ten $10 gift cards as reward for WKCE |
| Zablocki | Scribner Cohen & Co. | $1,500 | Art & photography lessons |
| Zablocki | Ned's Pizza | $200 | Fourth-grade camping fund |
| Zablocki | Brinn Foundation | $2,500 | Digital cameras for student art projects |
| Zablocki | Brinn Foundation | $2,500 | Digital cameras for student art projects |
| Zablocki | Wisconsin Energy Corp Foundation | $300 | First-grade projects and field trips |

Committee's Recommendation

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

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and an Affirmative Action Report

Approval of Classified Personnel Transactions

| | Name and Assignment | Position and Salary | Date |
|---|---|---|---|
| | | APPOINTMENTS | |
| 4 | Damaris Aviles<br>Lincoln Avenue | School Secretary I<br>$20,683.56/yr. | 01-31-07 |
| 5 | James Blankenburg<br>Fac. & Maintenance Services | Automotive Mechanic<br>$48,391.16/yr. | 02-12-07 |
| 2 | Regjara Cephus<br>Silver Spring | School Secretary I<br>$20,683.56/yr. | 01-16-07 |
| 2 | Safiya Jones<br>Technology | Programmer<br>$51,048.27/yr. | 02-12-07 |
| 5 | Jill Lamers<br>DSSC | School Secretary I - Hourly<br>$10,352.00/yr. | 01-08-07 |
| 4 | Magdalena Lopez<br>Pierce | School Secretary I<br>$20,683.56/yr. | 01-31-07 |
| 4 | Mary Martinez<br>Walker | School Secretary I<br>$20,683.56/yr. | 01-31-07 |
| 2 | Tamishia Smith<br>M.L. King | School Secretary I<br>$20,683.56/yr. | 01-16-07 |
| | | PROMOTIONS | |
| 2 | Mary Harris<br>Grand | School Secretary II<br>$34,790.86/yr. | 01-29-07 |
| 2 | Linda Martin<br>Washington Campus | School Secretary III<br>$39,280.26/yr. | 02-05-07 |
| | | RETURN FROM LEAVES | |
| | Vernita Willis<br>Head Start Early Childhood | School Nurse Associate<br>$25,330.76/yr. | 02-12-07 |
| | | CHANGES IN STATUS | |
| | Onicka Flowers#<br>Grand Avenue | Handicapped Children's Assistant<br>$15,352.46/yr. | 01-08-07 |

| | | |
|---|---|---|
| Caroline Smith# | Handicapped Children's Assistant | 01-25-07 |
| 53rd Street | $15,352.46/yr. | |
| Evelyn Woods# | Handicapped Children's Assistant | 01-03-07 |
| Morse | $15,352.46/yr. | |

# From substitute to regular

Approval of Certificated Appointments — Teachers

| Eth Code | Teachers | Division | Salary | Yrs. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 5,nr,a | Kelly E. Beardsley<br>Cross-categorical | B | $34,008.00 | 1 | 1/29/2007 |
| 5,r,a | Thomas R. Breitrick<br>Trade Specialist | A | $32,746.22 | 1 | 1/29/2007 |
| 5,r | Joseph Brusky<br>Grade 4 | B | $34,348.08 | 1 | 1/29/2007 |
| 5,nr | Jennifer Bruss<br>K4 | B | $34,007.71 | 1 | 1/29/2007 |
| 2,nr | Dorjan Chaney<br>Biology/Life Science | B | $34,348.08 | 1 | 1/29/2007 |
| 4,r | Yamilka Cortes<br>Grade 5 | B | $34,348.08 | 1 | 1/29/2007 |
| 5,r | Michelle Damico<br>English | B | $34,348.08 | 1 | 1/29/2007 |
| 5,nr | Anthony Dargiewicz<br>English | B | $35,871.16 | 2 | 1/29/2007 |
| 5,nr | Anne Dechamps<br>Math | B | $34,348.08 | 1 | 1/29/2007 |
| 4,nr,a | Miguel G. Hernandez Suarez<br>Bilingual Education/Grade 1 | B | $34,348.08 | 1 | 1/29/2007 |
| 4,r,a | Luz M. Hernandez<br>Bilingual Education/Grade 4 | B | $34,348.08 | 1 | 1/29/2007 |
| 5,nr | Scott Hickey<br>Social Studies | B | $34,348.08 | 1 | 1/29/2007 |
| 5,r,a | James C. Jonas<br>Cross-categorical | B | $41,962.47 | 6 | 1/29/2007 |
| 5,r | Kristen Kaske<br>Grade 3 | B | $34,348.08 | 1 | 1/29/2007 |
| 5,r | Laura Klein<br>Library Media Specialist | B | $34,008.00 | 1 | 2/5/2007 |
| 5,r,a | Heidi L. Krull<br>Cross-categorical | B | $34,348.08 | 1 | 1/29/2007 |
| 5,nr,a | Robert C. Lang<br>Social Studies | B | $34,008.00 | 1 | 2/2/2007 |
| 5,r | Andrew C. Lelinski<br>English | B | $34,348.08 | 1 | 1/29/2007 |
| 5,r | Laura L. Makula<br>Art | B | $34,348.08 | 1 | 1/29/2007 |
| 3,r | Sarah Megahed<br>English as a Second Language | B | $34,348.08 | 1 | 1/29/2007 |

| | | | | | |
|---|---|---|---|---|---|
| 5,r,a | Brenda L. Nitz<br>K5 | B | $34,348.08 | 1 | 1/29/2007 |
| 5,nr,a | Ruth Oldson<br>Science/Grades 7-8 | B | $34,348.08 | 1 | 1/29/2007 |
| 5,nr | Daniel Pochinski<br>Math | B | $34,348.08 | 1 | 1/29/2007 |
| 5,r | Sarah Powell<br>English as a Second Language | B | $34,348.08 | 1 | 1/29/2007 |
| 2,r,a | Freddie L. Riley<br>Grade 7 | B | $34,348.08 | 1 | 1/29/2007 |
| 5,r | Emily Schmitt<br>Art | B | $34,348.08 | 1 | 1/29/2007 |
| 2,r | Ronni Swan<br>Grade 4 | E | $56,134.79 | 9 | 1/8/2007 |
| 5,r,a | Kali B. Topczewski<br>Grade 7 | B | $34,348.08 | 1 | 1/29/2007 |
| 5,r,a | Tammy J. Wilcox<br>Cross-categorical | B | $34,348.08 | 1 | 1/29/2007 |
| 2,r,a | Asima Wise<br>Cross-categorical | B | $34,348.08 | 1 | 1/29/2007 |

Approval of Certificated Appointments — Teachers, IB Calendar

| | | | | | |
|---|---|---|---|---|---|
| 5,r,a | Tyler L. Bouressa<br>Biology/Chemistry | B | $34,348.08 | 1 | 1/29/2007 |

Approval of Certificated Appointments — Teachers, Year-Round

| | | | | | |
|---|---|---|---|---|---|
| 5,r | Derek Folven<br>English | B | $34,007.71 | 1 | 1/10/2007 |
| 4,r | Joshua Gonzalez<br>Grade 3 | B | $34,008.00 | 1 | 2/5/2007 |
| 2,r,b | Mark A. Lawrence<br>Grade 6 | BB | $45,092.00 | 7 | 1/29/2007 |
| 5,r,a | Paul L. Schneider<br>Biology/Chemistry | B | $34,008.00 | 1 | 1/29/2007 |

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: | | |
| Anita Adams | Rufus King | January 4, 2007 |
| Susan Kallies | Custer | January 29, 2007 |
| Judith Kropf | Day-to-Day | January 18, 2007 |

Maternity Leave, to January, 2008:

| | | |
|---|---|---|
| Amy Mielcarek | Silver Spring | January 17, 2007 |
| Tammy Salas | MHSA & Milw Spanish Imm. | January 17, 2007 |

Personal Leave, to June 15, 2007:

| | | |
|---|---|---|
| Andrea Drapeau | MHSA | January 8, 2007 |

Study Leave, to June 15, 2007:

| | | |
|---|---|---|
| Heather Reliford | Allen Field | January 29, 2007 |

Extension of Personal Leave, to June 15, 2007:

| | | |
|---|---|---|
| William Crandall | From Leave | January 29, 2007 |
| Virginia Miller | From Leave | January 29, 2007 |
| Brian Temke | From Leave | January 29, 2007 |

Report on Certificated Resignations and Classified Retirements

| Name | Position | Effective Date |
|---|---|---|
| Cassandra Baber | General Educational Asst. | 01-28-07 |
| Sharon Daniels | School Safety Assistant | 01-23-07 |
| Mildred Groholski | School Secretary I | 01-16-07 |
| Bettie Holt | Secretary 2 | 01-05-07 |
| Barbara Hottinger | School Secretary I | 01-13-07 |
| Raymond Mielke | School Kitchen Mgr. II | 01-09-07 |
| Randall Penn | School Engineer III | 01-05-07 |
| George Rennicke | Mgr.-Application Dev. | 01-13-07 |
| Marilyn Santiago | School Secretary I | 01-27-07 |
| Maggie Smith | General Ed. Assistant | 01-09-07 |
| Shelia Tillman | Paraprofessional Ed. Asst. | 01-23-07 |

Report on Certificated Resignations

| Name | Position | Effective Date |
|---|---|---|
| Julie Barnharst | Teacher | 02/01/07 |
| Connie Blair | Teacher | 06/15/07 |
| Jamie Brady | Teacher | 01/16/07 |
| Genora Cornelious | Teacher | 06/15/07 |
| Steven Denneau | Teacher | 02/01/07 |
| Ruth Ferrer Tamayo | Teacher | 12/22/06 |
| Gerald Friebert | Teacher | 06/15/07 |
| Kathyrn Gregory | Teacher | 01/25/06 |
| Scott Hanson | Teacher | 06/15/07 |
| Ivy Harrison | Teacher | 01/10/07 |
| Helen Holt | Teacher | 03/09/07 |
| Jennifer Jankowski | Teacher | 02/16/07 |
| Maria Kuehn | Teacher | 06/15/07 |
| Emily Lawton | Teacher | 01/26/07 |
| Robert Machnik | Teacher | 05/05/07 |
| Cheryl Marlega | Teacher | 01/25/07 |
| Kim McSorley | Teacher | 01/31/07 |
| Penney Morse | Teacher | 06/15/07 |
| Joseph Nemoir | Asst Prin | 02/02/07 |
| Noel Orengo | Teacher | 01/26/07 |

| | | |
|---|---|---|
| Kathleen Quarles | Teacher | 06/15/07 |
| Thomas Ratkowski | Teacher | 06/15/07 |
| Caren Rawley | Teacher | 01/31/07 |
| Larry Reed | Supvr | 03/02/07 |
| Nicholas Riegert | Teacher | 01/27/07 |
| Sharayah Sheldon | Teacher | 01/28/07 |
| Robin Squier | Teacher | 06/15/07 |
| Clifford Theel | Teacher | 12/31/06 |
| Estelle Vollmers | Teacher | 06/15/07 |
| James Wagner | Teacher | 06/15/07 |
| Shelly Watts | Teacher | 01/15/07 |
| Daniel Wisniewski | Teacher | 01/08/07 |
| Terence Wood | Teacher | 01/26/07 |

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for December 2006 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:

| | | | |
|---|---|---|---|
| 3(r) | Gitanjali Chawla | Principal<br>Honey Creek School | Schedule III, Range 13Z<br>$70,729.00 |
| 2(r) | Eric Gallien | Principal<br>Parkview School | Schedule III, Range 13Z<br>$77,950.00 |
| 4(r) | Rita Tenorio | Principal<br>Fratney School | Schedule III, Range 13Z<br>$88,737.00 |
| 2(r) | Ava Morris | Assistant Principal<br>Burroughs Middle School | Schedule III, Range 11Z<br>$80,014.00 |
| 2(r) | Leon Groce | Assistant Principal<br>Metcalfe School | Schedule III, Range 10Z<br>$58,302.00 |

| | | | |
|---|---|---|---|
| 2(r) | Debra D. Evans | Curriculum Generalist<br>Hawthorne School | Schedule III, Range 6C<br>$67,043.00 |

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 Authorizing a Quit Claim Deed to Dedicate the Westside of North Tenth Street as Public Right-of-Way

Background

1. In 1994, the Pabst Brewing Company petitioned the City of Milwaukee to vacate North Tenth Street between Juneau and West Highland Avenues. As a result, the Milwaukee Public Schools District owns the portion of vacated North Tenth Street that extended from the centerline westward approximately 35 feet to the District's Facilities and Maintenance Services (FMS) property line and from Highland Avenue northward for approximately 300 feet. The FMS property is at 1124 N. 11th Street.

2. Tenth Street is paved but lacks important attributes, such as street lights, curbs, gutters and catch basins.

3. The Division reached an agreement with the Pabst Brewing Company that allowed the District to occupy the entire vacated roadway width to allow expanded parking capacity for additional employees that had been assigned to work out of the 11th Street facility.

4. After modifications associated with the Marquette Interchange Project were completed, FMS determined that the location of the existing driveway entrance on Highland Ave. posed serious traffic safety concerns because of its close proximity to a busy, reconfigured intersection and a newly-constructed freeway on-ramp. The only reasonable alternative location for FMS driveway access was on vacated Tenth Street. The Administration executed a temporary right-of-entry with Juneau Avenue Partners, which owned part of Tenth Street, that allowed the District to use Juneau Avenue Partners' share of the street for access to FMS' relocated driveway.

5. The Pabst property was recently purchased by the Brewery Project LLC, which plans to convert the aging structures into a commercial and residential entity. Brewery Project officials have expressed a desire to re-open the vacated Tenth Street as a fully-functional and improved City Street. Brewery Project LLC has already transferred its portion of vacated Tenth Street to the City of Milwaukee for use as a street. Brewery Project officials have approached the Administration about the District's willingness to rededicate its share of the vacated Tenth Street for use as a public road.

Administration's Analysis

6. The Administration has reviewed the request to rededicate the western 30 feet of vacated North Tenth Street and finds the request acceptable. The only access to the FMS parking lot is from Tenth Street and the District will be responsible for maintaining the vacated Tenth Street if it is not rededicated as a full city street. In addition, the redevelopment of the Pabst Brewery complex into a viable commercial and residential entity will create jobs in the city and benefit the District through an increased property tax base.

Strategic Plan Compatibility Statement

7. The recommendation is consistent with the practice of fiscal responsibility to make informed decisions about allocation of resources for the district's programs, function and operations.

Statute, Administrative Policy, or Board Rules Statement

8. Board authorization is required to dispose of property.

Fiscal Impact Statement

9. This item does not authorize expenditures. Once the property is transferred to the City of Milwaukee, the City will be responsible for the maintenance of the area. All cost associated with the reopening of the street will be paid for out of the Tax Incremental District (TID) funding that has been established for the overall project. When the street was vacated, the District had to pay for abandoning water laterals and existing catch basins. The District did not pay to acquire the property, and the District will not receive any revenue associated with rededicating this piece of property as public right-of-way.

Implementation and Assessment Plan

10. Upon approval by the Board, a quit claim deed will be prepared by the City Attorney. An item will be submitted to the City Planning Commission for the acquisition and dedication of land for the extension of North Tenth Street between Juneau and Highland Avenues. Once approved by the City Plan Commission, an item will be presented to the City of Milwaukee Common Council for approval. After approval by the Common Council, the Department of City Development will execute the Quit Claim Deed on behalf of the Board.

Committee's Recommendation

Your Committee recommends that the Board

1. authorize a Quit Claim Deed to dedicate 30 feet of the west side of North Tenth Street as public right-of-way as shown on the attachment to the minutes of your Committee's meeting; and

2. authorize the proper officials to execute the necessary documents associated with this action.

Director Johnson moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

(Item 5) Action on a Request for Authorization to Extend Certain FY08 Pupil Transportation Contracts and to Purchase Bus Passes and Bus Tickets, and to Transmit the Annual School Bus Safety Inspection Results

Background

1. The Administration is requesting authorization to extend certain pupil transportation contracts that would otherwise expire at the end of FY07 for a three-year period as allowed under existing contract provisions. The district also seeks to enter into an agreement with the Milwaukee County Transit System for the purchase of bus passes and bus tickets. This item also transmits to the Board of School directors the results of the annual school bus safety inspections conducted by the State Highway Patrol.

2. Two (2) transportation contracts serving regular, suburban and special education students expire at the end this year. The contracts include a provision which allows the district to extend the contracts for an additional three school years. Ten (10) school bus companies provide services under these transportation contracts. If bid, the value of the contracts is estimated to be $10 million for special education services and $28.3 million for regular yellow bus service. The cost of these contracts represents 65% of a total projected transportation budget of $58.6 million for FY08.

3. The regular/suburban service and the door-to-door special education service was last bid in FY05, for a three-year award. Three one-year extensions are available. The Administration believes that changes in school bus contract requirements, fuel prices and the marketplace may result in substantial variability in prices and the potential for significantly higher transportation costs if contracts were to be bid. As a result, the daily cost of transportation under the expiring contracts was projected to increase by 4.5%. A contract extension will enable the district to more accurately budget for expenditures in FY08, and could result in lower transportation costs over the three-year extension period.

4. Authorization to purchase Milwaukee County Transit System (MCTS) bus passes and bus tickets is requested annually. The district is projecting to spend $6.5 million for MCTS bus passes and tickets. The contract for the Milwaukee County Transit System is based on weekly bus pass usage.

Administration's Analysis

5. The Administration is seeking approval of a three-year extension for the regular/suburban and door-to-door special education contracts expiring this year. Negotiations with the current vendors could reduce MPS costs by almost $2 million over the three-year term, beginning with a $672,780 savings in FY08. Based on the cost savings projected the Administration believes extension is the best course of action.

6. For FY08 and subsequent years, the Administration is revising transportation contract requirements to increase the minimum hourly rate for bus drivers and to raise the benchmark for fuel prices to more accurately reflect average fuel costs. The minimum hourly driver rate will increase from $10 to $11 and the benchmark for fuel will increase from $1.64 per gallon to $2.00 per gallon. MPS pays a surcharge when fuel is higher than the benchmark. For January, 2007, fuel costs have averaged $2.06 per gallon. For the FY08 budget projections used in determining school transportation allocations, the Administration assumed a $1,723,500 increase in transportation costs (4.5%) based on these new provisions. Extending the contracts holds vendors to annual increases consistent with the Consumer Price Index for All Urban Consumers (CPI-U) over the next three years. The most recent CPI-U, upon which FY08 rates would be based, was 2.7%. This would hold the FY08 increase for these contracts to $1,050,720.

7. The Administration believes that the supply and demand for school bus service will remain relatively stable over the next three years. Although the number of buses required by MPS has decreased as a result of the Neighborhood Schools Initiative (NSI) and the establishment of eight transportation regions, in FY07, 1,500 high school students were moved to yellow bus service as a result of freeway construction. An 18.5% increase in MCTS bus pass fare rates effective in FY08 results in shifting another 600-700

additional students from MCTS onto yellow bus service. All together, the Administration projects a 17-bus reduction in regular/suburban service in FY08 and a 10-bus increase in special education services, for a net 7 bus decrease in the next budget year.

8. The difference between the three-year extension and a bid is believed to be $672,780 ($1,723,500-$1,050,720). As a result of the extension, CPI-U rate increases in the second and third years would be from a smaller base than if the CPI-U were applied to a higher bid rate. Over the three-year contract extension, the difference could be $2,018,340 ($672,780 x 3 years). From a cost perspective, the three-year extension is more favorable than a new bid.

9. A summary of the FY08 contract amounts based on the proposed contract extension is listed in Table 1:

| Table 1 FY08 Bus Contract Amounts | | | | |
|---|---|---|---|---|
| Bus Contractor | Number of Buses | Regular/Suburban | Special Education | Total |
| Altas Transit | 37 | $1,334,746 | $551,486 | $1,886,232 |
| Bee Bus[1] | 60 | $2,636,305 | $226,503 | $2,862,808 |
| Dairlyand Bus | 110 | $1,890,891 | $2,757,432 | $4,648,323 |
| Johnson Bus[2] | 11 | $556,143 | $0 | $556,143 |
| Joy Farm Bus | 38 | $1,863,083 | $0 | $1,863,083 |
| Laidlaw Bus | 173 | $6,951,807 | $1,280,236 | $8,232,043 |
| Lakeside Bus | 176 | $5,978,555 | $2,196,097 | $8,174,652 |
| Lamers Bus | 156 | $5,700,011 | $1,506,739 | $7,206,750 |
| Riteway Bus | 10 | $444,916 | 0 | $444,916 |
| Specialized Care | 34 | $450,916 | $1,329,475 | $1,780,391 |
| Totals | 805 | $27,807,373 | $9,847,968 | $37,655,341 |
| Milwaukee Transit* | | $6,541,438 | | $6,541,438 |

*Based on FY08 schools and departmental budget requests.

10. Currently, no bus company is certified as a MBE or WBE. One company is owned by a minority male[1], and one is women-owned[2]. All bus companies (excluding Milwaukee Transit) are required to purchase a minimum of 3.5% of their contract with a certified HUB firm. The total HUB purchases for FY08 are projected at $1,317,937. The HUB participation is based on all transportation contracts and not just the contracts to be extended.

| M/WBE Participation | | | Employee Info | | | | |
|---|---|---|---|---|---|---|---|
| Certified | Required | Proposed | Total # | Minority | Women | Type of Business | Type of Purchase |
| No | 3.5% | 3.5% | N/A | N/A | N/A | Transport | Service |

Annual School Bus Safety Inspection Results

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

12. Below is a summary of the most current inspection results. Inspections by the Highway Patrol are lagging behind previous years schedules. Companies that have not received their 2006 inspection are noted below, and their 2005 results will be used.

| Bus Contractor | Number of Buses | | | # of Reinspections Required | # of DI | # of Approved | Pct. Disapproved |
|---|---|---|---|---|---|---|---|
| | Total | Approved | Disapproved | | | | |
| Atlas* | 59 | 51 | 8 | 0 | 7 | 87% | 13% |
| Bee | 69 | 63 | 6 | 0 | 5 | 91% | 9% |
| Dairyland | 83 | 82 | 1 | 0 | 0 | 99% | 1% |
| Johnson | 39 | 36 | 3 | 0 | 0 | 92% | 8% |
| Joy Farm* | 49 | 47 | 2 | 0 | 2 | 96% | 4% |
| Laidlaw* | 275 | 208 | 67 | 0 | 38 | 76% | 24% |
| Lakeside | 279 | 279 | 0 | 0 | 0 | 100% | 0% |
| Lamers* | 181 | 143 | 38 | 0 | 23 | 79% | 21% |
| Riteway | 13 | 10 | 3 | 0 | 3 | 77% | 23% |
| Spec.* Care | 43 | 41 | 2 | 0 | 0 | 95% | 5% |
| Totals | 1090 | 960 | 130 | 0 | 78 | 88% | 12% |

13. For FY06, the Board established a goal of an 85% approval rate for buses to pass the Highway Patrol Inspections. The actual approval rate was 88%. Companies that fail to meet the 85% approval rate goal may have their market shares decreased in subsequent years.

*Note: At this time, the Highway Patrol has not completed the 2006 inspections. The approval rate for 2005 was applied to 2006.

Strategic Plan Compatibility Statement

14. 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

15. Contracts are being presented to the Board pursuant to Board Policy 3.09.

Fiscal Impact Statement

16. If contract extensions are approved, the FY08 proposed budget will contain $37,655,341 for the contracts previously identified in this item and $6,541,438 for bus passes. The $672,780 savings that result from contract extension will increase the per-pupil for all traditional and instrumentality schools by $7.99.

17. This item does not authorize expenditures. Final authorization will be given with the adoption of the FY08 budget. The contract amounts are within the FY08 budget request. Depending on student enrollment through the Spring and Summer, the Administration may need to adjust the FY08 bus routes, and subsequently bus contracts. Contract rates for FY08 are based on the Consumer Price Index: Urban Midwest with a minimum increase of 2% and a maximum increase of 5%. For FY08, the Consumer Price Index: Urban is projected at 2.7%.

18. Funds will be included in the FY08 transportation budget request for the services described. The below table compares the amounts to be budgeted if the Board approves contract extension and the amounts that will need to be budgeted if the Board does not approve contract extensions. The accounts are as follows:

| Service | Extension | New Bid | Budget Code(s) |
|---|---|---|---|
| Milwaukee Transit | $6,102,850 | $6,102,850 | STP-0-0-TRS-DW-EPPT |
| | $438,588 | $438,588 | APT-0-0-TRS-DW-EPPT |
| | $6,541,438 | $6,541,438 | |
| Regular/Suburban | $21,399,580 | $21,014,387 | RTS-0-0-TRS-DW-EPPT |
| | $918,952 | $902,410 | SMT-0-0-TRS-DW-EPPT |
| | $4,916,312 | $4,827,818 | SM1-0-0-TRS-DW-EPPT |
| | $392,330 | $385,268 | MDK-0-0-TRS-DW-EPPT |
| | $76,500 | $75,123 | KMT-0-0-TRS-DW-EPPT |
| | $613,261 | $613,261 | RTS-0-0-TRS-DW-EVSP |
| | $28,316,935 | $27,818,267 | |
| Special Education | $1,051,744 | $1,033,813 | TED-0-0-TRS-DW-EPPT0000 |
| | $8,676,741 | $8,520,560 | RWT-0-0-TRS-DW-EPPT000 |
| | $300,000 | $300,000 | RTS-0-0-TRS-DW-EVSP |
| | $10,028,485 | $9,854,373 | |

Implementation and Assessment Plan

19. Bus contracts are for FY08 and will take effect July 1, 2007.

Committee's Recommendation

Your Committee recommends approval of the contracts in the amounts found in the table below. Contracts will be for the 2007-2008 school year.

Table 1 FY08 Bus Contract Amounts

| Bus Contractor | Regular Suburban | Special Education | Total |
|---|---|---|---|
| Altas Transit | $1,334,746 | $551,486 | $1,886,232 |
| Bee Bus[1] | $2,636,305 | $226,503 | $2,862,808 |
| Dairlyand Bus | $1,890,891 | $2,757,432 | $4,648,323 |
| Johnson Bus[2] | $556,143 | $0 | $556,143 |
| Joy Farm Bus | $1,863,083 | $0 | $1,863,083 |
| Laidlaw Bus | $6,951,807 | $1,280,236 | $8,232,043 |
| Lakeside Bus | $5,978,555 | $2,196,097 | $8,174,652 |
| Lamers Bus | $5,700,011 | $1,506,739 | $7,206,750 |
| Riteway Bus | $444,916 | 0 | $444,916 |
| Specialized Care | $450,916 | $1,329,475 | $1,780,391 |
| Totals | $27,807,373 | $9,847,968 | $37,655,341 |
| Milwaukee Transit* | $6,541,438 | | $6,541,438 |

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

* * * * *

(Item 6) Action on Authorization for Approval of Potential Contracts for Special Education Unallotted Seats 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 Board 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, requiring the State Superintendent of Public Instruction to individually approve each individual placement of students with disabilities in private agencies.

3. On June 24, 2004, the Board authorized funds for 23 unallocated seats to be used as determined by the Administration to provide services to students with behavioral issues that could not be served in other MPS sites. The District has accessed the following agencies/school to provide services under the unallocated seats provision in the past: Willowglen Academy (Phoenix Care Systems), St. Aemilian Lakeside, Kradwell, and St. Rose.

4. On June 29, 2006, the Administration requested that the Board again approve the unallocated seats, for the 06-07 school year. The Board directed the administration to bring back for the Board's approval, the names of, and specific terms for, potential contractors for the 23 unallocated seats from which the Administration may choose. Additionally, the Board directed that any potential contractors to whom the Administration may in the future wish to assign seats, and who are not included in the pre-approved list — or who are requesting terms other than those previously approved — be brought back to the Board for special consideration and approval before assignment of those seats.

5. The Milwaukee Public Schools continues to have a need for programs serving special education students experiencing difficulty with their behavior.

6. The Administration is recommending that the District have the ability to access the previously identified agencies for the unallocated seats- Willowglen Academy (Phoenix Care Systems), St. Aemilian Lakeside, Kradwell, and St. Rose-as potential sites for the use of the additional 23 unallocated seats. By identifying the above mentioned list for application of the undesignated seat allotment, the Administration will have the needed flexibility in matching student needs with a larger variety of placements when the needs occur.

Strategic Plan Compatibility Statement

7. The recommendation supports the MPS Strategic Plan Goal l, to improve student achievement.

Statute, Administrative Policy, or Board Rules Statement

8. The recommendation adheres to the provisions established by Wisconsin Statute 115.85, the MPS standards for contracting with alternative partnership schools, and the Wisconsin Administrative Code regarding the granting of waiver requests.

Fiscal Impact Statement

9. Approval of this item authorizes expenditures totaling $463,720 for 2006-07. Funding to cover the cost of the seats is included in the FY07 budget in account ARC-0-1-AGN-1S-ECTV. The costs for these seats are shown below:

| **FTEs** | | | |
|---|---|---|---|
| **Agency** | **FY05** | **FY06** | **FY07** |
| To Be Determined | 23 | 23 | 23 |
| **Costs** | | | |
| | **FY05** | **FY06** | **FY07** |
| To Be Determined | $445,720 | $454,640 | $463,720 |

Implementation and Assessment Plan

10. Unless otherwise negotiated and agreed upon by the parties in writing, the agency/school shall establish to the satisfaction of MPS on an annual basis that the agency/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. 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.

13. The agencies, in collaboration with the Department of Special Services, will develop appropriate transition plans for all students.

14. The requirements of the "No Child Left Behind" (NCLB) Act include provisions to raise academic achievement for all children.

Committee's Recommendation

Your Committee recommends that the Board authorize the pre-approval of the use of the unallocated seats from the following list of agencies/schools:

- Willowglen Academy (Phoenix Care Systems)
- St. Aemilian Lakeside
- Kradwell
- St. Rose.

Access of a seat in a given agency will be based on the individual needs of the specific student within his or her IEP process.

The Administration will proceed with the understanding that contracts with approved agencies/schools may not exceed $463,720 in total. Contracts with specific agencies or schools will depend upon the identified needs and services required by the individual assigned students as determined by their IEP processes.

Director Hardin moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item 7) Action on Resolution 0607R-015 by Director Blewett Regarding District Assets

Background

At its meeting on October 31, 2006, the Board referred Resolution 0607R-015 by Director Blewett to the Committee on Finance and Personnel:

WHEREAS, This school district, as do all public school districts in the state, annually receives a reimbursement from the state for materials purchased for school library media centers up to a certain dollar amount, which was $32 per student in the last fiscal year; and

WHEREAS, In June 2006, the Wisconsin Department of Public Instruction (DPI) filed a Report of Audit of Library Media Services in Milwaukee Public Schools (MPS), which found MPS out of compliance with PI 8.01 (2) (h); and

WHEREAS, Even though the Common School Fund is not part of PI 8.01(2)(h), DPI, as the agency responsible for the distribution and proper use of the fund, noted concern that MPS provided no documentation as to the proper use of those funds, the decision making regarding the funds, or the process implemented to acquire materials with those funds; and

WHEREAS, The Milwaukee Board of School Directors has a fiduciary responsibility to its constituents to ensure that funds, including the Common School Funds, are appropriately spent and assets are properly documented and maintained; and

WHEREAS, Due to the current financial climate within MPS and the decreasing enrollment, it has become necessary for MPS to close some schools and school programs, to combine school programs, and to move principals from one site to another; and

WHEREAS, Milwaukee Public Schools must have an accountable manner by which to safeguard assets and evaluate the value of expenditures; now, therefore, be it

RESOLVED, That the Board direct the Administration to present a comprehensive plan to this Board outlining policies and procedures to catalog and ensure appropriate use of all assets, including, but not limited to library materials, records and equipment purchased with Common School Funds; and be it

FURTHER RESOLVED, That the Administration's plan also address the issues of ensuring that all assets are appropriately safeguarded, utilized, or distributed in the case of a school closing, whenever there is a change in school administration, staff, or educational program; and be it

FURTHER RESOLVED, That this plan be presented for consideration not later than the January 2006 Board cycle.

Administration's Analysis

1. The Administration currently has systems in place to safeguard district assets, and conducted an extensive district-wide inventory process to identify items of value residing in schools and district offices.

2. The current Library Management System (LMS) are site purchased and site managed. The Division of Technology has the following responsibilities regarding the current LMS:

a. ensure that schools purchase LMS hardware per the district standard;

b. advise schools that all school based technology hardware must be recorded on the fixed asset system;

c. provide repair support for the LMS hardware under the buy-back program;

d. pick up all hardware, including LMS hardware from closing schools; and

e. refurbish used LMS hardware and make it available to other schools.

3. To maintain library media systems for schools that have merged or have been closed by the Board, the hardware and software to maintain the library media systems will remain as part of the library inventory. If it is determined that the library will be moved, the library management system and the library resources will move as one unit.

4. MPS has software systems that schools use to track financial and fixed assets. Schools use the CASH system to track cash coming into and going out of the school's checking account. The IFAS system has a fixed asset module that allows schools to track fixed assets. The Finance Department requires schools to provide periodic reports on both financial and fixed assets to ensure schools are keeping accurate records.

5. When a school changes administrators, the Finance Department works with the new administrator to ensure the school's records are up-to-date. When a school divides into several smaller schools, or when a school closes, the Office of Academic Excellence works with Administrative Accountability to ensure that assets are appropriately allocated to the new schools, or to other MPS schools.

6. The Division of Facilities and Maintenance works closely with the Office of Academic Excellence to fairly redistribute furniture and equipment from those buildings that have closed. A set of specific guidelines has been developed to facilitate this process (attached).

7. Schools are given very specific guidelines relative to spending common school funds. Further, schools are encouraged to contact the library media specialists if they have questions regarding acceptable common school fund purchases. The district library media specialists report that schools have been very stringent in following the guidelines that have been set forth.

8. The Administration will continue to enhance efforts to inform the principals and library media specialists of common school fund spending guidelines. If it is determined that schools are not spending common school funds within the guidelines, appropriate action will be taken by the Administration.

Strategic Plan Compatibility Statement

9. 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.

Statute, Administrative Policy, or Board Rules Statement

10. This item is consistent with Administrative Polices and Procedures.

Fiscal Impact Statement

11. This item does not authorize expenditures.

Implementation Plan

12. The Administration will continue to implement current practices in order to protect district assets.

Committee's Recommendation

Your Committee recommends that, in lieu of adopting the resolution, the Board support the Administration's current efforts to protect district assets, as detailed in this item.

Director Johnson moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—None.

Temporarily absent—Director Hardin—1.

* * * * *

## COMMITTEE ON STRATEGIC PLANNING AND BUDGET

Director Johnson 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 Request for Mutual Termination of the Walker International Middle School Instrumentality Charter School Contract

Background

1. On March 28, 2000, the Board approved a three-year charter school contract establishing Walker International Middle School as an instrumentality charter school. The term of the contract commenced with the 1999-00 school year and ended on the last day of school for the 2001-2002 school year. The Board extended the Walker International Middle School charter school contract on October 29, 2002, to include the 2002-03 school year, and on December 16, 2003, to include the 2003-04 school year. The Board approved a five-year contract with Walker International M.S. on November 23, 2004, commencing with the 2004-05 school year and ending on the last regularly scheduled school day of the 2008-09 school year.

2. Walker International Middle School's educational program includes the comprehensive incorporation of the Comer Model, America's Promise and Direct Instruction. Walker is a Mosaic school, with high value added, low attainment in reading and mathematics. The district's criteria for Mosaic Schools are:

- Five performance quadrants (value-added/attainment) above the district average in the past four years in at least one grade span, AND
- no performance quadrants below the district average in the most recent two years in any grade span, AND
- 80% or more (no more than five failures) on compliance review of financial/operational activities, AND
- positive improvement from 2004-05 and 2005-06 on special education compliance measures with CIFM (Continuous Improvement Focused Monitoring) cut scores above "improvement status."

3. The Walker International Middle School contract is for an enrollment of 756 students in grades 6-8. The 2006 Official September State Aid Enrollment Count for Walker was 534 students, including 97 students with special education needs (18%). The Walker 2007 January State Aid Enrollment Count was 524 students, including 110 students with special needs (20.9%). Separate from the charter, housed at Walker, is an MPS partnership school to serve 60 at-risk students, entitled SWELL (Service and Work Encouraging Life-Long Learning). The 2006 Official September State Aid Enrollment Count for SWELL was 31 students, including 0 students with special education needs (0%). The SWELL 2007 January State Aid Enrollment Count was 38 students, 0 students with special needs (0%). Walker International Middle School is located at 1712 South 32nd Street.

Administration's Analysis

4. Since 2005, Walker has not been able to meet its contract number of 756 students. Due to declining enrollment, on February 13, 2007, the Walker International Middle School principal, Dr. Hector

Perez La Boy, submitted a letter to the Superintendent requesting mutual termination of the charter contract. In the letter, he indicated that Walker and A.G. Bell Accelerated Academy have engaged in dialogue, exploring the possibility of a merger of the two sites, to maintain an enriched middle school program, effective with the 2007-08 school year. A vote among Walker staff resulted in 86% in favor of the merger. The Walker International Middle School community is requesting mutual termination of the Charter School Contract with the Milwaukee Board of School Directors as provided under sec. III.C.1., for the upcoming 2007-08 school year.

5. Section III.C. of the Charter School Contract between the Milwaukee Board of School Directors and Walker International Middle School 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, 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.

6. The Administration is involved in discussions with the school leaders and school communities of the Walker International Middle School facility and the A.G. Bell Accelerated Academy facility in order to determine the best course of action relative to the future of the SWELL program. The Administration will inform the Board of the outcomes of these discussions.

Strategic Plan Compatibility Statement

7 The recommendation supports the MPS Strategic Plan Goal 1, student achievement, and Goal 2, student success in further education and employment.

Statute, Administrative Policy, or Board Rules Statement

8. This item conforms with Administrative Policy and Procedure 9.12, Charter schools, and Wisconsin State Statute 118.40, Charter Schools.

9. The Administration feels that, as this item will have significant impact on the development of the FY08 budget, it should be considered by the Committee on Strategic Planning and Budget; therefore,

the Administration recommends that the Board waive Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties, paragraph (2), which states, in part:

> The Committee shall consider instructional reform issues and plans; charter school and partnership school proposals and contracts; innovative school proposals; proposals and plans for closing/reconstituting schools…

Fiscal Impact Statement

10. This item does not authorize expenditures.

Implementation and Assessment Plan

11. The Walker International Middle School instrumentality charter school contract will expire on the last regularly scheduled school day of the 2006-07 school year.

12. District employees will complete their 2006-07 work at the school and be reassigned consistent with the provisions found in bargaining union contracts.

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Board Rule 2.10, Committee on Innovation/School Reform — Powers And Duties, paragraph (2); and

2. agree to the mutual termination of the Walker International Middle School instrumentality charter school contract, to be effective June 30, 2007.

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

* * * * *

(Item 2) Action to Approve a Request for the Merger of A.G. Bell Accelerated Academy and Walker International Middle Schools and a Request to Waive Administrative Policy 5.01(8)(b)

background

1. The Superintendent received the attached letter, dated February 5, 2007, from Dr. Hector Perez-LaBoy, Principal of Walker International Middle School, on behalf of the staff, requesting a merger with A.G. Bell Accelerated Academy at the Bell site, to be effective with the 2007-2008 school year. On February 8, 2007, the Superintendent received the letter attached to the minutes of your Committee's meeting from Suzanne Kirby, Principal of A.G. Bell Accelerated Academy, on behalf of the staff, requesting a merger with Walker International Middle School.

Administration's Analysis

2. Pursuant to Administrative Procedures 5.01(2), Facilities Retirement, Bell and Walker Middle Schools meet the criteria for school closing and building consolidation; however, according to the Administrative Policy 5.01(8)(b), Board action is required prior to December 31 for such an undertaking. Therefore, waiver of the December 31 deadline is being requested in order to respond to the requests from the staffs at the two schools.

3. The student enrollment data supports this request. During the past four years, enrollments at both schools have decreased significantly, as detailed in the following table:

| Year | Bell | Walker |
|---|---|---|
| 2003 | 866 | 808 |
| 2004 | 781 | 768 |
| 2005 | 623 | 662 |
| 2006 | 501 | 534 |
| 2007 Projection | 421 | 462 |

4. Bell Middle School had a September 2006 enrollment of 501 students, including 116 students with special education needs (23%). Two hundred ninety-six students are currently transported to Bell. There are 127 students in the attendance area who attend Bell Middle School (30.5%), and 289 students in the attendance area who attend other MPS schools (69.5%).

5. Walker Middle School had a September 2006 enrollment of 534 students, including 97 students with special education needs (18%). Two hundred ninety-eight students are currently transported to Walker. The projected FY08 transportation cost for the merged school at Bell is $438,926 — a cost savings of $104,682 for FY08. Depending on school choices which students make, this transportation savings could be partially offset by increased costs at other schools. Because Walker is surrounded by K-8 schools, it has a very small attendance area. There are three students in the attendance area who attend Walker Middle School (1.5%), and 196 students in the attendance area who attend other MPS schools (98.5%).

6. As a result of continued declining enrollments, the FY08 projected allocations for these schools did not supply enough resources for middle school educational programs. The school staffs began to discuss the possibility of a merger to consolidate enrollment, generate additional revenue, and provide specialist and supportive services to students. The FY08 projected enrollment for the merged school will be 700 students. Representatives from the MPS Division of Facilities and Maintenance Services have analyzed the available space at the Bell facility and determined that 700 students can be accommodated at the Bell campus in addition to the Milwaukee Learning Laboratory and Institute, an instrumentality charter high school with a contract for 180 high school students.

7. There is a need for additional services to increase student achievement. Bell Middle School is a Level 3 No Child Left Behind School Identified for Improvement. Bell Middle School is currently a low-value-added, low-attainment school in reading and a low-value-added, high-attainment school in mathematics. Walker Middle School is a Mosaic, high-value-added, low-attainment school in reading and mathematics. WKCE-CRT grade 8 graphs for Bell and Walker which depict a four-year history of the percent of students scoring at/above proficient in reading, language arts, mathematics, science, and social studies are attached.

Milwaukee Public Schools will apply to the Wisconsin Department of Public Instruction for use of the Walker site number for the new school. If the request is approved, the new school will assume the Walker No Child Left Behind status.

8. On January 12, 2007, a letter was sent to Walker families regarding a potential merger with Bell. Parents were invited to the January 30, 2007, Walker School Governance Council Meeting to discuss the potential merger. The Bell School Governance Council discussed and endorsed the potential merger on January 17, 2007. On January 25, 2007, representatives of the Administration met with the Bell and Walker staffs to discuss a possible merger. On January 26, 2007, the Bell and Walker staffs met again to discuss a possible merger. The attached letters were sent by the school administrators on behalf of the school staffs to the Superintendent.

9. Upon approval of the proposed merger by the Milwaukee Board of School Directors, the school communities will work together under the leadership of the school principals to determine the program design, curriculum, and school name. The School Governance Councils will be combined for 2007-08.

10. The merged school will retain the current Bell attendance area. The only attendance area currently assigned to Walker is the Wisconsin Avenue attendance area. Through previous Board action

relative to the closing of Wisconsin Avenue School, that area will be added to the Story K-8 School attendance area beginning in 2007-08. The current student diversity at Bell Middle School is 39% African American, 31% White, and 20% Hispanic, and 10% Other. The current student diversity at Walker Middle School is 45% African American, 45% Hispanic, 4% White, and 6% Other.

11. On January 25, 2007, the Milwaukee Board of School Directors took action to relocate ALBA (Academia de Lenguaje y Bellas Artes) instrumentality elementary school from the South Division campus to the second floor of Walker Middle School effective with the 2007-08 school year. Combining the two schools will enable the available space at Walker to be leased, generating district revenue. The educational program savings will be directed to the merged school for a three-year period in order to strengthen the educational program. Merging the two schools will provide the resources for additional support staff and services. This savings redistribution is similar to the arrangement now in place at Carver Academy and Fletcher School.

12. Fifty-nine percent (606) of the current students at Bell and Walker are sixth and seventh graders who would potentially attend the merged school. Letters were mailed to Bell and Walker parents/guardians during the week of February 12, 2007, regarding the proposed merger. A meeting was held on February 15, 2007, at Bell for Walker and Bell parents and guardians. Parents and guardians were also informed of the February 20, 2007, meeting of the Milwaukee Board of School Directors and the possibility of an opportunity to provide testimony at a public hearing at that time.

13. On January 8, 2007, the Administration informed the Milwaukee Teachers' Education Association of the potential merger. The Milwaukee Teachers' Education Association was informed of the January 25 and January 26 Bell and Walker combined staff meetings where a possible merger was discussed. Bargaining units affected by the merger have been advised of the proposed merger and of the February 20, 2007, meeting of the Milwaukee Board of School Directors.

Strategic Plan Compatibility Statement

14. 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 the choices in the educational marketplace.

Statute, Administrative Policy, or Board Rules Statement

15. Merger of the two schools will result in the closure of Walker International Middle School and creation of the opportunity to lease available space at the Walker facility. 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…." Because the proposed merger originated from the Bell and Walker staffs as a result of the FY08 enrollment projection and proposed budget development process, the December 31st deadline has passed. The Administration is, therefore, requesting a waiver of the December 31st deadline.

16. Merger of the two schools meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement as it relates to the closing of a school, building consolidation and consolidation principles.

17. The Administration feels that, as this item will have significant impact on the development of the FY08 budget, it should be considered by the Committee on Strategic Planning and Budget; therefore, the Administration recommends that the Board waive Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties, paragraph (2), which states, in part:

> The Committee shall consider instructional reform issues and plans; charter school and partnership school proposals and contracts; innovative school proposals; proposals and plans for closing/reconstituting schools…

Fiscal Impact Statement

18. Merger of the two schools will enable the district to lease available space in the Walker facility which will result in additional revenue to the district in FY08.

19. As an incentive for the two schools to merge, an allocation of $388,413 will be added to the new school's FY08 budget. It will continue for two more years, pending annual approval of the school allocation process. The amount of the incentive is based on savings in non-classroom staff and is available to schools that create district savings in facility costs through merging.

20. Funds to cover staff packing, unpacking, and moving of furniture, equipment and supplies from Walker to Bell will come from the School Relocation Account in the Construction Fund. These costs are estimated at $167,600. Funds to cover staff expenses associated with program planning will be charged to the local school budget. No building modifications are required.

Implementation and Assessment Plan

21. Upon Board approval, the Administration will create an implementation team to assist the two school communities with all of the activities required to open the new school. Available space in the Walker facility will be made available for lease.

22. The school communities will work together under the leadership of the Bell and Walker principals to determine the program design, curriculum, and school name.

23. The Administration will make the necessary student assignment, attendance area, and transportation adjustments.

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

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties, paragraph (2);
2. waive Administrative Policy 5.01(8)(b), as related to the December 31 deadline for possible school closures for the following year, specifically Walker International Middle School;
3. close the current Walker International Middle School, effective June 2007, and make available space in the Walker facility available for lease;
4. approve the merger of the current A.G. Bell Accelerated Academy and Walker International Middle School. with the new school to be located at the Bell site; and
5. Allocate incentive funds in the amount of $388,413 in the FY08 budget to the newly created school.

Director Johnson moved to approve the recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—6.

Noes—None.

Voting "present"—Director Blewett—1.

Temporarily absent—Director Morales—1.

* * * * *

(Item 3) Action to Approve a Request for the Merger of Edison Preparatory Middle School, Edison Career Academy of Public Safety High School, and John Muir Middle School and a Request to Waive Administrative Policy 5.01(8)(b)

Background

1. The Superintendent received the attached letter, dated February 8, 2007, from Principals Jennie Dorsey and Matthew Boswell requesting the merger of Edison Middle and High School and John Muir Middle School effective with the 2007-2008 school year. The Administration has recommended that the new school be located at the Muir site.

Administration's Analysis

2. Pursuant to Administrative Procedures 5.01(2), Facilities Retirement, Edison and Muir Middle Schools meet the criteria for school closing and building consolidation; however, according to the Administrative Policy 5.01(8)(b), Board action is required prior to December 31 for such an undertaking. Therefore, waiver of the December 31 deadline is being requested in order to respond to the request from the two schools.

3. The student enrollment data supports this request. During the past seven years middle grade enrollments at both schools have decreased significantly as detailed in the following table:

| Year | Edison | Muir |
|---|---|---|
| 2000 | 791 | 907 |
| 2001 | 779 | 892 |
| 2002 | 706 | 843 |
| 2003 | 533 | 745 |
| 2004 | 457 | 655 |
| 2005 | 369 | 583 |
| 2006 | 327 | 571 |
| 2007 Projection | 258 | 490 |

The Edison enrollment decline was offset by the implementation of the Edison Career Academy of Public Safety High School beginning in 2003. The high school grades enrollment history is detailed in the following table:

| Year | Edison High School |
|---|---|
| 2003 | 106 (grade 9) |
| 2004 | 175 (grades 9-10) |
| 2005 | 252 (grades 9-11) |
| 2006 | 371 (grades 9-12) |
| 2007 Projection | 367 (grades 9-12) |

4. Edison Middle/High School had a September 2006 enrollment of 698 students including 156 students with special education needs (22%). Four hundred ninety-nine students are currently transported to Edison. Edison does not have an attendance area.

5. Muir Middle School had a September 2006 enrollment of 571 students including 155 students with special education needs (27%). Two hundred eighty-five students are currently transported to Muir. There are 196 students in the attendance area who attend Muir Middle School (9%) and 1,965 students in the attendance area who attend other MPS schools (91%). The projected FY08 transportation cost for the merged school at Muir is $517,475 — a cost savings of $146,147 for FY08. Depending on school choices students make, this transportation savings could be partially offset by increased costs at other schools.

6. As a result of continued declining enrollments, the FY08 projected allocations for these schools did not supply enough resources for middle school educational programs. The school staffs began to

discuss the possibility of a merger to consolidate enrollment, generate additional revenue, and provide specialist and supportive services to students. The FY08 projected enrollment for the merged school will be 940 (573 middle school and 367 high school) students. Representatives from the MPS Division of Facilities and Maintenance Services have analyzed the available space at the Muir facility and determined that 940 grades 6-12 students can be accommodated. However, the Vincent Outpost which is currently located at the Muir facility will need to be relocated.

7. There is a need for additional services to increase student achievement.

   a. Edison is a Level 2 No Child Left Behind School Identified for Improvement. Edison Middle School is currently a high value added, low attainment school in reading and a low-value-added, low attainment school in mathematics. Edison High School is currently a high value added, low attainment school in reading and mathematics.

   b. Muir Middle School is a Level 3 No Child Left Behind School Identified for Improvement. Muir Middle School is currently a high value added, low attainment school in reading and mathematics.

   c. WKCE-CRT grades 8 and 10 graphs for Edison and Muir which depict a four-year history of the percent of students scoring at/above proficient in reading, language arts, mathematics, science, and social studies are attached.

   d. Milwaukee Public Schools will apply to the Wisconsin Department of Public Instruction for a new site number for the new school due to the change in grade configuration (grades 6-12) at the Muir location. If the request is approved, the new school will begin initial monitoring relative to No Child Left Behind requirements.

8. On December 4, 2006, staff representatives from Edison and Muir engaged in dialogue regarding a proposed merger. On February 8, 2007, representatives of the Administration met with the Edison staff and on February 12, 2007, with the Muir staff to discuss a possible merger.

9. Upon approval of the proposed merger by the Milwaukee Board of School Directors, the school communities will work together under the leadership of the school principals to determine the program design, curriculum, and school name. The School Governance Councils will be combined for 2007-08.

10. The merged school will retain the current Muir attendance area for the middle grades. The current student diversity at Edison Middle School is 97% African American and 91% African American at Muir Middle School,

11. Merging the two schools will enable the Edison facility to be closed and the savings in non-classroom staff will be directed to the new school for a three-year period in order to strengthen the educational program. Merging the two schools will provide the resources for additional support staff and services. This savings redistribution is similar to the arrangement now in place at Carver Academy and Fletcher School.

12. It is anticipated that all students currently enrolled in grades 6-11 at Edison and in grades 6-7 at Muir who desire to attend the merged school will be accommodated in the new school for 2007-08. Seats will also be available for incoming sixth graders. Letters were mailed to Edison and Muir parents/guardians during the week of February 12, 2007, regarding the proposed merger. Parents and guardians were invited to a school meeting scheduled for February 15, 2007, at Edison and at Muir. In the letter, parents and guardians were also informed of the February 20, 2007, meeting of the Milwaukee Board of School Directors and the possibility of an opportunity to provide testimony at a public hearing at that time.

13. On January 8, 2007, the Administration informed the Milwaukee Teachers' Education Association of the potential merger. The Milwaukee Teachers' Education Association was also informed of the February 8 and February 12 Edison and Muir staff meetings where a possible merger was discussed. Bargaining units affected by the merger have been advised of the proposed merger and of the February 20, 2007, meeting of the Milwaukee Board of School Directors.

Strategic Plan Compatibility Statement

14. 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 the choices in the educational marketplace.

Statute, Administrative Policy, or Board Rules Statement

15. Merger of the two schools will result in the closure of the Edison facility. 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…." Because the proposed merger originated from the Edison and Muir staffs as a result of the FY08 enrollment projection and proposed budget development process, the December 31 deadline has passed. The Administration is, therefore, requesting a waiver of the December 31 deadline.

16. Merger of the two schools meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation and consolidation principles.

17. The Administration feels that, as this item will have significant impact on the development of the FY08 budget, it should be considered by the Committee on Strategic Planning and Budget; therefore, the Administration recommends that the Board waive Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties, paragraph (2), which states, in part:

> The Committee shall consider instructional reform issues and plans; charter school and partnership school proposals and contracts; innovative school proposals; proposals and plans for closing/reconstituting schools…

Fiscal Impact Statement

18. Merger of the two schools will enable the district to mothball the existing Edison facility and will result in lower operating costs for the district by approximately $383,867 for FY08. The resulting savings will be shared by all schools in the district on a per-pupil basis.

19. As an incentive for the two schools to merge, an allocation of $607,886 will be added to the new school's FY08 budget. It will continue for two more years, pending annual approval of the school allocation process. The amount of the incentive is based on savings in non-classroom staff and is available to schools that create district savings in facility costs through merging.

20. Funds to cover staff packing, unpacking, and moving of furniture, equipment and supplies from Edison to Muir and relocation of the Vincent Outpost will come from the School Relocation Account in the Construction Fund. These costs are estimated at $198,200. Funds to cover staff expenses associated with program planning will be charged to the local school budget. No building modifications are required.

Implementation and Assessment Plan

21. Upon Board approval, the Administration will create an implementation team to assist the two school communities with all of the activities required to open the new school and to close the Edison facility. The existing Edison facility will remain closed for FY08.

22. The school communities will work together under the leadership of the Edison and Muir principals to determine the program design, curriculum, and school name.

23. The Administration will make the necessary student assignment and transportation adjustments.

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

Committee's Recommendation

Your Committee recommends that the Board:

1. waive Board Rule 2.10, Committee on Innovation/School Reform — Powers and Duties, paragraph (2);
2. waive Administrative Policy 5.01(8)(b), as related to the December 31 deadline for possible school closures for the following year, specifically Edison Preparatory Middle School and Edison Career Academy of Public Safety High School;
3. close the current Edison facility, effective June 2007;
4. approve the merger of the current Edison Preparatory Middle School, Edison Career Academy of Public Safety High School, and John Muir Middle School, with the new school to be located at the Muir site; and
5. allocate incentive funds in the amount of $607,886 in the FY08 budget to the newly-created school.

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

* * * * *

(Item 4) Action on Resolution 0607R-029 by Directors Goldberg and Spence Regarding a Reorganization of Central Services Staff

Background

At its January 25 meeting, the Board referred Resolution 0607R-029 by Directors Goldberg and Spence to the Committee on Strategic Planning and Budget:

WHEREAS, On March 28, 2000, the Board took action to adopt the following District Mission:

- 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, and
- Parents choose the Milwaukee Public Schools to educate their children; and

WHEREAS, Beginning in July 2003, the District began implementing the Milwaukee High School Redesign initiative, a five-year plan (2003-2008) to create the redesign, transformation, and revitalization of all MPS high schools, with the expectation that all high schools, not only those participating in the development of small schools, would be challenged to improve academic achievement for all students; and

WHEREAS, In the June 2006 Council of Great City Schools' report *Raising Achievement in the Milwaukee Public Schools,* one of the findings suggested that "The central office, for all intents and purposes, has delegated responsibility for improving student achievement to the individual schools…"; and

WHEREAS, The Council of Great City Schools' report further stated, "… the district need not standardize everything. It might want to leave higher-achieving schools alone, concentrating instead on those in need of the most improvement"; and

WHEREAS, At a November 8, 2006, meeting of the Board's Committee on Strategic Planning & Budget, regarding contracting to promote innovation and autonomy, Mr. Joe Graba spoke of the change in public education from a system of universal access to a system of universal achievement for students; and

WHEREAS, Mr. Graba, stating that the failure to achieve the goal of universal student achievement may be a design problem, referred to the Innovator's Dilemma and suggested that there should be a re-organization to develop a platform for innovation within the District; and

WHEREAS, The District is currently working with the Greater Milwaukee Education Committee, the "Focus on Results" group, and the Milwaukee community at large to seek input on what the Milwaukee community believes should be done to develop a strategic plan centered on aligning resources with raising student achievement; now, therefore, be it

RESOLVED, That the Administration develop a plan to reorganize Central Services staff serving those schools whose outcomes for students are defined by contract; and be it

FURTHER RESOLVED, That this reorganization be aligned to meet the needs of the students and to support innovative programs and practices designed to meet the needs of the defined student population; and be it

FURTHER RESOLVED, That this reorganization continue, build on, and expand upon the unique values, practices, and tenets introduced in the Milwaukee High School Redesign; and be it

FURTHER RESOLVED, That the reorganization plan provide a defined separation from traditional District practices and procedures to allow for the greatest flexibility for change and innovation, with the associated staff to report directly to the highest level; and be it

FURTHER RESOLVED, That the Administration's plan be clearly identified and included in the proposed FY08 budget.

Administration's Analysis

1. Beginning in March 2000, the Milwaukee Board of School Directors took a number of steps to fulfill a commitment to develop, support, and hold accountable a broad and varied set of schools through which all students will be well prepared for their educational and employment goals. The steps taken by the Board included support of the Milwaukee High School Redesign Initiative in November 2003 as well as support of the launch of unique charter and traditional schools. These efforts have shown success, but this success has not been universal.

2. Review of the efforts to develop a unique and varied set of successful schools was undertaken by the Council of Great City Schools with findings that suggest greater responsibility for low achieving schools is required at the central level while at the same time, providing greater autonomy for high achieving schools. Exploration of these recommendations was pursued by the Board with the support of Mr. Joe Graba of Education Evolving.

3. Mr. Graba suggested that the effort to develop high performing schools for all students may be a design problem and that a reorganization that supports innovation may be an appropriate plan of action. This recommendation is consistent with current district efforts to implement differentiated school management where low performing schools are more tightly directed and supported through the NEA Focus School effort and where high performing schools are given greater autonomy and control of direction and supports through the MOSAIC schools effort.

4. Within the context of differentiated management of schools and the high school redesign effort, the district is working with the Greater Milwaukee Education Committee and the "Focus on Results" group

to engage the greater Milwaukee community in the development of a long-range strategic plan to align resources and raise student achievement.

5. The district is committed to improving its process for reviewing contracted schools and has modified model contract language as part of the broader effort to provide greater autonomy, while at the same time ensuring adequate accountability. The district is also differentiating support to its contracted school to improve student achievement.

6. This resolution directs the Administration to analyze the current efforts described above and extend these through the following actions:

a. Reorganization of Central Services with regards to schools whose outcomes for student are defined by contract;

b. Alignment of this reorganization to support innovative programs and practices such as those being pursued within the high school redesign initiative;

c. Separation of the reorganized portion of Central Services from traditional structures to provide for flexible practices and procedures to support innovation and change, with this reorganization reporting to the highest levels within the district; and

d. Identification of this plan included in the proposed FY08 budget.

7. The development of a unique management sector that focuses on contracted schools and on schooling innovation is consistent with current efforts under the differentiated school management model and is consistent with the high school redesign initiative. The high school redesign initiative is moving into its fifth and final year. The proposed reorganization provides for a transition from the existing initiative efforts to an ongoing commitment to innovation through which the new, small high school focus will be sustained.

8. The differentiated school management model currently identifies three groups of schools based on student and school performance. Each group is managed differently. Low performing schools, also referred to as NEA Focus Schools, are tightly managed and supported. High performing schools, or MOSAIC schools, are given greater flexibility and have access to greater autonomy at their request. Schools within the middle are managed with a district level team that provides support and pressure.

9. The Administration proposes the following conceptual reorganization that seeks to extend the differentiated school management model with the addition of an "innovation" sector that will work directly with schools that have a contract relationship with the Board and are meeting and exceeding student achievement expectations. This sector will focus on providing assistance to schools through the development of practices that best support student achievement and school autonomy.

10. The Administration proposes the development of a new department that reports directly to the Chief Academic Officer. The new "Department of School Innovation" will house the Division of Diversified Community Schools, the High School Redesign Initiative, and provide support for high performing schools that are seeking opportunities to try innovative educational approaches.

11. Implementation of unique school practices as managed by the Department of School Innovation will be supported through the identification of a position in each district department that will serve in a liaison relationship to the contracted schools. The inter-department liaison will be knowledgeable about the practices and processes available to contracted schools and serve as an advocate to insure that these practices and processes are supported.

12. Implementation of this reorganization will be supported through the district's involvement in "Leadership for Equity and Accountability in Districts and Schools" (LEADS). LEADS is a project of the Stanford University School Redesign Network and the Stanford Educational Leadership Institute. Stanford

business and education faculty will collaborate with districts on planning, managing, and supporting central office and secondary school change in complex public systems. Milwaukee Public Schools was invited to apply for and was accepted into the first cohort of LEADS.

13. The proposed Department of School Innovation will be presented as part of the FY08 budget.

Strategic Plan Compatibility Statement

14. 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.

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. Expenditure authorization will be sought with the presentation of the FY08 budget

Implementation and Assessment Plan

17. Upon approval by the Board, the Administration will make the proposed changes through the FY08 budget.

Committee's Recommendation

Your Committee recommends that the Board adopt Resolution 0607R-029 by Directors Goldberg and Spence.

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

* * * * *

## REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 38 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 January 25, 29, 30, and 31, 2007, and February 1, 2, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, and 20, 2007.

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

Ayes— Directors Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker — 7.

Noes—None.

Temporarily absent—Director Blewett—1.

* * * * *

# NEW BUSINESS

## ACTION ITEM

(Item 1) Consideration of a Request from the District Attorney's Office To Provide a Victim Impact Statement and To Request Restitution Related to a Criminal Complaint

(Taken up earlier in the meeting).

## REPORTS OF BOARD DELEGATES

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

Delegate: Director Johnson

Major Activities — February 2007

- Meetings:
  - — February 1, 2007 — Employee orientation for new Family Partnership Associates
  - — February 2, 2007 — Focus group meetings with all staff regarding human resource issues
  - — February 2, 2007 — Head Start Managers Meeting
  - — February 9 & 13, 2007 — Health Training Meeting with new Family Partnership Associates facilitated by Health Coordinator
  - — February 9, 2007 — Head Start Managers Meeting
  - — February 10, 2007 — Head Start Policy Council Meeting
  - — February 12, 2007 — Head Start Staff Meeting/ERSEA Meeting with Family Partnership Associates
  - — February 16, 2007 — Health Staff and three Family Partnership Associates attended City-wide Lead Training sponsored by Social Development Commission
  - — February 16, 2007 — Interviews held with applicants for Head Start Coordinator and Education Manager positions
  - — February 20, 2007 — Meeting with ALBA Teacher-in-Charge and Facilities and Maintenance Staff regarding ALBA'S relocation to Walker School
  - — February 21, 2007 — Head Start Management Meeting
  - — February 23, 2007 — Head Start Teacher/Educational Assistant Professional Development Training Day facilitated by Educational Manager
  - — February 26, 2007 — ERSEA Meeting/ Staff Inservice Guest Speaker from Fight Asthma
- Manager Activities
  - — Health, Mental Health& Disabilities
    - ✓ February 8, 2007 — Participated on interview panel for Educational Manager position
    - ✓ February 12, 2007 — Attended Division of Early Childhood Meeting

- ✓ February 14, 2007 — Held planning session with Health Coordinator
- ✓ February 16, 2007 — Conducted site visit for Alba relocation to Walker
- ✓ February 27, 2007 — Arranged Dental Day at Kagel School

— Interim Educational Manager

- ✓ Site visits to continue classroom monitoring
- ✓ Continuing to work with Facilities and Maintenance on electrical work plans
- ✓ Meeting with Region V Head Start TA Network Managers and Consultants and MPS Director of Early Childhood MPS
- ✓ Research on best practices in early childhood education
- ✓ Presented classroom library information to Policy Council

— Interim ERSEA/FPA Manager

- ✓ February 10, 2007-Attended Policy Council Meeting
- ✓ February 15, 2007-Meeting with MPS Homeless Coordinator
- ✓ February 5, 14 2007-Meetings with Technology representative to develop PIR
- ✓ Reporting System
- ✓ Review 3 Choice Applications for 2007-2008 school year
- ✓ Training activities with new FPAs

The next Policy Council meeting is scheduled for Saturday, March 10, 2007, at 12:00 noon

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

Delegate: President Dannecker

Previous Month's Summary:

- Christine Anderson, Dan Donder, Dennis Oulahan, and Linda Post gave several presentations regarding the MPA and NEA Foundation grant at the Holmes Partnership Conference held on January 25-28, 2007, in San Antonio, Texas. One of the presentations was done in partnership with the Great Schools Partnership from Knoxville, Tennessee. All presentations went well.
- The Milwaukee Area Academic Alliance in English had a workshop on February 3 regarding transitions, which included K-12 teachers and first-year college students discussing their transition from K-12 education to college.
- Through the work of Family Literacy & Tutoring, the MPA is again co-sponsoring a literacy conference, Reading: a Slam Dunk to Success, on March 28 at UWM. Approximately 200 of MPS's more disadvantaged fourth-grade students from four schools will participate along with their families and teachers. The conference will engage the students in reading workshops and other educational activities. Resource materials will be available for families to take home regarding lifelong learning, higher and continuing education, ESL and literacy tutoring, family activities for the summer, and helpful tips on

improving child literacy. The conference will provide books, school supplies, complimentary lunch, and transportation. The mission is to inspire and encourage reading at home for success in school and to introduce reading as fun and positive. It is hoped that student interest in higher education will also be stimulated.

- The MPA is maintaining a connection with the parent group that has been addressing parent issues and is also continuing to discuss needs, concerns, and involvement.
- Tutor training sessions took place on February 12 and 13 at UWM. A session was also conducted in January at UWM for 30 students that will be tutoring at Hartford University School.
- The MPA Website has been moved to the new server, which will support the tutoring database. The database should be up and running in March.
- An intense, three-day symposium sponsored by the NEA is scheduled for the end of March, at which discussion will take place with experts around the issue of secondary literacy problems in urban districts, focusing on middle- and high-school reading and literacy. Thirty-five people are attending, including some from the MPA.
- Joseph Brown, MPS Title I Coordinator and Co-chair of the MPA Family Literacy & Tutoring Work Group, has retired. A new work group co-chair will be sought.
- The Metropolitan Milwaukee Area Deans of Education (MMADE) met on February 15. Literacy was the focus of this meeting, and literacy faculty attended along with their deans. Kathy Williams from MPS gave an overview of the work of the Comprehensive Literacy Work Group, and discussion took place on how to work in collaboration to address the challenges both in the district and in the teacher preparation programs. Several members of this group will meet to develop next steps in the collaboration.
- Betty Smith, Family Literacy & Tutoring Coordinator, organized a strategic planning session for clergy which took place on February 1 at the Private Industry Council. More than 30 clergy of various races and denominations were in attendance. Another meeting for further discussion is planned for February 27.
- Approximately 90 students attended the strategic planning session conducted by trained student facilitators at Riverside High School on February 1.
- NSF grant funds for Year 4 have been released. From these funds, $10,000 has been targeted for parents/parental support. A plan for use will be developed.
- The Math Teacher Leader meeting held on February 9 had a good turnout. The Milwaukee Mathematics Partnership (MMP) gave a presentation at the Wisconsin Mathematics Council Leadership Meeting on February 13 and has recently given a number of national presentations at the Association of Mathematics Teacher Educators Conference. For additional information on the work being carried out through the MMP, please see the January *MMP Messenger* and February *MMP Math Minutes*.
- MPS conducted professional development for assistant principals at the end of January that provided an overview of the Characteristics of a High Performing Urban Classroom and entailed some of the activities that the principals have been engaging in at the monthly Instructional Leadership Conference at Cardinal Stritch University.
- The Implementation Team discussed some of the problems and challenges associated with PI34 and how these might be addressed. A task group will be pulled together to work on this through the Teacher & Principal Quality Work Group.
- The Wisconsin PK-16 Leadership Council has invited various business, governmental, and community leaders (including some MPA Partners) to a special Summit on 21st Century

Skills to be held in Madison on March 14 in an effort to align the needs of Wisconsin's employers and the educational system in the state. Participants will engage in a highly interactive process to set important directions and expectations for K-12 and postsecondary education in Wisconsin. Recommendations from this summit will have an impact on the review of Wisconsin's educational standards at all levels as well as alignment between high school and postsecondary education.

- Planning continues for the Milwaukee Education Day event with legislators regarding advancement of education issues in Milwaukee, which will likely take place this April in Madison. Plans at this time include a three-event effort on one day to include a breakfast for key education and legislative leaders, a rally at the state capitol, and an opportunity for people to talk with their legislators.
- Fifteen applications have been received for the MPA Executive Director position from both local and national candidates. The Search Committee is scheduled to review the applications on February 22.
- Candidates are being sought to fill two Teacher-In-Residence (TIR) positions for the Carnegie grant (Teachers for a New Era). These positions will target social sciences, science, or the arts. The application deadline was February 16.

The next meeting to be held on March 16, 2007.

* * * * *

# RESOLUTIONS

**Resolution 0607R-030**

**by Director Johnson**

WHEREAS, At its meeting on October 24, 2006, the Board approved the allocation of $1 million in public funds from the Extension Fund to support arts education activities for the 2006-07 school year and summer 2007; and

WHEREAS, 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 secure new and additional resources to support arts-related programs.; and

WHEREAS, The Extension Fund dollars were to be used only to fund arts-related activities outside of the regular school day, e.g., before and after-school programs, Saturday and summer programs, and evening activities, while matching resources from outside MPS may be used to fund arts-related activities during the regular school day and may include in-kind services; and

WHEREAS, The response to this action has been overwhelmingly positive, 37 proposals having been received from outside agencies, with 30 of them having been recommended for approval, for a total of $848,833, with the remaining balance of $151,167 to be made available for the second application period, due March 15, 2007; and

WHEREAS, It is estimated that services will be provided to students in about 95 schools, and that nearly 18,000 students will be affected; 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, With so many other programs vying for the already strained budgetary resources of MPS, funding for arts education in MPS will continue to be problematic for the foreseeable future; now, therefore, be it

RESOLVED, That the Board direct the Administration to expand this matching-funds arts funding program for the next five years, adding to the Extension Fund for this purpose each year an amount based upon that of the previous year, plus a percentage to reflect the annual increase in the cost of living, as follows:

FY07 allocation = $1 million (FY06 allocation) + % cost-of-living adjustment
FY08 allocation = total amount of FY07 allocation + % cost-of-living adjustment
FY09 allocation = total amount of FY08 allocation + % cost-of-living adjustment
FY10 allocation = total amount of FY09 allocation + % cost-of-living adjustment
FY11 allocation = total amount of FY10 allocation + % cost-of-living adjustment; 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 arts-funding program, to include 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, Within each of the five years of this expanded arts funding program, 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, at the end of the five-year period, this arts-funding scheme be brought back to the Board for possible renewal.

Referred to the Committee on Strategic Planning and Budget.

**Resolution 0607R-031**

**By Director Johnson**

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.

Referred to the Committee on Innovation/School Reform..

The Board adjourned at 10:25 PM

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# MARCH 8, 2007

Special meeting of the Board of School Directors called to order by President Dannecker at 6:45 PM.

Present—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

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

March 5, 2007

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

At the request of President Joseph Dannecker, a special meeting of the Board of School Directors will be held at 5:30 P.M. on Thursday, March 8, 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 employment, compensation, and performance evaluation data relative to the terms of an employment agreement for the Superintendent of Schools; and

3. to confer with legal counsel who is rendering oral or written advice concerning strategy with respect to litigation in which it is or is likely to become involved.

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

In regard to Item 2 above, and pursuant to Wisconsin Statutes 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.

In regard to Item 3 above, and pursuant to Wisconsin Statutes, Section 19.85(g), the Board may retire to executive session for the purpose of conferring with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

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

LYNNE A. SOBCZAK
Board Clerk

With respect to Item 1, the Director, Office of Board Governance/Board Clerk, presented 16 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 February 21, 22, 23, 26, 27, 28, and March 2, 2007.

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker — 8.

Noes—None.

With respect to Item 2, President Dannecker presented the following proposed terms for extension of the Superintendent's contract:

1. Upon board approval of the strategic plan created through the Focus on Results process, the goals, strategies and metrics specified within the strategic plan become the evaluation criteria for the Superintendent, commencing with the second evaluation after the Board adopts the strategic plan (as it may be amended by the Board).
2. However, in 2007, anticipated to be the first annual evaluation conducted after submittal of the strategic plan for Board consideration, the Superintendent shall be evaluated on the development and submittal of the strategic plan, and a plan for implementation of the strategic plan, with timelines, as well as his implementation of the plan(s) through the date of the initial evaluation.
3. Within 60 days of board approval of the strategic plan, the Superintendent will deliver to the Board a plan for implementation of the strategic plan.
4. The Superintendent's performance evaluation tool for subsequent years will be revised to reflect the strategic plan goals, strategies and metrics.
    a. Within 30 days of board approval of the plan for implementation of the strategic plan the Superintendent will deliver to the board a draft of an evaluation tool, for use in those subsequent years, revised to reflect the goals strategies and metrics established by the strategic plan.
    b. The board shall have 45 days to review, amend and approve the evaluation tool.
    c. Should the board fail to approve the evaluation tool within 45 days, the Superintendent's proposal shall go into effect..
    d. The Superintendent's annual evaluation will be scheduled to occur on the anniversary date of the Board adoption of the plan for implementation of the strategic plan.
    e. All reporting dates will be scheduled from the anniversary date of the Board adoption of the plan for implementation of the strategic plan; and
5. The Superintendent's contract will be extended seven months, to conclude March 23 2009.

Director Goldberg moved that the Board accept the terms of extension, paragraphs 1 through 5, with the amended language in paragraphs 4b and 4c as follows:

1. Upon board approval of the strategic plan created through the Focus on Results process, the goals, strategies and metrics specified within the strategic plan become the evaluation criteria for the Superintendent, commencing with the second evaluation after the Board adopts the strategic plan (as it may be amended by the Board).
2. However, in 2007, anticipated to be the first annual evaluation conducted after submittal of the strategic plan for Board consideration, the Superintendent shall be evaluated on the development and submittal of the strategic plan, and a plan for implementation of the strategic plan, with timelines, as well as his implementation of the plan(s) through the date of the initial evaluation.
3. Within 60 days of board approval of the strategic plan, the Superintendent will deliver to the Board a plan for implementation of the strategic plan.
4. The Superintendent's performance evaluation tool for subsequent years will be revised to reflect the strategic plan goals, strategies and metrics.
    a. Within 30 days of board approval of the plan for implementation of the strategic plan the Superintendent will deliver to the board a draft of an evaluation tool, for use in those subsequent years, revised to reflect the goals strategies and metrics established by the strategic plan.
    b. ~~The board shall have 45 days to review, amend and approve the evaluation tool.~~ The Board shall have 45 days to review, amend, and to take action on the evaluation tool.
    c. ~~Should the board fail to approve the evaluation tool within 45 days, the Superintendent's proposal shall go into effect.~~ Should the Board fail to take action on the evaluation tool within 45 days, the Superintendent's proposal shall go into effect.
    d. The Superintendent's annual evaluation will be scheduled to occur on the anniversary date of the Board adoption of the plan for implementation of the strategic plan.
    e. All reporting dates will be scheduled from the anniversary date of the Board adoption of the plan for implementation of the strategic plan; and
5. The Superintendent's contract will be extended seven months, to conclude March 23 2009.

Director Blewett moved a substitute, that the Board approve the amended language in paragraphs 1 through 4e, with the addition of benchmark goal data for the 2007 evaluation in paragraph 2, and with the following paragraph inserted before paragraph 5:

(2) that, when there is a date certain for the strategic plan implementation plan, the Board then reconvene to consider item 5 regarding extension of the Superintendent's contract.

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

Ayes—Directors Blewett, Hardin and Morales—3.

Noes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

Director Hardin moved a substitute, that the Board approve the amended language in paragraphs 1 through 4e, with the following paragraph inserted before paragraph 5:

(2) that, when there is a date certain for the strategic plan implementation plan, the Board then reconvene to consider item 5 regarding extension of the Superintendent's contract.

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

Ayes—Directors Blewett, Hardin and Morales—3.

Noes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

The question being on Director Goldberg's original motion, to approve the original proposed terms with the amended language in paragraphs 4b and 4c, it was adopted, the vote being as follows:

Ayes—Directors Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—6.

Noes—Directors Blewett and Hardin—2.

With respect to Item 3, Director Johnson moved that the Board retire to executive session, pursuant to the provisions of the Wisconsin Statutes Section 19.85(g), to confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted with respect to litigation in which the Board is or is likely to become involved.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

The Board retired to executive session at 8:01 PM.

The Board adjourned from executive session at 8:17 PM.

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

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# MARCH 29, 2007

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:48 PM.

Present—Directors Blewett (7:11 PM), Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

Student Representatives present—Fabiola Roque, Rodtrell Cameron and Ursula Mylnarek.

## 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:

**M. LOURDES CASTILLO,**
**PRINCIPAL**

The Association of Wisconsin School Administrators (AWSA) recently recognized M. Lourdes Castillo, Principal of Vieau Elementary School, as the 2007 Wisconsin Elementary School Principal of the Year. This prestigious award will be presented to Ms. Castillo during the 2008 Elementary Commission Conference scheduled for February 12-13, 2008, in Stevens Point, Wisconsin.

In addition to this great honor, Ms. Castillo will serve as the Wisconsin representative to the Variable Annuity Life Insurance Cooperation (VALIC)/National Association of Elementary School Principals (NAESP) National Distinguished Principals Program. This is the 21st year that the AWSA has selected an outstanding Wisconsin principal to take part in the prestigious national recognition program which is co-sponsored by the NAESP and VALIC. Ms. Castillo has been invited to attend the program, which will take place in Washington, D.C., in October 2007.

As principal of Vieau, Ms. Castillo has exhibited superior skills as an instructional leader and has close ties to the school. She was a student at Vieau and began teaching there in 1977. She served as a vice-principal from 1989 through 1992 and started the 1992-93 academic year as the school's principal. It is evident from the many successes of the Vieau School community that Ms. Castillo is thoroughly invested in ensuring excellence in education for each student. Some of these successes include the following:

- Over the last four years, Vieau has demonstrated among the highest levels of attainment and growth in reading and math on the WKCE.
- Vieau students in grade eight have one of the highest proficiency levels of all schools with middle grades.
- Vieau's student attendance rate is at one of the highest levels of all elementary and middle-grade schools in the district.
- Vieau's student mobility rate is one of the lowest of all schools in the district, indicating high satisfaction among parents and students enrolled in Vieau.
- Students, staff, and parents of students enrolled in Vieau regularly rate the school's academic program, environment, safety, and governance at one of the highest levels of all schools in the district on the yearly district-administered school climate survey.

Ms. Castillo is highly regarded throughout the district for her abilities to engage and involve families and the community in the education of Milwaukee's children. Vieau School has one of the highest rates of parental and community involvement due to Ms. Castillo's selfless dedication to the students, their families, and the many community members that she has successfully recruited to join in promoting the school's mission of supporting and educating all children.

The collaborative leadership style which Ms. Castillo models at the school level has extended throughout the district. She has brought many educational innovations to her school community and the district, including the development of an exchange program of MPS teachers and teachers from the public schools in Guadalajara, Jalisco, in Mexico. This program has allowed for the exchange of pedagogy to include new instructional techniques for bilingual teaching and bilingual teacher recruitment for MPS.

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

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Special Commendations

The Milwaukee Vincent High School Boys Basketball Team — State Runner-up
Girls Basketball Team — State Champions

The Milwaukee Vincent High School boys' basketball team finished the season with a 23-3 record. They completed a perfect 12-0 conference season to capture the Milwaukee City Conference Championship. Their success carried them to the 2007 Division I State Championship game against Oshkosh West on Saturday, March 17.

The Milwaukee Vincent High School girls' basketball team finished the season with a 24-1 record. The lady Vikings were co-champions of the Milwaukee City Conference. Their season culminated with a victory over Sheboygan North in the 2007 Division I State Championship game on Saturday, March 10. In addition to the State Championship, the Associated Press named Vincent's head coach, Marquis Hines, Wisconsin 2006-07 Coach of the Year.

Throughout the 2006-07 season, both teams exhibited high levels of talent, teamwork, and sportsmanship. Their dedication and hard work led them to very successful seasons.

Harold S. Vincent Public High School
Boys Basketball 2006-2007

| No | Name | Year | Position | Height |
|---|---|---|---|---|
| 4 | Daryl Dent | Junior | Guard | 5’10” |
| 10 | Diante Garrett | Senior | Guard | 6’5” |
| 11 | Trent Thomas | Sophomore | Guard | 6’2” |
| 20 | Bryquis Perine | Senior | Guard | 6’3” |
| 21 | Armon Boston | Junior | Guard | 6’0” |
| 22 | Jason Landry | Junior | Guard | 6’0” |
| 23 | Michael Weems | Sophomore | Guard | 6’0” |
| 24 | Dominque Sharp | Senior | Forward | 6’4” |
| 30 | Steve Stovall | Sophomore | Center | 6’5” |
| 32 | Yusef Gray | Senior | Guard | 6’0” |
| 34 | Marvin Fitzgerald | Junior | Guard | 6’4” |
| 42 | Latrell Smith | Senior | Forward | 6’3” |

Head Coach: Tom Diener
Assistant Coaches: John Allen, Dave Mlachnik, Shad Washington
School Colors: Maroon & Gold
Mascot: Viking

Harold S. Vincent Public High School
Girls Varsity Basketball 2006-2007

| No | Player | Year | Position | Height |
|---|---|---|---|---|
| 14 | Teri Stamps | Junior | Guard | 5’8” |
| 32 | Jade Hatchett | Senior | Guard | 5’8” |
| 42 | Ashley Birts | Sophomore | Forward | 6’0” |
| 41 | Destinee Blue | Junior | Center | 6’4” |
| 44 | Nicole Griffin | Freshman | Center | 6’6” |
| 40 | Jazzmine Hall | Senior | Guard/Forward | 5’10” |
| 10 | Chelan Landry | Freshman | Guard | 5’7” |
| 30 | Samara White | Freshman | Guard | 5’5” |
| 34 | Toni Holt | Freshman | Forward | 5’8” |
| 22 | Fynese Mitchell | Senior | Guard | 5’8” |
| 24 | Nimerya Rodgers | Freshman | Guard | 5’5” |
| 12 | Claire Johnson | Junior | Guard | 5’6” |
| 20 | Ashanti Benson | Sophomore | Guard | 5’7” |

Head Coach: Marquis Hines
Assistant Coaches: Derek Jenkins, Paula Nelson-Hooker, James Wright
Principal: Gloria Erkins
Athletic Director: John Allen
Managers: Angelica Blanchard, Jasmine Gardner, Randall Goins

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Other Awards and Recommendations

Staff

The Milwaukee Public Schools Foundation, Inc., sponsors a mini-grant program for teachers to fund creative classroom projects or activities that enrich student learning experiences. Grants are for up to $750 each. About 353 grants have been awarded to date, totaling nearly $258,000. This year — the program's seventh — 53 grants were awarded.

The Teacher EXCEL Grant program is supported by:

- a grant from the TRIFECTA Foundation, which was established by Mark Tauscher of the Green Bay Packers to support education and literacy of children in Wisconsin. TRIFECTA is an acronym for *Tauscher's Reading Initiative For Every Child To Achieve;*
- generous donations of MPS employees through the annual Employee Combined Giving Campaign, through which employees may designate their contributions to the MPS Foundation; and
- contributions made in memory of Ann Shansky, who was an elementary teacher in MPS for 34 years. Ms. Shansky, an advocate of early childhood education, dedicated her life's work to education and development of children.

| School | Staff | Project | Amount |
|---|---|---|---|
| Allen Field Elementary School | Ann Marie Nelson & Patricia Herrera | Strengthening Our At-Risk 2nd-Grade Bilingual Readers | $750 |
| Allen Field Elementary will be purchasing bilingual supplemental materials for its Harcourt Brace reading series, Trofeos, in order to offer small-group targeted instruction in vocabulary-, fluency-, and comprehension-building skills. These supplemental literacy materials will help the school's at-risk bilingual students become confident and proficient readers. | | | |
| Brown Street Academy | Anne Grimes, Todel Hartwig, Thomas Campbell, Joanne Schilz, & Laura Morgan | In the Eye of the Beholder | $750 |
| The third-grade students of Brown Street Academy will participate in a photography project, using digital cameras to capture images of everyday experiences that they find beautiful. The students will use photo-editing software to create presentations for a gallery at the end of the year. The most creative projects will be uploaded for podcasting on the school's and district's websites. | | | |
| Bruce Elementary School | Debbie Wienke | II Unique Girls Club | $750 |
| II Unique Girls Club is a new after-school club designed to enhance girls, ages 8-12, with positive self-esteem and emotional and physical well being. The club will help girls to make healthier choices and become positive role models, and will also teach them how to build strong communities. The girls club's activities will include cooking, creative, art, community service, and — most important — interaction among the girls themselves. | | | |
| Luther Burbank School | Angela Van Kley | Making Kindergarten Connections | $500 |
| Making Kindergarten Connections will provide Burbank students with the opportunity to connect key literacy concepts that are learned in school to situations and events at home. Students will be able to take home backpacks containing activities to complete with their families. | | | |
| Carleton Elementary School | Diane Johnson | Bringing History to Life under African Skies | $750 |
| Bringing History to Life Under African Skies is a multicultural project that will engage students in hands-on experiences in reading, writing, and language. Students will read, interpret, and study actual African-American slave narratives and artifacts. The students will also take a virtual tour of Colonial America from the beginning of slavery through the turn of the century. The project will culminate with a fieldtrip to the Black Holocaust Museum. | | | |

| School | Staff | Project | Amount |
|---|---|---|---|
| Cass Street School | Dave Dulmes & Dave Kahn-Pettigrew | Rolling with Newton | $740 |
| Grade-three students will explore force and motion through the purchase of 'marble run' kits. These kits consist of small interlocking plastic pieces that can be linked together to allow a marble to run a sequence of chutes, bridges, and columns. The students will learn about principles such as gravity, inertia, speed, and simple machines. | | | |
| Clarke Street School | Stefanie Miller-Ahmed & Carrie Kelly | Magic Tree House Club | $750 |
| Students in third and sixth grades will read Magic Tree House books at home and then share them together during the school's Book Buddies Program. Students in third grade will use the books to learn new vocabulary and phonological awareness. The sixth-grade students will build fluency and expression. | | | |
| Clement Avenue School | Barbara Silvernail, Pam Kotecki, & Kris Carstens | Under the Sea | $750 |
| Under the Sea will help Clement Avenue's kindergarten students develop understanding of sea animals and their habitats through the use of fiction and non-fiction literature, music, science, dance, and art. At the end of the unit, students will publish a class book and perform a program of dance, music, and visual arts for the entire school community. | | | |
| Cooper Elementary School | Mary Widen, Mary Jakubiak, & Kathy Masch | The Cougar's Mother-Daughter Literature Circle | $750 |
| This after-school club will provide an opportunity for Cooper's sixth- through eighth-grade female students to bond with their mothers or other special adult in their lives. The club will provide a platform for the girls to talk and discuss various aspects of life and literature. In addition, it will promote lifelong habits and a love for reading and books. | | | |
| Dover Street School | Mary Healy & Molli Jo Latin-Kasper | Water Safety is a Splash | $525 |
| Water Safety is a Splash will develop the water safety skills of students with special education needs. The students will participate in four swimming sessions of the "Splash" program at the Southshore YMCA. In addition to swim instruction, the class will listen and discuss related literature about water safety facts, biographies of famous swimmers, and fictional stories. As a school service project, the students will collaborate with the school's common council to plan and implement activities for a "Water Safety Awareness Week." | | | |
| Edison Middle & High School | Lisa Sanford | Books of Hope — Connecting Students of the World through Reading | $750 |
| Books of Hope is a project that originated in Madison, Wisconsin, to provide student-made books to children in countries where knowledge of the English language is critical to advancing their educational opportunities. Through this service-learning project, students will strengthen their reading and writing skills. The project will also raise students' awareness of the lives of other students in another country. | | | |
| Elm Creative Arts School | Jennifer Vitrano | Playwrights in the Rainforest | $750 |
| Third-grade students will be making their way though a study of the rainforest as playwrights and storytellers. In cooperation with the education department at the Skylight Opera Theater, the students will be exploring facts and stories about the rainforest, while composing their own scripts and dramatizing them along the way. This project-based learning experience will incorporate science, art, music, language arts, and reading. | | | |
| Emerson Elementary School | Elnore McKinley-Seward & Sara Wisniewski | Multicultural Fair | $750 |
| Third-grade students will investigate and learn about the similarities and differences found within Milwaukee's diverse cultural makeup. Parents will be invited into the classrooms to discuss their cultural backgrounds, histories, and traditions, as well as the educational goals and practices from their cultural backgrounds. The project will enhance language arts and social studies learning. | | | |

| School | Staff | Project | Amount |
|---|---|---|---|
| Fairview Charter School | Laura Yale & Danielle Hassforth | Making Connections From Civilizations to Communities | $750 |
| Second- and sixth-grade students will work cooperatively as learning partners in the creation of a mosaic timeline featuring communities ranging from the ancient civilizations of Rome, Egypt, China, and Greece to those in which we live today. Students will research various aspects of communities, including architecture, landmarks, cultural events, communication, and influential people. The project will teach the students how civilizations of the past have influenced modern-day communities. | | | |
| Fernwood Montessori School | Paul Buckholt | Plants to People: The Composting Cycle | $750 |
| A team of fourth- through eighth-grade students with special needs will learn about composting and will design a system to convert elements of waste from the school's lunch program into compost for the school's gardens. The group will then provide leadership and training for a school-wide composting project. The project will encompass learning in the areas of science, mathematics, technology, and language arts. | | | |
| Fifty-Third Street School | Cindy Stott & Nancy Reuter | Lunch Bunch Book Club | $750 |
| The Book Club is designed to provide fifth- through eighth-grade students with an opportunity to get together and socialize by discussing books read by the group. The club will build social skills while increasing reading comprehension and vocabulary skills. This lunch-time club will provide time for students to talk about books, what the stories remind them of, or what the themes inspire them to do as a result. | | | |
| Foster & Williams High School of Visual Arts & Communications | Sharon Ebel & Kevin McDonough | Molding a Language | $750 |
| Foster and Williams has an emphasis on visual learning. Students in the American Sign Language and the arts and crafts classes will create models of hands depicting the hand signals that create the alphabet. The three-dimensional models will provide a better image for students to see the actual form of the hand and position of the fingers. After studying the sculptures of Duane Hansen, students will finish the hand sculptures using paint, clothing, jewelry, nail polish, and other real items. | | | |
| La Escuela Fratney | Carmen Reyes | Reading Buddies | $750 |
| Reading Buddies develops a relationship between middle-school students and a K4 classroom. The middle-school students use their literacy skills to help the K4 students practice using specific reading skills. The program also has a parent connection through which the parents are given weekly letters explaining what skills and strategies the students are learning, thus encouraging the parents to work on the same skills at home. | | | |
| Gaenslen School | Jill Delie | Emergent Literacy & Pre-Writing Curriculum Project | $750 |
| Children in a self-contained early childhood special education classroom will improve their emergent literacy and pre-writing skills, build their vocabulary, and develop speech/language skills through a variety of different activities which will be adapted to meet each child's individual needs and learning goals. The first part of the project is literacy-based, focusing on letter recognition, letter sounds, and vocabulary development. Other components will develop pre-writing skills and provide families with take-home actives and ideas so that they will be able to continue the development of skills with their children in the home environment. | | | |
| U.S. Grant School | Carolyn Johnejack | Making Birdhouses | $325 |
| Fourth- and fifth-students will construct birdhouses, transferring their knowledge in reading, math, science, and art to the construction of the birdhouses. They will also be visiting the Reiman Visitor Center in order to study the variety of media and aesthetic results used in the birdhouses that are showcased there. This trip will inspire the student to decide how to personalize his/her own birdhouse. | | | |

| School | Staff | Project | Amount |
|---|---|---|---|
| Hampton School | Amelia Emmerich | Learning from the Past | $750 |
| Sixty first-grade students will design and create quilt squares using a computer program. The project integrates reading, language arts, math, and social studies activities reflective of the learning-from-the-past theme. Students will also visit Old World Wisconsin. | | | |
| Hartford University School | Kelleah Lewis | Urban Garden Project | $750 |
| Fourth- and fifth-grade students will research, plan, design, and maintain an urban garden. The garden will enrich student learning by allowing the students to make connections to science, math, economics, and literacy. It will also provide a forum for the discussion of social justice issues related to poverty and hunger throughout the world. Lastly, the garden will foster partnerships among families, staff, and other community members. | | | |
| Humboldt Park K-8 School | Roberta Wilson | Discovering Ourselves Through Literature: a Fifth-Grade Girls' Book Club | $500 |
| This fifth-grade girls' book club will explore literature and increase self-awareness through discussion and journal writing. These discussions and journal writings will be for each girl to reflect upon her life and ponder her connection to the novel's heroine. The club will also allow the girls to learn about one another and form deeper friendships. | | | |
| Kluge School | Patricia Winter | Exploring African Animals | $750 |
| Second-graders will take part in a two-week, ten-day cross-curricular unit on African animals. The students will create three-dimensional art pieces to enhance the unit, which will then be displayed at the Milwaukee County Zoo. They will also be reading, researching, and writing about the animals as well as taking a "Virtual fieldtrip" to Africa. The project will culminate with a fieldtrip to the Milwaukee County Zoo. | | | |
| Lincoln Avenue School | Deborah Bruno | Get the Scoop | $750 |
| Fourth- and fifth-grade students will work together to design a school newspaper. They will be using technology and other media sources to develop the format, learn the writing techniques of journalism, and edit their own student-led newspaper. The newspaper club will meet during recess time. | | | |
| Lloyd Street Global Elementary School | Melissa Ruck | By Working Together, Our Children Will Succeed | $750 |
| By Working Together is a workshop to educate families of first-grade students about the "5 Big Ideas of Reading" that Lloyd Street focuses on daily in their classrooms. These activities focus on phonemic awareness, phonics, comprehension, fluency, and vocabulary. The workshop will explain each component and show families various activities they can do at home that will reinforce what is taught in the classroom. | | | |
| Lowell School | Jeff Slawson & Diane Piedt | Game Pals | $700 |
| Fifth-grade students will work with the four-year-old kindergarten students during lunch recess to help them learn their colors, alphabet letters, numbers, and shapes through games. The older students will teach the younger children how to play board games by taking turns, counting spaces, and being good sports when they win or lose. | | | |
| Maple Tree School | Robin Booth & Jessica Wondra | Math Between the Lines | $750 |
| Second-graders at Maple Tree will work through picture books and teacher-made materials to strengthen their math skills in areas that have been identified as areas of need. Each student will have an individualized plan that will be updated as skills are mastered. The students will work independently, with a partner, or in a group, depending upon the activity. | | | |
| Maple Tree School | Peggy Dynicki, Edward Ward, Denis Herbst, & Diane Shaw | Reading Buddies at Home | $750 |
| Reading Buddies at Home will allow third-grade students the opportunity to take books home each week to read with their parents or families or independently. A question booklet for parents will be included with each packet of books to provide a framework for discussion questions for each book. Discussion questions will include higher-order thinking such as evaluation and analysis, as well as story elements. | | | |

| School | Staff | Project | Amount |
|---|---|---|---|
| McNair Academy | Melony Bukosky & Jaime Guzniczak | First Grade Blasts Off | $750 |
| First-grade students will be immersed with fictional and non-fictional science-related literature about space while working directly with First Stage Children's Theatre. First Stage will implement a program called "Teaching Through Theater," which will assist the students in understanding how a theatrical performance is put together. The students then will create their own play related to space education, which will be performed for the entire school. | | | |
| Milwaukee School of Languages | Kelly Guthery | Growing Opportunity | $620 |
| High-school students with severe cognitive disabilities will learn valuable vocational skills in horticulture and gardening. Students will learn to grow and care for annual plants from seed through planting in an annual bed on school grounds. They will also learn vocational skills that will allow for increased independence in completing a task, increased presence in the school community, and increased opportunities for community-based employment. | | | |
| Milwaukee Sign Language School | Mark Eary | Finding Milwaukee through the Lens of Youth | $750 |
| While studying the book *An Inconvenient Truth*, 50 students in the eighth grade will go to different areas of Milwaukee to explore and research environmental issues that impact Milwaukee's community. They will visit sites that impact the community's environment, take pictures, write papers, and develop pictorial displays to show in the school community. | | | |
| Milwaukee Spanish Immersion School | Julianna Perry | Powerful Forces Around You | $750 |
| Fourth- and fifth-graders will explore the forces of magnetism and electricity and investigate how heat, light, and sound energy work. They will learn about the forces of magnetism by exploring with magnets, build circuits with electricity kits, learn about the properties of light through the use of prisms, and explore sound by conducting experiments through the use of a tuning fork. Students will also visit the Discovery World Museum. | | | |
| Mitchell Elementary School | Patti Koscielak | Children and Reading Encouragement Bags | $750 |
| First-grade students will take home C.A.R.E. (Children and Reading Encouragement) bags which will help foster reading and positive behavior in the home and at school. Each C.A.R.E. bag will have a theme related to a story with a socially positive behavior message. They will also have literacy activities related to a variety of curricular areas with directions in English and Spanish in order to encourage parental and family participation. Activities will integrate reading, writing, math, social studies, science, and health. | | | |
| Muir Middle School | Heddy Keith | Art's Alive Performing Art's Camp | $750 |
| Art's Alive Performing Art's Camp is a three-week summer camp to provide youth with skills that inspire, motivate, and enrich their reading, writing, and speaking skills, which will in turn build self-confidence and pride. The camp will provide students with the opportunity to develop theatrical skills through classes in singing, acting, and dance. Theatre games will help to increase self-confidence and acting skills. Students will also learn how to design sets, lighting, and sound. | | | |
| Pierce School | Katie Fitzpatrick | Ice Age Adventures | $750 |
| Through classroom activities and exciting fieldtrips, fourth- and fifth-grade students will study geology. Students will be guided through the tours by naturalists who will provide rich details about land formations, plants, and rocks, making the land come to life in a way the students have only read about in books. | | | |
| Professional Learning Institute | Kimberly Jacobson | A Lesson for All Students:'A Lesson Before Dying' | $750 |
| The book *A Lesson for All Students* by Ernest Gaines will be taught to a group of 80 students. By analyzing and discussing the book's message, the students will learn to make better choices about their own lives and encourage them to take charge of their futures. In addition to Gaines' book, the students will also be introduced to some ideas from the movie, *The Freedom Writers*. | | | |

| School | Staff | Project | Amount |
|---|---|---|---|
| Project STAY Senior Institute | Cathleen Hunt & Erin Witty | Economic Literacy | $740 |
| Student teams at Project STAY will invest a hypothetical $100,000 in stocks and compete for the best portfolio performance. By using the Wisconsin Stock Market Simulation, the students learn not only to read a stock table, but also how to visualize the economic concepts of supply and demand along with other elements at work in the always-changing financial market. | | | |
| Pulaski High School | Kevin Schenk | Career Fair, Portfolio, and Recruitment Event | $750 |
| Senior students at Pulaski High School will plan and organize a Transportation Career Fair. The students will also host a portfolio show case at the event to demonstrate to their business partners the skills, knowledge, and experience whbich they have developed during their four years at Pulaski. Also middle-school students will attend the event to learn about Pulaski's auto program, view the work of the seniors, and visit with the business partners. | | | |
| Riley Elementary School | Susan Plewa, Rebecca Maldonado, Jovita Moureau, & Roberto Ramirez | Family Library Safari: Peacemakers Around the Globe | $750 |
| The Family Library Safari will allow families to use the school library for fun, engaging, literacy-rich activities. The program's theme is based on the book *Can You Say Peace?* by Karen Katz, which was written in commemoration of the International Day of Peace. Each Safari will visit one of the countries highlighted in the book. A nonfiction literacy work will be the centerpiece of each Safari and will feature peacemakers who can serves as role models for the children. | | | |
| Ronald Wilson Reagan College Preparatory High School | William Luedtke | Body Biography | $600 |
| Body Biography will give the students at Ronald Reagan High School the opportunity to create art pieces that represent their understanding of literary character development and use this understanding to portray their analysis of a specific character in a fictional piece that they have read. | | | |
| Ronald Wilson Reagan College Preparatory High School | Katherine Collin | Stained Glass Artists | $300 |
| Students will work with a stained-glass artist-in-residence to create individual pieces of stained-glass art of their own design. The students will also participate in the design and construction of a group project. Students will write a description of their art piece and the process used to complete it. Photos and descriptions will be posted on the school's website. | | | |
| Shalom High School | Jean Williams | Cooperative Creative Writing Unit with UWM | $750 |
| Students will participate in a cooperative poetry/creative writing workshop led by UWM graduate students in English. The end result of the workshop will be a published anthology of the students' work completed during the ten-week workshop. Students will receive exposure to college-level learning and gain practical application in publishing. | | | |
| Sherman Multicultural Arts School | Maureen Dardis & Marti Anderson | Everything Grows | $750 |
| Everything Grows will have the Sherman four-year-old kindergarten classes exploring the stages of growth that humans, animals, and plants go through as they develop. It will be taught as three separate units that have growth as the unifying theme. The students will compare the needs of each growing entity, learning that they all need food, warmth, and safety to thrive. | | | |
| Sixty-fifth Street School | Linda Sukup & Cheryl Fortune | School Garden | $750 |
| Grade-three students will research, design, and construct a garden in the courtyard of the school. The project will integrate studies in science, math, and language arts. | | | |

| School | Staff | Project | Amount |
|---|---|---|---|
| Story School | Susan Russell & Cynthia Frankowiak | Lunchtime of Lifetime Skills | $280 |
| Lunchtime of Lifetime Skills will provide middle-school lunch groups with constructive activities to do during "free time" at the lunch hour. The activities will help develop skills and hobbies that will become part of their life skills repertoire as well as help the students to strengthen intrapersonal skills. Students will also begin to think independently, thereby increasing self-confidence and boosting participation across the curriculum. | | | |
| Story School | Nina Zealy | Creative Theater Arts Residency | $750 |
| Through the dynamic art of theater, fourth-graders will be exposed to the performing arts. Students will discover their importance as individuals and how to better function in a community through theater games and improvisation that teaches skills in focus, community effort, group problem solving, and communicating positively with face, voice, and body. In addition, students will learn about careers in the performing arts by visiting the Chamber Theater, reading and writing about careers, and using an online career exploration program. | | | |
| Stuart Elementary School | Marianne Soldavini, Heather Gruber, Robin Shepich, & Roslyn Sampson | Trips & Tales | $750 |
| Forty-one ESL and regular education students from third grade will go on five fieldtrips to explore places in Milwaukee. These trips will help the students gain knowledge about Milwaukee and expand their background knowledge in social studies and science topics. The students will publish a memory book with photos and essays about their experiences. | | | |
| Twenty-First Street School | Jayne E. Jaskolski | Pre-Emergent Literacy Skills for At-Risk Preschoolers | $750 |
| Pre-Emergent Literacy Skills will teach critical pre-emergent literacy skills to three- and four-year-old early childhood students so that they will be prepared to learn to read and enter the kindergarten environment as ready learners. The project creates a rich three-fold format of using daily interactive read out-louds, shared reading and group activities, and enriched classroom literacy centers. | | | |
| Victory K-8 School for the Gifted and Talented | Diane Edwards & Christine Knoespel | Book Builders | $750 |
| Approximately 50 gifted writers and gifted artists, grades 3-8, will write and create children's books. During the writing process, they will focus on the 6 Traits of Writing concepts. The project will integrate reading, writing, and art. The students will participate in an artist-in-residence program, which will also reinforce the 6 Traits during the book-making process. A reception for the students and parents will conclude the project in order to provide an opportunity to share their works. The students will also be given the opportunity to read their books to other children in the school. | | | |
| W.E.B. Du Bois High School | Stephanie Wolfe & Karen Ambrosh | Motivating Mural Project | $750 |
| Approximately 60 students from Du Bois High School will work on various components of a large-scale mural for the entrance to the school. The "motivating" mural will foster community building and create a positive identifier for the school. Students will work on several different stages, including research, writing, sketching, team building, painting, and collaborating with college students from Milwaukee Institute of Art and Design. A video diary of the process will give students the opportunity to use technology as a learning tool as well as a means to showcase their work. | | | |
| Whittier Elementary School | Peggy Mystrow | Character Counts | $750 |
| Whittier Elementary will implement enrichment projects for its Character Education curriculum. The program teaches students basic human values dedicated to strengthening the character of today's youth. Students will examine the nature and importance of the six pillars of character through writing assignments, discussions, craft projects, hands-on activities, and monthly family take-home projects. | | | |

| School | Staff | Project | Amount |
|---|---|---|---|
| Zablocki Elementary School | Peggy Eilers | Games to Go | $750 |
| By using the Games to Go bags, students at Zablocki will have the opportunity to improve oral language skills, cooperative group skills, strategic thinking skills, and problem-solving skills in both the classroom and home environment. Bags will be made available to all grade levels for use in the classroom or as a home-school connection. Bags will also be available to families for individual checkout. | | | |

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## APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of January 30 and February 1 and 22, 2007, were approved as printed.

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## COMMUNICATIONS FROM THE SUPERINTENDENT

(Item A) Progress Report to the Board Regarding School Resource Officer (SRO) Pilot Projects

Office of the
Superintendent of Schools

TO THE BOARD OF DIRECTORS:

On Thursday, January 25, 2007, the Board approved two intergovernmental agreements between Milwaukee Public Schools (MPS) and the City of Milwaukee to implement two School Resource Officer (SRO) pilot projects within MPS. One intergovernmental agreement was relative to the placement of two school resource officers in Bradley Tech High School. This SRO pilot project is funded by the City of Milwaukee. The second intergovernmental agreement authorized two school resource officers to service a cluster of schools, specifically, Custer High School, Edison Middle School, Thurston Woods, and the two Thirty-fifth Street School campuses. This second pilot project has been referred to as the "Custer cluster SRO pilot project'* and is funded by MPS. These intergovernmental agreements are in effect until June 15, 2007, but may be extended, upon mutual agreement, into the fall semester of the 2007-2008 school year.

The School Resource Officer (SRO) pilot projects at Bradley Tech High School and for the Custer cluster went into effect on February 8, 2007. On Thursday, March 8, 2007, representatives from the Milwaukee Police Department (MPD), Milwaukee Public Schools (MPS) Division of School Safety and Security, MPS Department of Assessment and Accountability, and the administrators of the participating schools met to evaluate the progress of these two SRO pilot projects.

The MPS Department of Assessment and Accountability reported that pre-project surveys of students and staff at the participating schools have been completed. Students and staff were queried as to their perceptions of police. These survey results will be compared against the post-project surveys and evaluation that will be conducted at the end of the year. The results of those surveys will be reported to the Board at that time.

The administrators from Custer High School, Edison Middle School, and Thurston Woods shared their concerns relative to the start times and the brief amount of time the SRO officers actually spent inside their

respective schools. The administrators from Edison Middle School and Thurston Woods stated they saw very little of the SROs at their schools. It was further revealed that the same officers were seldom assigned on a regular basis. MPD feels they have rectified that problem. For the most part, going forward, the same two officers should be assigned to the Custer cluster project. It was also agreed that for the next two weeks, the SROs would work exclusively at Custer High School as a means of establishing a base for the SRO program, and acclimating themselves to the school system. After that time the officers will branch out to the other participating schools.

The administration from Bradley Tech reported that the SRO project appeared to be having a very positive affect on the school climate within the building. The assigned officers are very proactive and participative, which has resulted in positive interactions with students, staff, and parents; such as mentoring, mediation, safety education, giving advice regarding dealing with traffic citations and warrants. In addition, classroom presentations include such topics as sexual harassment, anger management, and law enforcement as a career. The SROs are constantly networking with students and building positive relationships. Fights and disturbances within the building have been significantly reduced. Since the SROs have been assigned, Bradley Tech has had no need to call for additional police service.

The School Resource Officers came to Bradley Tech High School on February 8, 2007. The following data clearly illustrate the positive impact that these School Resource Officers have had on the school climate of Bradley Tech:

Bradley Tech H.S. — Days of Suspension (Total for School)

| | | | |
|---|---|---|---|
| February 1-28, 2006 | 375 days | February 1-28, 2007 | 212 days |
| March 1-31, 2006 | 405 days | March 1-21, 2007 | 164 days |

Bradley Tech H.S. — Physical Fights

| | |
|---|---|
| February 20 to March 2, 2007 | 21 physical fights |
| March 5 to March 16, 2007 | 2 physical fights |

Bradley Tech H.S. - Municipal Citations

| | |
|---|---|
| Prior to February 8, 2007 | Average of 2-4 municipal citations per day. |
| February 8 to March 22, 2007 | 5 municipal citations for minor city ordinances. |

As of March 21, 2007, none of the four community-based organizations (Milwaukee Urban League, NAACP, Southside Organizing Committee, United Community Center) that agreed to receive community input regarding the two pilot programs has forwarded any concerns to the district.

This evaluation committee will meet again on Tuesday, April 17, 2007.

Respectfully submitted,



William G. Andrekopoulos
Superintendent of Schools

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(Item B) Update on Strategy with Respect to Collective Bargaining Negotiations with the 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

Office of the
Superintendent of Schools

TO THE MEMBERS OF THE BOARD OF SCHOOL DIRECTORS:

The Administration wishes to give the Milwaukee Board of School Directors an update on collective bargaining negotiations strategy with respect to contract negotiations with the following bargaining units:

the 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.

Pursuant to Wisconsin Statutes, Section 19.85(1)(e), the Board may wish to retire to executive session for the purpose of formulating strategies concerning collective bargaining negotiations matters with respect to the bargaining units mentioned above.

Sincerely,



William G. Andrekopoulos
Superintendent of Schools

Set aside for consideration later in the meeting. *See page 978.*

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## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 7, a resolution regarding an arts education model; and

Finance/Personnel Committee, Item 5, a request to approve contracts for Title I services to non-public school students.

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—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, 2006.)

| | Population Served | |
|---|---|---|
| IEP Services | 2/07 | 3/07 |
| Total LEA (Local Education Agency) | 17,252 | 17,360 |

IEP Evaluations

Open re-evaluations must be completed (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.

| | **2/07** | **3/07** |
|---|---|---|
| Initial Evaluations (Completed since 7/06) | 2,156 | 2,583 |
| Percentage Identified Special Education | 63% | 62% |
| Active Initial Referrals | 1,152 | 1,195 |
| Re-evaluations (Completed since 7/05) | 1,853 | 2,396 |
| Percentage Continued in Special Education | 81% | 81% |
| Active Re-evaluations | 913 | 868 |

2. Data Management Services — Special Services Information Management System (SSIMS) Project Status Report as of March 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 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 on IDEA Interim Procedures were conducted at the request of principal/supervisor and contingent on trainer availability.

e. Conducted on-going conference calls with Spectrum to verify and clarify IDEA 2004-Project specifications

3. State Performance Plan Performance Indicators: Indicator #7, Preschool Outcomes

Indicator # 6: Educational Placements (Ages 3-5)

Indicator # 12: Timely Transition from Birth to Three to Preschool

a. The State Performance Plan required by the IDEA-2004 is a six-year plan for improving outcomes for children with disabilities in Wisconsin. 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, DPI will collect data in the various categories on an

annual basis and develop a public reporting system. In order to assist districts with improved outcomes, districts will participate in the State's identified Continuous Improvement Focused Monitoring (CIFM) Process.

b. Through the Annual Performance Report, the Wisconsin Department of Public Instruction will measure and report the performance of children with disabilities using the twenty indicators that were specified in the IDEA-2004. 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. Data from each school district in the State are being collected by the Department of Public Instruction (DPI) and reported as state baseline data in each of three categories.

c. The indicators are as follows:

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

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

Indicator #2 ..... Drop-out rates

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 ..... Parental involvement

(2) 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

(3) 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

(4) 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

(5) Targeted Area: Idea Part B: Effective General Supervision

Indicator #15 ..... Review of general supervision system, i.e., monitoring 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.

d. The Department of Special Services is providing information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14 during the 06-07 school year. Information will include methods for data collection and review to lead to identified improvements. In addition, the Department will present plans for addressing the indicator and implementing improvement or beat practices in the area of the indicator.

INDICATOR # 12 (TRANSITION) PART C TO PART B TRANSITION (BIRTH-3 TO PRESCHOOL)

Percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have IEPs developed and implemented by their third birthdays. Specifically, this refers to children who, prior to the age of 3, were served by participating Birth-to-Three agencies, funded under part C of the Individuals with Disabilities Education Act (IDEA). In Wisconsin, these agencies and their services are under the oversight of the Department of Health and Family Services.

Upon reaching the age of 3, the children are eligible for continued services under Part B of the IDEA and are referred for an IEP team to determine eligibility. Part B services are overseen by the Wisconsin Department of Public Instruction (WDPI). The timelines for completion of evaluations under the state and federal laws apply (15+60+30 days). In addition, the IDEA requires that children who transition from Part C to Part B services should have IEPs that have been developed and implemented by their third birthdays.

MEASUREMENT:

The measurement of Indicator 11 will be completed as follows:

(a) The number of children who have been served under Part C (IDEA) and referred to Part B for eligibility determination

(b) Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays

(c) Number of those found eligible who have IEPs developed and implemented by their third birthdays

Data is reported as a percent that is determined as follows: C+A-B, times 100

(d) In addition, the range of days beyond the third birthday (if any) when eligibility was determined or not determined and reasons for the delays are also reported.

MPS Procedures to Ensure Timely Service Provision

Birth-to-Three agencies are required to schedule and conduct transition planning conferences for each every student that is suspected of having a disability under IDEA and may be transitioning into the Milwaukee Public schools by his or her third birthday. A member of the MPS Early Childhood Assessment Team (ECAT) assists in the planning and transition process by attending meetings either at the Birth-to-Three agency or in the parent's home. This ensures a smooth and effective transition for eligible students to the public schools without unnecessary interruption or delay of services.

The Early Childhood Assessment Team (ECAT) evaluates children under the age of three who attend Birth-to-Three agencies. These agencies include Milwaukee Children's Hospital, Curative Rehabilitation Center, Easter Seal, Penfield Children's Center, St Francis Children, Pediatric Extended Care, Milwaukee Center for Independence, Lutheran Social Services etc. In addition, students attending any of the 26 City of Milwaukee Head Start Programs are also evaluated by the ECAT team. (100% of students referred to ECAT for the 2006-2007 school year were evaluated, and eligibility was determined within 60 days. Current data reveal that seven student evaluations were completed after the children's third birthdays as a result of untimely agency referrals.)

Timelines are tracked in SSIMs to ensure compliant completion of all referrals.

DEFINITION: INDICATOR # 6 (FAPE in the LRE): Educational Placements Ages 3-5

Percent of preschool children with IEPs who received all special education and related services in settings with typically developing peers (e.g., early childhood settings, home and part-time early childhood/part-time early childhood special education settings.)

MEASUREMENT

Measurement includes the percent of preschool children with IEPs who received all special education and related services in settings with typically developing peers, divided by the total number of preschool children with IEPs, times 100. Measurement occurs as part of the annual Third Friday Child count.

SERVICE-DELIVERY OPTIONS

Preschool Service Options: The IEP team develops the IEP and placement for each child with a disability. The placement has two fundamental requirements — that the placement be in the least restrictive environment (LRE) with access to non-disabled peers, and that it offers, to the greatest extent appropriate, access to developmentally appropriate activities and general education curriculum. MPS preschool options include, but are not limited to, the following service-delivery options for special education and related services:

- K-3, K-4, K-5 full or partial inclusion options
- self-contained half- and full-day program options ( non-categorical service need focus)
- continuum of speech and language services (homebound, school-based resource and half-day classroom [intensive therapy models])
- homebound and hospital instruction
- MPS and community Head Start agencies
- other community agencies
- childcare settings.

A chart of the current preschool options with MPS schools can be found as Attachment # 1 to the minutes of your Committee's meeting.

MPS preschool options continue to expand for young children with special needs. Professionals working with children 3 through 5 years old who have special needs are finding innovative ways to provide an array of special education services in the school, home, Head Start, childcare, and other community settings. The goal is to provide a continuum of alternative placements that integrate learning activities and environments for young children with special needs to the maximum extent appropriate, with typically developing age peers in their natural settings. Special education and related services may provide consultation to staff, direct services to the child, training related to the disability, and other services that are identified in the child's Individualized Education Program.

The Preschool Options Project is a DPI-funded project to assist school districts in developing a range of options in least restrictive environments for young children with disabilities MPS presently provides early childhood special education students with services at 26 non-MPS Head Start sites. Four MPS speech pathologists and 3 early childhood teachers provide the services. A benefit derived from this is that, with the State of Wisconsin having a goal in the State Special Education Plan to increase services in community settings, MPS is able to provide services in the LRE for over 130 students.

DEFINITION: INDICATOR # 7 FAPE in the LRE: PRESCHOOL OUTCOMES

Percent of Children with IEPs who demonstrate improved:

(a) positive social and emotional skills (including social relationships)

(b) acquisition and use of knowledge and skills (including early language/communication and early literacy); and

(c) use of appropriate behaviors to meet their needs.

MEASUREMENT

1. Positive Social Emotional Skills (including social relationships):

   (a) Percent of preschool-age children who reach or maintain functioning at a level comparable to same-aged peers equals the number of preschool children who reach or maintain a level of functioning at a level comparable to same-age peers, divided by the number of preschool children with IEPs assessed, times 100.

   (b) Percent of preschool children who improved functioning is equal to the number of preschool children who improved functioning, divided by the number of preschool children with IEPs, times 100.

   (c) Percent of preschool children who improve functioning who did not improve functioning is equal to the number of preschool children who did not improve functioning, divided by number of preschool children with IEPs assessed, times 100.

   If children meet the criteria for (a), they are reported in (a). Students reported in (a) are not included in (b) or (c). The sum of (a)+(b)+(c) must equal 100% of the sample. Differences must be explained.

2. Acquisition of Knowledge and skills (including early language/communication and early literacy.)

   (a) Percent of preschool age children who reach or maintain functioning at a level comparable to same-aged peers is equal to number of preschool children who reach or maintain a level of functioning at a level comparable to same age peers, divided by the number of preschool children with IEPs assessed, times 100.

   (b) Percent of preschool children who improved functioning is equal to number of preschool children who improved functioning, divided by the number of preschool children with IEPs, times 100.

(c) Percent of preschool children who improve functioning who did not improve functioning is equal to number of preschool children who did not improve functioning, divided by number of preschool children with IEPs assessed, times 100.

If children meet the criteria for (a), they are reported in (a). Students reported in (a) are not included in (b) or (c). The sum of (a)+(b)+(c) must equal 100% of the sample. Differences must be explained.

3. Use of appropriate behaviors to meet their needs:

(a) Percent of preschool age children who reach or maintain functioning at a level comparable to same-aged peers is equal to number of preschool children who reach or maintain a level of functioning at a level comparable to same age peers, divided by the number of preschool children with IEPs assessed, times 100.

(b) Percent of preschool children who improved functioning is equal to number of preschool children who improved functioning, divided by the number of preschool children with IEPs, times 100.

(c) Percent of preschool children who improve functioning who did not improve functioning is equal to number of preschool children who did not improve functioning, divided by number of preschool children with IEPs assessed, times 100.

If children meet the criteria for (a), they are reported in (a). Students reported in (a) are not included in (b) or (c). The sum of (a)+(b)+(c) must equal 100% of the sample. Differences must be explained.

This indicator was a direct result of a nation-wide questioning of the effectiveness of dollars spent on early childhood intervention The district will be required to report the percent of preschool children with IEPs who demonstrate early childhood outcomes in the areas. MPS requirements will include identification and reporting of every fifth student under the age of six who has been identified as having special education needs.

Once students are identified, they will become part of a sample group. Information will be reported in each outcome area at entry and again at exit from services for this sample group. Information will be gathered by a team of professionals working with the student and documented on a Child Outcome Summary Form (Attachment # 2 to the minutes of your Committee's meeting). This same form will be used for both entry data and exit data on sample students. Once the Child Outcome Summary Forms are completed, information from those forms will be entered onto a database managed by DPI. Baseline data was due to DPI in February 2007.

Assessment tools during the pilot year will be selected from a list of tools recommended by the Early Childhood Outcomes (ECO) Center and the Wisconsin Early Learning Standards resource listing. The pilot information will lead to the identification of three recommended tools for future use. Assessments can be conducted by teams or individual working directly with the child. For each child, the initial measure will occur no later than 45 days after the child begins to receive early childhood services, and the second measure will occur in March of the year in which the student exits special education services or turns six years of age.

SERVICES AND SUPPORT FOR EARLY CHILDHOOD OUTCOMES

Many new staff development opportunities around the targeted areas in this indicator have been implemented to assist teachers and other professionals who are working with early childhood students. Presentations have taken place with speech pathologists and early childhood teachers. An early childhood cohort group has also been established to allow early childhood teachers the opportunity to share information with other professionals. Child outcomes are discussed at each cohort session.

Individual assistance is offered to individuals who feel they need additional help with completion of the outcomes assessment activities. A Parent and Communication Team (PACT) grant was obtained to help teachers and speech pathologists to assist parents in making them feel part of the team of people working with their children.

Several systems have been developed to provide ongoing assistance with this indicator. Information is regularly posted in the Portal to dissimilate valuable and useful information in a timely manner. A bi-monthly newsletter is published for early childhood teachers to provide continual information on the outcome areas as curricular planning to support increased outcomes. The newsletter has a section devoted to child outcomes and also a section devoted to assessment strategies and instruments that can be used to document the outcome areas (see Attachment # 3 to the minutes of your Committee's meeting).

DPI has offered several staff development opportunities for program support teachers and administrators that focused on child outcomes. These professional development opportunities have been very helpful in developing systems and procedures for gathering outcome information.

Through development of these projects, the documentation for this indicator will be smooth and provide valuable information to our early childhood teachers, professionals working with early childhood students, parents, and the district as a whole. Information gathered will guide future staff development and strategic planning regarding early intervention and our early child programs in Milwaukee Public Schools.

PRESCHOOL DISCRETIONARY GRANT: PRESCHOOL OPTIONS

One resource to support high-level outcomes for early childhood is the found in the Preschool Discretionary Grant. This federally funded grant, which is supported by the Department of Public Instruction, provides $160,000 to support the early childhood initiatives. Supports are provided as follows:

- fund program-support teacher
- attend program-support teacher/DPI meetings, train and disseminate information
- coordinate Ready, Set, Go training
- coordinate PACT grant activities
- attend the Office of Special Education Programs' (OSEP) Outcomes training and disseminate information
- develop the OSEP Outcomes system
- Attend DECA training
- ECAT DT
- research, develop, and present trainings on the Batelle Developmental Inventory-2(BDI-2)

The Early Childhood Assessment Team (ECAT) supervisor:

- assumed MPS/SDC Head Start administrative oversight of the Itinerant staff, LEA role, IEP monitoring and review, transferring records, and site assignments;
- attended PST/DPI meetings;
- coordinated Ready, Set, Go training;
- attended the OSEP Outcomes training; and
- collaborated in the development of the OSEP Outcomes system to be implemented.

The EC Special Education Special Education Leadership Liaison (SELL):

- collaborated with the MPS Director of the Division of Early Childhood Programs;
- connected with community agencies, initiatives (Birth-to-Three, collaborating partners coach, special needs childcare, and service coordinators);
- attended trainings on transition and poverty;

- attended the annual conference for Early Childhood programs;
- attended PST/DPI meetings;
- updated Head Start contracts;
- analyzed Head Start and IDEA 2004 rules and regulations with Head Start personnel to ensure proper implementation of both;
- attended the OSEP Outcomes trainings;
- collaborate in the development of the OSEP Outcomes system to be implemented; and
- attended DECA training and took first steps to pilot the tool at one school.

Exemplar lesson plans have been written and are in the process of being transferred to the Portal.

Transition: To ensure a smooth and effective transition from the Birth-to-Three agency to preschool special education programs, MPS continues to increase and partner in meaningful interagency activities designed to ensure that children successfully adjust to the new environment, both developmentally and socially, with the desired outcome of academic success in school.

Socio-emotional Focus: District data, current research, OSEP Outcomes requirements, and the effects of urban challenges on the socio-emotional development of young children support the decision to shift focus from literacy to socio-emotional/behavioral supports. Implementation of this project will be customized to fit our urban district; will focus on the socio-emotional needs of early childhood children, staff and parents; and will be guided by the characteristics of a high-performing urban classroom to strengthen the district's goal of closing the achievement gap.

Social Emotional Learning Fundamentals (SELF), a MPS-developed screening tool, training modules from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), and the Devereaux Early Childhood Assessment (DECA) Behavioral Assessment will be linked and developed to support the belief that positive behavioral supports and social emotional education optimize student success in Wisconsin Early Childhood Standards.

TIMELINE AND EXPECTED OUTCOMES FOR PRESCHOOL GRANT:

- Link district and community EC resources and initiatives (August 2006-June 2007)
- Identify, customize, and in-service staff on trainings specific to transition/outcomes (August 2006-June 2007)
- Research, develop, provide training in, and pilot assessment tools that support the socio-emotional development of EC-age children with special needs as they transition into and participate in a variety of preschool settings within an urban environment (July 2006-June 2007)
- Connect IDEA 2004 Part B/section 619 requirements to characteristics of high-performing urban classrooms, hence strengthening the district's goal to close the achievement gap by utilizing systems, tools, and initiatives (October 2006-June 2007)

Hypothetical Parent Complaint Scenarios

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. 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.

Background Information:

The parent of a three-year-old child referred for a special education evaluation in the area of Speech and Language Disabilities complained that the district wished to evaluate the child for areas of disability not originally agreed to by the parent. Specifically, the parent complained that only authorization and consent for an evaluation of speech and language needs had been given to the district. This authorization permitted a speech and language pathologist and a school psychologist to conduct an evaluation of the child's needs in the area of speech and language. The authorization did not permit the district evaluators to conduct assessments to determine other areas of eligibility for services.

Soon after the authorized assessments were initiated, both the speech and language pathologist and the school psychologist registered concerns about the child's development in other areas, including social functioning and pre-academic functioning. Consistent with statutory Child Find obligations that apply both to educational staff and to community-based medical and mental health practitioners, authorization for additional assessment was requested from the parent. The evaluators wished to assess social-emotional functioning as well as pre-academic functioning in greater detail. The parent of this three-year-old child was uneasy about identifying any other areas of special education need, particularly areas that might stigmatize the child prior to future entrance into the first grade.

In summary, the parent was reluctant to consider additional testing. The evaluators, cognizant of their Child Find obligations, judged that more assessment was needed.

Intervention:

Dilemmas like the scenario summarized above occur with some frequency as young children prepare to enter early childhood special education programs. Parents approach their children's first special education evaluation with a variety of perspectives about possible outcomes. Some parents have already been participants in service plans offered by Birth-to-Three agencies and are familiar with the benefits of early childhood interventions. Other parents, with and without Birth-to-Three agency experience, are unsure about the benefits of such interventions. Such concern is often based on fears that any assessment may not accurately reflect their children's true skills. Additionally, parents may worry that such assessment might limit their children's participation in opportunities available to all children entering schools.

There are a number of possible remedies to this situation portrayed in the present scenario. The district could request an administrative law judge to override the parent's refusal to authorize more testing. Since this is the first referral for services, and no special education services are currently being provided by the district, the parent could also refuse to authorize services determined necessary by the IEP team. These remedies serve only to document the district's attempts to observe all Child Find duties. Neither of these remedies, however, are helpful in addressing the child's needs or contribute to partnerships between the school and parents.

Other remedies are available to the parent and to the district to resolve this impasse. Mediation facilitated by an outside, neutral third party is available when the parent and district personnel cannot develop acceptable options for resolving the dispute. In some instances, the observations already obtained by the speech and language pathologist and the school psychologist might provide sufficient data for determination of eligibility for additional special education services without the need for additional testing.

In many cases, additional time spent with parents to familiarize them with the assessments and possible early intervention options can provide the assurance and comfort that parents need to proceed with the assessment.

Resolution:

In the present scenario, the parents and staff spent considerable time discussing the observations of the child's skills and the types of services that could be recommended. The parents were invited to observe a typical early childhood class to get a better idea of the types of educational interventions that are available. The parents ultimately provided the consent for the additional assessments. The parents were invited to observe all assessment activities. The IEP team found the child eligible for speech and language services and programs for students with significant developmental delays (SDD).

The district has considerable flexibility in selection of early childhood classes that might address this student's needs based on the IEP that was developed. Placement was in an early childhood class that was team-taught by both a regular education teacher and a special education teacher. Speech and language services were provided by a pathologist who visited the early childhood class. The placement addressed the child's needs and provided the parent with an opportunity to participate on a regular basis and become familiar with age-appropriate child development and to develop skills to support those skills at home and in the community.

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## COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Charter School Proposal from Milwaukee Business High School

Background

On January 5, 2007, Milwaukee Business High School submitted a proposal to become, beginning with the 2008-2009 school-year, an MPS instrumentality charter school, serving a maximum of 400 students in grades 9-12. On February 15, 2007, members of the MPS Charter School Review Panel met to review the charter school's proposal. At that meeting, staff members, and members of the community demonstrated their passion, commitment, and support for the Milwaukee Business High School's proposal.

Analysis

1. 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.

2. The MPS Charter School Review Panel recommends that the concept of the proposal be approved at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports the MPS Strategic Plan, 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

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY 2009 budget will allocate funds to MPS instrumentality charters as determined by the Board of School Directors.

Committee Recommendation

The Committee recommends that the Board:

1. approve the concept of the Milwaukee Business High School proposal 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 Milwaukee Business High School in anticipation of the establishment of an MPS instrumentality charter school for the 2008-2009 school year.

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

* * * * *

(Item 2) Informational Report on the Charter School Contract Review Team's Findings for Siefert Elementary School

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

Administration's Report

1. On April 25, 2002, the Milwaukee Board of School Directors approved a three-year charter school contract establishing Siefert Elementary School as an instrumentality charter school. Located at 1547 North 14th Street, Siefert Elementary School opened as a charter school beginning with the 2001-02 school year and ending with the last regularly scheduled school day of the 2003-04 school year.

2. 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 renewal of the Charter School Contract.

3. In June of 2004, the Charter School Contract Review Team completed a review of Siefert's compliance with its charter contract. The 2002-03 audited data raised significant concerns about student achievement; however, the unaudited 2003-04 student achievement data indicated an improvement in the Wisconsin Knowledge and Concepts Examination (WKCE) from the previous year. Therefore, the Review

Team recommended contract renewal of only one year and that the audited 2003-04 student achievement data be reviewed and considered along with the results from the 2002-03 achievement data at the next review cycle. The Superintendent concurred with the recommendation.

4. On November 23, 2004, the Board approved a renewed two-year charter contract for the 2004-05 and 2005-06 school years. A two-year contract allowed two years of audited data (the 2003-04 and 2004-05 school years' data) to be available for the Charter School Review Team's analysis.

5. The Charter School Contract Review Team reviewed the Siefert Elementary School's contract on January 12, 19, and 26, 2006, and finalized its decision on February 2, 2006. The Charter School Contract Review Team recommended termination of the Siefert Elementary School's instrumentality charter school contract due to low student achievement and failure to make consistent, significant academic progress. The Superintendent concurred with the recommendation.

6. At the May 9, 2006, meeting of the Committee on Innovation and School Reform, there was extensive discussion regarding the Siefert charter contract's timeline. Although the performance audit and charter review timeline would allow only for consideration of the audited 2003-04 and 2004-05 student achievement data, it is understandable that a two-year contract may have been interpreted as providing two years to demonstrate improvement, beginning with the 2004-05 school year and including the 2005-06 school year. Because the expectation of some individuals was that a review would include the 2004-05 and 2005-06 school years, the Superintendent supported authorization to negotiate a one-year charter school contract renewal for Siefert Elementary School for the 2006-07 school year. This would allow the Charter School Contract Review Team to use audited student achievement and performance data reflective of the school's efforts to demonstrate improvement.

7. On June 29, 2006, the Milwaukee Board of School Directors took action to approve a one-year instrumentality charter school contract, consisting of the 2006-2007 school year, with Siefert Elementary School.

8. Pursuant to Board action on June 29, 2006, sections I. D. and III C. of the Siefert Charter School Contract were modified to include prescriptive language for the one-year contract and specified the student achievement and performance data to be reviewed by the Charter School Contract Review Team to determine its recommendation. Section III.C. states the following:

**Charter School acknowledges that its past low student achievement and failure to make sufficient progress toward attaining the educational goals under the Contract caused Charter School to be in violation of its Contract for the 2005-2006 school year. To allow for an additional one-year term, Charter School shall comply with the program set forth in section I.D. Notwithstanding any other provision in this contract or at law, the Charter School Contract Review Team will utilize the audited 2004-2005 and 2005-2006 student achievement and performance data to determine a recommendation concerning contract renewal. Charter School stipulates that should the Charter School Contract Review Team find that the Charter School fails to make significant progress on its educational goals, its contract will not be renewed for any additional term, and the Charter School shall revert to a MPS non-chartered school as set forth in section D.**

9. On February 27, 2007, the Charter School Contract Review Process was conducted for Siefert Elementary School. The Review Process included Siefert Elementary School representatives and the Siefert principal, as well as the Charter School Contract Review Team, and provided the opportunity to discuss the analysis, consider additional input, determine the findings, and develop a recommendation.

10. The Superintendent, in the verbatim transcription record of the June 29, 2006, regular meeting of the Milwaukee Board of School Directors (page 36), stated, "If the review warrants that the school be terminated, then no further Board action would take place. The contract would terminate at the end of the year."

11. Based on the Board's action and the audited results of the 2004-2005 and 2005-2006 student achievement and performance data, the Charter School Contract Review Team recommends non-renewal of

the instrumentality charter school contract with Siefert Elementary School. Following a review of the report from the Review Team, the Superintendent concurred with the recommendation to not renew the charter school contract and return the school to status as a non-charter school because pupils enrolled in Siefert Elementary School have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, which is ground 3 for termination by the Board as stated in the contract.

12. The Charter School Contract between the Milwaukee Board of school Directors and Siefert Elementary School 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:
>
> 1. Board determines that Charter school violated this contract, or
> 2. 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
> 3. 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
> 4. Board determines that Charter school has violated sec. 118.40, Stats., or
> 5. Board determines that Charter school does not agree to modifications and/or amendments required by the Board to this Contract."

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

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(Item 3) Action on a Charter School Proposal from International Peace Academy

Background

On January 5, 2007, International Peace Academy submitted a proposal to become an MPS non-instrumentality charter school for the 2008-2009 school year to serve a maximum of 400 students in grades 9-12. On February 8, 2007, members of the MPS Charter School Review Panel met to review the charter school proposal. At that meeting, staff members, parents, and members of the community demonstrated their passion, commitment, and support for the International Peace Academy's proposal.

Analysis

1. The International Peace Academy proposes:
   a. a pentagonal learning framework with five educational fields of studies: medical, law, engineering, business/ economics, and humanities;
   b. a rigorous academic college and career-preparatory high-school environment;

c. a learning community with academic and career advisory teams, mentorship programs, internships, individualized learning plans, learning plan reviews, and leadership training to empower staff and students for the purpose of focusing on the whole student;

d. a comprehensive educational plan which uses best practices aimed at addressing the high-school drop-out rate; and

e. the study of Hmong cultures and the International Baccalaureate Program while meeting MPS and state standards.

2. The MPS Charter School Review Panel recommends that the concept of the proposal be approved at this time.

Strategic Plan Compatibility Statement

3. The recommendation is compatible with and supports the MPS Strategic Plan, 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

4. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools, and Administrative Policy 9.12, Charter Schools.

Fiscal Impact Statement

5. Upon approval, the FY2009 budget will allocate funds to MPS non-instrumentality charters as determined by the Board of School Directors.

Committee Recommendation

Your Committee recommends that the Board:

1. approve the concept of the International Peace Academy's proposal 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 International Peace Academy in anticipation of the establishment of an MPS non-instrumentality charter school for the 2008-2009 school year.

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

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(Item 4) Communication 0607C-003 from the Milwaukee Teachers Education Association Requesting a Hearing Regarding Current Educational Issues

On November 30, 2007, the Board referred to its Committee on Innovation/School Reform the following communication from the MTEA.

November 6, 2006

Mr. Joseph Dannecker, President
Milwaukee Board of School Directors
Milwaukee Public Schools
PO Box 2181
Milwaukee WI 53201-2181

Dear President Dannecker:

The early childhood educators in -MPS need to express their concerns about funding of early childhood initiatives in Milwaukee.

Last year, we conducted a survey ofK-4 and K-5 teachers throughout the district. We had an amazing response from our colleagues. The results of our survey raised the following concerns:

Educators in K-4 classrooms are deeply concerned about the number of 4 year-olds in their classrooms. They worry that students are not receiving rich instruction that will adequately prepare them for their future in school. However, they also wonder ifsome of the practices that are becoming the nann in their classrooms (elimination of nap time, intense reading and writing instruction) are developmentally appropriate.

Teachers in K-5 classrooms also expressed deep reservations about an ever-accelerating kindergarten curriculum. They, too, wonder if what they are teaching isn't more suited to first grade classes.

Both groups are concerned about funding. K-4 teachers want to know if lawmakers realize how important four year-old kindergarten is for academic success when they threaten to eliminate funding, while creating a system whereby schools enroll 25, 30, even 35 K-4 students to ease budget crunches.

The same holds true for SAGE teachers who see first-hand the benefit of smaller classes, but also worry that this program will be eliminated, and that administrators are not fully committed to insuring the fidelity of this program.

Director Blewett has met with the committee, and started what we believe is an important dialogue.

We are requesting a special hearing before the board so that all school board directors may hear directly from these educators about the pressing issues both they and their children face.

Thank you in advance for your consideration.

Sincerely,

Dennis Oulahan
President
Milwaukee Teachers' Education Association

Committee Recommendation

Your Committee reports having given hearing to the MTEA and other interested parties and recommends that, with the transmittal of the District budget or before, the Administration provide the Board with an analysis of a class-size cap for all existing K4 and K5 classrooms with the fiscal impact of a class size of 15 students and an analysis of an impact of a class size of 20 students.

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

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(Item 5) Update on the District's Partnership with the Milwaukee-based Hunger Task Force and the Universal Free Breakfast Program

Committee's Report

Your Committee reports having given hearing to the Milwaukee-Based Hunger Task Force and other interested parties.

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(Item 6) Action on Resolution 0607R-022 By Director Spence Regarding Early Childhood Programming Resources

Background

At its meeting on November 30, 2006, the Board referred the following 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.

Administration's Analysis

1. Attached to the minutes of your Committee's meeting is a table that outlines MPS early childhood programs and respective per-pupil funding allocations.

2. The District's early childhood program funding is directly related to funding mechanisms which the Board has in place by school type.

3. Research and MPS experience indicate that better outcomes for young children are achieved when the teacher has at least a Bachelor's degree. Those outcomes are still better when the degree is in early childhood education. Classrooms led by teachers with those qualifications are of higher quality and include richer language environments, richer literacy environments, and better teacher-child interactions.

4. High-quality, community-based programs are typically accredited by the National Association for the Education of Young Children (NAEYC). There are only 30 of these nationally accredited preschool programs in Milwaukee. Unfortunately, most of the Milwaukee community-based preschool programs meet only the minimum state and local requirements or are not in compliance with licensing or certification regulations.

5. After reviewing several models, the Administration proposes further research on the following early childhood models:

a. Model A provides a district-licensed childcare 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.

b. Model B provides that the District would partner with non-MPS, NAEYC-accredited, and high-quality early childhood programs (as described in #4 above) and would expand the District's early childhood contracted seats. The programming could also be offered on-site by the childcare center.

c. Model C provides three hours of educational programming for preschool children at schools with existing before- and after-school camp programs. The educational component is wrapped with the after-school camp program and staffed with camp employees. Parents are charged a minimal fee, or W-2 childcare subsidy funding is accessed.

Strategic Plan Compatibility Statement

6. The recommendations support 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

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 develop a more detailed report and plan which it will bring back to the Board for approval. The goal for implementation is FY09/2008-09 school year.

Committee Recommendation

Your Committee recommends that the Board adopt Resolution 0607R-022 by Director Spence with the amendment to the second Further Resolved that the Administration will bring back to the Board a more

detailed report/plan (to include additional information such as complete fiscal impact statements, including facilities, transportation, and program standard related costs) to be considered as part of FY09 budget deliberations.

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

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(Item 7) Action on Resolution 0607R-025 by President Dannecker Regarding an Arts Education Model

Background

At its meeting on December 21, 2006, the Board referred Resolution 0607R-025 by Director Dannecker to the Committee on Innovation and School Reform:

WHEREAS, Members of the Milwaukee Board of School Directors, as well as MPS district administrative personnel, have variously and vigorously expressed a strong desire to support arts education throughout the community and particularly to identify means to strengthen and sustain specialized arts education at the Milwaukee High School of the Arts (MHSA); and

WHEREAS, Various members of the public have expressed concern about the future of MHSA and other arts programs; and

WHEREAS, The District must find means to strengthen and sustain arts education in all schools; and

WHEREAS, MHSA has operated in recent years with a growing deficit, and some individuals have expressed a strong belief that the operating deficit is rooted in the loss of specialty funds allocated to the school, that it is equitable and necessary to give MHSA additional funds to sustain MHSA's current method of operating, and that the District must meet the challenge of replicating this high-quality program; and

WHEREAS, Even if replacing lost specialty allocations would reduce or eliminate the school's deficit, providing supplemental funding in this manner would likely require depleting funds for other programs, would further exacerbate the financial challenges of replicating high-quality programs, and does not appear likely to provide sustainable funding for high-quality arts education; and

WHEREAS, While few, if any, have disagreed with the assertion that high-quality arts education is more expensive to provide than is education in other forms, no one has offered to the District a means of defining this additional cost; and

WHEREAS, When resources are limited, it is not reasonable to define necessary additional cost purely by what the beneficiary of the expenditure demands, as opposed to the learning outcome targeted; and

WHEREAS, Despite various efforts to engage in a coordinated problem-solving approach to meeting the arts funding challenge, a variety of groups appear to be seeking or creating their own solutions to the issue of arts funding, without apparent coordination or comprehensive planning, and without evident agreement on specific desired means or ends; and

WHEREAS, Parents and arts groups have for too long been pitted against each other and the District without generating a defined goal or legitimate basis for the Board or the Administration to adopt a long-term plan for sustaining and expanding access to quality arts education based upon best practices and the natural strengths of our community; and

WHEREAS, The Milwaukee regional community and Milwaukee Public Schools, as partners, are uniquely situated to provide avenues to the highest-quality arts education possible; and

WHEREAS, The lack of a clear set of goals for arts education on a district-wide and regional level, and lack of a plan for working toward those goals, together with demands that the District must simply take money from other programs in order for arts programming to survive at a specific school, allows for an atmosphere in which unsubstantiated assertions and rumors flourish and may undermine arts education funding by encouraging uncertainty in parents who may be considering enrollment; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors express its united support for identifying and articulating best practices in specialized arts education at all levels, including Milwaukee High School of the Arts, as well as for strengthened arts programming in every school affiliated with the District, and its commitment to creating equal access to quality arts education for every child in Milwaukee; and be it

FURTHER RESOLVED, That the Board directs the Administration to identify one or more persons to work with interested persons to develop a proposed model for sustainable high-quality arts education in Milwaukee, focusing on Milwaukee High School of the Arts and on building sustainable collaborative relationships intended to ensure that the quality of education at MHSA is better than ever and continuously improving, and further working outward through MPS and the community to reinvigorate and strengthen all arts education in the District, with considerations to include, but not be limited to:

1. the possibility that, given that the current MHSA building may be of inadequate quality and is sometimes generally described as requiring excessive maintenance, and given the excess capacity within district facilities, better space may exist in better locations that may be modified with relative cost-effectiveness to create state-of-the-art facilities for teaching and learning, including rehearsal and performance in various arts endeavors;

2. the collection and consideration of existing research and information that specifically defines needs that result in high-quality arts education as being relatively more expensive than other education, including information from any available, reasonably credible source, and the establishment of tasks for obtaining any additional needed information;

3. the collection and consideration of information from other districts as to how they sustain specialty arts funding, particularly in districts that sustain it at a rate higher than provided for other education models, or at rates higher than in other districts;

4. inviting individuals and organizations in the arts community to assist in developing a cost model that adequately funds high-quality arts education, and inviting the school community to assist again in this process of identifying and justifying particular expenditures;

5. an analysis of previously used funding models to determine whether a previous Central Service delivery model might be reconsidered and determined to be more appropriate and cost-effective; and

6. the development, as rapidly as possible, of a proposed plan, or sequence for working with any willing member of the Milwaukee community to develop a plan, to revitalize arts education, and to expand it, in Milwaukee; and be it

FURTHER RESOLVED, That the Board further directs the Administration to report to the Board as early and often as reasonably possible to apprise it of ongoing discussions and developments in developing a stronger sustainable model for arts education that makes the greatest possible effective use of arts resources and talents throughout the community.

Administration's Analysis

1. Milwaukee Public Schools strongly supports and has committed significant resources to arts education, including $1 million in FY07 for the Arts Partnership.

2. The District also has offered arts-related professional development to school-based arts educators and regular classroom teachers. Some of the professional development efforts were funded through a competitive grant from the U.S. Department of Education.

3. The Administration recognizes the need to examine new models of arts education and collaboration. It has asked a new Arts-Based Collaborative (ABC) to investigate the structure and educational delivery models used at the District's five arts 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. 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.

4. ABC will work to develop a common vision and mission among the schools and will explore the potential of developing an aligned and coordinated curriculum and sharing resources to allow the schools to operate more efficiently. The ultimate goal of the collaborative is to develop a feasible model to sustain arts education.

5. The Arts-Based Collaborative will report back to the Board in fall of 2007 with a plan for sustaining and improving arts education in MPS.

Strategic Plan Compatibility Statement

6 The recommendations support 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

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

Fiscal Impact Statement

8 This item does not authorize expenditures. The Administration may, at a later date, enter into a contract for a study of arts education potential model alternatives. If so, the Administration will adhere to the requirements of Administrative Policy 3.09, Purchasing and Bidding Requirements.

Implementation and Assessment Plan

9. Upon approval by the Board, the Administration and ABC will develop a plan to sustain and improve arts education in the Milwaukee Public Schools. The plan will be submitted to the Board in fall 2007.

Committee Recommendation

Your Committee recommends that the Board adopt Resolution 0607R-025 and direct the Administration to report back to the Board in 2007 with a plan for sustaining and improving MPS arts education.

Director Johnson moved to approve the Committee's recommendation.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

* * * * *

(Item 8) Informational Report on Character Education Programs Offered in Milwaukee Public Schools

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

Administration's Report

1. Character Education is everything that is done at school that positively influences the character development of students. Character Education helps students to select from various options to make positive decisions.

2. Character Education in Milwaukee Public Schools is integrated into the curriculum areas and specific programs, however, specific Character Education programs are available for purchase. Integration of Character Education is commonly known as the holistic approach. Effective Character Education is not adding a program or set of programs to a school, but rather it is a transformation of the culture and life of the school.

3. Some of the concepts or traits associated with Character Education would include being trustworthy, kindly, courteous, respectful, proper, and conscientious. Curriculum topics and instructional methods include cooperative learning, respect, decision making, conflict resolution, and self-knowledge. This is not an exhaustive list, but simply a sample of values and topics that are covered by Character Education.

4. Listed below are the character-related educational programs offered in the district to students in various grade levels.

a. Beginning Awareness Basic Education Studies (BABES) is a primary drug and alcohol prevention program designed to give children a lifetime of protection from self-defeating behaviors and substance abuse. BABES accomplishes this by assisting young people to develop healthful living skills and by providing them with accurate, nonjudgmental information about the use and abuse of alcohol and other drugs.

b. Best Friends is an abstinence-based program that operates in nine schools serving over 650 girls, of which 35 are high-school "Diamond Girls." Sixteen parental programs are also provided throughout the school year.

c. Best Men is an abstinence-based program that operates in nine schools serving over 500 boys, of which 10 are high-school "Boys Leaders." Sixteen parental programs are provided throughout the school year.

d. Comprehensive School Counseling program is currently being piloted in several schools. The Comprehensive School Counseling program includes student awareness, skill development, appreciation of skills needed in everyday life, educational and career planning, decision making, goal setting, and prevention and intervention.

e. Conflict Resolution Curriculum for Middle School Students is a city-wide training program that provides teachers with the skills necessary to implement this conflict-resolution curriculum. The curriculum, which has been designed for middle-school students, was developed out of the need for students to shift their attitudes, beliefs, and behaviors related to conflict.

f. First Step to Success is a three-month program which targets one child in a class at a time. This program requires the involvement of a coach to coordinate the program, the classroom teacher, and the parent. This intensive program utilizes one-on-one cuing paired with a reinforcement schedule which is gradually diminished. Additionally, the student's classmates are involved in helping the target student meet his/her goals.

g. Game Plan and Navigator program is an abstinence-based program for grades six through eight.

h. Get Set is a modified version of the 7 Habits of Highly Effective Teens program for students in grades six and seven. The focus is on acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively.

i. GO! is a modified version of the 7 Habits of Highly Effective Teens program for students in grade eight that continues with the concepts and skills learned in Get Set.

j. Learning for Life program helps youth develop social and life skills, assists in character development, and helps youth formulate positive personal values. It prepares youth to make ethical decisions that will help them achieve their full potential.

k. LifeSkills Training program is a comprehensive, dynamic, and developmentally appropriate substance abuse prevention program. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve knowledge of essential life skills — all of which promote healthy and positive personal development. The program is currently used in grades three through twelve at selected schools.

l. Optimizing Success through Problem Solving (OSPS) works with school staff to support classroom-management strategies, positive behavior supports, and individual student planning.

m. Safe Child program is a child abuse prevention program designed for children in grades one through three. The purpose of the program is to raise children’s awareness of potential abuse, help them develop safety skills, empower them to take responsibility for their own bodies, and teach theyn to respect the rights of other children.

n. Second Step Curriculum, developed by the Committee for Children, is a comprehensive and well researched program designed to teach students social skills in a variety of areas, primarily empathy, impulse control, and anger management.

o. Social Emotional Learning Fundamentals (SELF) consists of:

- a screener-based program for teachers to assess and monitor student character development in grades kindergarten through twelve.
- a screener based program for students in grades three through twelve to self-assess character development, compare student perceptions with teacher ratings, and set goals.

p. Sportsmanship Summit (WIAA) is offered every two years. The purpose of this event is to address citizenship and sportsmanship issues. Madison High School is starting a Captain Roundtable with key students to talk about ways to provide leadership within their school.

q. Start Something is a program that focuses on character development, volunteer service, and career exploration.

r. Staying Alive program is an extension of “Survive Alive.” Several MPS departments, the Milwaukee Fire Department’s paramedics, Children’s Hospital, and Project Ujima are collaborating to develop a program that will reach all MPS students in grade six. The topic is anger management and violence reduction.

s. Steps to Respect Curriculum and Let’s Get Real programs are one-day workshops offered to schools that are committed to implementing a school-wide program to reduce bullying. This training is for school teams who will oversee the implementation of the Steps to Respect Curriculum for elementary students or the Let's Get Real Program for middle-school students.

t. Steps to Respect Program is a school-wide approach to address bullying behavior. This program, designed by the Committee for Children, provides training for the entire staff, providing all adults with skills in recognizing bullying behavior and handling bullying reports.

u. Talking About Touching teaches young students basic skills to help keep them safe from a range of dangerous or abusive situations. This easy-to-use curriculum supports parents and teachers as they engage in straightforward discussions with children about these sensitive but critical issues.

v. TRAILS (Teaching Resiliency and Instilling Life Skills), which is a program to teach decision making and healthful choices, is usually presented by school psychologists or school social workers.

w. Violence Prevention Curriculum is a ten-session curriculum that presents data on violence and focuses on preventing acquaintance violence, which is most prevalent among teens. The program was designed for students in grade ten but can be adapted for middle-school and older high-school students.

x. Violence Prevention Program (VPP), in an effort to continue working within "Best Practices", has made some changes in how peer mediation training is being offered. In an effort to ensure that peer mediation training is resulting in viable mediation programs, the Violence Prevention Program will be working extensively with eight schools.

y. Woven Word gives children both the academic and the social and emotional skills they need using illustrated children's books. This research-based, easy-to-use curriculum weaves together emergent literacy and social-skills development. These skills combine to reinforce and build on each other through language.

z. 7 Habits of Highly Effective Teens is a program that focuses on the following seven habits:

(1) responding to challenges in a positive way;

(2) being realistic about personal strengths and weaknesses and working toward a realistic goal;

(3) practicing time-management skills;

(4) recognizing the mutual benefits of cooperative behavior;

(5) practicing effective communication skills with peers, adults, and family members;

(6) understanding the power in unity and strength in diversity; and

(7) understanding the importance of a healthful lifestyle.

5. It should be noted that character education is not one-dimensional in nature, nor is character development necessarily found in a single program or event. Character development will require a consistent and long-term development of skills in order for students to build character. The level of training and knowledge base of the person providing services is without a doubt crucial to affecting change in student behavior which affects learning. The services provided must be consistent and seamless over the K-12 continuum to become grounded.

6. The programs highlighted in this report are housed in various offices and departments or at the schools. The Administration will strive to have the proposed MPS Comprehensive School Counseling Program as the framework where the coordination of programs related to Character Education exist.

* * * * *

## COMMITTEE ON FINANCE/PERSONNEL

Director Horton 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 at the March 2007 Board Meeting. Adequate funding is available in the accounts as noted below.

Roof Replacement

*Auer Avenue School*

Prime Contractor
FJA Christiansen Roofing Co., Inc.
2101 W. Purdue Street
Milwaukee, WI 53209

Low Bidder, Base Bid of.....$386,520.00

| 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 | 136 | 43 | 6 | 15% | 15% | $57,980 | 25% | 100 | 20 |

Funds are budgeted for the Auer Avenue School's roof-replacement project from FY07 Major Maintenance Construction Fund, contracted services for roofing, account code FAR00MM2AU ECNCROF7 (W.O. #2-702803). Project, which is to begin on May 1, 2007, is scheduled for completion on July 27, 2007.

New Tot Lot

*Fratney Street School*

Prime Contractor
Rupel Construction, Inc.
401 Wilmont Drive, Unit D
Waukesha, WI 53189

Low Bidder, Base Bid of.....$77,500.00

| Prime Contractor Info | | | | HUB | | | COIN | Required Student Hrs. | |
|---|---|---|---|---|---|---|---|---|---|
| | # of Employees | | | | | | | | |
| Certified | Total | Minorities | Women | Req. | Submitted | Value | Req. Pct. | Paid Employmt | Ed'l Experience |
| No | 3 | 0 | 0 | 10% | 10% | $7,750 | 25% | 50 | 10 |

Funds are budgeted for the Fratney Street School's new tot lot project from FY07 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2FT ECNCGND7 (W.O. #2-706164). Project, which is to begin on June 19, 2007, is scheduled for completion on August 31, 2007.

*Kluge School*

Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 W. Loomis Road
Greenfield, WI 53220

Low Bidder, Base Bid of.....$79,680.00

| 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 | 30 | 10 | 5 | 10% | 10% | $8,000 | 25% | 50 | 10 |

Funds are budgeted for the Kluge School's new tot lot project from FY07 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2KL ECNCGND7 (W.O. #2-706163). Project, which is to begin on June 19, 2007, is scheduled for completion on August 31, 2007.

Tot Lot Reconstruction

*Dr. Martin Luther King Jr. School*

Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 W. Loomis Road
Greenfield, WI 53220

Low Bidder, Base Bid of.....$113,850.00

| 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 | 30 | 10 | 5 | 10% | 10% | $11,400 | 25% | 50 | 10 |

Funds are budgeted for the Dr. Martin Luther King, Jr., School's tot lot reconstruction project from FY07 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2KN ECNCGND7 (W.O. #2-702856). Project, which is to begin on June 19, 2007, is scheduled for completion on August 31, 2007.

*Starms Discovery Learning Center*

Prime Contractor
Bluemel's Maintenance Service, Inc.
4930 W. Loomis Road
Greenfield, WI 53220

Low Bidder, Base Bid of $69,740.00, plus $800.00 for Mandatory Alternate Bid #1, to provide benches as indicated on Drawings, and $3,000.00 for Mandatory Alternate Bid #2, to install gate, for a total of .....$73,540.00

| 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 | 30 | 10 | 5 | 10% | 10% | $7,000 | 25% | 50 | 10 |

Funds are budgeted for the Starms Discovery Learning Center's tot lot reconstruction project from School Initiative Funds, account code MBM0ABDKST EMMB and FY07 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2ST ECNCGND7 (W.O. #2-737398). Project, which is to begin on June 19, 2007, is scheduled for completion on August 31, 2007.

Construction Contracts

| | |
|---|---|
| Total construction contract dollars awarded | $ 731,090.00 |
| Total dollars HUB participation | $ 92,130.00 |
| % of HUB participation | 12.67% |
| % Minority employees within company | 28.87% |
| % Women employees within company | 6.84% |

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 for Actuarial Consulting Services for Health Benefits

The Administration requests authorization to enter into a contract with Gabriel, Roeder, Smith and Company (GRS) for actuarial services related to accounting for healthcare benefits. Specifically, GRS will provide an actuarial valuation in compliance with Government Accounting Standard Board Statement 45 (GASB 45), which addresses how governmental entities must report Other Post Employment Benefits beginning in FY08.

Last year, the District issued Requests for Proposal (RFP) 532 and 543 to create a list of qualified actuarial firms to perform actuarial consulting studies, including the implementation of GASB 45. Of the five firms that responded to the RFPs, four firms were pre-qualified. GRS is one of the pre-qualified vendors.

The contract would be for one year, beginning April 1, 2007, with the option to extend for two additional one-year periods. GRS's fees over this 3-year period would be $18,000, $18,540, and $19,100, respectively, with a total cost not to exceed $55,640.

The budget code to be charged is DWC00EMBDW-EMDI (District-Wide Hospital and Surgical Insurance).

**GRS** *(per December 7, 2006, response to RFP 543)*

| PRIME PRICE QUOTE | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Minority | Women | HUB CERTIFIED | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| NTE $55,640 | 145 | 23 | 71 | No | 10% | 10% MBE | $5,564 | Prof. Svc. | Actuarial Services |

Authorization to Enter into a Contract for Professional Development Services

The Administration requests authorization to enter into a contract with Ed Tech Online/Education Development Center Inc. to provide professional development services for teachers training students with disabilities. Specifically, Ed Tech will offer two cohort trainings (25 MPs teachers in each cohort) to accomplish the following goals. Participants will:

- develop on-line materials for teacher training that incorporate MPS high standards and local curriculum with best practices for teaching and achieving high-level outcomes for students with disabilities;
- acquire the skills to develop on-line course offerings for special education teachers and general education teachers who support students with disabilities within their classrooms; and
- develop the skills and certification to facilitate the current 36 Ed Tech on-line course offerings. (MPS currently has a license for 36 EDC professional development courses that are certified for graduate credit through Cardinal Stritch University.)

Ed Tech was granted a sole-source waiver as it is returning to complete a previously begun project. The contract period will run through August 28, 3007, and the cost not to exceed is $100,000. The budget code to be charged is SDVOSTV7RH-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 |
| NTE $100,000 | NA | NA | NA | No | NA | NA | NA | NA | NA |

Purchasing Request Summary — March 2007

| | |
|---|---|
| Total contract dollars to be awarded | $ 155,640 |
| Total dollars eligible for HUB participation | $ 155,640 |
| Total HUB dollars | $ 5,564 |
| % of MBE participation | 0 |
| % of WBE participation | 0 |
| Total HUB Participation | 3.6% |

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, 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 | $ 215,787,611 | $ 460,634,599 | $ 482,320,045 | 49% |
| Categorically Aided | 180,118,973 | 29,169,218 | 209,288,191 | 23,419,323 | 75,189,420 | 134,098,771 | 36% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 2,801,257 | 11,382,892 | 18,384,398 | 38% |
| Construction | 20,767,624 | 39,570,180 | 60,337,804 | 14,587,739 | 14,626,407 | 45,711,397 | 24% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 9,398,820 | 10,328,595 | 2,682,821 | 79% |
| Total All Funds | $ 1,149,662,843 | $ 105,696,502 | $ 1,255,359,345 | $ 265,994,749 | $ 572,161,913 | $ 683,197,432 | 46% |

Below is a summary of expenditures as of January 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 | $ 70,773,537 | $ 500,015,953 | $ 442,938,691 | 53% |
| Categorically Aided | 180,118,973 | 29,169,218 | 209,288,191 | 17,293,391 | 102,208,794 | 107,079,397 | 49% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 2,481,212 | 15,745,141 | 14,022,149 | 53% |
| Construction | 20,767,624 | 39,570,180 | 60,337,804 | 1,557,433 | 59,122,932 | 1,214,872 | 98% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 572,180 | 7,887,033 | 5,124,383 | 61% |
| Total All Funds | $ 1,149,662,843 | $ 105,696,502 | $ 1,255,359,345 | $ 92,677,753 | $ 684,979,853 | $ 570,379,492 | 55% |

[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

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 School Bus Accidents

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

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 2/1/07 | 8:17 | Bradley Tech | No | Yes | Lakeside |
| 2/1/07 | 3:35 | Greendale Inter | Yes | Yes | Dairyland |
| 2/1/07 | 408 | Burroughs M.S. | Yes | Yes | Lakeside |
| 2/2/07 | 7:40 | Whitefsh Bay M.S. | No | No | Lakeside |
| 2/2/07 | 4:15 | Riverside U.H.S. | Yes | Yes | Spec Care |
| 2/7/07 | 2:30 | Honey Creek | No | No | Lamers |
| 2/8/07 | 2:45 | Congress | No | No | Laidlaw |
| 2/9/07 | 2:44 | Maple Tree | No | No | Lakeside |
| 2/12/07 | A.M. | Morse M.S. | Yes | Yes | Lamers-N |
| 2/12/07 | 7:37 | Clement Ave | No | No | Laidlaw |
| 2/12/07 | 7:40 | 65th Street | No | No | Joy Farm |
| 2/14/07 | 8:30 | Riverside U.H.S. | No | Yes | Lamers |
| 2/15/07 | 8:14 | Hamilton H.S. | No | No | Lakeside |
| 2/15/07 | 3:48 | Muir M.S. | Yes | Yes | Lakeside |
| 2/16/07 | 8:46 | Milw German | No | No | Dairyland |
| 2/20/07 | 8:53 | Milw French | No | No | Laidlaw |
| 2/20/07 | 9:00 | Starms Sites | No | No | Laidlaw — 55th |
| 2/20/07 | 2:59 | Wisconsin Ave | No | No | Lamers |
| 2/21/07 | 7:00 | Hampton | No | Yes | Lakeside |
| 2/21/07 | 8:25 | Riverside U.H.S. | No | No | Bee Bus |
| 2/26/07 | 8:55 | Craig | No | No | Laidlaw — N |
| 2/27/07 | 4:10 | Morgandale | No | No | Lamers |
| 2/28/07 | 3:00 | Riley | No | No | Atlas |

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Academy of Accelerated Learning | VFW Post 7485 | $150 | Boy Scouts and Girl Scouts |
| Academy of Accelerated Learning | Bruce Krueger | $200 | Office supplies |
| Browning | Albright United Methodist Church | $100 | Drummer performance |
| Browning | Quarles & Brady LLP | $300 | Drummer performance |
| Burdick | Burdick parent | $75 | Student incentive programs |
| Cooper | RAM Group, Inc. | $1400 | HP color Laserjet 8500 printer |
| Fernwood | Rotary Club of Milwaukee | $1,000 | Greenhouse |
| Forest Home | Target | $1,000 | Field trip grant |
| Garland | Anonymous | $500 | Science materials for first grade. |
| Hampton | PTO | $59.76 | Two DVD players |
| Lowell | In loving memory of Fred Murphy | $200 | Books |
| Maple Tree | Liberty Property Trust | $2,500 | Indoor and outdoor building improvements. |
| Meir | Anonymous | $420 | All-school field trip |
| Meir | SBC employee giving | $120 | School's discretion |

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Milwaukee Education Center | The Province of St Joseph of the Capuchin Order, Inc. | $2,500 | Chorus |
| Milwaukee Education Center | Clement Avenue School | $100 | Choir performance |
| MPS | WDJT-TV | $19,900 | Production, including editing of two promotional spots for MPS |
| MPS Homeless Program | Feed the Children | $197,076.34 | School and office supplies |
| MPS Homeless Program | Feed the Children | $31,518.80 | One thousand cases of food for MPS homeless families |
| MPS Homeless Program | Feed the Children | $78,845.22 | Backpacks filled with school supplies for MPS homeless families |
| Riverside | Carmen E. Overton | $100 | Painting supplies for musical |
| Riverside | Ron Mejia | $100 | Spring baseball trip to St. Louis |
| Riverside | David G. Krill | $25 | Spring baseball trip to St. Louis |
| Riverside | Jaren E. Hiller | $500 | Spring baseball trip to St. Louis |
| Riverside | Bruce Eben Pindyck | $250 | Spring baseball trip to St. Louis |
| Riverside | Jim Hanley | $10 | Spring baseball trip to St. Louis |
| Riverside | John Rohde | $20 | Spring baseball trip to St. Louis |
| School-to-Work Transition Program | Bon Ton (Boston Store) | $949.50 | Student Aid Fund |
| WCLL | Marie Grudzina | $400 | Two sewing machines for Art classes |

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; Approval of Prevailing Wage Rates; and Affirmative Action Reports

Approval of Classified Personnel Transactions

| Name and Assignment | Position and Salary | Date |
|---|---|---|
| | Appointments | |
| 2 Douglas Beasley<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |

| | | | |
|---|---|---|---|
| 5 | Joseph Bickers<br>School Nutrition | Food Service Manager Trainee<br>$16,349.60/yr. | 01/30/07 |
| 2 | David Bowman<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 5 | Dorothy Clark<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 2 | Shalanda Driver<br>Neeskara | School Secretary I<br>$20,683.56/yr. | 02/27/07 |
| 2 | Marvin Hicks<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 2 | Caviha Leonard<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 2 | Tammey Mitchell<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 2 | Omarlo Phillips<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 2 | Rhonda Powell<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 2 | Jamila Robinson<br>School Nutrition | Food Service Manager Trainee<br>$16,273.20/yr. | 01/30/07 |
| 2 | Charles Smith<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 5 | David Steinhilb<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 2 | Tommie Story<br>School Nutrition | Food Service Manager Trainee<br>$16,349.60/yr. | 02/28/07 |
| 2 | Derrick Ward<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| 2 | Amanda Woods<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |

Promotions

| | | | |
|---|---|---|---|
| 5 | Delores Kasal<br>School Nutrition | Food Service Manager Trainee<br>$18,091.52/yr. | 02/28/07 |
| 5 | Victoria Mueller<br>Genesis | Central Kitchen Manager II<br>$33,500.23/yr. | 02/05/07 |
| 5 | Richard W. Smith<br>Facilities & Maintenance Services | Machinery Maintenance Crewleader<br>$55,203.20/yr. | 02/26/07 |

Changes in Status

| | | | |
|---|---|---|---|
| | Frances Algee*<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |
| | Tijuana Conway Bradley†<br>School Safety | School Safety Assistant<br>$20,465.28/yr. | 02/26/07 |

| | | |
|---|---|---|
| Kamona Dixon‡<br>Milwaukee Education Center | Handicapped Children's Assistant<br>$15,352.46/yr. | 02/07/07 |
| Reginald Hamilton‡<br>King High | Handicapped Children's Assistant<br>$15,352.46/yr. | 01/03/07 |
| Michelle Hobson§<br>Brown | School Kitchen Manager II<br>$24,763.70/yr. | 02/08/07 |

* From General Educational Assistant
† From Building Service Helper I
‡ From substitute to regular
§ Reinstatement of Food Service Mgrs. per Local 150 Food Service contract

Approval of Certificated Appointments — Teachers

| Eth Code | Teachers | Division | Salary | Yrs. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 5,r | David Adams<br>PreK-6 | B | $34,008.00 | 1 | 02/28/2007 |
| 4,r | Adriana Beltran Perez<br>Bilingual Education | B | $34,008.00 | 1 | 03/05/2007 |
| 5,n | David Christiane<br>Cross-categorical | B | $35,516.00 | 2 | 02/14/2007 |
| 5,r | Shawn Comaris<br>History/Social Studies | B | $34,008.00 | 1 | 02/21/2007 |
| 4,r | Marilyn Diaz<br>Spanish | E | $67,104.00 | 15 | 02/21/2007 |
| 2,r | Nelson Foley<br>Grades 6-8/Mathematics | E | $57,991.00 | 10 | 03/12/2007 |
| 5,r | Shanen J. Hartmann<br>Cross-categorical | B | $35,516.00 | 2 | 02/20/2007 |
| 5,nr | Devon Hauser<br>Physical Education/Health | B | $34,008.00 | 1 | 02/22/2007 |
| 2,r | Tamara R. Hines<br>Grades 6-8/ Social Studies | C | $39,828.00 | 2 | 02/20/2007 |
| 2,r,a | Rebecca L. Kellogg<br>Grade 6 | B | $34,008.00 | 1 | 02/08/2007 |
| 5,r | Steven C. Midthun<br>Library | C | $51,760.00 | 9 | 03/05/2007 |
| 5,r | David Pazurek<br>Mathematics | B | $34,008.00 | 1 | 02/26/2007 |
| 5,nr | Nicholas P. Petersen<br>Cross-categorical | B | $34,008.00 | 1 | 02/20/2007 |
| 5,nr | Kelly D. Rostermundt<br>PreK-6 | B | $34,008.00 | 1 | 03/05/2007 |
| 2,r | Earnesteen Ward<br>Business Education | B | $34,008.00 | 1 | 02/19/2007 |

Approval of Certificated Appointments — Social Workers

| | | | | | |
|---|---|---|---|---|---|
| 2,r | Nicole Berry<br>School Social Worker | 2A | $46,291.00 | 0 | 02/28/2007 |

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 15, 2007: | | |
| Brenda Benner | Hampton | February 13, 2007 |
| Study Leave, to June 15, 2007: | | |
| Angela Colas | Milwaukee Sign Language | February 19, 2007 |

Report on Certificated Resignations and Classified Retirements

CERTIFICATED RESIGNATIONS

| Name | Position | Effective Date |
|---|---|---|
| Tina Boyle | Teacher | 03/01/07 |
| William Briesemeister | Teacher | 06/15/07 |
| Barbara Darby | Teacher | 06/15/07 |
| Andrea Seekins Drapeau | Teacher | 03/31/07 |
| Catherine Fitzpatrick | Teacher | 06/15/07 |
| Patrick Harrington | Psychologist | 06/21/07 |
| Leah Jerabek | Psychologist | 06/22/07 |
| Linda Kaponya | Teacher | 06/15/07 |
| Barbie Kasha | Teacher | 03/13/07 |
| Sarah Lemley | Teacher | 03/16/07 |
| Matthew Naus | Teacher | 06/15/07 |
| Heather O'Neil | Teacher | 06/30/07 |
| Kathleen Schuh Ries | Asst. Prin. | 06/19/07 |
| Marie Shinners | Teacher | 06/15/07 |
| James Sopko | Teacher | 11/26/06 |
| Patricia Sumnicht | Teacher | 06/15/07 |
| John Susitti | Soc. Worker | 06/21/07 |
| Lydia Torres | Teacher | 06/15/07 |
| Brenda Trapp | Teacher | 03/02/07 |
| Vaughn Werner | Teacher | 06/15/07 |
| Umenia White | Teacher | 02/05/07 |

Correction from February 2007 Board Report

| | | |
|---|---|---|
| Larry Reed | Supervisor | 03/02/07 |

CLASSIFIED RETIREMENTS

| Name | Position | Effective Date |
|---|---|---|
| Stephan Betley | School Engineer I | 02-16-07 |
| Dura Boone | Bldg. Service Helper II | 02-16-07 |
| Sylvia Haberski | Bldg. Service Helper I | 01-31-07 |
| Kenneth Seidner | School Engineer I | 02-09-07 |

Approval of Prevailing Wage Rates

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.

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:

ELEVATOR CONSTRUCTORS

Please be advised that the Elevator Constructors and their Contractors have reached an agreement providing for the following rates of wages and fringe benefits effective January 1, 2007.

| | 1-1-07 PER HOUR |
|---|---|
| Elevator Mechanic in Charge | $41.34 |
| Elevator Mechanic | 36.66 |
| 4th-Year Apprentice | 29.32 |
| 3rd-Year Apprentice/Helper | 25.66 |
| 2nd-Year Apprentice | 23.82 |
| 1st-Year Apprentice | 20.16 |
| Probationary Apprentice | 18.33 |

Employer contributions paid into the various fringe benefit trust funds for Elevator Constructors are as follows, effective January 1, 2007, and paid on all hours worked.

| | 1-1-07 PER HOUR |
|---|---|
| Health and Welfare Trust Fund | $8.275 |
| Pension Trust Fund | 4.46 |
| Education | 0.55 |
| Work Preservation | 0.18 |
| Annuity | 1.60 |
| Holidays | 1.23 |
| Dues Check-off (deducted from wages) | |

Effective January 1, 2006, the Dues Structure will be as follows: $53.69 per pay period; $116.33 per month; $349.00 per quarter; or $1,396.00 per year.

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for January 27 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, prevailing wage rates, 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:

| | | | |
|---|---|---|---|
| 5(r) | Mark Kuxhause | Principal<br>South Div. High School | Schedule III, Range 15A<br>$114,515.87 |
| 5(r) | Kevin McDonough | Assistant Principal<br>Foster and Williams High School | Schedule III, Range 12Y<br>$65,710.72 |
| 5(r) | Suzanne Gahan | Assistant Principal<br>Vincent High School | Schedule III, Range 12Y<br>$74,282.66 |
| 2(r) | Delorse Cole Stewart | K-12 Curriculum Literacy Coordinator — Reading Emphasis<br>Div. of Teaching and Learning | Schedule III, Range 11A<br>$86,101.42 |
| 2(r) | Keona Jones | Head Start Coordinator<br>Div. of Early Childhood Education | Schedule III, Range 9A<br>$78,981.21 |
| 2(r) | Ebbie Wells | Special Education Supervisor<br>Dept. of Special Education | Schedule III, Range 9C<br>$58,391.84 |
| 2(r) | Gloria Baines | Curriculum Generalist<br>NEA Focus Schools | Schedule III, Range 6C<br>$67,043.00 |
| 2(r) | Bryan Lyday | Curriculum Generalist<br>NEA Focus Schools | Schedule III, Range 6C<br>$65,050.32 |
| 5(r) | Patricia Fauteck | Health and Productivity Management Coordinator<br>Div. of Benefits and Insurance Services | Schedule III, Range 5A<br>$63,612.00 |

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) Informational Report Regarding Allocation Amounts for Title I Supplemental Services for Non-Public Schools

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

Administration's Report

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act of 2001, provides benefits to eligible non-public school students, teachers, and other educational personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers and not services to non-public schools. ESEA requires the equitable participation of non-public school students, teachers, and other educational personnel in some of its major programs.

2. Milwaukee Public Schools is required to provide services to eligible non-public school children, teachers, and other personnel consistent with the number of eligible children enrolled in non-public elementary and secondary schools in the City of Milwaukee. These services and other benefits, which must be comparable to the services and other benefits provided to public school children and teachers participating in the program, must be provided in a timely manner.

3. In March 2004, the Milwaukee Public Schools issued RFP #439 to solicit vendors that could provide the range of services required for the 2004-2005 through 2006-2007 school years. In addition to providing Title I services to traditional non-public schools, the RFP requested provision of Title I services for private agencies providing educational services for Milwaukee Public School students under contracts with MPS Diversified Community School (DCS) and Early Childhood Departments. The RFP team recommended that contracts be awarded to four service providers based upon selections made by participating non-public schools:

- Catapult Learning (formerly Sylvan Educational Solutions);
- Academic, Business and Cultural Academy; and
- Learning Exchange and Nonpublic Educational Services, Inc.

4. At its meeting on April 22, 2004, the Milwaukee Board of School Directors authorized the Administration to enter into one-year contracts, with options for up to two additional years, with the four recommended service providers for the provision of Title I services under RFP #439.

5. Funds to be provided for the provision of Title I services were to be determined each year under ESEA-mandated non-pubic school equitable participation guidelines. (The percentage of funds set aside for private school students in a given year is based upon the percentage of eligible Milwaukee-resident students being served by non-public schools in that year.)

6. Participating non-public schools were to receive services up to an allocation amount based upon an approved federal formula.

7. The Board directed the Administration to report back to the Board on final allocations and contract award amounts. Following are non-public school equitable participation rates and final contract award amounts for each of the Title I service providers for past three school years:

| School Year | 2004-2005 | 2005-2006 | 2006-2007 |
|---|---|---|---|
| Academic, Business, Cultural, Inc. | $608,992 | $546,116 | $381,990 |
| Catapult Learning | $2,727,883 | $3,387,228 | $3,368,635 |
| Learning Exchange | $1,223,641 | $1,488,284 | $1,764,983 |
| Non-public Educational Services, Inc. | $3,059,428 | $2,979,688 | $2,870,700 |
| Totals | $7,619,944 | $8,401,316 | $8,386,308 |

8. Final Title I allocations and for the 2006-2007 school year, grouped by service provider.

*Academic, Business, Behavioral, Inc., Schools*

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Agape Center of Academic Excellence | $117,813 | $15,338 | $3,785 | $136,936 | $14,506 | $151,443 |
| Career Youth Development (CYD) | $22,068 | $1,329 | $532 | $23,930 | $2,659 | $26,588 |
| Delaney, Blyden Academy | $37,261 | $8,343 | $1,598 | $47,202 | $4,720 | $51,922 |
| Excel Learning Academy | $22,155 | $4,961 | $950 | $28,066 | $2,807 | $30,873 |
| Gray, Bessie M. Preparatory | $42,475 | $9,510 | $1,822 | $53,807 | $5,381 | $59,188 |
| Nzingha Institute of Creative Learning for Living | $27,191 | $6,088 | $1,166 | $34,445 | $3,444 | $37,889 |
| Silver Spring Neighborhood Academy | $19,992 | $1,204 | $482 | $21,678 | $2,409 | $24,086 |
| Totals | $288,955 | $46,774 | $10,336 | $346,064 | $35,926 | $381,990 |

*Catapult Learning Schools*

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Assata High School | $16,437 | $990 | $396 | $17,823 | $1,980 | $19,804 |
| Atonement Lutheran School | $10,478 | $2,346 | $449 | $13,274 | $1,327 | $14,601 |

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Blessed Sacrament School | $2,127 | $476 | $91 | $2,695 | $269 | $2,964 |
| Catholic East School | $15,665 | $3,507 | $672 | $19,844 | $1,984 | $21,828 |
| Concordia University School & Institute for LIGHT | $13,298 | $2,977 | $570 | $16,846 | $1,685 | $18,530 |
| Cornerstone Achievement Academy | $15,623 | $941 | $376 | $16,941 | $1,882 | $18,823 |
| Dominican High School | $11,521 | $2,580 | $494 | $14,594 | $1,459 | $16,054 |
| Eastbrook Academy | $20,107 | $4,502 | $862 | $25,471 | $2,547 | $28,019 |
| El Puente High School | $9,606 | $579 | $231 | $10,416 | $1,157 | $11,573 |
| Excel Academy | $61,934 | $13,867 | $2,657 | $78,458 | $7,846 | $86,304 |
| Family Academy | $3,021 | $676 | $130 | $3,827 | $383 | $4,210 |
| Family Montessori School | $16,596 | $3,716 | $712 | $21,024 | $2,102 | $23,126 |
| Grace Christian Academy | $12,085 | $2,706 | $518 | $15,309 | $1,531 | $16,840 |
| Grace Preparatory School of Excellence | $9,567 | $2,142 | $410 | $12,119 | $1,212 | $13,331 |
| Greater Holy Temple Christian Center | $101,209 | $22,661 | $4,341 | $128,211 | $12,821 | $141,033 |
| Hickman Academy Preparatory School | $140,501 | $31,458 | $6,027 | $177,986 | $17,799 | $195,784 |
| Holy Redeemer Christian Academy & Young, D.J. Prep. H.S. | $123,670 | $27,690 | $5,305 | $156,665 | $15,667 | $172,332 |
| Holy Wisdom Academy | $52,671 | $11,793 | $2,259 | $66,724 | $6,672 | $73,396 |
| HR Academy Complex | $31,629 | $4,055 | $811 | $36,494 | $4,055 | $40,549 |
| Institute for Career Empowerment High School | $26,183 | $5,863 | $1,123 | $33,169 | $3,317 | $36,486 |

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Kings Academy Christian School | $48,169 | $10,785 | $2,066 | $61,020 | $6,102 | $67,122 |
| LaBrew Troopers Military University | $50,856 | $11,387 | $2,181 | $64,425 | $6,442 | $70,867 |
| Lad Lake Synergy North | $23,508 | $1,416 | $566 | $25,490 | $2,832 | $28,323 |
| Lad Lake Synergy South | $16,408 | $988 | $395 | $17,792 | $1,977 | $19,769 |
| Lad Lake Ultra North | $2,010 | $121 | $48 | $2,180 | $242 | $2,422 |
| Malaika Early Learning Center | $8,586 | $1,923 | $368 | $10,877 | $1,088 | $11,965 |
| Marquette University High School | $370 | $83 | $16 | $469 | $47 | $515 |
| Mary Queen of Martyrs School | $92,286 | $20,663 | $3,958 | $116,908 | $11,691 | $128,598 |
| Messmer High School | $157,558 | $35,278 | $6,758 | $199,594 | $19,959 | $219,554 |
| Messmer Preparatory Catholic School | $133,116 | $29,805 | $5,710 | $168,630 | $16,863 | $185,493 |
| Milwaukee Lutheran High School | $9,031 | $2,022 | $387 | $11,440 | $1,144 | $12,584 |
| More, Thomas High School | $3,396 | $760 | $146 | $4,302 | $430 | $4,732 |
| Mount Calvary Lutheran School | $52,664 | $11,792 | $2,259 | $66,715 | $6,671 | $73,386 |
| Mount Olive Lutheran School | $1,786 | $400 | $77 | $2,262 | $226 | $2,489 |
| Nativity Jesuit Middle School | $12,309 | $2,756 | $528 | $15,594 | $1,559 | $17,153 |
| Northwest Lutheran Grade School | $3,873 | $867 | $166 | $4,907 | $491 | $5,397 |
| Notre Dame Middle School | $39,387 | $8,819 | $1,689 | $49,895 | $4,990 | $54,885 |
| Our Lady of Good Hope Catholic School | $12,564 | $2,813 | $539 | $15,916 | $1,592 | $17,507 |

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Our Lady Queen of Peace Catholic School | $25,932 | $5,806 | $1,112 | $32,850 | $3,285 | $36,135 |
| Pius XI High School | $32,632 | $7,306 | $1,400 | $41,339 | $4,134 | $45,473 |
| Project Excel | $6,134 | $370 | $148 | $6,652 | $739 | $7,391 |
| Resurrection Christian Academy | $16,616 | $3,720 | $713 | $21,050 | $2,105 | $23,155 |
| Sa'Rai & Zigler Upper Excellerated Academy | $30,212 | $6,764 | $1,296 | $38,272 | $3,827 | $42,099 |
| Shalom High School | $11,606 | $1,488 | $298 | $13,392 | $1,488 | $14,880 |
| Sixth Street Academy | $19,541 | $2,505 | $501 | $22,547 | $2,505 | $25,053 |
| Southeastern Youth & Family Service, Incorporated | $23,710 | $1,428 | $571 | $25,710 | $2,857 | $28,567 |
| St. Adalbert Catholic School | $176,200 | $39,452 | $7,558 | $223,210 | $22,321 | $245,531 |
| St. Catherine Catholic School | $75,727 | $16,955 | $3,248 | $95,930 | $9,593 | $105,523 |
| St. Charles Behavioral Success Academy | $13,879 | $836 | $334 | $15,050 | $1,672 | $16,722 |
| St. Charles Intensive Day Treatment | $3,938 | $237 | $95 | $4,270 | $474 | $4,745 |
| St. Charles Youth and Family Ex Ed | $26,353 | $3,379 | $676 | $30,407 | $3,379 | $33,786 |
| St. Joan Antida Catholic High School | $100,968 | $22,607 | $4,331 | $127,905 | $12,791 | $140,696 |
| St. Leo Catholic School | $75,105 | $16,816 | $3,222 | $95,143 | $9,514 | $104,657 |
| St. Lucas Evang. Lutheran School | $1,485 | $332 | $64 | $1,881 | $188 | $2,069 |
| St. Marcus Lutheran School | $77,665 | $17,389 | $3,331 | $98,386 | $9,839 | $108,224 |

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| St. Philip Neri Catholic School | $68,572 | $15,353 | $2,941 | $86,866 | $8,687 | $95,553 |
| St. Roman Grade School | $1,535 | $344 | $66 | $1,945 | $194 | $2,139 |
| St. Thomas Aquinas | $8,770 | $1,964 | $376 | $11,110 | $1,111 | $12,221 |
| Tamarack School | $30,074 | $6,734 | $1,290 | $38,098 | $3,810 | $41,908 |
| Transition Success Center (WI TSC) | $5,907 | $356 | $142 | $6,405 | $712 | $7,117 |
| Travis Technology High School | $120,343 | $26,945 | $5,162 | $152,450 | $15,245 | $167,696 |
| Travis, Ceria M. Academy | $53,374 | $11,951 | $2,289 | $67,614 | $6,761 | $74,375 |
| Victory Christian Academy | $30,424 | $6,812 | $1,305 | $38,542 | $3,854 | $42,396 |
| Victory Preparatory Academy | $22,635 | $5,068 | $971 | $28,674 | $2,867 | $31,541 |
| Yeshiva Elementary | $21,986 | $4,923 | $943 | $27,851 | $2,785 | $30,637 |
| Total | $2,443,130 | $516,045 | $100,679 | $3,059,854 | $308,781 | $3,368,635 |

*Learning Exchange Schools*

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Atlas Preparatory Academy | $237,665 | $53,214 | $10,194 | $30,107 | $301,074 | $331,181 |
| Bruce, Jared C. Academy | $119,336 | $26,720 | $5,119 | $15,117 | $151,175 | $166,292 |
| CEO Leadership Academy | $62,941 | $14,093 | $2,700 | $7,973 | $79,734 | $87,707 |
| Community Vision Academy | $29,294 | $6,559 | $1,257 | $3,711 | $37,110 | $40,821 |
| Corpus Christi Catholic School | $55,593 | $12,447 | $2,385 | $7,042 | $70,424 | $77,467 |
| Mohammed, Clara | $56,936 | $12,748 | $2,442 | $7,213 | $72,126 | $79,338 |
| Our Lady of Sorrows Grade School | $55,108 | $12,339 | $2,364 | $6,981 | $69,811 | $76,792 |
| St. Anthony School | $344,611 | $77,159 | $14,782 | $43,655 | $436,551 | $480,206 |

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| St. Rose Catholic Urban Academy | $62,126 | $13,910 | $2,665 | $7,870 | $78,701 | $86,572 |
| Urban Day Community School | $240,477 | $53,843 | $10,315 | $30,464 | $304,635 | $335,099 |
| Word of Life Lutheran School | $2,518 | $564 | $108 | $319 | $3,189 | $3,508 |
| Total | $1,266,605 | $283,596 | $54,329 | $160,453 | $1,604,530 | $1,764,983 |

*Nonpublic Educational Services, Inc.*

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Bufkin, Texas Academy | $16,285 | $3,646 | $699 | $20,630 | $2,063 | $22,693 |
| Christ Memorial Lutheran School | $33,171 | $7,427 | $1,423 | $42,021 | $4,202 | $46,223 |
| Christ Saint Peter Lutheran School | $37,530 | $8,403 | $1,610 | $47,542 | $4,754 | $52,297 |
| Christian Faith Academy of Higher Learning | $59,416 | $13,303 | $2,549 | $75,268 | $7,527 | $82,795 |
| COA Youth & Family Center Elementary School | $29,456 | $6,595 | $1,263 | $37,315 | $3,732 | $41,047 |
| Early View Academy of Excellence | $136,999 | $30,674 | $5,876 | $173,550 | $17,355 | $190,905 |
| Emmaus Lutheran School | $39,779 | $8,907 | $1,706 | $50,392 | $5,039 | $55,431 |
| Fairview Evangelical Lutheran School | $1,647 | $369 | $71 | $2,086 | $209 | $2,295 |
| Garden Homes Lutheran School | $57,269 | $12,823 | $2,457 | $72,549 | $7,255 | $79,804 |
| Ghandi Academy for Non-Violence | $12,588 | $2,819 | $540 | $15,947 | $1,595 | $17,541 |
| Gospel Lutheran School | $23,271 | $5,211 | $998 | $29,480 | $2,948 | $32,428 |

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Grandview High School | $43,918 | $2,975 | $1,096 | $47,990 | $5,304 | $53,293 |
| Harambee Community School | $15,123 | $26,672 | $5,110 | $46,905 | $15,091 | $61,996 |
| Hope Christian School | $108,771 | $24,354 | $4,666 | $137,791 | $13,779 | $151,570 |
| Hope Middle School | $24,169 | $5,412 | $1,037 | $30,618 | $3,062 | $33,679 |
| Hope School, The | $77,690 | $17,395 | $3,332 | $98,418 | $9,842 | $108,259 |
| Indian Community School | $52,157 | $11,678 | $2,237 | $66,072 | $6,607 | $72,679 |
| Loyola Academy | $32,104 | $1,934 | $774 | $34,812 | $3,868 | $38,680 |
| Milwaukee Spectrum, Incorporated | $15,623 | $941 | $376 | $16,941 | $1,882 | $18,823 |
| Mother of Good Counsel | $44,539 | $9,972 | $1,910 | $56,422 | $5,642 | $62,064 |
| Mount Lebanon Lutheran School | $13,493 | $3,021 | $579 | $17,093 | $1,709 | $18,802 |
| Noach, Brenda Elementary and Secondary School | $40,282 | $9,019 | $1,728 | $51,029 | $5,103 | $56,132 |
| Noah's Ark Preparatory School | $64,955 | $14,544 | $2,786 | $82,285 | $8,228 | $90,513 |
| NOVA High School | $9,896 | $596 | $238 | $10,730 | $1,192 | $11,922 |
| NOVA Middle School | $19,698 | $1,187 | $475 | $21,360 | $2,373 | $23,733 |
| Parklawn Christian School | $66,768 | $14,949 | $2,864 | $84,581 | $8,458 | $93,039 |
| Parkside Elementary School-Seeds of Health | $21,628 | $4,270 | $862 | $26,759 | $2,718 | $29,477 |
| Perkins, D. J. Academy of Excellence | $17,019 | $3,811 | $730 | $21,560 | $2,156 | $23,716 |
| Prince of Peace | $132,367 | $29,637 | $5,678 | $167,682 | $16,768 | $184,450 |
| Risen Savior Lutheran School | $49,849 | $11,161 | $2,138 | $63,149 | $6,315 | $69,464 |

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Salam Elementary School | $94,959 | $21,262 | $4,073 | $120,294 | $12,029 | $132,323 |
| Salem Lutheran School | $992 | $222 | $43 | $1,256 | $126 | $1,382 |
| Sharon Junior Academy | $20,970 | $4,695 | $900 | $26,565 | $2,657 | $29,222 |
| Siloah Lutheran School | $55,102 | $12,337 | $2,364 | $69,803 | $6,980 | $76,783 |
| St. Bernadette School | $17,412 | $3,899 | $747 | $22,058 | $2,206 | $24,264 |
| St. Catherine of Alexandria School | $9,810 | $2,196 | $421 | $12,427 | $1,243 | $13,670 |
| St. Gregory the Great Catholic School | $4,561 | $1,021 | $196 | $5,778 | $578 | $6,356 |
| St. John Kanty School | $35,503 | $7,949 | $1,523 | $44,975 | $4,497 | $49,472 |
| St. John's Evalgelical Lutheran School | $92 | $21 | $4 | $117 | $12 | $129 |
| St. Josaphat Parish School | $83,135 | $18,614 | $3,566 | $105,315 | $10,532 | $115,847 |
| St. Margaret Mary Catholic School | $20,723 | $4,640 | $889 | $26,252 | $2,625 | $28,877 |
| St. Martini Lutheran School | $81,532 | $18,255 | $3,497 | $103,285 | $10,328 | $113,613 |
| St. Matthias Catholic School | $184 | $41 | $8 | $233 | $23 | $256 |
| St. Peter Immanuel Lutheran School | $19,444 | $4,354 | $834 | $24,632 | $2,463 | $27,095 |
| St. Philip’s Lutheran School | $33,233 | $7,441 | $1,425 | $42,099 | $4,210 | $46,309 |
| St. Rafael Catholic School | $95,496 | $21,382 | $4,096 | $120,974 | $12,097 | $133,071 |
| St. Sebastian Catholic School | $14,334 | $3,209 | $615 | $18,159 | $1,816 | $19,974 |
| St. Vincent Pallotti School | $11,833 | $2,649 | $508 | $14,990 | $1,499 | $16,489 |

| School | Instruction | Prof. Dev. | Parental Involvement | Total without Administration | Administration | Grand Total |
|---|---|---|---|---|---|---|
| Washington DuBois Christian Leadership Academy | $55,892 | $12,514 | $2,397 | $70,803 | $7,080 | $77,884 |
| Windlake Elementary School | $98,709 | $9,078 | $2,738 | $110,525 | $12,011 | $122,536 |
| Young Minds Preparatory School | $6,743 | $1,510 | $289 | $8,542 | $854 | $9,396 |
| Total | $2,058,122 | $450,996 | $88,939 | $2,598,057 | $272,643 | $2,870,700 |

* * * * *

(Item 5) Action on a Request to Approve Contracts for Title I Services to Non-Public School Students

Background

1. The Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act* of 2001, provides benefits to non-public school students, teachers and other educational personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers, and not to non-public schools. The reauthorized ESEA requires the equitable participation of non-public school students, teachers, and other educational personnel in some of its major programs.

2. Milwaukee Public Schools is required to provide services to eligible non-public school children, teachers, and other personnel consistent with the number of eligible children enrolled in non-public elementary and secondary schools in the City of Milwaukee. These services and other benefits, which must be comparable to the services and other benefits provided to public school children and teachers participating in the program, must be provided in a timely manner.

3. ESEA contains requirements for timely and meaningful consultation between appropriate public and non-public school officials. The goal of the consultation process is to meet the needs of eligible non-public school students, teachers, and other educational personnel. Consultation between the entity receiving federal financial assistance and non-public school officials must occur before any decision is made that could affect the ability of private-school students, teachers, and other educational personnel to receive benefits under ESEA and must continue throughout the implementation and assessment of activities.

4. Information about service-delivery options under ESEA was shared with non-public schools, and their opinions were solicited regarding the types and forms of service that would meet the needs of

their eligible students. Non-public schools indicated that they were interested in K-12 programming that was flexible, cost-effective, and comprehensive. They requested that services be delivered during the regular school day, before and after school, or on Saturdays. They requested that MPS enter into agreements with third-party vendors to allow for a full range of tutoring services delivered at flexible times and suggested that funds available to them under other Title Programs might also be used to employ the services of third-party vendors.

5. MPS entered into contracts with three third-party vendors to offer Title I services in the 2003-2004 school year. MPS entered into contracts with four third-party providers to offer Title I services for the three school years beginning in 2004, 2005, and 2006. Milwaukee Public Schools' ESEA funds also support Title I services provided by third-party vendors to MPS students being served under district contracts at approximately 27 non-public agencies.

6. In July 2006, the Milwaukee Public Schools posted RFP #534 to solicit vendors that could provide the range of services being requested for the 2007-2008, 2008-2009, and 2009-2010 school years.

Administration's Analysis

7. The Milwaukee non-public schools to be served form a diverse community of students in approximately 135 schools. In the 2006-2007 school year, equitable participation requirements of ESEA required the District to allocate 16.559% of Title I funds, plus allowable administrative funds, for a total of $8,386,308 for the provision of Title I services through third-party providers in non-public school programs. The Title I equitable participation rate for 2007-2008 will be 19.2989%. Actual ESEA allocation amounts for 2007-2008 will not be available until the spring or summer of 2007.

8. Contract amounts to be awarded to each agency approved after the RFP selection process will be dependent upon final Title Program allocations, the number of schools selected by or assigned to each agency, and allocations available to those non-public schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula.

9. The RFP process led to the recommendation of the following agencies:

- The Learning Exchange, a company based in Brookfield, Wisconsin, which has 8 years' experience in providing supplemental education services in non-public schools in the City of Milwaukee;
- Nonpublic Educational Services, Inc., a company based in Salem, Massachusetts, which has over 28 years' experience in Title I for non-public schools and currently services over 72 school districts across the country; and
- Catapult Learning (formerly Sylvan Education Solutions), a company based in Baltimore, Maryland, which has provided educational services to more than 69,000 students in more than 900 public and non-public schools and 150 school districts across the country.

The selected vendors will allow service to be provided to eligible students at the participating non-public schools.

10. The recommended RFP respondents offer the range of services envisioned in consultation meetings with Milwaukee non-public school officials.

11. RFP respondents are required to meet all applicable Historically Underutilized Business (HUB) requirements as outlined in the RFP.

12. The Board's approval of this recommendation will allow the Administration to operate in compliance with the law and will allow the district to more effectively manage services to eligible non-public school students under Section 9501 of the No Child Left Behind Act.

Strategic Plan Compatibility Statement

13. The recommendation supports the MPS Strategic Plan, Goal 1, Student Achievement, and is consistent with the practice of fiscal responsibility and informed decision making concerning the required allocation of federal resources for services to Milwaukee-resident Title-I-eligible non-public school students.

Statute, Administrative Policy, or Board Rules Statement

14. The recommendation is consistent with Administrative Policy 3.09, Purchasing and Bidding Requirements, and Administrative Policy 3.10, Historically Underutilized Business Program.

15. The Administration's recommendation is consistent with federal and state statutes regarding ESEA.

Fiscal Impact Statement

16. This item authorizes expenditures of up to the ESEA formula-derived percentage of Title I funds available for 2007-2008 for non-public schools after allowable expenses are deducted, as mandated by ESEA. This would amount to $8,386,308, based upon current-year allocations. Actual contract amounts will be based upon the actual MPS FY07 Title I allocation provided by the Wisconsin Department of Public Instruction or the U.S. Department of Education, individual non-public school allocations, and the non-public schools to be served by each vendor.

| | |
|---|---|
| Account Title: | Title I, Regular, Non-public School |
| Budget Codes: | GEN-0-I-1N7-1S-ECTS0000;<br>PRT-0-S-1N7-1S-ECTS0000,<br>SD1-0-S-1N7-1S-ECTS0000;<br>OGA-0-A-1N7-1S-ECTS0000 |

17. Recommended RFP respondents are:

- The Learning Exchange;
- Nonpublic Educational Services, Inc.; and
- Catapult Learning.

Implementation and Assessment Plan

18. Contracts will run from July 1, 2007, through June 30, 2008. In accordance with contract requirements, formal and informal assessments will be conducted, and rigorous monthly and annual reporting requirements will be observed.

19. The contracts will be monitored through the Office of Academic Excellence.

Committee's Recommendations

Your Committee recommends that the Milwaukee Board of School Directors authorize one-year contracts with options for up to two additional years to:

- The Learning Exchange;
- Nonpublic Educational Services, Inc.; and
- Catapult Learning.

Funding is not to exceed the ESEA formula-derived percentage of Title I funds available for 2007-2008 for non-public schools after allowable expenses are deducted, as mandated by ESEA. (This would amount to $8,386,308 under the current-year allocation.)

The designated funds are for the provision of services to students who reside in the City of Milwaukee, are eligible under Title I, and are enrolled in non-public schools in the 2007-2008 school year. Contract amounts to be awarded to each agency will be dependent upon the levels of service accessed by participating non-public schools. Participating non-public schools will receive services up to an allocation amount based upon an approved federal formula. The Administration will report back to the Board of School Directors on final allocations and contract award amounts.

Director Hardin moved that the Administration:

1. Re-write and re-release a Request for Proposals (RFP) for Title I Services to Non-Public School Students;

2. Provide the Office of Board Governance a listing of all RFP recipients and of all publications of said RFP; and

3. Ensure that the MPS RFP process is followed, then report to the Board the resulting recommendation, not later than the regularly scheduled Board meeting in June 2007.

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

Ayes—Director Hardin—1.

Noes—Directors Johnson, Morales and Spence—3.

Voting "present"—Directors Blewett, Goldberg, Horton and President Dannecker—4.

Director Johnson moved to approve the Committee's recommendation.

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

Ayes—Directors Johnson, Morales, Spence and President Dannecker—4.

Noes—Director Hardin—1.

Voting "present"—Directors Blewett, Goldberg and Horton—3.

Director Spence moved to refer the item back to Committee.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—7.

Noes—None.

Abstaining from voting—Director Morales—1.

*Note: the Board reconsidered this item and took it up again at the end of the meeting—see page 989.*

* * * * *

(Item 6) Action on Proposed Organizational Changes

Administration's Analysis

1. In September 2006, the Board approved the Administration's plan of reorganization for all academic support functions, including the following adjustments:

a. The Division of Teaching and Learning and the Staff Development Supervisor will report to the Department of Leadership Support.

b. The educational technology functions will report to the Division of Technology.

c. The Department of Parent and Student Services and the Division of Diversified Schools will report to the Office of Academic Excellence.

These adjustments have been successful in supporting the alignment and implementation of the District Instructional Improvement Plan as they relate to the organizational structure. In addition, they have served to increase the overall communication between parents and the district.

2. An October 2006 Budget Amendment approved by the Milwaukee Board of School Directors moved portions of Title I services from the Office of Academic Excellence to the Department of Leadership Support. Coordination of Title I services will reside in the Department of Leadership Support, and Title I Parent Involvement will continue to reside in the Office of Academic Excellence.

3. In February 2007, the Board approved the Administration's moving forward in the development of a new department that would report to the Chief Academic Officer. The proposed Department of School Innovation will house the Division of Diversified Schools, which currently reports to the Chief Academic Officer, and the High School Redesign Initiative, which currently reports directly to the Superintendent. This configuration is designed to provide support to high-performing schools that are seeking opportunities to try innovative educational approaches. The Administration is requesting approval of developing the Department of School Innovation and the new reporting structures associated with it as detailed above. More detailed information relative to the overall design of the Department of Innovation will be presented through the FY08 budget process.

4. A new title for the Office of Academic Excellence is being proposed at this time. The proposed title is the Office of School and Community Support. This title will best reflect the important functions now associated with this area, such as school and student support, parental involvement, after-school programming, etc.

5. In addition to these organizational changes, the Administration requests approval to move the Division of Bilingual and Multicultural Education and the Division of Early Childhood Services to the Department of Leadership Support.

6. As the Department of Leadership Support embraces the organizational changes, it will be evident that the Division of Bilingual and Multicultural Education and the Division of Early Childhood Service will complement the support provided to all Milwaukee Public Schools. Common objectives have begun to be set, which may serve as primary and secondary functions, in the areas of curriculum, professional development, assessment, alignment of services to the District Strategic Plan, and alignment of support in the department. In addition, each division will function within the larger spectrum and will continue to provide an array of support that will assist in ensuring that Milwaukee Public School students continue to perform at high levels.

7. To better reflect all of the changes associated with this area since September 2006, adjustments to its title are being proposed. The new title for the Department of Leadership Support will be the Office of Instructional Leadership and Support.

Strategic Plan Compatibility Statement

8. This request is consistent with the Board's goals of student achievement, high standards, and accountability. The proposed changes optimize the district's human and fiscal resources by refocusing services to be more accountable to the classroom.

Statute, Administrative Policy, or Board Rules Statement

9. Upon approval, the appropriate personnel recommendations will be made. If determined necessary, revisions to Administrative Policies 2.03, Administrative Organization Plan, and 2.04, Superintendent's Cabinet, will be brought to the Board for approval.

Implementation and Assessment

10. Upon approval by the Board, the Administration will implement the organizational changes.

Fiscal Impact Statement

11. This item does not authorize expenditures. The FY08 Proposed Budget will be based on the organizational changes put forth in this item.

Committee's Recommendation

Your Committee recommends that the Board approve the following organizational changes, as discussed above:

1. the development of the Department of School Innovation, which will house the Division of Diversified Schools and the High School Redesign Initiative;
2. the change of title from the Office of Academic Excellence to the Office of School and Community Support;
3. the change of title from the Department of Leadership Support to the Office of Instructional Leadership and Support; and
4. the transfer of the Division of Bilingual and Multicultural Education and of the Division of Early Childhood Services to the Department of Leadership Support.

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

* * * * *

(Item 7) Action on Resolution 0607R-009 by Director Morales Regarding Health Insurance for Student Athletes

Background

At its meeting on September 28, 2006, the Board referred Resolution 0607R-009 by Director Morales to the Committee on Finance and Personnel:

WHEREAS, Participation in MPS-sponsored sports program is contingent upon the participant's ability to obtain health insurance; and

WHEREAS, MPS formally offered a low-cost, short-term health insurance policy to students who wished to participate in MPS sports programs but were unable to obtain health insurance; and

WHEREAS, It is in the interests of MPS and the public for students to participate in programs that increase their physical fitness, encourage them to attend school and maintain high academic standards, and help them develop positive connection to other youths and to adult role models; therefore, be it

RESOLVED, That the Milwaukee Board of School Directors directs the Administration to develop a new, low-cost, short-term health insurance program that will be offered to students who are ineligible for other health insurance coverage but who would otherwise qualify to participate in MPS sports programs.

Administration's Analysis

1. All students participating in school-sponsored interscholastic or intramural athletic programs are required to show evidence of satisfactory insurance coverage.

2. The Administration completed the Request for Quotation (RFQ) process to obtain the best possible price for insurance for student athletes. United Healthcare was the only company that responded to our bid for athlete insurance. The proposed coverage and price have been reviewed by Insurance and Risk Management and are deemed acceptable by industry standards.

Strategic Plan Compatibility Statement

3. 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

4. This item is consistent with Administrative Policies and Procedures 8:34, Student Insurance Program

Fiscal Impact Statement

5. This item does not authorize any expenditures. Athletes would be responsible to purchase their own insurance.

Implementation Plan

6. Upon the Board's approval, the Administration will disseminate United Healthcare's Student Athletic Insurance Plan to athletic directors and high school principals.

Committee's Recommendation

Your Committee recommends that, in response to Resolution 0607R-009, the Board support United Healthcare's Student Athletic Insurance Plan.

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

* * * * *

(Item 8) Action on a Resolution Restating the District's Policy for the Payment of Assault Pay and Injury Pay Benefits in Lieu of Workers' Compensation on a Non-Taxable Basis

Administration's Analysis

1. The Administration is seeking the adoption of a resolution restating district policy, initiated in the early 1980s, regarding the payment of assault pay and injury pay benefits in lieu of workers' compensation on a non-taxable basis. Such restatement is consistent with district policy and collective bargaining agreements.

2. The Administration is seeking this restatement of district policy as a housekeeping matter for continuing tax law compliance. These benefits are not subject to federal and state withholding, Social Security, or Medicare taxes.

3. Currently, most collective bargaining agreements have provisions for assault pay benefits and injury pay benefits in lieu of workers' compensation, with such benefits to be paid at an amount that is equivalent to the net after-tax amount. For those bargaining units who do not have such provisions, work-related injuries, including assaults, receive straight workers' compensation benefits, which are also non-taxable.

Strategic Plan Compatibility Statement

4. The recommendation is consistent with the practice of fiscal responsibility and the reporting and disclosure of matters concerning the district's employee benefit plans.

Statute, Administrative Policy, or Board Rules Statement

5. The Administration's recommendation is consistent with district policy, with its collective bargaining agreements, and with continuing compliance under Internal Revenue Code, Section 104(a)(1), and Section 1.401-1(b) of the Income Tax Regulations.

Fiscal Impact Statement

6. This item does not request the authorization of any additional expenditure and is intended only as a restatement of district policy for the payment of assault pay and injury pay benefits in lieu of workers compensation.

Implementation and Assessment Plan

7. The Office of the City Attorney provided assistance in the review of related tax code and regulations pertaining to these benefits and in the drafting of the resolution.

8. Upon the Board's approval, the resolution will be placed on file for reference.

Committee's Recommendation

Your Committee recommends that the Board adopt the following resolution:

WHEREAS, Section 104(a) (1) of the Internal Revenue Code and Section 1.401-1(b) of the Income Tax Regulations provide that gross income does not include amounts received by an employee under a workmen's compensation statute or under a statute in the nature of a workmen's compensation act providing compensation to the employee for personal injuries incurred in the course of employment; and

WHEREAS, The Board wishes to restate its policy of the payment of assault pay and injury pay in lieu of workers' compensation for compensable injuries on a non-taxable basis; now, therefore, be it

RESOLVED, That, for any employee or Board-appointed official who receives assault pay or injury pay pursuant to the provisions of a collective bargaining agreement, except as to the Administrators and Supervisors Council unless subsequently modified, or Board policy, the Board shall continue to process such compensation on a non-taxable basis, pursuant to Internal Revenue Code, Section 104(a)(1), and Section 1.401-1(b) of the Income Tax Regulation in a manner consistent with applicable collective bargaining agreements and district policy.

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

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## COMMITTEE ON STRATEGIC PLANNING AND BUDGET

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

TO THE BOARD OF SCHOOL DIRECTORS:

Your Committee on Strategic Planning & Budgetl presents the following report:

(Item 1) Action on Resolution 0102R-035 by Director Johnson Directing the Administration to Investigate the Possibility of MPS Taking Over the City Libraries

Background

At its meeting on January 31, 2002, the board referred Resolution 0102R-035 by Director Johnson to the Committee on Strategic Planning and Budget:

WHEREAS, Whereas, The Governor's proposed Budget_ Reform Act drastically reduces and eventually eliminates shared revenue to cities and counties; and

WHEREAS, This shared revenue currently amounts to 42% of the City of Milwaukee's operating budget; and

WHEREAS, If the Budget Reform Act becomes law in its current form, significant reductions in City of Milwaukee services will become necessary; and

WHEREAS, The Mayor Norquist has identified the City Libraries as a service the City will be unable to maintain; and

WHEREAS, Libraries perform an educational function for the citizens; now, therefore, be it

RESOLVED. That the Board authorize the Superintendent to investigate the possibility of MPS taking over the City Libraries; and be it

FURTHER RESOLVED, That the Superintendent report the results of the investigation to the Board as soon as possible after the passage of the Budget Reform Act.

Administration’s Analysis

Since this resolution was introduced, the circumstances have not materialized that would make such advantageous to either the City or MPS.

Committee’s Recommendation

Your Committee recommends that the Resolution be placed on file.

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

* * * * *

(Item 2) Report on the Boys & Girls Clubs of Greater Milwaukee's "Decade of Hope" Strategic Plan

Background

On February 26, 2007, the Superintendent received a copy of the attached letter to Board President Dannecker from Mr. Jim Clark, President and CEO of the Boys & Girls Clubs of Greater Milwaukee (BGCGM), regarding BGCGM's ten-year strategic plan, titled "Decade of Hope." As explained in the letter, the plan, which was approved by the BGCGM's Board of Trustees in November 2006 and backed by "an ambitious $90 million fundraising strategy," is intended to "significantly increase" the level of partnership between BGCGM and the Milwaukee Public Schools by:

1. increasing the number of the Boys & Girls Clubs' school-based after-school recreation and academic enrichment services from 21 to up to 40 total BGCGM/MPS partnership sites;

2. expanding the SPARK Early Literacy Program (a Kindergarten-through-3rd-grade partnership among MPS, the UWM School of Education, and the Boys & Girls Club to provide intervention for struggling readers) from 100 MPS students to up to 1,000 struggling readers; and

3. implementing a new Stein Scholars Program to considerably increase the access to post-secondary schools for up to 430 students through both high-school-centered college-access programming and scholarship opportunities.

Committee's Report

Your Committee reports having given hearing to the representatives of the Boys & Girls Clubs of Greater Milwaukee and other interested parties.

* * * * *

## REPORTS OF SPECIAL COMMITTEES

The Assistant Board Clerk presented 27 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Johnson moved to accept the reports of the Independent Hearing Panel of March 5, 6, 7, 8, 9, 12, 13, 14, 15, 19, 20, 21, and 22, 2007.

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Spence, and President Dannecker — 7.

Noes—None.

Temporarily absent—Director Morales—1.

* * * * *

## SUPERINTENDENT'S COMMUNICATION

The Board next took up Item B of the Superintendent's communications, set aside earlier in the evening.

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 communication.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—7.

Noes—None.

Temporarily absent—Director Morales—1.

The Board retired to executive session at 8:50 PM.

The Board reconvened in open session at 9:19 PM.

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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 Johnson

Major Activities — March 2007

- Staff meetings involving all program entities, including Health, Secretarial, and Family Partnership Associates
- Regular Head Start Managers Meetings
- Division of Early Childhood Staff Meetings
- Newly hired FPAs' Health Training conducted by Health Coordinator
- Head Start Managers attended School Board Meeting as a part of the Milwaukee Public Schools Division of Early Childhood
- Head Start teachers participated in Home Visit Day
- HMHD Manager conducted "Under-fill" screenings for the ERSEA and Health, Mental Health & Disabilities Manager Positions

- Human Resource Meeting with Labor Relations
- Planning Sessions with Health Coordinator
- CPR Classes for Head Start Teaching Staff offered and conducted twice this month
- Collection and Printing of Outcomes Data from Galileo
- Conducted Site Visits to Offer Support for FPA's
- Policy Council Meeting facilitation and participation
- Research on Best Practices in Early Childhood Education
- Conducted Site Visits to Offer Teacher Support -Galileo
- Planning with Facilities and Maintenance for Office Purposes
- Viewed Live Web cast (Office of Head Start)

The next Policy Council meeting is scheduled for Saturday, April 21, 2007, at 12:00 noon at the Milwaukee Center for Independence. Tentative agenda items include the introduction of a "Nurturing Parenting" training for Policy Council members

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

Submitted by: President Dannecker

Previous month's summary:

- Members of the MPA Leadership Team and the Superintendent discussed a number of items, including literacy, the potential to build a parent component into grant applications, and the inclusion of the MPA in new grants.
- The Leadership Team has been discussing grants, the research agenda, media coverage, the Web site, and PI34. An appropriate piece of the research agenda is being crafted for sharing with the deans of higher education in order to encourage research assistance in the areas of need. Work continues on the MPA web site. Some of the graphics have been completed and look very nice.
- The Implementation Team has discussed PI34 — specifically, the new teachers who fall under the professional development planning requirements for re-licensure.
    - — The Teacher and Principal Quality Work Group is refocusing efforts on the mandates around induction and PI34. This is an effort for MPA collective resources to work with the people that come under the requirement of PI34, particularly the Professional Development Planning Process, to move to the next level of licensure.
    - — Discussion has taken place with D. Oulahan regarding the potential role of the teachers' union. Union involvement in other districts has met with great results.
    - — The teachers need to be identified, the correct information on PI34 clarified to them, and support given. MPS is offering professional development on March 30 for school-based teachers working with initial educators under PI34 for up to two teachers from each school.

- A focus on parental involvement will continue. Victor Brazil, the Acting Title I Coordinator, has joined the Implementation Team and is co-chairing the Family Literacy & Tutoring Work Group.
- Literacy modules are still in the process of completion. Video clips may be shown at the June 15 MPA Partners Meeting.
- The Adolescent Learning Took Kit is now available through DPI. It is an impressive piece of work with contributions from a number of Milwaukee authors and MPA members: H. Kranendonk on assessment and feedback, D. Huinker and K. McLeod on math support, and literacy staff.
- NEA Focus School visits continue. Conversations are changing in the schools as people look critically at what teaching looks like in the classroom.
- Approximately 250 MPS educators participated in the NEA Foundation Grant Professional Development Day on March 10. Sessions centered on literacy and mathematics. Time was also allotted for individual school learning team reflection. Evaluation scores averaged 3.3 out of a 4.0 rank of Excellent.
- The Action Research Fellows are submitting a workshop proposal for the Superintendent's Leadership Institute in June 2007.
- Approximately 250 people attended the MMABSE Education Summit to close the achievement gap — Excel to Fly — on March 15. The keynote speaker was Dr. Pedro Noguera, recognized as one of America's leading urban sociologists and one of the most important voices on education reform and diversity. The summit was very successful.
- The work of the MMP continues. A kickoff for support to schools concerning their new math textbook selections took place at the Math Teacher Leader meetings on March 6 and 9. Along with that, there will be implementation grants, framed much like the mini-grants, around math textbook implementation.
    - — Funds will be available for grade-level teachers who get together to try out something appropriate. Part of the requirements will be relating it to CABS, targets, and descriptors, and sharing what was learned with staff.
    - — The math partnership will conduct an online survey in April. The response rate from school staff last year was low. Ways are being sought to increase this year's response.
    - — For additional MMP updates, please see the February 2007 issue of the *MMP Math Messenger* and March 2007 issue of the *MMP Math Minutes*.
- As a follow-up to the strategic planning session with area clergy, another meeting was scheduled for the Superintendent and clergy for further discussion. Approximately 25 clergy attended this follow-up meeting on February 27, which focused on parental involvement. They left with ideas on how to encourage parents from the pulpit to become involved in their children's education. Another meeting will be scheduled, and clergy will be formulating a plan for their further involvement.
- The Skunkworks Work Group has been working to elevate the voice of the students. The work group will be looking at composite data from the small high schools and pastors' meetings. Students have a lot to share about what is and is not working in MPS.
- The 2005-06 MPS Report Card data was distributed to all MPA members. At the March 16 MPA Partners Meeting, Tim McElhatton from the MPS Office of Assessment and

Accountability highlighted district results in the report card, including various outcomes, performance measures, district needs and improvements, and data trends.

- Sister Joel Read shared some history and an update on the strategic planning process with MPA members who were present at the March 16 Partners Meeting.
- Information was shared with MPA members about the budget to support education and children in MPS, and they were encouraged to give testimonies of support at the March 20 Joint Finance Committee meeting.
- The collective legislative strategy of the MPA has five key elements that will be advanced: the math initiative, the SAGE program, sufficient funding to support special education, sufficient funding to support bilingual education, and CLCs (Community Learning Centers). A date is now being coordinated for the event in Madison to meet with key legislators.
- The Implementation Team created the questions for the initial interviews of six candidates for the MPA Executive Director position and is conducting these interviews, which should be completed by March 26. Recommendations for second interviews will be submitted to the Search Committee. The Executive Partners will be presented with recommendations to act on with a target date of May 1.
- The MPA Executive Partners have looked at areas in which leadership will need to be provided. Intense involvement of all partners providing leadership and support to MPS schools will be required. Once the new MPA leadership is identified, efforts from everyone will be needed to provide that person with the necessary assistance to launch the MPA through its next series of endeavors.
- There is a new Coordinator of the UW System Institute for Urban Education — Beth Giles. She has become an active partner with the MPA.

The next meeting is to be held on June 15, 2007.

* * * * *

# RESOLUTIONS

**Resolution 0607R-032**

**by Director Blewett**

WHEREAS, Children in foreign language programs tend to demonstrate greater cognitive development, creativity, and divergent thinking than do monolingual children; and

WHEREAS, Research in brain science has discovered not only that functional plasticity of the human brain is driven by language, indicating that acquisition of a foreign language can actually change the brain's anatomy by adding gray matter, but also that proficiency in a second language may slow age-related declines in mental powers; and

WHEREAS, In order to successfully navigate the seas of rapid global change, 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; 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, 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, Students who learn foreign languages reap many immediate benefits, including:

- greater academic achievement in other areas of study, including 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 developing 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, 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; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors declare its commitment to growing language-immersion programs in the elementary grades and foreign language programs in general within MPS; and be it

FURTHER RESOLVED, That the Board direct the Administration to explore and to develop strategies to expand and to promote foreign language offerings in the Milwaukee Public Schools.

Referred to the Committee on Innovation/School Reform.

**Resolution 0607R-033**

**by Director Blewett**

WHEREAS, Children in foreign language programs tend to demonstrate greater cognitive development, creativity, and divergent thinking than do monolingual children; and

WHEREAS, Research in brain science has discovered not only that functional plasticity of the human brain is driven by language, indicating that acquisition of a foreign language can actually change the brain's anatomy by adding gray matter, but also that proficiency in a second language may slow age-related declines in mental powers; and

WHEREAS, In order to successfully navigate the seas of rapid global change, 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; 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, 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, Students who learn foreign languages reap many immediate benefits, including:

- attaining greater academic achievement in other areas of study, including reading, social studies, and mathematics;
- developing a clearer understanding of the English language and greater sensitivity to structure, vocabulary, and syntax;
- earning higher SAT and ACT scores, especially in verbal areas;
- gaining a greater awareness and deeper understanding of other cultures and developing a more positive interaction with persons from other nations;
- improving their chances of entrance into student-exchange programs;
- developing a global attitude;
- improving their knowledge of geography;
- broadening 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, Only four public schools in Wisconsin teach Mandarin Chinese, while none offer Arabic — two of top 10 languages for which the federal government has said there is a critical need; 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, In the budget for the Wisconsin Department of Public Instruction for 2007-09, State Superintendent Elizabeth Burmaster has proposed the following 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:

- This six-year initiative would allow schools to start modestly by adding a language in the first grade, with a new grade to be adding in each successive year, until all grades, first through sixth, are studying a world language.
- Each school would gradually take on funding of two teachers' salaries over a period of 6 years, with the grant paying 50 percent of one teacher's salary for the first two years, 50 percent of two teachers' salaries in the third and fourth years, and 25 percent of two teachers' salaries in the fifth and six years.
- To provide matching funds, local school districts would have to develop local resources, build community partnerships, tap the expertise of speakers of languages other than English in the local community, share teachers from the middle- and high-school grades, and involve their business communities; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors instruct the Administration to add to the Milwaukee Public Schools' Legislative Agenda its support of State Superintendent Burmaster's proposed program to grow foreign language programs in the public schools; and be it

FURTHER RESOLVED, That, in conjunction with Superintendent Burmaster's plan, the Board also instruct the Administration to include in the Legislative Agenda an item to lobby the Wisconsin Legislature for specific aid packages to be offered to school districts that participate in creating world-language programs, especially those that begin in early childhood, such as in language-immersion schools or bilingual programs; and be it

FURTHER RESOLVED, That the MPS Legislative Agenda also include lobbying for or endorsing state and federal programs that, rather than diverting existing funding from traditional language programs, create new funding streams for innovative, expanded language programs such as those cited above.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-034**

**by Director Morales**

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.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-035**

**by Director Blewett**

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 year.

Referred to the Committee on Legislation, Rules and Policies.

**Resolution 0607R-036**

**by Director Blewett**

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.

Referred to the Committee on Legislation, Rules and Policies.

## ITEM 5, REPORT OF THE FINANCE/PERSONNEL COMMITTEE

Director Spence moved to reconsider the vote by which Item 5 of the Report of the Finance/Personnel Committee was referred back to Committee.

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

Ayes—Director Blewett, Goldberg, Hardin, Horton, Johnson, Spence and President Dannecker—7.

Noes—None.

Temporarily absent—Director Morales—1.

The question now being on the motion to refer the item back to Committee, it failed of adoption, the vote being as follows:

Ayes—Director Hardin—1.

Noes—Directors Blewett, Goldberg, Johnson, Spence and President Dannecker—5.

Voting “present”—Director Horton—1.

Temporarily absent—Director Morales—1.

Director Goldberg moved to reconsider the vote on adoption of the Committee’s recommendation.

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

Ayes—Directors Blewett, Goldberg, Horton, Johnson, Spence and President Dannecker—6.

Noes—Director Hardin—1.

Temporarily absent—Director Morales—1.

The question being on adoption of the Committee's recommendation, it was adopted, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Johnson, Spence and President Dannecker—5.

Noes—None.

Voting "present"—Directors Hardin and Horton—2.

Temporarily absent—Director Morales—1.

The Board adjourned at 10:08 PM.

EUGENE JONES
Assistant Board Clerk

# BOARD OF SCHOOL DIRECTORS
# MILWAUKEE, WISCONSIN
# APRIL 19, 2007

Regular meeting of the Board of School Directors called to order by President Dannecker at 6:45 PM.

Present—Directors Blewett (7:15 PM), Goldberg, Hardin, Horton, Johnson, Morales, Spence, and President Dannecker—8.

Absent—None.

Vacancy on Board—1.

Student Representative present—Ursula Mylnarek.

The Chair would introduced and welcomed Sarah Belanger, a senior at Grandview High School, who presented a speech on the 15th 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:

DOUGLAS J. GLASENAPP,
Teacher, Rufus King International Baccalaureate High School

Douglas J. Glasenapp has been a teacher for 28 years, 26 of which have been dedicated to the students of Milwaukee Public Schools as a biology teacher at Rufus King International Baccalaureate High School. Mr. Glasenapp always puts his students first and provides them with the necessary academic foundation in the area of science to assure their future success. His commitment to and enthusiasm for teaching continue to have a positive impact on the lives of many students and their families.

Throughout his teaching career, Mr. Glasenapp has received many awards, including the Wisconsin Department of Public Instruction Exemplary Science Teacher Award in 1987. He was named a Mentor Teacher at the Institute of Multicultural Science Education in 1993 and again in 1994 and was selected to be an International Baccalaureate Observer in Cardiff, Wales, UK, in 2000. Most recently, in 2006, Mr. Glasenapp was selected as the National Association of Biology Teachers (NABT) 2006 Outstanding Biology Teacher Award recipient for Wisconsin and was honored at the NABT conference in October 2006 in Albuquerque, New Mexico.

Though Mr. Glasenapp has received many formal awards as a result of his exemplary teaching skills, it is the spoken acknowledgements that have meant the most to him. He shared the following to illustrate this:

> A mother telling me her daughter went into the sciences because of me; a student telling her friends about how much she learned in my class; a professional basketball player returning to King and remembering many of my classroom stories; a Milwaukee alderman telling his mother about how I helped to shape his life; alumni returning to say hello and to say thank-you, that my class was hard, but they learned the material — These are the best rewards a teacher could hope to receive.

In addition to his teaching duties, Mr. Glasenapp enjoys supporting his students through extra-curricular activities. He has been the head wrestling coach at Rufus King since 2001 and serves as advisor to the Medical Science Club, the Earthwatch Expedition, the School Blood Drive Program, and the School Recycling Program. Some of Mr. Glasenapp's extensive professional development and leadership activities include presenting at the local, state, and national levels and serving as a reviewer for *American Biology Teacher Journal.* He is currently the Rufus King Science Department Chairperson.

The Milwaukee Board of School Directors and the entire school community recognize and honor Douglas J. Glasenapp, for his outstanding leadership, and commitment to excellence on behalf of the students of the Milwaukee Public Schools.

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Director Spence in the Chair.

Proclamations in Honor of Departing Members of the Milwaukee Board of School Directors

Proclamation in Honor of
Barbara P. Horton
for Her Years of Service As a Member of the
Milwaukee Board of School Directors

WHEREAS, Barbara P. Horton was first elected to the 1st District seat on the Milwaukee Board of School Directors in April 2002 in a special election; and

WHEREAS, Director Horton was re-elected to the Milwaukee Board of School Directors, for District 1, in April 2003; and

WHEREAS, Director Horton served as Vice-President of the Board during the 2006-2007 Board year; and

WHEREAS, Director Horton, in addition to her regular Committee assignments, served as chair of the Committee on Finance/Personnel for all five years of her service to the Board; and

WHEREAS, Director Horton, as a member of the Milwaukee Board of School Directors, emphasized her vision of public education that students and parents are most satisfied and perform better when they are given the broadest range education options possible; and

WHEREAS, Director Horton served MPS not only as an elected member of the Board of School Directors, but also as the Executive Director of Human Resources, Deputy Superintendent, and Acting Superintendent of Milwaukee Public Schools prior to becoming a Board member; and

WHEREAS, Director Horton is now completing five years of service as a member of the Board; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its sincere appreciation to Director Barbara P. Horton for her years of dedicated service to the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors; and be it

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to Director Barbara P. Horton in tribute to her record of dedicated public service to the citizens of Milwaukee and the children of the public schools.

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Proclamation in Honor of
Kenneth L. Johnson
for His Years of Service As a Member of the
Milwaukee Board of School Directors

WHEREAS, Kenneth L. Johnson was elected to the 3rd District seat on the Milwaukee Board of School Directors in April 1999; and

WHEREAS, Director Johnson was re-elected to the Milwaukee Board of School Directors, for District 3, in April 2003; and

WHEREAS, Director Johnson served as President of the Milwaukee Board of School Directors during the 2005-2006 Board year, and Vice-President of the Board during the 2000-2001 Board year; and

WHEREAS, Director Johnson, in addition to his regular Committee assignments, served as Chair of the Committee on Innovation/School Reform for four years, and of the Committee on Strategic Planning & Budget Committee for one year; and

WHEREAS, Director Johnson, as a member of the Milwaukee Board of School Directors, emphasized parental involvement in setting stronger standards, increasing community investment and confidence in MPS, and expanding career options for students; and

WHEREAS, Director Johnson supported charter schools and increased parental choice, and was passionate about developing a district accountability system; and

WHEREAS, Director Johnson is now completing eight years of service as a member of the Board; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its sincere appreciation to Director Kenneth L. Johnson for his years of dedicated service to the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors; and be it

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to Director Kenneth L. Johnson in tribute to his record of dedicated public service to the citizens of Milwaukee and the boys and girls in the public schools.

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Proclamation in Honor of
Joseph E. Dannecker
for His Years of Service As a Member of the
Milwaukee Board of School Directors

WHEREAS, Joseph E. Dannecker was elected to the 8th District seat on the Milwaukee Board of School Directors in April 1999; and

WHEREAS, Director Dannecker was re-elected to the Milwaukee Board of School Directors, for District 8, in April 2003; and

WHEREAS, Director Dannecker served as President of the Milwaukee Board of School Directors during the 2006-2007 Board year and as Vice-President of the Board during the 2002-2003 and the 2005-2006 Board years; and

WHEREAS, Director Dannecker, in addition to his regular committee assignments, served as Chair of the Committee on Legislation, Rules & Policies for four years, and of the Committee on Special Education for three years; and

WHEREAS, Director Dannecker, as a member of the Milwaukee Board of School Directors, supported charter schools and increased parental choice and emphasized classroom activities and district policy designed to encourage high-caliber professionalism, genuine community engagement, and access to high-quality educational opportunities in every school; and

WHEREAS, Director Dannecker served as the Milwaukee Board of School Directors' representative to the Wisconsin Association of School Boards for eight years, his entire tenure on the Board, and was given the great honor of being elected President of WASB in 2005; and

WHEREAS, Director Dannecker is now completing eight years of service as a member of the Board; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors extend its sincere appreciation to Director Joseph E. Dannecker for his years of dedicated service to the Milwaukee Public Schools; and be it

FURTHER RESOLVED, That this resolution be spread upon the permanent proceedings of the Board of School Directors; and be it

FURTHER RESOLVED, That the Board instruct the Board Clerk to have an engrossed copy of this document, suitably signed and sealed, prepared and delivered to Director Joseph E. Dannecker in tribute to his record of dedicated public service to the citizens of Milwaukee and the entire Milwaukee Public Schools community.

The resolutions were adopted by consensus.

President Dannecker resumed the Chair.

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## APPROVAL OF MINUTES

The minutes of the regular and special Board meetings of March 8 and 29, 2007, were approved as printed.

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# REPORTS AND COMMUNICATIONS FROM THE BOARD CLERK/DIRECTOR, OFFICE OF BOARD GOVERNANCE

(Item A) Action on a Request to Suspend Board Rule 1.01(1) in Order to Move the Board's Annual Organizational Meeting from Monday, April 23, 2007, to Wednesday, April 25, 2007

TO THE BOARD OF SCHOOL DIRECTORS:

State Statute 119.10(2) provides that the Board shall hold its annual organizational meeting "no earlier than the 4th Monday in April and no later than the first Monday in May."

Board Rule 1.01(1) provides that the Board shall hold its annual organizational meeting on the fourth Monday of April. Because of a scheduling conflict, however, the Office of Board Governance has received a request that the Board consider moving its annual organizational meeting from Monday, April 23, 2007, to Wednesday, April 25, 2007.

If the Board wishes to change the date of its 2007 organizational meeting, it is recommended that it take action to suspend Board Rule 1.01(1) and to reschedule the annual organizational meeting of the Board for 2007 to Wednesday, April 25, 2007.

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."

Respectfully submitted,

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

Director Spence moved to suspend Board Rule 1.01 (1).

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

Director Spence moved to reschedule the Organizational Meeting of the Board to April 25, 2007.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

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## REPORTS OF STANDING COMMITTEES

Separate consideration was requested of the following items:

Innovation/School Reform Committee, Item 6, a request to waive Administrative Policy And Procedure 9.12, Charter Schools, to approve a revised proposal and Non-Instrumentality Charter School Contract with, and location for, Carmen High School of Science & Technology;

Innovation/School Reform Committee, Item 7, a request to waive Administrative Policy and Procedure 9.12, Charter Schools, to approve a revised proposal and Instrumentality Charter School Contract with, and location for, the Madison Academic Campus;

Innovation/School Reform Committee, Item 8, a request to waive Administrative Policy and Procedure 9.12, Charter Schools, to approve an Instrumentality Charter School Contract with, and location for, the Milwaukee African American Immersion High School; and

Legislation, Rules and Policies Committee, Item 1, a resolution to amend Administrative Policy 8.29 to allow use of flexible restraints by MPS personnel in district facilities.

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

Ayes—Directors Blewett, Goldberg, Hardin, Horton, Johnson, Morales, Spence and President Dannecker—8.

Noes—None.

Director Johnson moved to approve the balance of the items requiring a two-thirds majority vote (Items 6, 7 and 8 of the Report of the Innovation/School Reform Committee), with the word “autonomous” stricken from the header of the contracts.

Director Goldberg recused himself and left the stage.

The motion prevailed, the vote being as follows:

Ayes—Directors Blewett, Hardin, Horton, Johnson Morales, Spence and President Dannecker—7.

Noes—None.

Recused—Director Goldberg—1.

Director Goldberg returned to the stage.

## COMMITTEE ON SPECIAL EDUCATION

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

Your Committee on Special Education presents the following report:

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 reflect activities that begin July 1, 2006)

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

| | 3/07 | 4/07 |
|---|---|---|
| Population Served | 17,360 | 17,457 |

b. IEP Evaluations

Open re-evaluations must be completed (from referral to placement offer) within the 60-day timeline. Open I nitial 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.

| | 3/07 | 4/07 |
|---|---|---|
| Initial Evaluations (completed since 7/06) | 2,583 | 3,029 |
| Percentage Identified Special Education | 62 | 62 |
| Active Initial Referrals | 1,195 | 1,290 |
| Re-evaluations (completed since 7/05) | 2,396 | 2,878 |
| Percentage continued in Special Education | 81 | 81 |
| Active Re-evaluations | 868 | 864 |

2. Data-Management Services — Special Services Information Management System (SSIMS) Project Status Report as of March 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 continued to be made 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 on IDEA Interim Procedures were conducted at the request of principals and supervisors, contingent on trainer availability.

e. Ongoing conference calls were conducted with Spectrum to verify and clarify IDEA 2004 specifications for the initial phase, and remaining phases were confirmed for complete implementation.

f. Beginning in November 2007, SSIMS staff initiated a project to develop and implement a web-based software program for conducting the District's Continuous-Improvement-Focused Monitoring (CIFM) annual audit and reporting system.

g. SSIMS staff trained DPI staff, SELLS, and special services supervisors in using the CIFM software.

h. The SSIMS team supported special services staff in using the CIFM software program via on-going HELP desk phone support and daily drop-in HELP sessions.

3. 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 is providing information to the Milwaukee Board of School Directors' Committee on Special Education regarding Indicators #1 through #14 during the 06-07 school year. Information will include methods for data collection and review to lead to identified improvements. In addition, the Department will present plans for addressing the indicator and implementing improvement or best practices in the area of the indicator(s).

4. Indicators #9 and #10: Disproportionality

a. Racial/ethnic disproportionality in special education has been an important topic of concern for many years. In 1997, the reauthorization of the Individuals With Disabilities Education Act (IDEA) set forth provisions requiring states to address "significant disproportionality" where it exists.

b. The issue of disproportionality is one of three high-priority monitoring and enforcement areas identified by the Office of Special Education Programs (OSEP). The identification of "significant disproportionality" in any individual school district triggers the mandatory use of 15% of Part B funds (federal flow-through special education funds) for early intervening services that will address the issues of disproportionality in a district.

c. Anticipated outcomes of addressing the issues of disproportionality in a district include:

- improved achievement;
- reduction in achievement gaps;
- reduced social and emotional concerns;
- reduced special education referrals;
- reduction of disproportionate identification of special education;
- increased graduation rates; and
- increased capacity to address the needs of students at risk for failure;
- increased meaningful family involvement.

d. The Department of Public Instruction (WDPI) has convened a Disproportionality Support Workgroup to address statewide concerns regarding the disproportionate numbers of student of color who may be inappropriately referred to and placed in special education and to increase state, regional, and local capacity to address issues of disproportionality.

Indicator #9

5. Definition: Disproportionate representation of racial and ethnic groups in special education as a result of inappropriate identification.

6. Measurement

a. The State Performance Plan calls for a cumulative review of all school districts in Wisconsin in order to determine an overall percent of districts with disproportionate representation. The state indicator's measurement is determined by identifying the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification, divided by the total number of districts in the state.

b. The criteria for identifying an individual district with disproportional representation as a result of inappropriate identification are as follows (the measure is based on a set of factors, all of which the district has exceeded for three consecutive years):

(1) Risk ratio of 2.0 or greater calculated by using the Westat-developed equation for risk ration (risk ratio for ethnic/racial group in disability category, divided by risk for comparison group in disability category) with a comparison group of the remaining racial/ethnic categories.

(2) Minimum 1% racial disparity in Risk. Because white students have been the unit of comparison used by the National Research Council in its analysis of this issue, and because white students in Wisconsin have never been regarded as an over-represented racial group in special education, or in any disability category, their risk level for the state is used as the comparison group for the second factor. For each group, disproportionality may be considered where the risk level for the given group exceeds the state's risk level of white students in that category by at least

one percent. In order to ensure that white risk level could be regarded as over-represented at the district level, white student risk level at the district level will be compared with white student risk level at the state level in the same manner as with every other racial or ethnic group.

(3) Cell size: To be identified for disproportionality based on statistical data, a racial or ethnic group must have at least ten members in a given cell used for risk ratio analysis, and a total of 100 students for any given racial group. Districts with smaller cell sizes will be considered under other criteria. (Other criteria may be applied, depending on unique circumstances, including such considerations as state or federal discrimination complaints, IDEA complaints, and district demographics.)

7. Consecutive Years

Because of changing demographics, anomalies in data collection, and other factors, individual districts must meet the criteria for three consecutive years. The identification of disproportionality is based on three consecutive years of data collection as well as on a review of policies, procedures, and practices.

8. DPI will assess whether the finding of disproportionality is based on inappropriate identification by using a tiered approach that involves technical assistance, a self-assessment component, and an oversight process.

Indicator #10

9. Definition: Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that is the result of inappropriate identification.

10. Measurement

a. This indicator focuses on six specific categories:

(1) cognitive disabilities;

(2) significant learning disabilities;

(3) emotional behavioral disabilities;

(4) other health impairment;

(5) visual impairment; and

(6) hearing impairment.

b. The criteria for identifying an individual district with disproportional representation as a result of inappropriate identification are as follows (the measure is based on a set of factors, all of which the district has exceeded for three consecutive years):

(1) Risk ratio of 2.0 or greater calculated by using the Westat-developed equation for risk ration (risk ratio for ethnic/racial group for disability category, divided by the risk for comparison group for disability category) with a comparison group of the remaining racial/ethnic categories.

(2) Minimum 1% racial disparity in Risk. Because white students have been the unit of comparison used by the National Research Council in its analysis of this issue, and because white students in Wisconsin have never been regarded as an over-represented racial group in special education, or in any disability category, their risk level for the state is used as the comparison group for the second indictor. For each group, disproportionality may be considered where the risk level for the given group exceeds the state's risk level of white students in that category by at least

one percent. In order to ensure that white risk level could be regarded as over-represented at the district level, white student risk level at the district level will be compared with white student risk level at the state level in the same manner as with every other racial or ethnic group.

(3) Cell size: To be identified for disproportionality based on statistical data, a racial or ethnic group must have at least ten members in a given cell used for risk ratio analysis and a total of 100 students for any given racial group. Districts with smaller cell sizes will be considered under other criteria. (Other criteria may be applied, depending on unique circumstances, including such considerations as state or federal discrimination complaints, IDEA complaints, and district demographics.)

11. Consecutive Years

Because of changing demographics, anomalies in data collection, and other factors, the District must meet the criteria for three consecutive years. The identification of disproportionality is based on three consecutive years of data collection, as well as on a review of policies, procedures, and practices.

12. DPI will asses whether the finding of disproportionality is based on inappropriate identification by using a tiered approach that involves technical assistance, a self-assessment component, and an oversight process.

13. The Wisconsin Department of Public Instruction provided an analysis of MPS with respect to disproportionality and special education, which included data from the three-year period prior to Spring 2006. At that time, MPS was not identified as a district with issues of dispropotionality in the representation of racial and ethnic groups in special education as a result of inappropriate identification, or in the representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

MPS's Process and Practices

14. Research indicates that clear, well defined policies and procedures that are correctly implemented throughout the district contribute to the prevention of issues of disproportionality**.**

15. IDEA sets forth a number of procedural safeguards and legal requirements to assist districts in ensuring the delivery of a free and appropriate education for each child identified as a child with a disability who has a need for special education. These safeguards and legal requirements provide the basis for district policies and practices that lead to high outcomes.

16. Some important concepts that are required by IDEA, are imbedded into district practices, and have an impact on disproportionality issues are:

a. the presence of highly qualified and well trained diagnostic teachers, classroom teachers, psychologists, school social workers, speech and language pathologists, occupational therapists, physical therapists, nurses, and other support staff;

b. clear procedures for Child Find that assist the district to identify, locate, and evaluate all students with disabilities who have need of special education, including well defined criteria and parameters for identification of disabilities and need for special education (see attachment #1 to the minutes of your Committee's meeting);

c. the development and implementation of early and ongoing intervention programs and activities with schools to prevent future failure, such as:

- Reading First
- Optimizing Success through Problem Solving

- Social Emotional Competencies (SELF)
- Ruby Payne Programs and Initiatives
- Early Education Classes
- Head Start
- Dibels (Progress measure)
- Child Find
- Instruction Initiatives
- Learning Targets
- Learning Walk
- IPI (Instructional Practices inventory for measuring student engagement)
- Literacy Coaches
- Direct Instruction;

d. assessment requirements that include the appointment of a multidisciplinary team (members from different professional backgrounds) that view the child from different "lenses" to get an accurate picture of the child's strengths and skills;

e. the requirement that legally compliant IEPs are developed and implemented as written;

f. the use of unbiased, appropriately normed assessments that allow for culturally competent evaluations;

g. the inclusion of parents and other representatives that know the child well and bring the home and community perspective to the IEP team;

h. a district-wide service-delivery model that provides a full continuum of program options for students with disabilities;

i. implementation of a continuous-improvement-focused-monitoring (CIFM) support mechanism to ensure compliance and identification of strengths and weaknesses in the service-delivery models and assists in setting directions for continuous improvement;

j. implementation of a system that provides for data collection and analysis to identify achievement gaps and provides direction for improvement by establishing a baseline for the development of the School Educational Plan; and

k. inclusion of an analysis of home and educational history, including exposure to education and appropriate teaching.

Culturally Responsive Practices

17. Research further points to the following critical basic principles that assist the district to be culturally competent in its delivery of educational programs to all students:

a. implementation of prevention models that include all aspects of education and target both regular and special education;;

b. implementation of teacher education programs and activities that lead teachers to understand the culture of their students and community and cause them to think deeply about the constant presence of cultural awareness in their practice;

c. implementation of culturally responsive evidence-based practices, culturally validated responsive instructional practices, and culturally responsive behavior supports;

d. implementation of culturally appropriate interventions that consider each student's unique and individualized history, learning style, social skills, community environment, historical, familial, racial, gender background etc.;

e. development of programs that connect with students in ways that convey respect and caring and explicitly teach rules and expected behaviors with a culture of care;

f. provision of a continuum of support that involves families and the community in positive, mutually supportive ways;

g. provision of a rich curriculum that includes culturally responsive literacy (relevant multicultural literature);

h. implementation of culturally responsive early intervention programs and activities and universal screening to identify students at risk for future failure;

i. development and implementation of tiered intervention strategies; and

j. implementation of ongoing progress monitoring to ensure progress or provided mid-course corrections to improve outcomes.

18. Culturally responsive school leaders play a key role in the success of all students. Leaders in urban schools see teachers' motivation and nurturing as a top priority. Leaders build capacity by focusing their staffs on efforts to reform, to renew, and to improve with shared leadership and shared decision making.

19. Culturally responsive teachers must be knowledgeable and skilled in research-based instructional practices. They must act as cultural organizers, mediators, and orchestrators of social contexts within their classrooms. Successful teaching requires a conscious attention to the ways in which students interact among themselves. Successful teachers help bridge borders between the home and school culture, recognize and understand differences in the social milieus, and build upon the knowledge and skill sets that the students bring with them. Culturally competent teaches must assist students to make important connections between the learning that takes place in the classroom and their real-life experiences.

20. Training and ongoing learning regarding cultural competence takes place in many forums. Inservice offerings, conferences, post-graduate work, school-wide planning and learning community offerings are examples of opportunities for school staff members to increase skills in this area. Attachment #2 to the minutes of your Committee's meeting is a sample of a simple checklist that can be used in a classroom to identify areas of positive cultural competence and areas of needed attention.

Hypothetical Parent Complaint Scenarios

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. 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 the 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.

Background Information

1. Decisions about the eligibility of students for special education services may demonstrate the issue of disproportionality when an Individual Education Program (IEP) team finds that a student does not need services. For example, sometimes students who are well behaved are not recognized as having difficulties maintaining attention. This is particularly true for well behaved female students who seem to have learning problems that are not manifested in their early elementary school years.

2. A parent of a middle-school student objected to an IEP team's determination that her daughter did not meet criteria for the Program for Students with Specific Learning Disabilities. The student is well behaved and liked by teachers and students. Her parent had referred her for a special education evaluation because of apparently persistent learning problems.

3. At the present time, the District is obligated to use criteria developed by the State of Wisconsin for the identification of students with learning disabilities. The criteria require that formal test data demonstrate a formula-based discrepancy between academic skills and intellectual reasoning skills. (In the future, the state will allow eligibility decisions to be based on the student's response to interventions implemented by the school to resolve the problem.) In this particular case, the IEP team findings did not demonstrate the amount of discrepancy required by the state criteria.

4. In the present scenario, the parent and classroom teacher were both concerned that the IEP team's findings did not reflect the difficulties that the student routinely experienced in completing reading assignments and producing written work. In addition, the parent reported that, despite apparent motivation to complete homework, her daughter required close supervision as well as frequent assistance in order for her to finish her homework. This resulted in evening homework struggles that lasted for several hours on a near daily basis.

Intervention

5. The district office that received the parent's complaint about the IEP team's results clarified the nature of the parent's dispute. The parent was presented with options that exist within the District, as well as with other procedural safeguards available through special education law at the state and federal levels. At the district level, an administrative review by special education administrators linked to the IEP team's school can examine the IEP document to ensure procedural compliance and to identify issues that might require follow-up. Procedural safeguards that are also available to parents who dispute IEP team results include an outside evaluation at public expense, mediation by a neutral third party appointed by the state, a complaint to the Department of Public Instruction (IDEA Complaint), or a request for a due-process hearing before an administrative law judge.

6. In this particular case, the parent was satisfied with the offer of an administrative review of the IEP by special education administrators linked to the school. The review team included the special services supervisor assigned to the school, the special education leadership liaison, and one other district special services administrator. The focus of the review was twofold:

   - First, the review team examined the basis of the IEP team's decision. This involved a review of the actual data used by the team to determine whether or not the child demonstrated a significant discrepancy between academic skills and achievement. No problems were identified regarding the team's data.

   - Second, the review team identified concerns that had not been considered by the IEP team that might explain the child's learning difficulties as well as the amount of effort required, on the part of both the parent and the student, to complete homework. The review team raised the issue of whether or not the IEP team had considered this student's learning difficulties as evidence of a

type of attention deficit disorder that might be eligible for special education services under the category of Other Health Impaired. This student was well behaved with no obvious evidence of impulsivity and had never been considered in the past as demonstrating attention deficit disorder.

7. The scenario raises the possibility that this student, as a female suffering from attention deficit disorder — inattentive type, might easily be overlooked by educators and even by IEP team members conducting evaluations. Such an error may contribute to under-representation of females in special education programs. This outcome would contribute to a type of disproportionality in special education.

Resolution:

8. The administrative review identified an issue not previously considered by the IEP team. The parent was agreeable to having the IEP team collect additional information regarding the possibility that the child was, in fact, experiencing attention deficit disorder — inattentive type. This diagnosis is generally regarded as a medical diagnosis; however, school-based IEP teams are presumed to have the knowledge and training to make an educational diagnosis of this disorder. Training is regularly provided to school social workers and school psychologists for this purpose.

9. Several endings to this scenario are possible:

   a. First, the IEP team could determine that there was no evidence of attention deficit disorder — inattentive type and, therefore, no eligibility for special education services under Other Health Impaired. The parent would still have access to formal procedural safeguards, such as an independent educational evaluation, mediation, IDEA complaint, or a due-process hearing request.

   b. Second, the IEP team could determine that there was evidence of attention deficit disorder and that there was evidence that the child's educational performance was so affected that special education services were required. The student's inattention, without structuring and monitoring by teachers and parent, affected her comprehension and retention of what she read. The inattentiveness masked as a reading and learning problem. Eligibility for special education services under Other Health Impaired is not based on a calculation of a discrepancy between formally evaluated academic skills and intellectual abilities. Instead, it is based on both informal and formal educational performance discrepancies. Thus, in this case, the IEP team found this student eligible for services under Other Health Impaired because of the frequently observed gaps between her work products and her abilities whenever significant support and structure is not provided.

   c. Third, all students enrolled in public education environments are protected by Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act. Students who have fewer needs than did the one who is the subject of the present scenario, and who are found to have evidence of an impairment that affects major life activities, may also be found to qualified under Section 504/ADA for accommodations in the classroom rather than special education services.

10. In summary, contributing factors to disproportionate representation in special education can be linked to either over-representation or under-representation.

* * * * *

## COMMITTEE ON INNOVATION/SCHOOL REFORM

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

TO THE BOARD OF SCHOOL DIRECTORS:

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

(Item 1) Action on a Request for Mutual Termination of the Aurora Weier-Early College Bilingual High School's Non-Instrumentality Charter School Contract

Background

1. On September 14, 2004, the Board of School Directors held a public hearing to consider the non-instrumentality charter school proposal submitted by Aurora Weier, Inc., to establish Aurora Weier Early College Bilingual High School. On September 30, 2004, the Board approved the concept of Aurora Weier's proposal in anticipation of opening Aurora Weier Early College Bilingual High School beginning with the 2005-2006 school year and ending with the last day of the 2009-2010 school year.

2. Aurora Weier Early College Bilingual High School's educational program involves principles of high academic rigor and achievement delivered through a highly structured humanities-based curriculum. The contract is for an enrollment of 110 students in grades 9-12. The 2006 Official September State Aid Enrollment Count was 78 students. The 2007 January State Aid Enrollment Count was 75 students. Aurora Weier Early Bilingual College High School is located at 2669 North Richards Street.

3. The MPS Charter School Contract Review Team conducted a review of the Aurora Weier Early College Bilingual High School's contract per the request of the Superintendent and in accordance with MPS Administrative Policy and Procedure 9.12, Charter Schools. The Charter School Contract Review Team and school representatives met on February 27, 2007, to review and evaluate information relative to the contract. The Review Team findings and recommendation are summarized in the Charter School Contract Review Checklist (see the attachment to the minutes of your Committee's meeting).

Administration's Analysis

4. At the meeting, the Chief Executive Officer of Aurora Weier informed the Review Team of the organization's request to mutually terminate the charter school contract. He listed the school's inability to execute the bilingual and early college programs originally planned in the charter proposal as key reasons to request the mutual termination. The Charter School Contract Review Team and the school representatives of Aurora Weier, Inc., recommended to the Superintendent the mutual termination of the Aurora Weier Early College Bilingual High School's non-instrumentality charter school contract, effective June 30, 2007, and that the school attend to the areas in which it was found to be non-compliant or partially compliant. The Superintendent concurred with the recommendation.

5. On March 22, 2007, Dr. Luis Antonio Baez submitted a letter from the Aurora Weier Early College Bilingual High School's staff and community to the Administration requesting mutual termination as provided under sec. III.C.1. of the Charter School Contract with the Milwaukee Board of School Directors for the upcoming 2007-08 school year.

6. Section III. C. of the Charter School Contract between the Milwaukee Board of School Directors and Aurora Weier Early College Bilingual High School 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, the termination of this Contract shall not become effective until at the minimum, the end of the semester in which notice of termination is given, unless, in the discretion of the Board, termination should become effective sooner.

Strategic Plan Compatibility Statement

7. The recommendation supports the MPS Strategic Plan Goal 1, Student achievement, and Goal 2, Student success in further education and employment.

Statute, Administrative Policy or Board Rules Statement

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

Fiscal Impact Statement

9. This item does not authorize expenditures.

Implementation and Assessment Plan

10. The Aurora Weier Early College Bilingual High School's non-instrumentality charter school contract will expire on the last regularly scheduled school day of the 2006-07 school year.

11. The MPS Division of Student Services and Parent Information Center will work with parents, students, and the school leader to reassign Aurora Weier Early Bilingual College High School's students. The team will facilitate high-quality customer service in the re-enrollment process.

Committee's Recommendation

Your Committee recommends that the Board agree to the mutual termination of the Aurora Weier Early College Bilingual High School's non-instrumentality charter school contract, to be effective June 30, 2007.

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

* * * * *

(Item 2) Action on a Request To Approve an Instrumentality Charter School Contract with Foster and Williams High School of the Visual Arts and Communication

Background

1. On May 31, 2006, the Foster and Williams High School of the Visual Arts and Communication submitted a charter school petition to the Milwaukee Board of School Directors to convert to an MPS instrumentality charter school to begin with the 2007-08 school year. In the petition, the school proposed its concept to provide students with a language-rich environment that challenges students to stretch their limits and to see the world in a different way. Using project-based learning and assessment driven by portfolios, the school will offer vocational internships and educationally appropriate community experiences to enhance student learning, develop verbal and non-verbal communication, and develop artistic skills throughout all components of the program. The school's philosophy is to incorporate two distinct cultures and languages throughout the school community.

2. On June 26, 2006, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition concept for the Foster and Williams High School of the Visual Arts and Communication. On June 29, 2006, the Board approved the concept of the Foster and Williams High School, with no contract contingencies. The action by the Board authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Foster and Williams High School in anticipation of the establishment of an MPS instrumentality charter school beginning with the 2007-08 school year.

Administration's Analysis

3. School representatives of the Foster and Williams High School of the Visual Arts and Communication accept the model instrumentality charter contract, with the following modifications in terms:

a. Kevin McDonough, or his successor, will be the school leader of the charter school.

b. Foster and Williams High School of the Visual Arts and Communication will be housed and share space at the John Burroughs Educational Complex, 6700 North 80th Street, Milwaukee, WI, 53223.

c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 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 under this contract.

Strategic Plan Compatibility Statement

4. The recommendation 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 Implication Statement

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

6. 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.

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

Fiscal Impact Statement

8. 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 FY08 Board-adopted budget.

9. In addition to the Board-approved budget allocation, the Foster and Williams High School of the Visual Arts and Communication is approved to receive a planning grant from the Wisconsin Department of Public Instruction Charter School Subgrant Program, and the Bill and Melinda Gates Foundation.

Implementation and Assessment Plan

10. The charter contract will become effective upon the Board's approval. A copy of the contract will be forwarded to the Wisconsin Department of Public Instruction to initiate the disbursement of the charter school grant funds.

Committee's Recommendation

Your Committee recommends that the Board approve the five-year charter school contract, as attached to the minutes of your Committee's meeting, with the Foster and Williams High School of the Visual Arts and Communication as an MPS instrumentality charter school, beginning with the 2007-08 school year, with the following modifications in terms:

a. Kevin McDonough, or his successor, will be the school leader of the charter school.

b. Foster and Williams High School of the Visual Arts and Communication will be housed and share space at the John Burroughs Educational Complex, 6700 North 80th Street, Milwaukee, WI, 53223.

c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 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 under this contract.

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

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(Item 3) Action on a Request to Approve an Instrumentality Charter School Contract with Marshall Montessori International Baccalaureate High School

Background

1. The Marshall Montessori International Baccalaureate High School opened as a traditional school in the fall of 2006. Currently, the student population includes freshmen, juniors and seniors. The upper classmen transferred into the Marshall Montessori International Baccalaureate High School from the John Marshall International Baccalaureate program. On January 5, 2007, the school submitted a petition to convert to an MPS instrumentality charter school beginning with the 2007-08 school year. On January 24, 2007, the MPS Charter School Review Panel met to review the charter school petition and subsequently provided to the Milwaukee Board of School Directors a recommendation for approval of the charter concept.

2. On January 30, 2007, the Milwaukee Board of School Directors held a special board meeting and public hearing to consider the charter school petition for Marshall Montessori International Baccalaureate High School. At that meeting, the Board took action and approved the concept of the charter

petition and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from Marshall Montessori International Baccalaureate High School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-08 school year.

3. The Marshall Montessori International Baccalaureate High School offers:

   a. International Baccalaureate and Montessori educational models to allow student choice at the center of education, while teachers, parents, and the community direct from the side;

   b. a curriculum integrated into authentic projects that address community needs;

   c. student engagement through the sciences and history about the positive relationship between the human-built world and the natural world (Montessori);

   d. centers for interests which provide students with a choice of emphasis within structured courses of study implicit in the following areas:

      • Center for Science, Math, and Technology

      • Center for Performing Arts and Media

      • Center for Civilization and Culture

      • Center for Economics and Entrepreneurial

   e. a teacher-cooperative leadership structure to allocate more funding for instruction and to focus on teaching and collaborative decision making; in a teacher cooperative, teachers share the responsibility of management and administrative tasks within the school. This model of leadership is currently followed in 11 MPS schools. Teacher-led schools are often referred to as "Teacher Professional Partnerships" in other parts of the country and in the research literature. The current body of evidence which supports this model as one option to attract, retain, and empower professional educators is available in a variety of publications.

Administration's Analysis

4. Marshall Montessori International Baccalaureate High School had no contingencies at the time of the concept's approval. The school accepts the model instrumentality charter school contract, with the following modifications in terms:

   a. Lisa Rosenberg, or her successor, will be the school leader of the teacher-led charter school.

   b. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 school year.

   c. The school will be located and share space in its current location, 4141 North 64th Street.

   d. The school will follow the district's International Baccalaureate early-start and early-end calendar.

   e. 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 200 FTE students in grades 9, 10, and 12 for the 2007-08 school year; 250 FTE students in grades 9-11 for the 2008-09 school year; 315 FTE students in grades 9-12 for the 2009-10 school year; and 290 FTE students in grades 9-12 for the 2010-2011 and the 2011-12 school years under this contract.

Strategic Plan Compatibility Statement

5. The recommendation 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

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.

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 FY08 Board-adopted budget.

10. In addition to the Board-approved budget allocation, Marshall Montessori I.B. is a recipient of planning grants from the Bill and Melinda Gates Foundation and the Wisconsin Department of Public Instruction's Charter School Subgrant Program.

Implementation and Assessment Plan

11. Upon the Board's approval of the instrumentality charter school contract, Marshall Montessori I. B. will open in the fall of 2007. 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, as attached to the minutes of your Committee's meeting, with Marshall Montessori International Baccalaureate High School as an MPS instrumentality charter school, beginning with the 2007-08 school year, with the following modifications in terms:

1. Lisa Rosenberg, or her successor, will be the school leader of the teacher-led charter school
2. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 school year.
3. The school will follow the district's International Baccalaureate early-start and early-end calendar.
4. The school will be located and share space in its current location, 4141 North 64th Street.
5. 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 200 FTE students in grades 9, 10, and 12 for the 2007-08 school year; 250 FTE students in grades 9-11 for the 2008-09 school year; 315 FTE students in grades 9-12 for the 2009-10 school year; and 290 FTE students in grades 9-12 for the 2010-2011 and the 2011-12 school years under this contract.

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

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(Item 4) Action on Request To Approve an Instrumentality Charter School Contract with, and Location for, WORK Institute Leadership Council High School

Background

1. On May 31, 2006, the Where Opportunities Require Knowledge (WORK) Institute Leadership Council submitted a petition to become an MPS instrumentality charter school beginning with the 2007-08 school year. On June 16, 2006, the MPS Charter School Review Panel met to review the WORK Institute's charter school petition and subsequently provided to the Milwaukee Board of School Directors a recommendation for approval of the charter concept.

2. On June 26, 2006, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for WORK Institute. On June 29, 2006, the Board took action and approved the concept of the Work Institute Leadership Council School's petition and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from WORK Institute Leadership Council School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-08 school year.

3. WORK Institute began as a conversation between teachers who sought an opportunity to participate in educational reform. This conversation later evolved into a shared vision of creating a school in which teachers would be able to make a difference in the lives of children by creating educational experiences that focus on academic achievement and career success after graduation.

4. The mission of WORK Institute is to prepare all students for life-long learning and responsible, productive citizenship through a mutual commitment to high educational standards. The petition submitted in May 2006 indicated the school's commitment to provide the following:

a. The High Schools That Work (HSTW) model that provides a set of strategies designed to raise the academic achievement of career-bound high-school students by combining the content of academic studies with career/technical studies. HSTW is a researched-based model that has been adopted by more than 1,300 schools in 30 states to improve how they prepare high-school students for further education and work. These schools use the HSTW framework of goals and key practices to teach an academic core to all students. It provides high-quality career/technical programs, and it also involves students and parents in a strong guidance program;

b. a curriculum that is designed to support the career/technical path by providing project- and performance-based activities, service-learning projects, and an employability-skills certification program;

c. a year-round schedule to enable WORK Institute to increase student academic achievement and enhance workforce readiness;

d. a rigorous academic and career/technical program of study that emphasizes high-level mathematics, science, and language arts;

e. data-driven decision making to gauge the success of the school program; and

f. a teacher-led school organized as a cooperative in which teachers share the responsibility of management and administrative tasks within the school. This model of leadership is currently being followed in 11 MPS schools. Teacher-led schools are often referred to as "Teacher Professional Partnerships" in other parts of the country and in the research literature. The current body of evidence which supports this model as one option to attract, retain, and empower professional educators is available in a variety of publications.

Administration's Analysis

5. At the time of the concept's approval, there were no contingencies for WORK Institute, other than that the school identify a suitable facility. The standard process to identify a location for the WORK Institute was followed: After the charter school's concept was approved by the Board, members of WORK Institute'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. The WORK Institute planning team was offered space within the Sarah Scott School for the Health Sciences facility, 1017 North 12th Street, Milwaukee, WI, 53233.

6. MPS Department of Facilities and Maintenance staff provided technical assistance for the planning team members of the WORK Institute as they toured space at Sarah Scott. WORK Institute accepted the offer to share space at the facility. Staff from the Administration contacted the other schools in the facility to ensure that all parties agreed to share the space, with the recommendation that WORK Institute be located in the Sarah Scott facility. Agreement documentation was submitted to the Division of Diversified Community Schools and to the Office of Board Governance. Staff from MPS Facilities and Maintenance will continue to work with all schools in the facility to ensure the most appropriate use of the space in ways that meet each school's needs.

7. WORK Institute accepts the model instrumentality charter school contract, with the following modifications in terms:

a. Nebritt Herring, or her successor, will be the school leader of the teacher-led charter school.

b. WORK Institute will be located and share space at Scott School for the Health Sciences, 1017 North 12th Street, Milwaukee, WI, 53233.

c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 school year.

d. WORK Institute will implement the MPS year-round calendar.

e. 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 125 FTE students in grade 9 for the 2007-08 school year, 225 FTE students in grades 9-10 for the 2008-09 school year, 325 FTE students in grades 9-11 for the 2009-10 school year, and 400 FTE students in grades 9-12 for the 2010-2011 and the 2011-12 school years under this contract.

8. Section I.E. of the charter contract provides for a charter school to implement an assessment plan that includes unique local learning or performance standards and additional assessments to measure pupil achievement. WORK Institute is developing a plan to implement unique local learning and performance standards and additional assessments to measure pupil achievement consistent with the requirements in Section I.E. of the charter school contract.

Strategic Plan Compatibility Statement

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

11. 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 FY08 Board-adopted budget.

14. In addition to the Board-approved budget allocation, Work Institute is a recipient of planning grants from the Bill and Melinda Gates Foundation and the Wisconsin Department of Public Instruction's Charter School Subgrant Program.

Implementation and Assessment Plan

15. Upon the Board's approval of the instrumentality charter school contract, WORK Institute will open in the fall of 2007. 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, as attached to the minutes of your Committee's meeting, with WORK Institute Leadership Council High School as an MPS instrumentality charter school, beginning with the 2007-08 school year, with the following modifications in terms:

1. Nebritt Herring, or her successor, will be the school leader of the teacher-led charter school.
2. WORK Institute will be located and share space at Scott School for the Health Sciences, 1017 North 12th Street, Milwaukee, WI, 53233.
3. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 school year.
4. WORK Institute will implement the MPS year-round calendar for students.
5. 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 125 FTE students in grade 9 for the 2007-08 school year, 225 FTE students in grades 9-10 for the 2008-09 school year, 325 FTE students in grades 9-11 for the 2009-10 school year, and 400 FTE students in grades 9-12 for the 2010-2011 and the 2011-12 school years under this contract.

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

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(Item 5) Action on a Request To Approve an Instrumentality Charter School Contract with, and Location for, School for Urban Planning and Architecture (SUPAR) High School

Background

1. On September 25, 2006, the School for Urban Planning and Architecture (SUPAR) High School submitted a petition to become an MPS instrumentality charter school beginning with the 2007-08 school year. The MPS Charter School Review Panel met to review SUPAR's charter school petition and subsequently provided to the Milwaukee Board of School Directors a recommendation for approval of the charter concept.

2. On October 10, 2006, the Milwaukee Board of School Directors held a public hearing to consider the charter school petition for SUPAR. On October 31, 2006, the Board took action and approved the concept of SUPAR's petition and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from SUPAR in anticipation of the establishment of an MPS instrumentality charter school for the 2007-08 school year.

3. The mission of SUPAR proposes:

a. using the themes of architecture and urban planning to impart skill development among students;

b. using project-based learning and curriculum integration to help students develop tools to become life-long, reflective learners;

c. embedding the continual participation of parents and community members into the school's curriculum design;

d. forming a partnership with the UWM School of Urban Planning and Architecture;

e. organizing the teacher-led school as a cooperative in which teachers share the responsibility of management and administrative tasks within the school. This model of leadership is currently in 11 MPS schools. Teacher-led schools are often referred to as "Teacher Professional Partnerships" in other parts of the country and in the research literature. The current body of evidence which supports this model as one option to attract, retain, and empower professional educators is available in a variety of publications.

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 School for Urban Planning and Architecture was followed: After the charter school 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 planning team indicated that the school model includes a unique and important partnership with the UWM School of Architecture and Urban Planning. This partnership will include student travel to and from the UWM campus during the school day. The school has expressed interest in a location where staff can provide adequate supervision and safety of students as they come and go from the school, with a bus stop near the school building that would be similar to most high schools.

6. The Administration met with the new school's planning team to discuss these concerns and recommended that the school consider a temporary, or "incubation," site if one became available. The Walker site was recommended and accepted by the SUPAR planning team.

7. On January 25, 2007, the Board approved the relocation of ALBA instrumentality charter school to the Walker facility effective with the 2007-2008 school year. The Administration has negotiated a lease with Carmen non-instrumentality charter high school for shared use of the Walker facility, effective with the 2007-2008 school year. The lease will be presented to the Board for separate action.

8. The Administration is working with ALBA and members of the Carmen High School planning team to define shared use of the facility and to establish working relationships that will make the best use of the facility and that meets each school's needs. A letter included as an attachment to the minutes of your Committee's minutes documents these agreements.

9. The School for Urban Planning and Architecture has met all contract contingencies and accepts the model instrumentality charter school contract, with the following modifications in terms:

a. Cristine Parr, or her successor, will be the school leader of the teacher-led charter school.

b. School for Urban Planning and Architecture has agreed to accept a temporary location and share space at the Walker facility, 1712 South 32nd Street, Milwaukee, WI, 53215.

c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 school year.

d. The total cost of the Contract shall be based on the charter school full-time-equivalent (FTE) count, for up to a maximum of 80 pupils in grades 9-10 for the 2007-2008 school year, 120 pupils in grades 9-11 for the 2008-2009 school year, and 160 pupils in grades 9-12 for the 2009-2010, 2010-2011, and 2011-2012 school years.

10. Section I.E. of the charter contract provides for a charter school to implement an assessment plan that includes unique local learning or performance standards and additional assessments to measure pupil achievement. School for Urban Planning and Architecture is developing a plan to implement unique local learning and performance standards and additional assessments to measure pupil achievement, consistent with the requirements in Section I.E. of the charter school contract.

Strategic Plan Compatibility Statement

11. The recommendation 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

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

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

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

Fiscal Impact Statement

15. 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 FY08 Board-adopted budget.

16. In addition to the Board-approved budget allocation, School for Urban Planning and Architecture is a recipient of planning grants from the Bill and Melinda Gates Foundation and the Wisconsin Department of Public Instruction's Charter School Subgrant Program.

Implementation and Assessment Plan

17. Upon the Board's approval of the instrumentality charter school contract, School for Urban Planning and Architecture will open in the fall of 2007. 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, as attached to the minutes of your Committee's meeting, with School for Urban Planning and Architecture High School as an MPS instrumentality charter school, beginning with the 2007-08 school year, with the following modifications in terms:

a. Cristine Parr, or her successor, will be the school leader of the teacher-led charter school.

b. School for Urban Planning and Architecture has agreed to accept a temporary location and share space at the Walker facility, 1712 South 32nd Street, Milwaukee, WI, 53215.

c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 school year.

d. The total cost of the Contract shall be based on the charter school full-time-equivalent (FTE) count, for up to a maximum of 80 pupils in grades 9-10 for the 2007-2008 school year, 120 pupils in grades 9-11 for the 2008-2009 school year, and 160 pupils in grades 9-12 for the 2009-2010, 2010-2011, and 2011-2012 school years.

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

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(Item 6) Action on a Request To Waive Administrative Policy And Procedure 9.12, Charter Schools, To Approve a Revised Proposal and Non-Instrumentality Charter School Contract with, and Location for, Carmen High School of Science & Technology

Background

1. On February 13, 2007, the Milwaukee Board of School Directors held a public hearing to consider the charter school proposal from the Carmen High School of Science & Technology. On February 22, 2007, the Board took action and approved the concept of the Carmen High School of Science & Technology's proposal and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Carmen High School of Science & Technology in anticipation of the establishment of an MPS non-instrumentality charter school for the 2007-08 school year.

2. The school was asked to edit the initial proposal submitted on January 5, 2007, to include more specificity for the educational program as an MPS non-instrumentality charter school. The school submitted a revised proposal on March 6, 2007. Changes in the proposal are listed below:

a. Section entitled "Marketing the School to Families and Communities" includes the enrollment process. The school will not discriminate in enrollment to the school or to any class per regulations (p. 3).

b. Students are encouraged to participate in 40 hours of community service for each year they are enrolled at the school (pp. 4 and 9).

c. Language in reference to private school status has been removed (p. 6).

d. Staff member who will provide foreign language (Spanish) (p. 10).

e. Special education compliance (p. 12).

f. The enrollment and grade levels have been modified as follows: Carmen High School will serve up to 80 students in grades 9-10 for the 2007-08 school year, 140 students in grades 9-11 for the 2008-09 school year, 200 students in grades 9-12 for the 2009-2010 school year, and up to 240 students in grades 9-12 for the 2010-2011 school year and 240 students in grades 9-12 for the 2011-2012 school years under this contract (p. 15).

Administration's Analysis

3. Carmen High School of Science & Technology met all contract contingencies identified by the Board. The identification of the location for the Carmen High School of Science & Technology followed an expedited process, given the time frame in which the school planning team came forward to seek the concept's approval as a new, non-instrumentality charter high school. The Board approved the charter school concept for Carmen High School of Science & Technology in February 2007.

4. The Carmen High School of Science & Technology expressed interest in leasing space from Milwaukee Public Schools. Given the new school's concept and the community which it seeks to serve, the Walker facility presented an ideal location to meet the school's needs and to fulfill the commitment to lease portions of the Walker facility as well.

5. MPS Facilities and Maintenance staff met with members of the school planning team to tour the space and to begin lease discussions. The Administration is working with ALBA and SUPAR, the other schools identified for this facility. These efforts will define shared use of the facility and establish working relationships that will make the best use of the facility and that meet each school's needs. The lease, which defines the terms of the Carmen High School of Science & Technology use of the space in the Walker facility, will be presented for separate consideration and action by the Committee on Finance/Personnel and the full Board this month.

6. It is proposed that the lease will be for three years and contains the option for two one-year extensions. The term of the lease will commence on August 1, 2007 and will terminate on June 30, 2010. The rental fee of $11.00 per square foot totals $169,612 for the first year based on an 11-month term and is payable in 11 equal monthly payments of $15,419.27. This calculation is based on a leased area of approximately 16,821 square feet of dedicated and shared space on the first and third floors. The lease also contains a provision for an additional 6,403 square feet on the third floor to be added as the school's enrollment increases. If Carmen High School of Science and Technology chooses to exercise its option to add all the additional space, the annual rental fee would be $255,464, payable in 12 equal monthly payments of $21,288.67.

7. Carmen High School of Science & Technology accepts the model non-instrumentality charter school contract, with the following modifications in terms:

a. Patricia Hoben, or her successor, will be the School Leader of the charter school.

b. The school will be located and share space at the Walker facility, 1712 South 32nd Street.

c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 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 80 FTE students in grades 9-10 for the 2007-08 school year, 140 FTE students in grades 9-11 for the 2008-09 school year, 200 FTE students in grades 9-12 for the 2009-10 school year, and 240 FTE students in grades 9-12 for the 2010-11 and 2011-12 school years under this contract.

Strategic Plan Compatibility Statement

8. The recommendation 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

9. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools; however, if the Board wishes to approve the charter school concept for Carmen High School for implementation in the 2007-08 school year, the Board must waive the following:

a. MPS Administrative Policy 9.12 Charter Schools:

- Section (5)(b), which states that any petitions or proposals filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar year;
- Section (5)(c), which states that all petitions and proposals are to be filed in the Office of Board Governance;
- Section (8)(a), which states, "The Office of Board Governance shall transmit all MPS charter school proposals and petitions to the Board, the Superintendent, and to all members of the MPS Charter School Review Panel";
- Section (8)(b), which states, "An MPS Charter School Review Panel shall be established to review, evaluate and make recommendations to the Board with regard to MPS charter school petitions and proposals."

b. MPS Administrative Procedure 9.12, Charter School Petitions and Proposals:

- Section (3) (a) 2, which states, "All MPS charter school proposals and petitions shall be filed with the Office of Board Governance. The Office of Board Governance shall be responsible for transmitting all proposals and petitions to the Board the Superintendent, and to all members of the MPS Charter School Review Panel"; and
- Section (3) (a) 3, which states in part, "All MPS charter school petitions and proposals shall be examined by the [MPS Charter School Review] panel for evaluation and recommendations."

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

Fiscal Impact Statement

11. 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 FY08 Board-adopted budget.

Implementation and Assessment Plan

12. Upon the Board's approval of the non-instrumentality charter school contract, Carmen High School of Science & Technology will open in the fall of 2007. 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 MPS Administrative Policy 9.12, Charter Schools, Sections (5)(b), (5)(c), (8)(a) and (8)(b), as explained above;
2. waive MPS Administrative Procedure 9.12, Charter School Petitions and Proposals, Sections (3)(a)2 and (3)(a)3, as explained above;
3. approve the revised charter proposal, as attached to the minutes of your Committee's meeting, for Carmen High School of Science & Technology; and

4. approve the five-year charter school contract, as attached to the minutes of your Committee's meeting, with Carmen High School of Science & Technology as an MPS non-instrumentality charter school, beginning with the 2007-08 school year, with the following modifications in terms:

   a. Patricia Hoben, or her successor, will be the School Leader of the charter school.

   b. The school will be located and share space at the Walker facility, 1712 South 32nd Street.

   c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 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 80 FTE students in grades 9-10 for the 2007-08 school year, 140 FTE students in grades 9-11 for the 2008-09 school year, 200 FTE students in grades 9-12 for the 2009-10 school year and 240 FTE students in grades 9-12 for the 2010-11 and 2011-12 school years under this contract.

*Approved with the vote on the balance of the items requiring a two-thirds vote, with the word "autonomous" stricken from the header of the contracts.*

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(Item 7) Action on a Request To Waive Administrative Policy and Procedure 9.12, Charter Schools, To Approve a Revised Proposal and Instrumentality Charter School Contract with, and Location for, the Madison Academic Campus

Background

1. On August 8, 2006, the Milwaukee Board of School Directors held a public hearing to consider the charter school proposal from the Administration for the New Small Learning Communities High School. On August 31, 2006, the Board took action and approved the concept of the New Small Learning Communities proposal and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the New Small Learning Communities High School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-08 school year.

2. The Administration brought forward the charter proposal in collaboration with a core planning team of MPS teachers and the Institute for Research and Reform in Education (IRRE). The purpose of the proposal was to initiate a new small learning community framework known as First Things First (FTF). Research says that FTF is an education reform initiative that aims to raise the academic performance of all students to levels required for post-secondary education and high-quality employment without remediation. Details of the FTF framework and the significant support provided by IRRE to plan for and implement the framework were provided to the Board in an informational item in June 2006.

3. The initial proposal approved in August provided the working name "New Small Learning Communities High School." Through surveys and collaborative efforts, "James Madison Academic Campus" was selected as the name of the school, as indicated in a revised proposal that also provides more specificity to the program (see the revised proposal attached to the minutes of your Committee's meeting). Changes in the revised proposal are:

a. Name of school: Change the working name of "The Small Learning Communities High School" to "James Madison Academic Campus."

b. The location for the school identified: 8135 W. Florist Avenue.

c. Student enrollment changed from 1,200 to 1,020.

d. The principal or name of the person who will be in charge of the charter school and the manner in which administrative services are provided: Zannetta Cistrunk, Principal, named and greater focus placed on administrators as instructional leaders. Administrative services will also include a School Improvement Facilitator.

e. Identification of four thematic small learning communities: New Technology and Entrepreneurship; Health Sciences; Law, Criminal Justice, and Government; and Performing and Visual Arts.

f. Core Planning Team member changed to Michael Reedy from Jay Bullock.

g. Additional professional development.

h. Late start for students built into the schedule approximately twice monthly, in accordance with DPI instructional requirements.

4. The revised proposal restates the school's commitment to provide the following:

a. small Learning Communities-providing continuity of care;

b. Family Advocate System to create a bridge between the school and students' families;

c. improving teaching and learning, including various effective instructional approaches supported by research;

d. creating identity and culture through engagement around shared interests and through students, parents, and teachers expressing preferences for their themed-based community;

e. diverse faculty and students who participate as members or affiliates of small learning communities and share collective responsibility for successes; and

f. flexible allocation of resources, including common planning connections across subjects and among teachers working with the same students.

Administration's Analysis

5. At the time of the concept's approval, there were no contingencies for the school, other than that the school identify a suitable facility. The identification of the location for the James Madison Academic Campus followed an expedited process, given the very limited facility options available to meet the needs of the proposed school's concept. The Board approved the charter school's concept for the "New Small Learning Community High School" on August 31, 2006. On September 28, 2006, the Board approved the phase-out of the existing Madison University High School and the use of the facility for other purposes.

6. The new school was proposed by the Administration, making it possible to expedite some planning processes. The expedited facility identification process included conversations within the Administration about the facility needs of the new school. Because the New Small Learning Communities High School proposed to be a large school of more than 1,000 students, only one possible location — the current Madison facility — was identified to house the school.

7. Following the facility location recommendation, the planning team for the new school surveyed parents, teachers, students and community members for recommendations for the new school's name. These recommendations were presented to a community and school-based team on December 16, 2006. This team included students, parents, teachers, neighbors, and the local alderman. The team recommended the name "James Madison Academic Campus" for the new school.

8. Madison Academic Campus accepts the model instrumentality charter school contract with the following modifications in terms:

a. The name of the school is changed from the working name, "New Small Learning Communities High School," to "Madison Academic Campus."

b. Principal Zannetta Cistrunk, or her successor, will be the School Leader of the charter school.

c. The school will be located and share space at 8135 West Florist Avenue.

d. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 school year.

e. 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 1,020 FTE students in grades 9-12, beginning with the 2007-08 school year, and continuing through the 2011-12 school year under this contract.

Strategic Plan Compatibility Statement

9. The recommendation 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 recommendation is consistent with Wisconsin Statute 118.40, Charter Schools; however, if the Board wishes to approve the charter school concept for the Madison Academic Campus for implementation in the 2007-08 school year, the Board must waive the following:

a. MPS Administrative Policy 9.12, Charter Schools:

- Section (5)(b), which states that any petitions or proposals filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar year;
- Section (5)(c), which states that all petitions and proposals are to be filed in the Office of Board Governance;
- Section (8)(a), which states, "The Office of Board Governance shall transmit all MPS charter school proposals and petitions to the Board, the Superintendent, and to all members of the MPS Charter School Review Panel";
- Section (8)(b), which states, "An MPS Charter School Review Panel shall be established to review, evaluate and make recommendations to the Board with regard to MPS charter school petitions and proposals."

b. MPS Administrative Procedure 9.12, Charter School Petitions and Proposals:

- Section (3)(a) 2, which states, "All MPS charter school proposals and petitions shall be filed with the Office of Board Governance. The Office of Board Governance shall be responsible for transmitting all proposals and petitions to the Board the Superintendent, and to all members of the MPS Charter School Review Panel"; and
- Section (3)(a) 3, which states in part, "All MPS charter school petitions and proposals shall be examined by the [MPS Charter School Review] panel for evaluation and recommendations."

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 FY08 Board-adopted budget.

14. In addition to the Board-approved budget allocation, the school is a recipient of a Wisconsin Department of Public Instruction Charter School Subgrant Program.

Implementation and Assessment Plan

15. Upon the Board's approval of the instrumentality charter school contract, Madison Academic Campus will open in the fall of 2007. 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 MPS Administrative Policy 9.12, Charter Schools, Sections (5)(b), (5)(c), (8)(a) and (8)(b), as explained above;

2. waive MPS Administrative Procedure 9.12, Charter School Petitions and Proposals, Sections (3)(a)2 and (3)(a)3, as explained above;

3. approve the revised charter proposal for the Madison Academic Campus, as attached to the minutes of your Committee's meeting; and

4. approve the five-year charter school contract with Madison Academic Campus, as attached to the minutes of your Committee's meeting, as an MPS instrumentality charter school, beginning with the 2007-08 school year, with the following modifications in terms:

    a. The name of the school will be changed from the working name of "New Small Learning Communities High School" to "Madison Academic Campus."

    b. Principal Zannetta Cistrunk, or her successor, will be the School Leader of the charter school.

    c. The school will be located and share space at 8135 West Florist Avenue.

    d. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 school year.

    e. 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 1,020 FTE students in grades 9-12, beginning with the 2007-08 school year and continuing through the 2011-12 school year under this contract.

*Approved with the vote on the balance of the items requiring a two-thirds vote, with the word "autonomous" stricken from the header of the contracts.*

* * * * *

(Item 8) Action on a Request To Waive Administrative Policy and Procedure 9.12, Charter Schools, To Approve an Instrumentality Charter School Contract with, and Location for, the Milwaukee African American Immersion High School

Background

1. On January 25, 2007, the Milwaukee Board of School Directors unanimously voted to support Resolution 0607R-23 by Director Hardin for the continuation of an African-American Immersion program in Milwaukee Public Schools. Resolution 0607R-023 identified the North Multiplex as the location for the program.

2. On February 13, 2007, the Milwaukee Board of School Directors held a public hearing to consider the charter school proposal from the Administration for the Milwaukee African American Immersion High School. The Administration had brought forward the charter school proposal in collaboration with a core planning team, the Afro-Centric planning team. The proposal included the school's commitment to provide the following:

a. a unique educational setting for students and parents interested in a high-school experience centered in an exploration of the history, culture, traditions, and influences of Africa and how these support global exploration of the African-American experience;

b. a global educational experience that prepares students for entry into an increasingly diverse American work force and society in which diversity is a valuable resource;

c. a researched-based curriculum that is designed to engage students in service and leadership in their immediate communities as part of their preparation for the future;

d. high expectations and rigorous academic work with improved instructional support;

e. engagement that comes from personal investments in learning opportunities in which all students and teachers are learners; and

f. a physically, emotionally, and intellectually safe learning environment.

3. On February 22, 2007, the Board took action and approved the concept of the Milwaukee African-American Immersion High School's proposal and authorized the Division of Diversified Community Schools, in consultation with the Board's designee and the Office of the City Attorney, to begin contract negotiations with representatives from the Milwaukee African American Immersion High School in anticipation of the establishment of an MPS instrumentality charter school for the 2007-08 school year.

Administration's Analysis

4. Milwaukee African-American Immersion High School accepts the model instrumentality charter school contract, with the following modifications in terms:

a. Principal Lonnie Anderson, or his successor, will be the School Leader of the charter school.

b. The school will be located and share space at Multiplex North, 1011 West Center Street.

c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 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 400 FTE students in grades 9-12, to begin with the 2007-08 school year and to continue through the 2011-12 school year under this contract.

e. The school agrees to accept the performance measures in the model charter school contract. In addition, the school plans to implement local performance measures to track

growth in student achievement. The local performance measures will be developed in accordance with the charter school contract, Section I.E., and will be submitted annually as an appendix to the charter school contract.

Strategic Plan Compatibility Statement

5. The recommendation 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

6. The recommendation is consistent with Wisconsin Statute 118.40, Charter Schools; however, if the Board wishes to approve the charter school concept for the Milwaukee African-American Immersion High School for implementation in the 2007-08 school year, the Board must waive the following:

a. MPS Administrative Policy 9.12, Charter Schools:

- Section (5)(b), which states that any petitions or proposals filed after 4:30 p.m. on January 5 in any year will not be considered for start-up in the following calendar year;
- Section (5)(c), which states that all petitions and proposals are to be filed in the Office of Board Governance;
- Section (8)(a), which states, "The Office of Board Governance shall transmit all MPS charter school proposals and petitions to the Board, the Superintendent, and to all members of the MPS Charter School Review Panel";
- Section (8)(b), which states, "An MPS Charter School Review Panel shall be established to review, evaluate and make recommendations to the Board with regard to MPS charter school petitions and proposals."

b. MPS Administrative Procedure 9.12, Charter School Petitions and Proposals:

- Section (3)(a) 2, which states, "All MPS charter school proposals and petitions shall be filed with the Office of Board Governance. The Office of Board Governance shall be responsible for transmitting all proposals and petitions to the Board the Superintendent, and to all members of the MPS Charter School Review Panel"; and
- Section (3)(a) 3, which states in part, "All MPS charter school petitions and proposals shall be examined by the [MPS Charter School Review] panel for evaluation and recommendations."

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 the 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 FY08 Board-adopted budget.

Implementation and Assessment Plan

10. Upon the Board's approval of the instrumentality charter school contract, Milwaukee African American Immersion High School Academic Campus will open in the fall of 2007. 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 MPS Administrative Policy 9.12, Charter Schools, Sections (5)(b), (5)(c), (8)(a) and (8)(b), as explained above;

2. waive MPS Administrative Procedure 9.12, Charter School Petitions and Proposals, Sections (3)(a)2 and (3)(a)3, as explained above; and

3. approve the five-year charter school contract with Milwaukee African American Immersion High School, as attached to the minutes of your Committee's meeting, as an MPS instrumentality charter school, beginning with the 2007-08 school year, with the following modifications in terms:

   a. Principal Lonnie Anderson, or his successor, will be the School Leader of the charter school.

   b. The school will be located and share space at Multiplex North, 1011 West Center Street.

   c. The contract term will be for five years, beginning with the 2007-08 school year and ending on the last regularly scheduled school day of the 2011-12 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 400 FTE students, in grades 9-12, beginning with the 2007-08 school year, and continuing through the 2011-12 school year under this contract.

   e. The school agrees to accept the performance measures in the model charter school contract. In addition, the school plans to implement local performance measures to track growth in student achievement. The local performance measures will be developed consistent with the charter school contract, Section I.E., and submitted annually as an appendix to the charter school contract.

*Approved with the vote on the balance of the items requiring a two-thirds vote, with the word "autonomous" stricken from the header of the contracts.*

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## COMMITTEE ON FINANCE/PERSONNEL

Director Horton 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; Quarterly Report of Contracts between $25,000 and $50,000; Report of School Bus Accidents; and Acceptance of Donations

Award of Contracts

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

**Playground & Parking Lot Reconstruction**

*LaFollette School*

Prime Contractor
Stark Asphalt
11710 W. Hampton Avenue
Milwaukee, WI 53225

Low Bidder, Base Bid of.....$305,269.00

| 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 | 70 | 15 | 5 | 30% | 30.2% | $92,426.00 | 25% | 170 | 20 |

Funds are budgeted for the LaFollette School's playground & parking lot reconstruction project from FY02 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2LF ECNC (W.O. #2-515548). Project is to begin on June 19, 2007, and is scheduled for completion on August 24, 2007.

**Playground Reconstruction**

*Sixty-Eighth Street Early Childhood Center*

Prime Contractor
Poblocki Paving Corporation
525 S. 116th Street
West Allis, WI 53214

Low Bidder, Base Bid of.....$94,224.00

| 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 | 105 | 28 | 7 | 15% | 15.2% | $14,300.00 | 25% | 100 | 20 |

Funds are budgeted for the Sixty-Eighth Street Early Childhood Center's playground reconstruction project from FY07 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM268 ECNCGND7 (W.O. #2-702768). Project is to begin on June 18, 2007, and is scheduled for completion on August 17, 2007.

*Phillis Wheatley School*

Prime Contractor
Poblocki Paving Corporation
525 S. 116th Street
West Allis, WI 53214

Low Bidder, Base Bid of.....$285,268.00

| 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 | 105 | 28 | 7 | 25% | 25.4% | $72,400.00 | 25% | 170 | 20 |

Funds are budgeted for the Phillis Wheatley School's playground reconstruction project from FY07 Major Maintenance Construction Fund, contracted services for grounds, account code FAR00MM2WL ECNCGND7 (W.O. #2-702770). Project is to begin on June 19, 2007, and is scheduled for completion on August 24, 2007.

*Roosevelt Creative Arts Middle School*

Prime Contractor
William Beaudoin & Sons, Inc.
4435 North 127th Street
Brookfield, WI 53005

Low Bidder, Base Bid of.....$298,400.00

| 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 | 50 | 15 | 6 | 25% | 29% | $86,766.69 | 25% | 170 | 10 |

Funds are budgeted for the Roosevelt Creative Arts Middle School's playground reconstruction project from FY03 Deferred Maintenance Construction Fund, contracted services for grounds, account code FAR00980RV ECNC (W.O. #2-550638). Project is to begin on June 19, 2007, and is scheduled for completion on August 24, 2007.

**Boiler System Replacement**

*Anna F. Doerfler School*

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

Low Bidder, Base Bid of $219,000.00, plus $7,700.00 for Mandatory Alternate Bid #1, for all work associated with the opening to the fuel oil tank room and the removal of the obsolete fuel oil storage tank and immediate piping in the fuel oil tank room, for a total of.....$226,700.00

| Prime Contractor Info | | | | HUB | | | COIN | Required Student Hrs. | |
|---|---|---|---|---|---|---|---|---|---|
| | # of Employees | | | | | | | | |
| Certified | Total | Minorities | Women | Req. | Submitted | Value | Req. Pct. | Paid Employmt | Ed'l Experience |
| No | 180 | 18 | 10 | 20% | 20.9% | $45,730.00 | 20% | 170 | 20 |

Funds are budgeted for the Anna F. Doerfler School's boiler system replacement project from FY07 Major Maintenance Construction Fund, contracted services for heating and ventilating, account code FAR00MM2DF ECNCHVA7 (W.O. #2-702628). Project is to begin on May 30, 2007, and is scheduled for substantial completion on August 31, 2007 and final completion on September 28, 2007.

*Lafollette School*

Prime Contractor
Brenner Corporation
2344 S. Burrell Street
Milwaukee, WI 53207

Low Bidder, Base Bid of $267,500.00, plus $4,300.00 for Mandatory Alternate Bid #1, for all work associated with the removal and replacement of existing floor as indicated on the Drawings, and $7,000 for Mandatory Alternate Bid #2, for all work associated with cleaning and painting/sealing of the existing Boiler Room/Mechanical Room floors, for a total of.....$278,800.00

| 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 | 20 | 2 | 2 | 20% | 23.6% | $63,145.00 | 20% | 170 | 20 |

Funds are budgeted for the LaFollette School's boiler system replacement project from FY07 Major Maintenance Construction Fund, contracted services for heating and ventilating, account code FAR00MM2LF ECNCHVA7 (W.O. #2-702633). Project is to begin on May 31, 2007, and is scheduled for substantial completion on August 31, 2007 and final completion on September 28, 2007.

**Construction Contracts**

Total construction contract dollars awarded..... $1,488,661.00
Total dollars HUB participation ..... $374,767.69
% of HUB participation..... ...25.50
% Minority employees within company..... ...20.60
% Women employees within company ..... .....8.29

Authorization to Make Purchases

Bid 5450 Authorization to Purchase Replacement Trucks for Use by Facilities and Maintenance

The Administration requests authorization to award Bid 5450 to Ewald's Hartford Ford for the purchase of three 11,000-pound 4x4 trucks with dump body to be used by the MPS Grounds Shop. The price of each truck is $37,482, for a total cost of $112,446. Bid submissions were reviewed by the MPS Facilities and Maintenance Automotive Shop. Ewald's 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 Purchase X-Ray Machines To Be Used in MPS Schools

The Administration requests authorization to purchase four Smith Heimann Hi-Scan 5030si X-ray Screening Systems from SecurMar. These X-ray machines are portable and can be moved between MPS schools as deemed necessary. Two of the four machines include a training program for users not familiar with X-ray screening. SecurMar was granted a sole-source waiver as it is the only vendor authorized to sell these machines.

The School Safety Division assessed the District's needs, reviewed available X-ray systems, and determined that the Smith Heimann Hi-Scan 5030si machines provided the best X-ray system for MPS.

The cost for the four X-ray Screening Systems is not to exceed $82,220. The budget code to be charged is: OGA00CRRDW-EEQ5 (Crisis Response Initiative — Equipment)

| PRIME PRICE QUOTE | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Minority | Women | HUB CERTIFIED | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| $82,220 | NA | NA | NA | Yes* | 0% | 100% | $82,220 | Equip Supply | Equip Supply |

*Verification of HUB status must be submitted to DDCE

Authorization To Enter into a Contract for Actuarial Consulting Services for Health Benefits

The Administration requests authorization to enter into a contract with Milliman, Inc., for actuarial services for the District's health plans in the areas of premium and trend-rate development; calculation of incurred, but not reported, claim reserves; budget forecasts; and Medicare D Prescription Drug attestation.

In 2006, the District issued Requests for Proposal (RFP) 532 and 543 to create a list of qualified actuarial firms to perform actuarial consulting services for health benefits. Of the five firms that responded to the RFPs, four firms were pre-qualified. Milliman, Inc., is one of the pre-qualified firms.

The contract would be for one year, with the option to extend for two additional one-year periods. Milliman's fees over the three-year period would be as follows:

Year 1 .....$45,500
Year 2 .....$48,000; and
Year 3 .....$50,000.

The total amount of the contract is not to exceed $185,500, of which $42,000 is for premium rate development which will be paid directly by the District's third-party administrators.

The budget code to be charged is DWC00EMBDW-EMDI (Employee Benefits — Hospital and Surgical Insurance).

| PRIME PRICE QUOTE | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Minority | Women | HUB CERTIFIED | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| $185,000 | NA | NA | NA | No | NA | NA | NA | Actuarial Services | Actuarial Services |

Authorization To Purchase Professional Development Training Materials

The Administration requests authorization to purchase professional-development training materials from the Association for Supervision and Curriculum Development (ASCD). The District has an existing contract with ASCD to provide Marzano's Academic Vocabulary Building Professional Development training for 75 MPS staff, including the cost of manuals and notebooks packets. This contract is for $21,274.

The 75 MPS staff trained by ASCD will, in turn, train more than 700 summer school teachers to use Marzano's Six-Step Process for Teaching Academic Vocabulary in conjunction with their reading/language arts summer school programs. The cost of additional training manuals and notebook packets for the 700 teachers is expected not to exceed $94,114. ASCD was granted a sol- source waiver as it is the only producer of the training materials.

The cost of the training materials will be charged to budget code GEN00SSRDW-ESUP (Summer School — Supplies).

| PRIME PRICE QUOTE | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Minority | Women | HUB CERTIFIED | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| $94,114 | NA | NA | NA | No | NA | NA | NA | NA | NA |

RFP-540 Authorization To Enter into a Contract To Implement a Diversity-Tracking System

The Administration is requesting authorization to enter into a contract with IDL Solutions for a diversity-tracking system. IDL Solutions was selected through a competitive Request for Proposal process.

IDL will provide a diversity-tracking system to enable MPS to more effectively promote, monitor, and report performance specific to HUB, COIN, and student-engagement contract requirements by the Division of Diversity and Community Engagement.

The diversity-tracking system will allow staff to record and monitor real-time performance on each contract and will provide vendors with the ability to complete certain contract documentation online. Vendors will also have access to the HUB vendor database by profession/trade group when preparing to meet HUB requirements on bid responses.

The product, which will be a custom-designed solution, will become the intellectual property of the Milwaukee Public Schools. No license fees will be imposed. Initial implementation cost will not exceed $77,400. Annual technical and logistical support, for corrective and adaptive maintenance only, will not exceed $2,400.

The budget codes to be charged are FAR00MM2DW-ECNC7 (Major Maintenance — Consulting/Design — $75,000) and DBS00HUBHB-ECNS (HUB — Consultant Services — $2,400).

IDL SOLUTIONS

| PRIME PRICE QUOTE | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Minority | Women | HUB CERTIFIED | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| $77.400 | 26 | 19 | 7 | Yes M/WBE | 50% | 100% M/WBE | $77,400 | Prof. Svc. | Prof. Svc. |

Bid 5447 Authorization To Enter into a Contract for Athletic Equipment Cleaning, Conditioning, and Repair

The Administration requests authorization to enter into a contract with Athletic Equipment Repair Corp. to provide athletic equipment cleaning, conditioning, and repair. Athletic Equipment Repair Corp. was the lowest bidder to respond to Bid-5447. This vendor is a member of National Athletic Equipment Reconditioning Association (NAERA), which certifies skills necessary to recondition athletic equipment.

The contract is for one year, with the option to extend two additional one-year periods. The District spends approximately $100,000 annually for equipment cleaning, conditioning, and repair. The MPS Athletics Division oversees these activities and authorizes payments. The budget code to be charged is ATH00IATDW-EUNC (Interscholastic Athletics — Uniform Cleaning).

| PRIME PRICE QUOTE | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Minority | Women | HUB CERTIFIED | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| $100,000 | NA | NA | NA | No | NA | NA | NA | NA | NA |

RFP-550 Authorization To Enter into a Contract for a District-Wide Library-Management System

The Administration is requesting authorization to enter into a contract with Follett Software Company for a district-wide library-management system (LMS). Follett Software Company was selected through a competitive Request for Proposal process.

Follett will provide MPS schools with technological resources for managing their libraries.

The LMS will allow staff and students to access their schools' library resources via the Internet. Staff and students will also have access to a wealth of on-line library resources and will be able to reserve library resources at public libraries and at the libraries of other participating school districts.

The initial license fee and implementation cost will not exceed $1,000,000. The budget codes to be charged are TCC0STL7SQ-EEQ5 (Title II Part D — Equipment [$300.000]) and TCC0S5M7TC-ESWR (Title V — Software [$700,000]).

| PRIME PRICE QUOTE | PRIME EMPLOYEE INFORMATION | | | HUB PARTICIPATION | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Minority | Women | HUB CERTIFIED | Required | Proposed | $ Value | Type of Business | Type of Purchase |
| $1,000,000 | 272 | 6 | 118 | No | 20% | 22% | $50,449 | Prof. Svc. | Prof. Svc. |

Authorization To Enter into Contracts for the Purchase of HVAC Filters

The Administration requests authorization to enter into a contract with Filtration Services, LLC to provide HVAC filters for MPS facilities. MPS issued a bid for HVAC filters in conjunction with the VALUE organization. VALUE is a cooperative purchasing organization that includes government entities throughout southeastern Wisconsin. The bid requested prices for over 400 different filters used by seven VALUE entities including MPS.

Four responses were received. Filtration Services was judged to have the lowest overall pricing. As lead agency, MPS will enter into a contract with Filtration Services, and other VALUE entities will piggyback on the MPS contract. Total MPS purchases of HVAC filters is expected to exceed $50,000 and, therefore, the award is being brought to the Board for approval. During FY06 MPS spent over $58,000 on HVAC filters.

The contract is for one year with the option to extend for two additional one-year periods. The contract period begins May 1, 2007 and can be extended through April 30, 2010. The cost of the filters will be charged to the account codes of the schools purchasing the filters.

| 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 — April 2007**

Total contract dollars to be awarded.....$1,709,680
Total dollars eligible for HUB participation.....$531,867
Total HUB dollars .....$224,419
% of MBE participation.....17
% of WBE participation .....39
Total HUB Participation.....42

Acceptance of the Report of Revenues and Expenses; Monthly Expenditure Control Report

Below is a summary of revenues as of February 28, 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 | $ 6,768,987 | $ 467,403,586 | $ 475,551,058 | 50% |
| Categorically Aided | 180,118,973 | 31,108,784 | 211,227,757 | 14,576,330 | 89,765,750 | 121,462,007 | 42% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 2,724,336 | 14,107,228 | 15,660,062 | 47% |
| Construction | 20,767,624 | 39,570,180 | 60,337,804 | 1,081,447 | 15,707,854 | 44,629,950 | 26% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 49,182 | 10,377,777 | 2,633,639 | 80% |
| Total All Funds | $ 1,149,662,843 | $ 107,636,068 | $ 1,257,298,911 | $ 25,200,282 | $ 597,362,195 | $ 659,936,716 | 48% |

Below is a summary of expenditures as of February 28, 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 | $ 73,874,505 | $ 562,533,672 | $ 380,420,972 | 60% |
| Categorically Aided | 180,118,973 | 31,108,784 | 211,227,757 | 17,797,048 | 118,892,905 | 92,334,852 | 56% |
| School Nutrition | 29,742,978 | 24,312 | 29,767,290 | 3,020,492 | 18,765,819 | 11,001,471 | 63% |
| Construction | 20,767,624 | 39,570,180 | 60,337,804 | 945,294 | 59,306,174 | 1,031,630 | 98% |
| Extension | 12,616,461 | 394,955 | 13,011,416 | 416,410 | 8,234,834 | 4,776,582 | 63% |
| Total All Funds | $ 1,149,662,843 | $ 107,636,068 | $ 1,257,298,911 | $ 96,053,749 | $ 767,733,404 | $ 489,565,507 | 61% |

[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 February 28, 2007.

**School Operations Fund**

Expenditures and encumbrances through February totaled $562,533,672, or 60% of the revised budget.

**District Contingent Fund**

The balance at February 28, 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 — February 28, 2007 | | $ 817,000 |

**Construction Fund**

Expenditures and encumbrances through February totaled $59,306,174, or 98% of the revised budget.

**Extension Fund**

Expenditures and encumbrances through February totaled $8,234,834, or 63% of the revised budget.

Revenues and Expenditures
Current-Year versus Three-Year Average
As of February 28, 2007

| | Revenues | | Expenditures | |
|---|---|---|---|---|
| | Percent Realized | | Percent Expended | |
| Fund | Current Year | 3-Yr Avg. | Current Year | 3-Yr Avg. |
| School Operations | 50% | 50% | 60% | 63% |
| Categorically Aided | 42% | 42% | 56% | 59% |
| School Nutrition | 47% | 44% | 63% | 64% |
| Construction | 26% | 26% | 98% | 92% |
| Extension | 80% | 80% | 63% | 65% |

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.

Quarterly Report of Contracts between $25,000 and $50,000

Pursuant to Administrative Policy 3.09(3), Purchasing & Bidding Requirements, the Administration has prepared the following quarterly report of contracts between $25,000 and $50,000, which comprises information for January, February, and March of 2007. This is an informational report, and no action is required.

| Month | School/Dept | Project Description | Contractor/Vendor | HUB% | Amount |
|---|---|---|---|---|---|
| Jan 07 | LaFollette | Masonry Restoration | Custom Restoration, Inc. | 10% | $36,950.00 |
| Feb 07 | Honey Creek | Audio/Video Surveillance Systems | Globalcom Technologies | 0% | 28,851.00 |
| | Sholes | Audio/Video Surveillance Systems | Globalcom Technologies | 0% | 31,036.00 |
| | South Division | Audio/Video Surveillance Systems | Globalcom Technologies | 0% | 31,559.00 |
| | Central Services | Audio/Video Surveillance Systems | Associated Technical Services, Inc. | 0% | 46,023.00 |
| | Pierce | Audio/Video Surveillance Systems | Associated Technical Services, Inc. | 0% | 25,586.00 |

| | | | | | |
|---|---|---|---|---|---|
| | Longfellow | Audio/Video Surveillance Systems | Associated Technical Services, Inc. | 0% | 25,293.00 |
| Mar 07 | Wheatley | Audio/Video Surveillance Systems | Globalcom Technologies | 0% | 25,246.00 |
| | Pulaski Stadium | Athletic Track Resurfacing | Athletic Field Services, Inc. | 0% | 35,562.00 |
| | Hamilton | Athletic Track Resurfacing | Athletic Field Services, Inc. | 0% | 37,880.00 |
| | Acad. Execl | Educational Activity Kits | Gopher Sports | 0% | 49,670.00 |
| | | | | TOTAL | $373,656.00 |

Report of School Bus Accidents

Below is the report of school bus accidents for the month of March 2007. This is an informational report, and no action is required.

| Date | Time | School | Injuries | Reportable | Contractor |
|---|---|---|---|---|---|
| 3/1/07 | 7:45 | Meir | No | No | Lamers |
| 3/1/07 | 8:40 | WCLL | No | Yes | Lamers |
| 3/2/07 | 7:10 | Hartford | No | Yes | Johnson |
| 3/2/07 | 4:00 | Donges Bay | No | Yes | Joy Farm |
| 3/5/07 | 3:10 | Lee | No | No | Dairyland |
| 3/5/07 | 3:26 | Green Bay | No | No | Dairyland |
| 3/6/07 | 7:15 | Mitchell | No | Yes | Atlas |
| 3/6/07 | 3:20 | Pierce | No | No | Bee Bus |
| 3/6/07 | 4:00 | Morse MS | No | No | Lamers-N |
| 3/8/07 | 8:15 | Vincent HS | No | No | Lamers-S |
| 3/8/07 | 3:01 | Alcott | No | No | Laidlaw |
| 3/12/07 | 4:07 | Walker MS | No | No | Lamers-S |
| 3/16/07 | 4:00 | Bradley Tech | No | No | Laidlaw |
| 3/19/07 | 2:35 | Vieau | No | Yes | Lakeside |
| 3/26/07 | 8:10 | Edison | No | No | Lakeside |
| 3/27/07 | 7:40 | SEDA | No | No | Johnson |
| 3/28/07 | 2:39 | Hawley | No | Yes | Dairyland |
| 3/28/07 | 3:15 | Willow Glen | No | No | Johnson |
| 3/28/07 | 4:22 | Riverside UHS | No | No | Lakeside |

Acceptance of Donations

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Audubon | Target | $120.90 | Student incentives |
| Bay View | John Conlon | $5 | Spring baseball trip to St. Louis |
| Bay View | Michael P. Mervis | $68 | Spring baseball trip to St. Louis |
| Bay View | Tom O'Connell | $34 | Spring baseball trip to St. Louis |
| Bay View | Peter & Sundara Karegeannes | $100 | Spring baseball trip to St. Louis |
| Bay View | Christopher Ortiz, doing business as Jose Barber Extraordinaire | $34 | Spring baseball trip to St. Louis |
| Bay View | Nicolaus Ortiz, doing business as Jose Barber Extraordinaire | $34 | Spring baseball trip to St. Louis |
| Bay View | Joseph A.Ortiz, doing business as Jose Barber Extraordinaire | $34 | Spring baseball trip to St. Louis |
| Bay View | David Balcer | $34 | Spring baseball trip to St. Louis |
| Bay View | James A. Hanley | $34 | Spring baseball trip to St. Louis |

| School | Donor | Amount | Gift or Purpose |
|---|---|---|---|
| Bay View | Abs Mendez | $100 | Spring baseball trip to St. Louis |
| Bay View | Sam Mattke | $34 | Spring baseball trip to St. Louis |
| Fernwood | Roundy's We Care | $206.36 | Greenhouse |
| Fernwood | Target — Take Charge of Education | $375.40 | Greenhouse |
| Fernwood | Target — Take Charge of Education | $317.71 | Education materials |
| Hayes | Helen Bader Foundation | $1,000 | Discretion of school |
| Kluge | Mr. Ted | $180 | Art Supplies/Wal-Mart gift cards |
| Lincoln | Karen Loughran | $100 | Arts program |
| Morgandale | JJ Candies LLC | $1,300 | Educational purposes |
| Riley | Target Stores | $305.02 | Field trip/school & class needs |
| Riley | Roundy's Foods | $81.56 | Various needs for school/students |
| Riverside | Dean Rennicke | $60 | Spring baseball trip to St. Louis |
| Riverside | Bobby Greenya | $100 | Spring baseball trip to St. Louis |
| Riverside | Robyn O'Neill | $250 | Spring baseball trip to St. Louis |
| Riverside | John Schmitz | $150 | Spring baseball trip to St. Louis |
| Riverside | James Rozanski | $25 | Spring baseball trip to St. Louis |
| Riverside | Patrick Horne | $25 | Spring baseball trip to St. Louis |
| Riverside | Timothy J. Hiller | $100 | Spring baseball trip to St. Louis |
| Riverside | Timothy & Victoria Strattner | $250 | Spring baseball trip to St. Louis |
| Riverside | Gary & Jayne Swick | $50 | Spring baseball trip to St. Louis |
| Riverside | Fred Tabak | $100 | Spring baseball trip to St. Louis |
| South Division | El Rey | $60,000 | Ten NCRS cash registers used for training in business classes |
| Student Services Homeless Education Program | Feed the Children | $24,476.40 | Eight hundred food boxes for distribution to MPS homeless families |
| Student Services Homeless Education Program | Feed the Children | $33,160.40 | 1,120 food boxes for distribution to MPS homeless families. |
| Westside Academy | United Health Care | $1,000 | School supplies |
| Westside Academy | Best Buy | $2,500 | Gift card for discretion of school |

Committee's Recommendation

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

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

* * * * *

(Item 2) Action on Monthly Personnel Matters: Approval of Classified Personnel Transactions; Approval of Certificated Appointments; Approval of Leaves of Absence; Report on Certificated Resignations and Classified Retirements; and Affirmative Action Report

Approval of Classified Personnel Transactions

| | Name and Assignment | Position and Salary | Date |
|---|---|---|---|
| | | Appointments | |
| 2 | Phyllis McAfee<br>65th Street | School Secretary I<br>$20,683.56/yr. | 03-26-07 |
| | | Promotions | |
| 5 | Debra Dunn<br>Technology | Sr. Technology Support Analyst<br>$42,939.51/yr. | 03-12-07 |
| 4 | Patricia Lara<br>Academic Excellence | School Secretary II<br>$34,791.12/yr. | 03-26-07 |
| | | Reinstatements | |
| | Karen Brauch<br>Morse | School Secretary II<br>$34,790.86/yr. | 04-02-07 |
| | | Changes in Status | |
| | Crystal Chatman#<br>Foster & Williams | Handicapped Children's Assistant<br>$15,352.46/yr. | 04-02-07 |
| | LaSonya Jenkins†<br>Engleburg | School Secretary I<br>$26,826.06/yr. | 04-16-07 |
| | Morgana Matthews#<br>Congress | Handicapped Children's Assistant<br>$15,352.46/yr. | 03-20-07 |
| | Catina Pierce#<br>Lloyd | Handicapped Children's Assistant<br>$15,352.46/yr. | 03-26-07 |

#From substitute to regular
†From a 12-month to a 10-month position

Approval of Certificated Appointments — Teachers

| Eth Code | Teachers | Division | Salary | Yrs. Exp. Credit | Start Date |
|---|---|---|---|---|---|
| 5,nr,a | Megan M. Mayer<br>Grade 5 | B | $34,008.00 | 1 | 3/13/2007 |
| 5,nr | Angie L. Mohns<br>Spanish/Grades 6-8 | B | $34,008.00 | 1 | 3/13/2007 |
| 5,nr | Scott R. Polebitski<br>SAGE Grade 3 | B | $35,516.00 | 2 | 3/19/2007 |
| 5,nr | Jennifer L. Schultz<br>ESL | B | $34,008.00 | 1 | 3/12/2007 |
| 5,r | Cassie A. Wozny<br>English | B | $34,008.00 | 1 | 4/02/2007 |

Approval of Certificated Appointments — School Psychologists

| | | | | | |
|---|---|---|---|---|---|
| 5,r | John W. Berger<br>School Psychologist | 51C | $44,100.00 | 0 | 8/23/2007 |

Approval of Certificated Appointments — School Nurses

| | | | | | |
|---|---|---|---|---|---|
| 5,r | Marchell L. Bass-Wilson<br>School Nurse | 2E | $36,892.00 | 1 | 3/19/2007 |
| 5,nr | Jeffrey G. Pompos<br>School Nurse | 2E | $46,921.00 | 7 | 3/19/2007 |
| 2,r | Stephanie M. Rasmussen<br>School Nurse | 2E | $44,789.00 | 6 | 3/19/2007 |

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: | | |
| Deborah Davis | Professional Learning Institute | February 28, 2007 |
| Donald Dey | Bradley Tech | February 26, 2007 |
| Maternity Leave, to June 15, 2007: | | |
| Rebecca Anderson Argyres | WCLL | March 22, 2007 |
| Maternity Leave, to June 2008: | | |
| Kia Gaumond | Burdick | August 2007 |
| Minerva LaLicata | Milwaukee Spanish Immersion | August 2007 |
| Personal Leave, to June 2008: | | |
| Oluwaseun Adetiba | Milwaukee Spanish Immersion | August 2007 |
| Diane Komberec | Day-to-Day | August 2007 |
| Personal Leave, to June 2008: | | |
| Cheryl Stein Libber | Franklin | August 2007 |
| Sabbatical Leave, to June 2008: | | |
| Stephanie Golombowski | Westside Academy I | August 2007 |
| Nicole Watkins | Milwaukee Education Center | August 2007 |
| Michelle Young | Grand | August 2007 |
| Extension of Personal Leave, to June 2008: | | |
| Tammy Ollinger | Leave | August 2007 |
| Chrystal White | Leave | August 2007 |

Report on Certificated Resignations and Classified Retirements

Certificated Resignations

| Name | Position | Effective Date |
|---|---|---|
| Anthony Amoroso | Teacher | 06/15/07 |
| Ann Baer | Teacher | 06/15/07 |
| Sandra Bainbridge | Teacher | 06/15/07 |
| Rozene Barber | Teacher | 06/15/07 |
| Susan Bauter | Teacher | 06/15/07 |
| Linda Bethke | Teacher | 06/15/07 |
| Nancy Black | Teacher | 06/15/07 |
| Robert Blanchette | Teacher | 06/15/07 |
| JoAnn Blonien | Teacher | 06/15/07 |
| Corinne Boduch | Teacher | 06/15/07 |
| William Brooks | Soc. Worker | 06/21/07 |
| Marianne Burton | Psychologist | 06/21/07 |
| James Collins | Teacher | 06/15/07 |
| Peter Copps | Teacher | 06/15/07 |
| Javier Cruz | Teacher | 03/15/07 |
| Michael Denk | Teacher | 06/15/07 |
| Catherine Dentice | Teacher | 06/15/07 |
| Earlee Dove | Teacher | 06/15/07 |
| Wendy Fick | Teacher | 06/15/07 |
| Katherine Foster | School Nurse | 03/09/07 |
| Nikolos Franciskovich | Teacher | 06/15/07 |
| Jacqueline Ganiere | Teacher | 06/15/07 |
| Phillip Graczyk | Teacher | 06/15/07 |
| Yolanda Hilton | School Nurse | 03/27/07 |
| Clorine Harris | Soc. Worker | 06/21/07 |
| Rafael Iturralde | Teacher | 06/15/07 |
| Allen Johnson | Teacher | 06/15/07 |
| Catherine Johnson | Teacher | 06/15/07 |
| Susan Kallies | Teacher | 03/08/07 |
| Margaret Klingsporn | Teacher | 06/15/07 |
| Margaret Kobelinski | Teacher | 06/15/07 |
| JoAnn Kornely | Teacher | 06/15/07 |
| Rita LaHay | Teacher | 06/15/07 |
| Kent LaVelle | Teacher | 06/15/07 |
| Judith Leith | Teacher | 06/15/07 |
| Ann Liedl | Teacher | 06/15/07 |
| Jeanne Mayer | Teacher | 06/15/07 |
| Nancy McDermott | Teacher | 06/15/07 |
| Diane Morgan | Teacher | 06/15/07 |
| Mary Moring | Teacher | 06/15/07 |
| Karen Murawski | Teacher | 06/15/07 |
| Mark Nadolski | Teacher | 06/15/07 |

| | | |
|---|---|---|
| Mary Nelson | Teacher | 06/15/07 |
| Allison Nolan | Teacher | 06/17/07 |
| Milton Perry | Teacher | 06/15/07 |
| Barbara Peterka | Teacher | 06/15/07 |
| Evelyn Price | Teacher | 06/15/07 |
| Janet Randolph | Teacher | 06/15/07 |
| Janice Reed | Teacher | 06/15/07 |
| Kathleen Rehl | Teacher | 06/26/07 |
| Amy Rivera | Teacher | 06/15/07 |
| Jose Rivera | Teacher | 06/15/07 |
| Patricia Rosenbaum | Teacher | 06/15/07 |
| Muhammad Sabir | Teacher | 06/15/07 |
| Theresa Schaub | Teacher | 06/15/07 |
| Joanne Schwenn | Teacher | 06/15/07 |
| Wendy Selestow | Teacher | 06/15/07 |
| Linda Sonnenberg | Specialist | 06/15/07 |
| Mary Sonnleitner | Teacher | 06/15/07 |
| Robbie Taylor | Teacher | 06/15/07 |
| Linda Thompson | Teacher | 06/15/07 |
| Julie Toshner | Teacher | 06/15/07 |
| Nancy Truszynski | Teacher | 06/15/07 |
| Cynthia Van Es | Teacher | 06/15/07 |
| Jacqueline VanHook | Teacher | 06/15/07 |
| Kerry Wagner | Teacher | 06/15/07 |
| William Weber | Teacher | 06/15/07 |
| Diane Wegner | Teacher | 06/15/07 |
| Marylouise Wendzinski | Teacher | 06/15/07 |
| Timothy Werra | Teacher | 06/15/07 |
| Walter Wilinski | Teacher | 06/15/07 |
| David Winter | Psychologist | 06/22/07 |
| Jay Woodbury | Teacher | 06/15/07 |
| Naim Ziyad | Teacher | 06/15/07 |

Classified Retirements

| Name | Position | Effective Date |
|---|---|---|
| Thomas Cook | Bldg. Service Helper II | 03-23-07 |
| Michael Donley | Carpenter | 03-30-07 |
| Jean Gengler | General Educational Asst. | 03-29-07 |
| Barbara Kalbas | Food Service Assistant | 03-15-07 |
| Susanne McKenzie | School Secretary I | 03-23-07 |
| Chester Salaam | Boiler Attendant | 03-11-07 |

Affirmative Action Report

The Affirmative Action monthly personnel transaction report for March 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 to the classifications indicated, effective upon assignment following approval by the Board:

| | | | |
|---|---|---|---|
| 2(r) | Teresa Brown | School Improvement Facilitator<br>Madison Academic Campus | Schedule III, Range 12Y<br>$81,238.82 |
| 5(nr) | Jerome Schulz | Manager of Application Development<br>Department of Technology | Schedule III, Range 11A<br>$91,500.00 |
| 2(r) | Tara Hubbert | Benefits Accountant I<br>Division of Benefits and Insurance Services | Schedule III, Range 3A<br>$41,136.00 |

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 a Request for Position Authority for the Cabinet-Level Position of Director, Department of School Innovation

Background

1. Pursuant to organizational changes that were approved by the Board in March 2007, the Administration is seeking position authority for Director, Department of School Innovation. In order to accomplish this, the Administration requests the elimination of the Director of High School Redesign position and the addition of the Director, Department of School Innovation position, effective for the FY08 budget.

Administration's Analysis

2. The Director, Department of School Innovation, will reside in the Office of School and Community Support and will report to its Chief.

3. The Director, Department of School Innovation, provides direction and oversight for Diversified Community Schools and the High School Re-design process. This position, which will work to develop and implement innovation in school models as well as in management practices and services to support high-performing schools, will serve on the Superintendent's cabinet

4. This position is currently going through the normal job-classification process to identify the position level and salary range. The position level and the corresponding salary level will be reported to the Board during the budget process.

Strategic Plan Compatibility Statement

5. 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

6. The recommendation is consistent with administrative policies and procedures. Once this item is approved, the Administration will request a technical amendment to revise Administrative Policy 2.04, Superintendent's Cabinet, to reflect the proposed position changes.

Fiscal Impact Statement

7. This item does not authorize expenditures. Funding for the position of Director, Department of School Innovation, will come from grant funds in FY08, provided through a grant from the Bill & Melinda Gates Foundation, which currently supports the position of Director of High School Redesign residing in the Superintendent's budget. Dollars from this grant, directed to Milwaukee Public Schools, are available for use at the District's discretion. Funding for the Director of High School Redesign will be eliminated from the Superintendent's budget. Funding to support the Director, Department of School Innovation, resides in the high school redesign grant budget, SAM-H-A-GI8-SO-ESAP5025.

Committee's Recommendation

Your Committee recommends that the Board approve the request for position authority for the position of Director, Department of School Innovation, in the Office of School and Community Support, effective for the FY08 budget.

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

* * * * *

(Item 5) Approval of a Lease Agreement with the Carmen High School of Science and Technology at the Walker Multiplex

Background

1. In February 2007, the Milwaukee Board of School Directors approved the merger of Walker Middle School and Bell Middle School. Since the merged school will operate at the Bell site, this action created additional vacant space at the Walker facility.

2. The Board approved the charter school concept for Carmen High School of Science and Technology in February 2007. Carmen High School, is a new non-instrumentality charter school opening in Fall 2007, is a college preparatory school that will focus on the areas of science and technology to develop critical thinking skills. Students will participate in a work/internship program that will provide real world corporate or non-profit work experience.

3. The enrollment for the first year is projected to be 80 students, with approximately 60 freshmen and 20 sophomores. The total enrollment at full implementation will be 240 students in grades 9-12. The students will attend school from 8:30 a.m. until 4 p.m., spending four days at the school and one day at their work sites. According to the proposed schedule, the school year will start Sept. 4, 2007, and the last day of school for students will be on June 27, 2008.

4. It is proposed that Carmen High School lease space on the third floor of the building and share the cafeteria, gymnasium, and auditorium with the other two schools located in the facility, ALBA Elementary School and SUPAR High School. Given the new school's concept and the community it seeks to serve, the Walker Multiplex presented an ideal location to meet the school's needs. The Carmen High School of Science and Technology also has expressed interest in leasing space in the Walker Multiplex.

5. Carmen's schedule is different than that of SUPAR and ALBA, which follow the traditional MPS calendar; however, there are other multiplex buildings, including Marshall, in which schools follow different calendars. Carmen will need to work with School Nutrition Services, Building Operations, and other departments as necessary to coordinate their schedules and services.

6. The third floor of the Walker Multiplex has the capacity to accommodate the full projected enrollment of Carmen High School of Science and Technology. In addition, due to the work program the school will use, only 75% of the students will be in the school at a given time.

Administration's Analysis

7. The Administration has been working with ALBA and SUPAR, the other schools identified for this facility, in an effort to define the shared use of the facility and to establish working relationships that will make the best use of the facility and meet each school's needs. A copy of the proposed lease and shared use agreement are attached to the minutes of your Committee's minutes.

8. The Carmen High School of Science and Technology is agreeable to the terms and conditions of the lease. The leased area will be painted prior to occupancy. The cost to paint this space will be paid from the lease proceeds.

9. The lease will be for three years and contains the option for two one-year extensions. The term of the lease will commence on August 1, 2007, and will terminate on June 30, 2010. The rental fee of $11.00 per square foot totals $169,612 for the first year, based on an 11-month term, and is payable in 11 equal monthly payments of $15,419.27. This calculation is based on a leased area of approximately 16,821 square feet of dedicated and shared space on the first and third floors.

10. The lease also contains a provision for an additional 6,403 square feet on the third floor to be added as the school's enrollment increases. If Carmen High School of Science and Technology chooses to exercise its option to add all the additional space, the annual rental fee would be $255,464, payable in 12 equal monthly payments of $21,288.67.

Strategic Plan Compatibility Statement

11. 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

12. The recommendation is consistent with Administrative Procedure 5.01(3)3, Lease Provisions: Partial Use.

Fiscal Impact Statement

13. This item does not authorize expenditures. The Carmen High School of Science and Technology will pay MPS $11 per square foot, or $169,612, for use of the space at the Walker Multiplex for the first eleven months of the lease term. This amount may increase in future years as additional space is leased. This amount is for an all-inclusive lease, with the exception of any costs resulting from vandalism, which will be the responsibility of Carmen High School. The rental rate of $11 per square foot is less than the Board-approved rate of $12 per square foot.

14. Funds from this lease will be deposited as operations fund revenue. Expenses, such as for utilities, generated from Carmen's use of the facilities will be offset by this revenue.

Implementation and Assessment Plan

15. Upon approval by the Board, the lease document will be finalized and executed. At that time, the Carmen High School of Science and Technology can make the appropriate arrangements for moving and set-up at the Walker Multiplex, beginning August 1, 2007.

Committee's Recommendation

Your Committee recommends that the Board approve the lease agreement with the Carmen High School of Science and Technology, as attached to the minutes of your Committee's meeting, for space at the Walker Multiplex, with a first-year rental rate of $169,612, to commence on August 1, 2007, and to terminate on June 30, 2010.

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

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## COMMITTEE ON LEGISLATION, RULES AND POLICIES

Director Spence 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 0607R-020 by President Dannecker to Amend Administrative Policy 8.29 to Allow Use of Flexible Restraints by MPS Personnel in District Facilities

Background

At its meeting on November 30, 2006, the Board referred Resolution 0607R-020 by President Dannecker to the Committee on Legislation, Rules, and Policies:

WHEREAS, Section 118.31, Wisconsin Statutes, entitled "Corporal Punishment," defines corporal punishment as "intentional infliction of physical pain which is used as a means of discipline"; and

WHEREAS, While Wisconsin Statutes, Section 118.31, subsection (2), prohibits district employees from subjecting enrolled pupils to corporal punishment, subsection (3) sets forth exemptions to the prohibitions as follows:

(3) Subsection (2) does not prohibit an official, employee or agent of a school board from:

(a) Using reasonable and necessary force to quell a disturbance or prevent an act that threatens physical injury to any person.

(b) Using reasonable and necessary force to obtain possession of a weapon or other dangerous object within a pupil's control.

(c) Using reasonable and necessary force for the purpose of self-defense or the defense of others under s. 939.48.

(d) Using reasonable and necessary force for the protection of property under s. 939.49.

(e) Using reasonable and necessary force to remove a disruptive pupil from a school premises or motor vehicle, as defined in s. 125.09(2)(a)1. and 4., or from school-sponsored activities.

(f) Using reasonable and necessary force to prevent a pupil from inflicting harm on himself or herself.

(g) Using reasonable and necessary force to protect the safety of others.

(h) Using incidental, minor or reasonable physical contact designed to maintain order and control.

(4) Each school board shall adopt a policy that allows any official, employee or agent of the school board to use reasonable and necessary force for the purposes of sub. (3)(a) to (h). In determining whether or not a person was acting within the exceptions in sub. (3) , deference shall be given to reasonable, good faith judgments made by an official, employee or agent of a school board; and

WHEREAS, Subsection (6) of the same statute provides that "Nothing in this section shall prohibit, permit, or otherwise affect any action taken by an official, employee or agent of a school board with regard to a person who is not a pupil enrolled in the school district"; and

WHEREAS, Section 939.49, Wisconsin Statutes, as referenced in Section 118.31, Wisconsin Statutes, provides that “a person may threaten or intentionally use force against another for the purpose of preventing or terminating what the person reasonably believes to be an unlawful interference with the person's property, provided that one may only use such force or threat thereof as the actor reasonably believes is necessary to prevent or terminate the interference; and further provides that this right to use force extends to actions reasonably believed necessary to protect the property of a person whose property the actor has a legal duty to protect”; and

WHEREAS, District safety assistants may find it necessary, in some situations, to use reasonable and necessary force to prevent individuals, whether students or non-students, from inflicting harm on themselves or others, or on school property; and

WHEREAS, District safety assistants may find themselves in situations requiring them to physically restrain persons, whether students or non-students, to prevent harm to persons or property, for extended periods of time while awaiting police response to harmful or dangerous incidents; and

WHEREAS, District safety assistants may find themselves in circumstances where it is necessary to restrain individuals, but merely trying to bodily restrain such individuals or hold them inactive or immobile through sheer strength and physical force may nonetheless place persons in danger of physical harm, or may be otherwise inadequate under the circumstances; now, therefore, be it

RESOLVED, That Administrative Policy 8.29, Corporal Punishment, be amended as follows:

(1) Physical force may be used by school personnel to prevent a threatened breach of discipline or to stop a continuing breach of discipline; however, such force should be used only when other means for preventing a breach of discipline or stopping its continuance have become ineffective.

(a) Physical force, as provided for in paragraph (1) of this policy, may include the use, by appropriately trained District personnel, of temporary restraints in the form of flex cuffs, as directed by the principal, if such use is reasonably necessary in a specific incident in which they are employed.

(b) District personnel who are anticipated to encounter situations requiring decision as to whether to employ such restraints shall be trained in the appropriate use of such restraints.

(2) Physical force may not be used by school personnel as punishment against students for any breach of discipline. School personnel must not use or rely on parental consent to support the use of corporal punishment.

And be it

FURTHER RESOLVED, That changes be made to District policies and rules as necessary to implement this change in Administrative Policy 8.29, Corporal Punishment.

Administration's Analysis

1. The item requests the Board's approval of modifications to Administrative Policy 8.29, Corporal Punishment. These modifications would allow the use of flexible restraints by MPS personnel in district facilities.

2. In February 2005, the Superintendent and the Chief of the Milwaukee Police Department (MPD) directed that a joint committee be established to address the number of calls for police service originating at MPS, to develop recommendations to reduce the number of calls, and to make recommendations for both agencies that will assist in making the schools safer. Members of this committee included school principals, administrative representatives, police captains, police officers, and school safety assistants. The committee was co-chaired by MPD Deputy Inspector Raymond Sucik and MPS Director of School Safety, Peter Pochowski. The committee unanimously recommended that, among other actions, MPS consider the use of flexible restraints by school safety assistants and other personnel.

3. The Administration sought an opinion from the Milwaukee City Attorney regarding the legality of school safety assistants using flexible restraints on students to physically restrain them in a school setting.

4. On December 15, 2006, the Milwaukee City Attorney responded in writing to the above request, stating, in part,

> …the Board may, without a change in state law, authorize safety aides to use flexible restraints in the manner anticipated in the Board resolution amending Administrative Policy 8.29.

5. The Milwaukee City Attorney recommended that Administrative Policy 8.29, Corporal Punishment, be amended to include the elements provided in Wis. Statutes, § 118.31(3), Corporal Punishment. The Milwaukee City Attorney provided MPS with a proposed policy amendment, which is reflected, with some modifications, in the recommendation for this item.

6. When students or other persons, some of whom are fraught with social and emotional issues, become physically aggressive, School Safety personnel and school staff members must physically restrain them. If the physical restraint is not done properly, positional asphyxia could result. The MPS Administration is concerned about the safety and welfare of our students, staff, and other persons who may be involved in this type of situation.

7. School safety assistants, administrators, staff, students, and others have sustained injuries during the course of these physical altercations. Police cannot respond to all physical altercations in a timely manner. Consequently, safety assistants and other district personnel are required to physically restrain students, sometimes for extended periods of time to prevent injury to themselves or others.

8. Safety assistants, administrators, officials, or other employees, as agents of the school board, are authorized under Wis. Statutes, § 118.31(3) to use reasonable and necessary force under certain conditions, such as when they are trying to prevent another person from causing injury to others or to themselves, or when the safety assistants must protect themselves from personal injury. The use of a flexible restraint is a use of physical force and, thus, must be reasonable and necessary. Some persons become violent and must be restrained as a means of preventing serious and probable or imminent bodily harm to either themselves or to others.

9. The option to apply flexible restraints to those persons under circumstances that warrant this application of reasonable and necessary force, as stated above, would reduce the potential of injury to all parties involved and would diminish the possibility of positional asphyxia, while physically restraining a combatant until the arrival of police.

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. This item is consistent with Wis. Statutes § 118.31(3), Corporal Punishment.

Fiscal Impact Statement

12. This item does not authorize expenditures. There is no cost to amend the policy.

Implementation and Assessment Plan

13. Upon approval by the Board, the change to administrative policy will be made. The Administration has consulted with MPS School Safety Planning and Advisory Committee (SPAC), the Milwaukee Teachers' Education Association (MTEA), and the Administrator's and Supervisor's Council (ASC) and has since received their support concerning this measure.

Committee's Recommendation

Your Committee recommends that Administrative Board Policy 8.29, Corporal Punishment, be amended as proposed by the Milwaukee City Attorney in paragraphs one through five below, which includes language adapted from the Wisconsin State Statutes:

Administrative Policy 8.29
~~Corporal Punishment~~ Maintaining an orderly school environment

~~(1) Physical force may be used by school personnel to prevent a threatened breach of discipline or to stop a continuing breach of discipline; however, such force should be used only when other means for preventing a breach of discipline or stopping its continuance have become ineffective.~~

~~(2) Physical force may not be used by school personnel as punishment against students for any breach of discipline. School personnel must not use or rely on parental consent to support the use of corporal punishment.~~

(1) "Corporal punishment" means the intentional infliction of physical pain that is used as a means of discipline. "Corporal punishment" includes, but is not limited to, paddling, slapping or prolonged maintenance of physically painful positions, when used as a means of discipline. "Corporal punishment" does not include actions consistent with an individualized education program developed in accordance with the law or reasonable physical activities associated with athletic training.

(2) Except as provided in paragraph (3) below, no Milwaukee Public School official, employee, or agent may subject a student enrolled in the school district to corporal punishment, nor may a district official, employee or agent use or rely on parental consent to support the use of corporal punishment.

(3) Paragraph (2) above does not prohibit a Milwaukee Public School official, employee or agent from the following:

(a) Using reasonable and necessary force to quell a disturbance or prevent an act that threatens physical injury to any person.

(b) Using reasonable and necessary force to obtain possession of a weapon or other dangerous object within a pupil's control.

(c) Using reasonable and necessary force the purpose of self-defense or the defense of others under .s 939.48.

(d) Using reasonable and necessary force for the protection of property under s. 939.49.

(e) Using reasonable and necessary force to remove a disruptive pupil from a school premises or motor vehicle, as defined in s. 125.09(2) (a) 1. and 4., or from school sponsored activities.

(f) Using reasonable and necessary force to prevent a pupil from inflicting harm on himself or herself.

(g) Using reasonable and necessary force to protect the safety of others.

(h) Using incidental, minor or reasonable physical contact designed to maintain order and control.

(4) Reasonable and necessary force, as provided for in paragraph (3), may include the use, by appropriately trained district safety assistants of temporary restraints in the form of flexible restraints, if such use is reasonably necessary in incidents in which they are employed. Annually the principal shall determine which appropriately trained safety assistants are authorized to use flexible restraints.

(5) Any school safety assistants likely to employ the use of a flexible restraint under certain conditions, will be appropriately trained in the use of flexible restraints, first aid, non-violent crisis intervention training (CPI), automated electronic defibrillator (AED), cardio-pulmonary resuscitation (CPR), and the circumstance under which flexible restraints may be used .

(6) Flexible restraints will be used only for the period of time necessary to protect the person restrained or ensure the safety of others. Opportunities must be provided to have the restraint removed to a person who indicates that he/she is willing to cease the violent or dangerous behaviors.

Director Hardin moved to place the resolution on file.

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

Ayes—Directors Blewett, Hardin and Morales—3.

Noes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

Director Johnson moved to approve the Committee's recommendation.

Director Blewett moved to postpone consideration of the item to the May Board meeting.

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

Ayes—Directors Blewett, Hardin and Morales—3.

Noes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

The following amendments by Directors Goldberg and Morales were accepted by consensus:

Director Goldberg: Add the following language to Paragraph (5): Temporary restraints in the form of flex cuffs may be used at the direction of the principal or teacher leader or his/her designee when such use is reasonably necessary in any specific incident.

Director Morales: Add the following language after Paragraph (6):

1) Codify the items promised by the Administration and direct the Administration to implement these items:
   a. Bring the Administrative Procedure to the Board for approval; and
   b. Include community and legal input in further dialog regarding mental health issues and obtain their guidance in the development of the Administrative Procedures; and
   c. Train the safety assistants in the use of flex cuffs and invite the public if possible; and
   d. There will be no implementation of the Policy prior to Board approval of the Administrative procedure; and
   e. Ensure that the safety assistants who are trained in use of the flex cuffs to be part of the community engagement process; and

f. The Administrative Procedures are to include definitions and guidelines specifying who, when and how the flex cuffs may be used; and

2) Direct the Administration to invite any interested community or policy organization to send a representative to observe the training of any MPS staff in the use of flexible restraints; and

3) Direct the Administration to invite relevant community or policy organizations to serve as additional clearinghouses for public comments on the use of flexible restraints in schools, in a similar manner to the clearinghouse system used to review the placement of School Officers in MPS schools.

The question being on approval of the Committee's recommendation as amended, it was approved, the vote being as follows:

Ayes—Directors Blewett, Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—7.

Noes—Director Hardin—1.

Director Blewett moved to reconsider and enter on the minutes the vote by which the previous item was adopted.

The Chair ruled to motion out of order.

Director Blewett challenged the ruling of the Chair.

The motion to challenge the ruling of the Chair failed of adoption, the vote being as follows:

Ayes—Directors Blewett and Hardin—2.

Noes—Directors Goldberg, Horton, Johnson, Morales, Spence and President Dannecker—6.

Director Blewett moved to reconsider the item.

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

Ayes—Directors Blewett, Hardin and Morales—3.

Noes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

Director Blewett requested permission to change his vote on the adoption of the Committee's amended recommendation.

Objection having been heard, the matter was put to a vote, and the request was denied, the vote being as follows:

Ayes—Directors Blewett, Hardin and Morales—3.

Noes—Directors Goldberg, Horton, Johnson, Spence and President Dannecker—5.

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## REPORTS OF SPECIAL COMMITTEES

The Director, Office of Board Governance/Board Clerk, presented 25 expulsion orders from the Independent Hearing Panel of the Milwaukee Board of School Directors.

Director Goldberg moved to accept the reports of the Independent Hearing Panel of March 26, 27, 28, 29, 30, 2007, and April 2, 3, 4, 5, 2007.

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

Ayes—Directors Blewett, Goldberg, Horton, Johnson, Morales and President Dannecker— 6.

Noes—None.

Temporarily absent—Directors Hardin and Spence—2.

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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 Dannecker

Previous month's summary:

- Discussions and work continue on parental involvement, literacy, and PI34. The first wave of initial educators comes up for re-licensure in 2010.
- The Teacher & Principal Quality Work Group is revising its work plan. The main work will be in gathering information, creating reports, and forming next steps. Areas being addressed include alignment of cooperating and student teachers, leadership/teacher leadership, induction and alignment, and common language around the Characteristics of a High Performing Urban Classroom and Marzano's research.
- On March 28, the Family Literacy & Tutoring Work Group co-sponsored the Children's Literacy Conference with UWM's Service Learning Department for a second year, this year including parents. The Milwaukee Bucks bused 200 MPS fourth-graders to UWM for a day of activities to encourage reading and interest in college.

— Event co-sponsor Sam's Hope provided three books to each student, and the Family Literacy & Tutoring Work Group printed and assisted in the design of the accompanying "All-Star Activity Guide." The students were challenged to recognize the parts of a book, make inferences about their reading, and use a book for research.

— A campus treasure hunt acquainted students with different college departments, and an especially popular "Jeopardy"-style quiz show tested students' knowledge of literature.

— Vista volunteer organizers achieved unprecedented collaboration from Alverno College, Marquette University, and UWM.

The Family Literacy & Tutoring Work Group hopes to extend the conference to more students across more grades and formalize its support for ongoing activities arising from it. For example, a program at Hartford Avenue School engaged last year's conference participants in reading to younger schoolmates. Sam's Hope announced that students can receive additional books by reading and writing about the books received at the 2006 event.

- Two members of the Family Literacy & Tutoring Work Group attended the National Family Literacy Conference in Orlando, Florida, in March.

- An event called "Six Trait Exhibition" will take place on May 31. Teachers and teacher leaders will be showcasing their efforts in writing instruction and student work throughout the day from 9:00 a.m. to 7:00 p.m. on the second floor of the MPS Technology Center, 6620 West Capitol Drive. Everyone is encouraged to stop in some time during that day to see what is going on in Six Traits Writing Instruction.

- Last year, 2005-06, marked the first year of the 8th- through 9th-Grade Math Assessment Pilot. The overarching goal was to develop proficiency levels for measuring and evaluating student achievement throughout the district by "merging" the work of the 8th- and 9th-grade math teachers in four ways:

  1. 8th-Grade Math Proficiency Assessment,
  2. 8th-Grade Summer School,
  3. 9th-Grade Math Proficiency Assessment, and
  4. 9th-Grade Summer School.

  An important idea which guides the work of the Pilot is to look closely at what is new in the 10th-grade State Math Descriptors which both 8th and 9th grades share. This year, the Pilot, consisting of both 8th- and 9th-grade math teachers, is focusing on producing CABS (Classroom Assessments Based on Standards) for 8th grade, which will be unveiled in May and June. These district model CABS are formative assessments and as such, represent one piece of a larger process which research has shown helps students learn mathematics with understanding. For additional updates on the work of the Milwaukee Mathematics Partnership (MMP), please see the March 2007 issue of *The MMP Messenger* and the April 2007 issue of the *MMP Math Minutes.*

- NEA Foundation Grant Update:

  o Discussion is continuing on the coordination of TNE and the NEAF grant. Currently, induction conversations regarding the NEA Focus schools are happening. Tapped In will be used as a tool for induction support of new teachers, linking them to a professor and experienced classroom teachers. This should be in place for next school year.

- Planning continues for May 5, a celebration of data for the NEA Focus Schools. The expertise in Assessment and Accountability is being used for presenting the new WKCE scores along with other data to inform the schools of their progress.
- Action Research Fellows are being selected for the new school year. The 06-07 Fellows will continue their work and strive for publication.
- The NEA Foundation sponsored a national symposium regarding struggling secondary readers. Milwaukee sent a team to the symposium.
- Site visitations continue.

• Three candidates for the position of MPA Executive Director were recommended for a second interview. These interviews will be conducted by the Search Committee on April 20.

The next meeting is to be held on June 15, 2007.

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(Item 2) Report of the Board's Delegate to the MPS Head Start Program

Submitted by: Director Johnson

The management staff is putting together the team and information for the Head Start Self-Assessment due in May.

The Community Assessment is in progress and being carried out by the Nonprofit Center of Milwaukee, Inc.

Dates have been set to begin the process of the federal application; this is being done in collaboration with the Grants Office.

The education management staff are beginning a new round of site visits.

Trainers for NRS are being contacted to set up possible training dates for teachers and assistants.

The management team is in the process of learning the Galileo, the MPS Head Start assessment tool, and reviewing what reports are needed and how to access them, checking to ensure that all teachers have input data, etc.

The education management staff are contacting DLM for possible training dates.

Management staff are implementing site compliance checks in such areas as new classroom square footage, etc.

The new coordinator received technical assistance and an orientation presented by the ACF Region V consultant.

MPS Head Start staff and parents were among the approximately 3,000 people that attended the 34th Annual Head Start Training Conference in San Antonio Texas, April 15-19, 2007. Keona Jones, Head Start Coordinator; Debra Lucas and Daisy Irizarry, Head Start Family Partnership Associates; and Katrina Holmes Thompson and Jennifer Jones, MPS Head Start parents, attended the conference, which included an institute on Hispanic and other emerging populations and 400 other sessions.

The next MPS Head Start Policy Council meeting is scheduled for Saturday, April 21, 2007, at 12:00 noon at the Milwaukee Center for Independence, located at 2020 W. Wells Street. Tentative Agenda includes:

- Nurturing Parents Training

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The Board recessed from 8:25 to 8:26 PM and from 10:31 to 10:35 PM.

The Board adjourned at 10:58 PM.

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